



Children's Rights and Wellbeing Impact Assessment (CRWIA)

Learning through Landscapes Trust
Learning through Landscapes Ltd

Introduction

At the heart of our organisation is a mission to support better learning and play for children, using better school grounds, outdoor learning and play experiences to do so.

The Global Goals for Sustainable Development (Global Goals) and the *United Nations Convention on the Rights of the Child (UNCRC)* have been integrated into our work for a number of years.

Our work closely aligns with a number of the Articles in the UNCRC and we actively seek opportunities to progress these Articles, in doing so we meet our charitable aims.

This policy will outline how we will embed the UNCRC's through our Children's Rights and Wellbeing Impact Assessment.

Children's Rights and Wellbeing Impact Assessment (CRWIA)

This embedded approach to the UNCRC applies to all our work, across the UK and Global audiences.

We recognise that Wales and Scotland have enacted into Law the UNCRC, in all work with children and young people. We recognise that England and Northern Ireland have a commitment to the UNCRC through their Commissioner's for Children and Young People. We also recognise that many of our international partners have embedded the UNCRC and Global Goals in their work and expectations.

This CRWIA therefore is required to be updated, to influence our other policies and be shared on our website in the 'Our Policies' section.

All LtL policies, where appropriate, will take account of the UNCRC as we re-write them. This will take effect from October 2020 and be complete by October 2022.



Priority Areas of Work

The primary Articles which LtL's charitable activities promote and progress are:

ARTICLE 29 (education and children's development) - *Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.*

Our vision as LtL is a society where the benefits of regular time outdoors are valued and appreciated, and outdoor learning, play and connection with nature is recognised as a fundamental part of education, at every stage, for every child and young person.

In promoting the use of outdoor learning and play as a fundamental, regular and progressive experience for all children, we protect the vision that learning is about the development of the child.

We espouse learning which develops children's individual personality, wide-ranging talents, self-awareness, physical abilities and positive mental health. Our work promotes the notion that education is not only about exam grades, but about happier, healthier and more robust children, better able to learn and who become positive contributors to society.

In using the outdoors as a context, and developing green space within school and early years settings, we connect children with nature in a first-hand and experiential way. It is our belief that children who experience nature will understand it and if they understand it they will care for it.

ARTICLE 31 (play and cultural and artistic activities) - *Every child has the right to relax, play and take part in cultural and artistic activities.*

Our work in developing the practicalities for supporting play in schools, early years and childcare sees this policy in action, across all the education settings we partner with.

ARTICLE 42 (knowledge of children's rights) - *The state must make sure adults and children know about the principles and provisions of the UNCRC.*

Our website carries links for all to see. Our staff and LtL Accredited Network are trained in the UNCRC and Global Goals. The staff will refer to the UNCRC and Global Goals as part of their work with schools, early years and childcare.

Our staff will also use the opportunities afforded to us to lobby decision makers and politicians over using school grounds, outdoor learning and play.

Our LtL Culture and the UNCRC

The approach we take as LtL also reflects the following Articles of the UNCRC.

We take pride in our staff, Accredited Network and partners taking a rights-based approach. This distinctive approach pre-dates our knowledge of the UNCRC and yet complements it perfectly.

Learning through Landscapes | www.ltl.org.uk | enquiries@ltl.org.uk



We have always consulted with children as a matter of course and will continue to do so on all our projects.

We work closely with staff, parents and wider community to ensure that the aspirations of these Articles are put into practical policy and action.

Our approach closely aligns with:

ARTICLE 2 (non-discrimination) - *The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status.*

ARTICLE 3 (the best interests of the child) *In all decisions and actions that concern children, the best interests of the child shall be a primary consideration.*

ARTICLE 4 (implementing the UNCRC) - *creating administrative systems, to promote and protect children's rights.*

ARTICLE 5 (parental guidance) - *respect the rights and responsibilities of parents to guide their child in exercising his or her rights and in a way that is consistent with a child's developing capacities*

ARTICLE 12 (respect for children's views) - *Every child has the right to express their views on matters that affect them, and for these views to be taken into consideration.*

ARTICLE 28 (education) - *Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.*

Our LtL Culture and the Global Goals for Sustainable Development

As LtL, we believe that much of our work in play and outdoor learning is underlined by a theme of children's rights, sustainability, citizenship and responsibility. Both the UN Global Goals and the UNCRC have provided an international context of support for this.

We place outdoor learning and play front and centre to the delivery of learning about issues of sustainability. This is because outdoor learning and play provides immersive and sensitising experiences of the natural world and communities around them, allowing pupils to develop understanding and take decisions, which are compatible with a sustainable and equitable society.

We see outdoor learning and play as a context for learning about these difficult issues, not as a simplistic stand-alone subject, but as a complex and interlinked learning experience. They are directly and inextricably linked to the UNCRC.

Our staff and Accredited Network will be trained and resourced in understanding the Global Goals, and how they can embed them in the work they undertake.



Feedback and Improvement

This policy will be updated on a bi-annual basis. There will be opportunity for staff at LtL to make changes as needed, based on feedback from our staff in schools, early years and childcare.

Our Trustee's will have the opportunity to approve, improve or reject this policy bi-annually.

October 2020