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**PUPIL INCLUSION NETWORK**  
[www.pinscotland.org](http://www.pinscotland.org)  
 @PINScotland  
**CHILDREN'S PARLIAMENT**  
[www.childrensparliament.org.uk](http://www.childrensparliament.org.uk)  
 @creative\_voices



PINS is a national network funded by the Scottish Government Learning Directorate. Our aim is to build awareness with what's happening in the world of educational policy and to share and highlight practice that creates the possibility of change for children and families.

We are 11 years old with 1300 members, a majority are working with the most vulnerable and marginalised learners when it comes to formal or informal learning or support for schooling.

The PINS network operates online and our interests range from the early years through to post school learning. Members receive monthly e updates, membership is free, individuals join via the link from the home page. As well as a gateway to lots of useful information our '10 things we do to make a difference' content profiles work from 3<sup>rd</sup> sector agencies. Our PINS blog is the place to highlight challenges and a place to ask difficult questions.



**Inclusion: Does anyone have a plan?**  
<https://pinscotland.wordpress.com/2017/01/06/inclusion-does-anyone-have-a-plan/>

"I wished that there was more commitment to learners and less to slogans. I have always had the view that we needed a range of provision to meet a spectrum of need. My clichéd allegory was with swimming pools where there might be a training pool, a shallow end and a deep end and users could move between these as they saw fit. They could also stay in the shallow end until they were able to cope in the deep end and return there if they lost confidence or whatever. That model made sense to me. There should be provision that offers choice to young people and their parents. There should be opportunities for young people at all ages and stages to have interventions that would allow their needs to be addressed".  
 David Cameron/PINS blog January 2017

#### CHILDREN'S PARLIAMENT

- We work with children from their early years through middle childhood to early adolescence.
- Children's human rights (to be **healthy, happy and safe**) and the **idea of human dignity** are at the heart of everything we do. Our interest is in children's voices and effective participation at **home, in school, and in the community.**
- We use creative and participatory approaches. Our work recognises the effort we need to make to engage all children and to learn from their insight.
- We model how we want others to be with children; we provide training and support.
- **We love and value children.**



CHILDRENS RIGHTS ARE HUMAN RIGHTS

Children's human rights are:

- Universal
- Inalienable
- Indivisible
- Shared

Rights are shared ~~above~~ universal/out of adults understand: that's controversial!  
 Us kids have ~~our~~ rights are  
 we're us like we're invisible  
 our rights are inalienable, so don't try to take them away because you'll govt  
 By T-S

Children's Parliament: Connections with Nurturing Approaches

- Create a safe space/place to be.
- Eat together and share news.
- Take time.
- Play together.
- Encourage listening.
- Encourage everyone to verbalise how they feel.
- Understand that all behaviour is communication.
- Understand and pay attention to points of transition and change.
- Adults model the behaviour we seek from children: adults are caring, respectful and they listen.
- Ensure a good ratio of adult to child participation.



HUMAN DIGNITY – THE 'DIGNOMETER'

- Every human being is important and special. We call this human dignity.
- Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.
- No matter how others treat you, they never have the right to take away your human dignity.
- When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.



IMAGINING ABERDEEN 'DIGNOMETER'



How do we do this in practice? IMAGINING ABERDEEN



School should be a joyful place:  
<http://www.childrens-parliament.org.uk/wp-content/uploads/School-should-be-a-joyful-place-2016.pdf>



Children's Parliament  
 young voices in action  
 investigates...  
 BULLYING

If the UK needs to "intensify its efforts to tackle bullying and violence" (CRC/C/GBR/CO/5: PARA: 49A) what would a children's rights approach to bullying look like?



THE FILM

- <http://www.childrens-parliament.org.uk/our-work/cpinvestigatesbullying/>

THE BLOG

- <https://blogs.glowscotland.org.uk/glowblogs/cpinvestigates>

A CHILDREN'S RIGHTS APPROACH

HUMAN DIGNITY

<http://www.childrens-parliament.org.uk/childrens-parliament-investigates-human-dignity/>

KINDNESS

<http://www.childrens-parliament.org.uk/childrens-parliament-investigates-kindness/>

EMPATHY

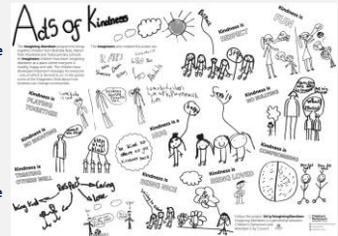
<http://www.childrens-parliament.org.uk/childrens-parliament-investigates-empathy/>

TRUST

<http://www.childrens-parliament.org.uk/childrens-parliament-investigates-trust/>

IT'S ALL ABOUT RELATIONSHIPS. THE EMPATHIC TEACHER IS THE KEY.

"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works... Unless these rights have meaning there, they have little meaning anywhere." Eleanor Roosevelt



## The Unfearties

Children's Parliament is 21 this year. To mark this special birthday, we are creating an inspiring and brave band of *Unfearties* - individuals who are not feart, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children.

### An Unfeartie...

- Listens to children.
- Views children as capable and an asset to their communities.
- Strives to ensure children's voices are heard.
- Challenges infringements of children's human dignity.
- Helps children learn the values of honesty, empathy, respect and social justice.
- Promotes greater awareness + understanding of children's rights.
- Speaks up about their Unfeartie role and spreads the message about how to sign up.



Help us create homes, schools and communities in Scotland where children are seen and heard as a matter of course.

To join our band of Unfearties visit:  
[childrensparliament.org.uk/unfearties](http://childrensparliament.org.uk/unfearties)