

State Of Children's Rights Report



Case study examples

For each case study we are looking for you to focus on one principle of a children's human rights approach, but you can reference others, as the principles are all interlinked. These case studies were made for the [Children's Rights Skills and Knowledge Framework](#), and provide an example of a case study focused on actions of one of the five principles of a children's human rights approach. You can see they follow the structure of an introduction, a description of the activity, and one was able to add information about impact. The end section was added by Together, with the focus on outcomes under a children's human rights approach principle. You are welcome to try and draft this yourself or leave this to us after reading through your case study. You are also welcome to reference the principle throughout the case study.

Embedding children's rights across South Ayrshire schools

The implementation of children's rights has been incorporated within South Ayrshire Council and school improvement planning. Delivering children's rights work had been the responsibility of a Quality Improvement Manager but in 2022 South Ayrshire Council appointed a Children's Rights Development Officer part time, which was increased to a full time UNCRC and Equalities Officer (Strategic Lead) one year position in 2023.

Building a strategy

The Strategic Lead attends national meetings and shares information through weekly email bulletins to school contacts; they also update through the authority fortnightly bulletin and monthly professional learning newsletters. A Rights Authority Steering Group has been established to work on priority issues. A dedicated online space has been created to support the sharing of children's rights resources. The Strategic Lead supports the training of Rights Respecting Schools assessors and works with the Thriving Communities Team and services across the authority to build a wider strategy for the development of a youth voice process and a youth cabinet.

Professional learning and training

Professional learning sessions have been organised and delivered to early years, primary and secondary staff. Professional learning conversations have been organised to support staff with their UNCRC learning and Rights Respecting Schools accreditation journeys. Bespoke sessions have also been delivered to individual schools and clusters. At these sessions, school staff have been involved in evaluation activity of their whole school to consider the various practices and opportunities that they offer children and young people. This has allowed them to link their existing good practice to children's rights. This forms part of their self-evaluation process in relation to rights and identifies next steps for their improvement journey. Across the Regional Improvement

Collaborative, work has started to develop and build a team of Rights Respecting Schools assessors. This will support sharing of learning and resources with a view to creating a wider Accreditation Assessor's network.

Impact of children's rights across schools

All South Ayrshire Council schools are part of the Rights Respecting Schools accreditation journey and gave positive examples of how rights were implemented across the curriculum and how pupils' views were gathered. Of the children and young people who were surveyed, almost all strongly agreed, or agreed, that they felt safe within school, and most felt that staff consider how they learn best, that their views were listened to and considered, and that they were treated equally.

Children's human rights approach principle - embedding

Having staff with a specific UNCRC remit and a children's rights strategy has allowed South Ayrshire Council to support staff training in a children's human rights approach and work to ensure that children's rights are embedded in planning, strategies, and reporting.

Inclusive communication training

Aberdeen City Council has had a dedicated children's social work Rights Service for more than 30 years, which is one of the ways the council promotes human rights practice. The service ethos is grounded in the UNCRC. Its remit is to provide independent, relational, trauma-informed advocacy, guidance, and support to Aberdeen children, young people, and young adults, aged zero to 26 years old, who are care experienced or are/have been involved in child protection processes, wherever they live.

Inclusive communication means providing opportunities for children and young people to participate in a way that everyone can engage with and understand. Inclusive communication helps build children and young people's awareness of opportunities, events, and available services. It supports them to build relationships, to express themselves, and to receive information in a way that suits their communication needs and preferences. Inclusive communication is especially needed for children and young people who might be assumed unable to participate because they are unable to talk or have not yet learned to talk.

A priority area for the service is to raise awareness and promote rights by providing direct learning opportunities that translate rights into practice. This need was identified through referral discussion or consultation, where workers outlined their motivation to build upon their inclusive communication knowledge, skills, confidence, and ability to apply this in practice. Both Rights Officers, along with children's social work colleagues, one from fieldwork services and one from residential childcare, came together to plan

and deliver an Inclusive Communication Workshop. This collaboration underlines that inclusive communication is for all workers.

Delivering training

The workshop is in-person, delivered four times a year for up to 12 participants and runs for three hours. There is no advanced learning required, and each session is advertised for booking by workers. The workshop combines theoretical input, experiential, and reflective learning, and the opportunity, in a safe space, to play, to practise, and try out a range of different approaches and materials. Each participant is provided with an inclusive communication 'starter pack' which includes various sensory materials like fidget toys and playdough, details of useful websites, and a UNCRC booklet. The aim of the pack is to support workers to consolidate their learning and provide a basic toolkit to build on.

Building on the learning

A QR code leading to an evaluation form is given at the end of the training to gather feedback which is valuable in refining the training. Each participant receives a certificate and is added to a Microsoft Teams channel. They are encouraged to use this space to share any research materials and practical tools, to look for new ideas, and to share good practice.

Children's human rights approach principle - embedding

By having training in inclusive communication, Aberdeen City Council is supporting workers with training to learn and develop their children's human rights approach. The training also includes supporting children and young people to access their rights equally, with a focus on those children and young people whose rights are at risk, taking children and young people's views into account in decisions that affect them, and ensuring that work and decisions are effectively communicated as part of accountable practice.