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# Children's Rights In Swansea

A progress report on implementing the Children  
and Young People's Rights Scheme in Swansea

September 2018 - March 2020



## Foreword, Cllr. Sam. Pritchard Cabinet Member - Children's Services



*Children and young people have always been a priority for the City & County of Swansea.*

*The City & County of Swansea is the first local authority in the UK to voluntarily make a public commitment to Children's Rights and create a platform for change to achieve a culture where there is a full appreciation of children's rights, and that we consciously consider them in all of our work so that ultimately it results in better services and lives for children, young people and families in Swansea.*

*Adopting this approach challenges existing ways of working and we are starting to see a culture change as we further develop our approach and embed our policy into practice.*

*The Children and Young People's Rights Scheme is an innovative road map to ensure consideration is given to the UNCRC in every decision the council makes. The success so far would not be possible without a partnership approach which includes working with our schools, communities, council services and wider partners to make this happen. We are delighted to be working with a wide group of people with a shared interest and commitment to this agenda.*

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*The report captures the actions and progress that we have seen so far and we are both really pleased and impressed with the feedback received in relation to adopting a rights based approach. Awards are good, but putting child rights at the heart of our business is the right thing to do which is far more important for the future of our children and young people in Swansea.*

**We are committed to children's rights.**

We are creating a culture where children's rights are at the centre of our work. We aim to consider them in everything we do. This is important. Every Child has rights. Understanding and respecting Children's Rights gives us better services and better results in the lives of children, young people and families.

### **Children's rights**

The UNCRC is the United Nations Convention on the Rights of the Child. It is a list of rights for all children and young people aged 0-18 years across the world and includes the things children need to be healthy, safe, able to participate and be the best they can.

### **The Children and Young People's Rights Scheme in Swansea**

This scheme was launched in November 2014. We were the first County to voluntarily make it part of our work. The Scheme means we pay 'due regard' to the UNCRC when making decisions.

We do this by:

- Encouraging participation so children and young people have a say in decisions
- sharing knowledge and understanding of the UNCRC
- Having systems for feedback and complaints
- Gathering evidence of how following the UNCRC changes decisions and improves lives.

This is a report on what Swansea Council has done this year to put the Children & Young People's Rights Scheme into action.

## **1. Introduction**





## In Swansea

1,521 children and young people had opportunities to have their voices heard. Having them involved has made a real difference to our plans and services.

We held different forums, events and projects across Swansea through Big Conversations – open, safe and fun ways for children and young people to be heard.

We work with schools, communities, services and other partners to make sure children and young people have lots of chances to have their voice heard:

- **Big Conversation Forums:** 795 children and young people participated in Big Conversations exploring topics such as LGBTQIA+, alternative education, ALN codes of practice, city redevelopment, housing and homeless, stronger communities and working with nature. 32 primary schools and 13 secondary schools engaged.

- **Big Conversations for those who have experienced care:** 67 children took part in forums to let us know what is important for children in care and those who have been, and have now left.

- **Big Conversations to discuss Community Cohesion:** 50 young people took part in opportunities for facilitated discussions around issues such as extremism, rumors in communities, community cohesion, racism and prejudice

- **School Project Work:** 609 children worked with through visits to schools, to school councils and other school clubs.

## 2. Engagement and Participation

We recognise the value and importance of listening to what children and young people have to say.

Our duty is to create as many opportunities as possible for children to have a say in decisions which affect their lives



# What difference has listening made?

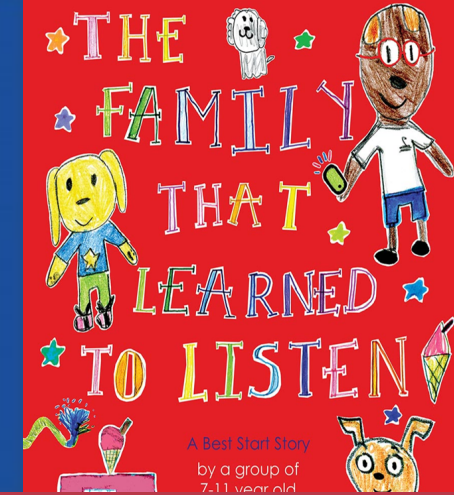
Children and young people are valuable in helping to create better services. Decision-makers and workshop providers gave feedback on topics children discuss in the form of You Said - We Did - This Means. Some of the outcomes are below:



## Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

[www.OutsideClassroomBeards.co.uk](http://www.OutsideClassroomBeards.co.uk)



### Equalities

Councillors held discussions with children and young people focusing on experiences of inequality. These views helped inform Swansea's Equalities Scrutiny Report.



### Alternative Education

Young people had a say on the new site for Alternative Education Provision in Swansea. Their ideas helped inform the design process of the buildings.



### Period Poverty

Schools have introduced schemes where pupils can access free sanitary products at any point in the school day to help combat absenteeism resulting from period poverty.



### Resources

"The Family that learnt to listen", a Children's story book and "I Have a Voice", a video resource, have been developed by Care Experienced Children and Young People



### Recruitment

Young people who receive a service from Children's Services devised, facilitated, scored and evaluated a young person's section of recruitment process for Principle Officer Posts



### Counter Extremism

Young people and volunteers from groups, schools and clubs in Swansea and NPT met to discuss counter-terrorism and are re working on community action projects to counter far-right narratives locally

## 3. Promoting Knowledge and Understanding

Our duty is to develop knowledge and understanding of the UNCRC through training for staff and decision makers.

We are committed to supporting people to understand children's rights.

We want services to think about the UNCRC in their day to day work.

Children's Rights training has been provided to 192 members and officers.

### 1 Rights in Early Years

UNCRC specific training within the early years sector is delivered through the Family Information Service training booklet.

We have incorporated into the Successful Kinaesthetic Intervention for Pre-Schoolers (SKIP) programme, the concept of children's choice. Children, aged from 2-3 design their own assault/obstacle course to encourage independence and also develop gross locomotor skills

### 2 Rights in Schools

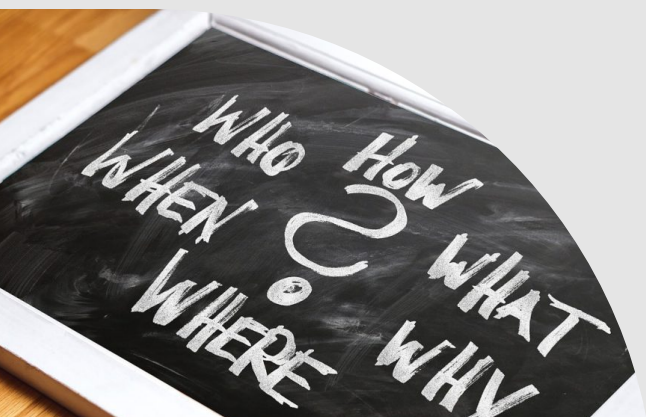
Training for headteachers and officers to become Rights Respecting Schools assessors has taken place, as well as bespoke Unicef and Council UNCRC sessions for schools engaged in the Rights Respecting Schools. Award,

### 3 Rights in Child and Family Services

Children's Rights and Advocacy training is incorporated into the Social Services annual training programme, and facilitated regularly for foster carers and social work students.

### 4 Children's Rights as Human Rights

As a part of discussions regarding Human Rights, a training session was piloted within Cultural Services to consider children's rights as human rights, and the rights all people have whether they are children or adults.





## 4. Raising Awareness of Children's Rights

We want everyone to know about children's rights.

We have a duty to raise awareness of the UNCRC to everyone including children and young people.

Children and young people have developed a **county-wide rights mascot**, called Dilly Dragon. Dilly has:

- A flag that flies during planned periods from the Civic Centre Building
- #DillyDragon #DdraigDilly linked to the Corporate Facebook and Twitter
- Promotional materials like pens, headphones, water bottles, posters and badges.
- An Instagram page @dillydragonswansea

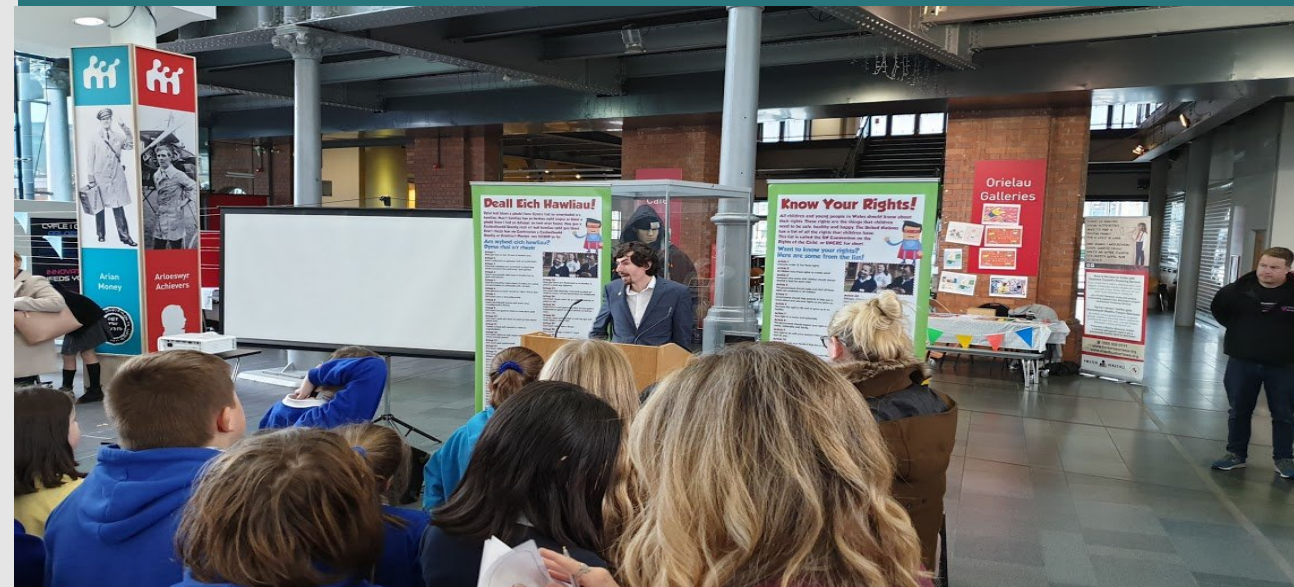
The **Public Service Board** continues its commitment to rights, using rights based language at the heart of its work, committing to offering children the Best Start in Life and ensuring that Swansea is a City for All, where everyone can enjoy their rights.

Professionals have recently presented on **early years work** in Swansea to the Royal Foundation. A large part the presentation was the focus on rights based practices in early years in Swansea, incorporating the Council's commitment to the UNCRC, including rights based story books that were produced. The focus on rights was commended.

2019 saw the celebration of the 5th anniversary of Swansea's Children's Rights Scheme in Swansea.

The event was a celebration of Swansea's Rights journey so far, and of the many people from schools, communities and services who work together to make Swansea's commitment to rights a reality for children and young people.

204 children, young people and service providers participated in, and 72 children, young people and service providers facilitated stall and activities at the National Waterfront Museum, where rights were celebrated through activities, speeches, information stalls and consultation opportunities.





In Swansea, everyone working for the Council is committed to the best outcomes for children and young people, delivering the best services and keeping them safe.

**UNCRC ARTICLE 3:  
BEST INTERESTS OF THE CHILD**

The best interests of children must be the primary concern in making decisions that may affect them.

## 5. A Whole Council Approach to Embedding Children's Rights

The Children's Rights Scheme has changed how we work.

We have one shared approach to making sure the UNCRC is part of all our plans and policies. This includes thinking about how any decisions may affect children and young people's lives.

We have worked together to consider how rights based approaches underpin practice by:

Ensuring children's human rights are included in key policies such as:

- Strategic Equality Plan
- Consultation and Engagement Plan
- Within 'Live Well, Age Well' components of Swansea's Well-being Plan
- Swansea's Co-Production and Engagement Strategy

Extending learning from children's rights based approaches more broadly to think about every person's human rights by:

- Exploring what it means for Swansea to be a Human Rights City
- Applying learning to what rights means for people across the life stages, ensuring Swansea is a city for all, where every person has the opportunity to have the best start in life and live and age well.
- Developing a Poverty Truth Commission

There are many areas of work where it is possible to observe due regard to the UNCRC:



## Care Experienced Children and Young People

“Honesty, trust and respect” are the main themes to have permeated work with care experienced children and young people aged 7-18 years. Throughout work in 2019/20 these three values, as well as claiming rights, have been the consistent messages.

Topics covered at Big Conversations for Care Experienced Children and Young People include:

- Your Service
- Your Paperwork
- Looked After Education provision
- “You said, we did, what next” Big Conversation

Project work with Care Experienced Children and Young People:

- Workshops on re-branding/creating a new name for the LAC Team,
- Development of the Corporate Parenting Board Film “I have a voice”
- “The Family that learnt to listen”: a Children’s story book written by 7-11 year old Care Experienced Children with Thomas and Helen Donaldson, in partnership with the Council’s Early Years Team as part of the Best Start Strategy
- Recruitment: 4 groups of young people who receive a service from Children’s Services devised, facilitated, scored and evaluated a young person’s section of recruitment process for Principle Officer Posts

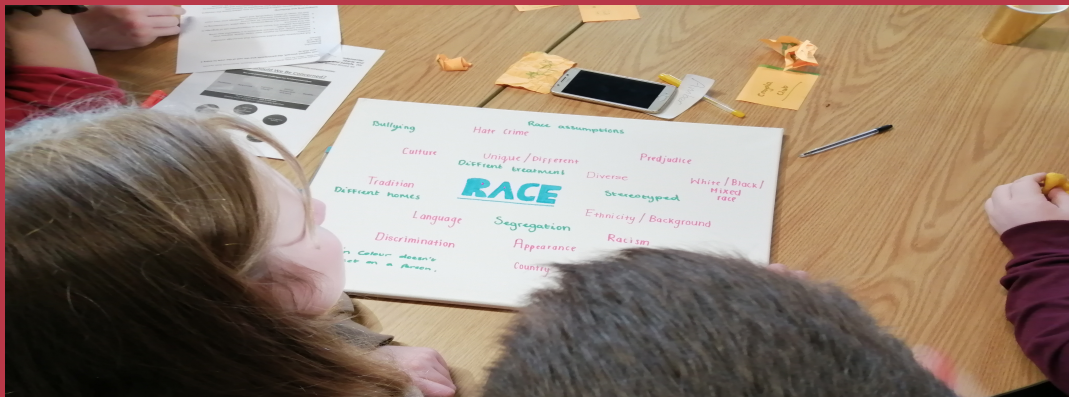
## City Centre Regeneration

- The City Centre Regeneration Programme Team have made much progress in giving regard to the UNCRC within their work to regenerate and develop Swansea and its City Centre.
- Regard for the UNCRC is incorporated in the councils “Sustainability Statement” which sets out the Councils expectations of contractors, and tendered work in achieving high standards of sustainable development and environmental performance. Swansea Council recognises that taking a sustainable development approach is central to ensuring Swansea is a great place to live now and in the future and to ensure developments meet well-being needs and are informed by the citizens, ensuring Swansea is somewhere that is inclusive and safe and supports a prosperous and resilient economy.
- School children have been engaged throughout City regeneration developments and informed the planning of new developments in a timely way, which have included considering what a “City for All” would look like, developing a Children’s Rights “Dilly Dragon” (Children’s rights mascot in Swansea) trail, voting for play options within the City play space and considering what they would like the new planned “Arena Development” to bring to Swansea. As a result the Arena operator has detailed their play strategy in their procurement documentation detailing how they will be going out to schools to run different workshops which will enable children of all ages and abilities to enjoy the Arena regardless of socio-economic background.

# Community Cohesion

The School Swap, a community cohesion initiative for approximately 50 young people aged 11-18 across Swansea, Neath Port Talbot and Bridgend aims to:

- Grow social capital amongst different groups of people by exploring cultural and social differences with respectful curiosity through facilitated discussions, resulting a filmed documentary and future action plans. Support young people across the region to learn about themselves and others of different backgrounds, cultures, faiths and communities through a series of rights based discussions and activities.
- Allow safe opportunities for facilitated discussions around issues such as extremism, rumours in communities, community cohesion, racism and prejudice that have potential to affect residents of three regions and to consolidate these findings to create a documentary about the process and outcomes of the project.
- Extend the cohesive nature of working together to adults in the community through parent/carer engagement and multi-agency partnership working with outside agencies like social services and local businesses.



# Council Policies

Children's rights are part of our corporate plans including our Strategic Equality Plan, County-wide Corporate Plan, Overarching Safeguarding Policy as well as within our democratic reporting and scrutiny reporting processes.

## Council Tax Policy

Activity has been undertaken by staff in the Revenue and Benefits team to make children's rights accessible to those who would usually have no contact with children through their work. The team have been supported to give consideration to children and families, particularly in relation to the Council Tax process, offering more flexibility than the usual process affords, by giving consideration to how a child's rights may be affected by it.

## Corporate Building Services

This service has incorporated the UNCRC across its strategic priorities and policies. All staff have received rights based safeguarding training and have a good knowledge of children's rights and signals that they may observe in the community that indicate children are not in receipt of their rights.

More work needs to be done to explore rights based practice in services indirectly working with children and young people.

# Dementia Friendly Schools

- An intergenerational storytelling project to bring together the young and older people of Swansea. The aim is to create an understanding of Dementia and to explore issues around being young and old, to learn from each other and to celebrate those moments through finding and telling our stories.
- Funded by the Integrated Care Fund (ICF) to develop a “Dementia Friendly Generation” and raise awareness of dementia across Swansea. Council teams are working in partnership with the Alzheimer’s Society to develop this project.
- 8 Schools are involved in the project; 2 Comprehensive schools and 6 Primary Schools
- 2 Schools 1 Primary and 1 Comprehensive, officially recognised and accredited by the Alzheimer’s Society as Dementia Friendly Schools
- 6 School Dementia Friends Champions trained
- 14 Dementia Friends information sessions delivered
- 2 Whole school assemblies delivered
- Fundraising occurring in each of the 8 schools
- 5 Schools linked with Dementia Specific Care homes and attend regularly.



# Early Years

## Healthy Pre School Scheme & Gold Snack Award Settings:

- Encourage a self-serve element into snack time to encourage independence, and develop confidence. This has been recognised by CIW in inspection reports.
- Provide free access to water at all times for children to self-serve. This gives children the opportunity to access water whenever they want a drink, and also helps develop independence and confidence.
- Recognise children as capable and active participants. Cookery activities have been designed so children prepare their own foods using knives. This work has now been extended beyond healthy pre-schools and the childcare workforce where pilot sessions with parents and their children to show this capability are taking place, beyond the door of the nursery.

## Within the Early Years Team

- Working with colleagues within the ALN Unit, Person Centred Planning and One Page Profiles for the Early Years sector, have been developed.
- The Childcare and Early Years Conference, ‘Healthy Hearts’ & ‘Happy Faces’ delivered a suite of training across our Childcare and Early Years workforce including Early Years Health Professionals. Childcare settings across the Council have benefitted from an extended provision of support that has gone beyond the one day conference. Settings have been supported to develop and improve areas of their work which has included the participation of children. Key areas of development include physical literacy, circus skills, developing nutritional meals and snacks including cooking with children and opportunities to improve outdoors provision.



## Education

### ALN Code of Practice

Children and Young People have been working with Education Officers to influence the development of the new ALN code of Practice. Input from learner's helped shape a formal response on behalf of Swansea to Welsh Government.

### A Vision for Education

Children and Young People have supported education services to think about what education means and what the vision for education should look like in Swansea. this work has informed the vision statement for Abertawe 2023.



## Equalities

### Strategic Equality Plan

The UNCRC remains integrated into the revised Strategic Equality Plan (SEP) for 2020 to continue to raise awareness and place children's rights at the heart of decision making across all directorates of the local authority.

The local authority continues to build upon the lessons learnt from embedding children's rights in policy and practise and therefore greater focus has been given to awareness raising of broader Human Rights within the Strategic Equality Plan and the relationship between rights and equalities, ensuring an equitable provision of services for all.

### Strategic Equality Plans in Schools

Schools face the same obligations as the local authority in terms of meeting the Public Sector Equality Duty for Wales, such as setting clear equality objectives. A Strategic Equality Plan template specifically to assist schools in Swansea was developed by Access to Services, Life Stages Team and Education to assist schools in its duty and help further evidence of embedding of children's rights.

# HORRIBLE HISTORIES

## Horrible History

Many schools are now Rights Respecting schools and most children will be aware of the UNCRC. But how did we get to where we are today in recognising children's rights?

Swansea museum has developed a session that takes children back 200 years when childhood for the majority of children was a very different story compared to today.

Aimed at Years 1 - 6, the sessions focus on a local context historically, but also considers the national and international situation over a 200 year timespan, covering:

- Historical context on children's rights and how they evolved, along with some comparison to the evolution of women's rights and animal rights.
- Interaction with historic objects
- Historical documentary evidence
- Testimony of children working in mines and factories
- Newspaper reports from the period

## Housing and Homelessness

Representatives of Swansea Council's Housing Department have been working with children and young people to:

- Increase understanding of factors that can cause homelessness
- Explore ways in which homelessness may be prevented
- Understand barriers the young people face that may lead to housing problems

The opinions, suggestions and discussion findings were used to inform a new Housing Strategy that is being written to help people who are homeless and at risk of homelessness across Swansea.



## Intergenerational Work

As a part of our attempts to consider rights across the life stages, opportunities for people, younger and older, to come together have been developed. One of these opportunities has been the introduction of Intergenerational Big Conversations. (IBCs).

IBCs offer the opportunity for children, young people and adults to come together to discuss issues that affect them both individually and collectively.

So far, 3 IBCs have taken place, each with over 50 participants.

Topics discussed include:

1. Human Rights and Equality for All
2. Celebrating diversity through tolerance and respect
3. Learning Life Skills from each other



## Play

The Play Service in Swansea is fundamental to promoting children's rights. As well as providing advice, support, guidance and training opportunities to staff and others, a central element of the work of the play team has been to engage in consultation with school pupils regarding play space development:

Hollett Rd new play area with Gwyyrosydd School Council

- initial ideas session
- Site Visit
- Final design decision meeting

Heol Las play area with Birchgrove School Council

- Final design decision meeting
- Invited to officially open the new play area end of march

Supporting Friends of Morrision Park Group with evidence for developing a play area in Morrision Park with TanyLan Primary School, Pentrgraig Primary School and Morrision Primary School.

Early support for Mayhill Friends of group where Play On Wheel (POW) sessions have been delivered onsite during holidays

Also, Children and young people are involved in the development and review of Swansea's Play Sufficiency Assessment.



# Schools

30 effective practice reports exist at [www.estyn.gov.uk](http://www.estyn.gov.uk) for Swansea Schools. Particularly among Secondary schools, the number of these reports is disproportionately high compared to other authorities. All reports were rights based in nature.

## Best Interests

- Developing Thematic Projects (Bishop Gore)
- Professional Development (Clase)
- Culture of professional reflection and learning (Hafod)
- Placing rights in the heart of curriculum development (Hafod)
- Improving Practice and Pedagogy (Pontarddulais)
- Addressing shortcomings in teaching (Sketty)
- Raising Standards in Literacy and Numeracy (YGG Gwyr)
- Schools Culture focussed on Children's Rights (YGG Llwynderw)

## Non-Discrimination

- An Ethos of Mutual Respect (Birchgrove)
- Tackling Poverty, Improving Attitudes (Cefn Hengoed)
- Inclusive and nurturing environments for all (Cwm Glas)
- Reducing anti-social behaviour in the community (Hafod)
- An innovative approach to supporting traveller families (Pentrehafod)
- Helping Children with additional learning needs to reach their potential (St.Helen's)
- Innovative approach to more able and talented (Ynystawe)

## Survival and Development

- Influencing Well-being and the Curriculum (Cefn Hengoed)
- Music therapy: emotional and behavioural development (Christchurch)
- Taking Teaching Outdoors (Crwys)
- Achieving standards through well-being (Graigfelin)
- Enhancing Entrepreneurial Skills (Graifelin)
- Improving the iLearn Curriculum (Olchfa)
- Alignment of attainment and well-being to track pupil's progress (Pentrehafod)
- Developing Pupil's Digital Skills (YGG Bryntawe)

## Participation

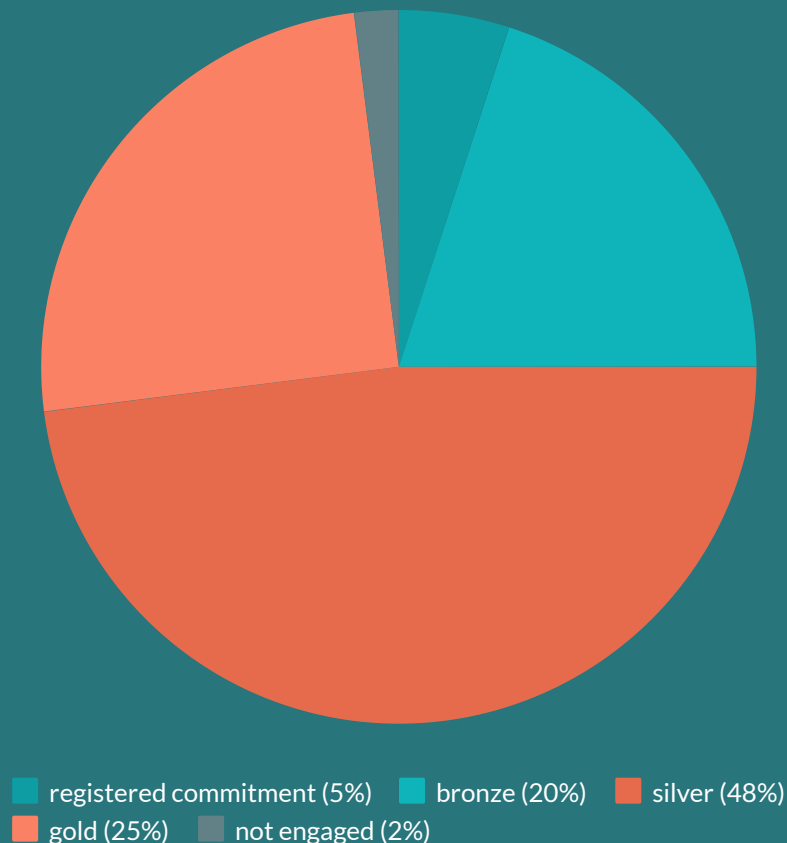
- Nurturing Environments (Clase)
- An inclusive Ethos and culture that promotes participation
- Involving Stakeholders in identifying priorities (Oakleigh House)
- Involving parents and pupils to develop curriculum (Penllergaer)
- Engaging with parents to improve pupil attendance (St. Helen's)
- Working with pupils to plan a better curriculum (YGG Lonlas)
- Changing the structure of the school council (YGG Bryntawe)

# Rights Respecting Schools

In 2013, Swansea Council made a formal commitment to ensuring that children's rights, as outlined in the United Nations Convention on the Rights of the Child, are central in decision-making processes that affect children and young people.

An element of this commitment has been to extend existing good rights-based practice, by rolling out a citywide commitment to UNICEF's Rights Respecting Schools Award. Significant progress has been made since 2014 in engaging and supporting schools through this journey:

RRSA Progress 2019



In 2018, 7 members of staff trained to be able to carry out Rights Respecting Schools Award assessments internally.

Schools progressed/re-accredited their RRSA status within the reporting period of this document:

## Bronze:

Llangyfelach Primary, Sketty Primary, Cwm Glas Primary, Oystermouth Primary

## Silver:

Bishopston Comprehensive, Ysgol Gymraeg Lon Las Oakleigh House, Sketty Primary

## Gold:

Pentrehafod, Ysgol Gynradd Bryntawe, Gwyrosydd Primary, Hafod Primary, Terrace Road Primary, Bishopston Comprehensive, Gowerton Comprehensive

# 6. Collecting Evidence

We have a duty to make sure give consideration to the UNCRC, are accountable, and have evidence of the difference it makes. we have done this in the following ways:

## Rights Respecting Schools Award

According to a recent Unicef report, 'Impact:2018', where information from 325 Headteachers, 12,400 staff, and 80,000 children was gathered, the impact of Rights Respecting Schools Award is:

### Children feel safe in school

- 82% of children and young people in Gold schools say they feel safe in school, an increase of 6% since before work began.
- 93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying, an increase of 23% from Silver.

### Children are engaged in their education

- 80% children and young people at Gold schools feel listened to, an increase of 6% from before work began.
- 59% of children and young people at Gold schools say they can influence decisions, an increase of 5% from before work began.
- 99% of adults in Gold schools report high levels of pupil engagement, an increase of 8% from before work began.
- 79% of children in Gold schools know what they need to do to make progress in class, an increase of 9% from before work began.

### Adults have positive relationships and enjoy their jobs

- 98% of adults in Gold schools report enjoying their work, this is up 4% from before work began.
- 99% of adults in Gold schools report respectful relationships between other adults, this is an increase of 5% from before work began.

## Children's Rights Impact Assessments (CRIAs)

The CRIA process was embedded within the Equality Impact Assessment process in November 2014, when the Children and Young people's Rights Scheme was formally launched.

Embedding the Children's Rights Impact Assessment within the Equality Impact Assessment provides a platform for services, who may not do so as a matter of course, to be supported to consider how their service or policy decisions affect children and young people (considering age as a protected characteristic), and to be supported to engage with those service users to ensure decisions are made in their best interests and that they are effective in meeting their needs. Engagement between council services and children & young people has increased as a direct result.

**Number of full EIA reports required as a result of screening forms received (within this reporting period) = 21**

**Number of full EIA reports that had a direct impact on Children and Young People within this reporting period) = 14**

Children's Rights Impact Assessments have been submitted from across the directorates of the City & County of Swansea and examples received have had both a direct or indirect impact on children and young people.



# 6. Collecting Evidence (cont.)

We have a duty to make sure give consideration to the UNCRC, are accountable, and have evidence of the difference it makes. we have done this in the following ways:

## Academic Review

In 2019, an academic review of Swansea's Children and Young People's Scheme was undertaken as part of a Master's Dissertation at Cardiff University.

*'From Rhetoric to Reality: How Effectively Does Swansea Council Enact its Children and Young People's Rights Scheme?'* details how council officers, managers and members interpret the Children's Rights Scheme in their day to practice. The study considers where this has work well and where improvements can be made, concluding with the following recommendations:

### Participant recommendations

- Children's rights should be explicitly incorporated into corporate competencies, increasing its focus for people, ensuring that employees make the links between their role, rights and organisational expectation;
- Each Cabinet Member should have responsibility for UNCRC within the portfolio.
- A SMART framework for the Scheme should be developed to clarify intended outcomes and steps required to achieve them, thus clearly showcasing impact;
- Understand the connections between the Scheme and statuses we have in Swansea, putting the child at the centre, but connecting the approaches to understand how work is rights based.
- Engage with the private sector in both a people and place focussed way, to support community resilience and the ambitions of the communities we live in;
- Involve children in a refresh of the Scheme so that they can influence what is important moving forward;
- Opportunities to celebrate rights-based approaches should be made compulsory. An onus on every department is required to show how the whole council contributes to realising children's rights.

### Researcher Recommendations:

- Further exploration is needed to understand how regularly and how well we listen to and include children in decisions that affect them.
- The importance of listening to, and including children in decisions that affect them should be clarified in the Scheme. This should include a clear organisational expectation of what paying due regard means in terms of listening to children, and taking them seriously, inside and outside of forum activity.
- More work is required to understand how due regard is paid within departments (rather than across the Council). This can identify areas of development, and highlight good rights based practice in unanticipated fields of work.
- More work is required to promote knowledge and understanding of participation opportunities such as the Big Conversation to departments that do not traditionally deal with children;
- Exploration of the extent to which the Scheme is monitored, and how the Council is held accountable to it, is required. Little information exists in this study on the role and usefulness of the annual report, and gaps in compliance and accountability have been raised by participants themselves in relation to the CRIA. Exploration should include monitoring, accountability and impact of CRIAs.

# 7. Improving How We Work

## Moving Forward

It is important to make sure that the Children's Rights Scheme is relevant, useful and impactful for children and young people in Swansea.

In the next 12 months, we need to evaluate how well the Children's Right Scheme works:

- We will build on the academic review of the Scheme and consult with children, young people and relevant stakeholders to review and develop a Scheme fit for the future.
- We will take on board the recommendations from the review and record how we can and cannot change/improve practice.
- We will review how to record and evidence how due regard to the UNCRC is paid to ensure the wealth of good practice taking place is appropriately captured
- We will explore how learning from children's rights based practice can be extended across the life stages. •
- We will promote how children and their families can let us know if they feel their rights are not being met.
- We will investigate the most effective ways of teaching about rights in schools.

## Making Sure People Can Let Us Know What They Think

We have a duty to make sure we can receive feedback and complaints.

We have ways for children and young people to question decisions and tell us what they think.

As well as through the Big Conversation, we have an **email address** where anyone can question decisions, ask for advice and tell us what they think.

It is **UNCRC@swansea.gov.uk**

If people feel their rights are not being met and wish to make a complaint, Swansea Council has a complaints process that sets out the steps we go through to listen to issues and deal with them.

This can be accessed at <https://www.swansea.gov.uk/article/1808/Search?q=Making+a+complaint>

**Thank you for taking the time to read this  
report**

**If you have any questions regarding the  
content of this report please contact  
[UNCRC@swansea.gov.uk](mailto:UNCRC@swansea.gov.uk)**