



Llywodraeth Cymru  
Welsh Government

# Guidance and resources for communicating and engaging on the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020

A guide for practitioners engaging  
with children and young people



PLANT YNG NGHYMURU  
CHILDREN IN WALES

Stopio Cosbi  
Corfforol

Ending Physical  
Punishment



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# Introduction

## What is this document?

This document provides guidance and information on the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020, in terms of awareness raising and communication with children and young people in Wales. This Act will be referred to for the purposes of this document as the “Children (Wales) Act”. This Act is not to be confused with the Children Act 1989, the Children Act 2004 or the Children and Families Act 2014. This Act removed the defence of reasonable punishment, this means that no one can physically punish children in Wales, including in the home.

## Who is this document for?

This guidance document has been produced for all **practitioners** who will be communicating and engaging with children and young people on the Children (Wales) Act. This could be through formal sessions focusing on what the Act is and what it means, or informal conversations with children who wish to discuss the issue with **practitioners**. In this document, a 'session' could refer to a lesson in school, a session at a youth group or a 1:1 activity with a vulnerable young person. We are therefore intending that youth workers, participation officers and social workers; as well as teachers and other staff in schools, will benefit from this guidance document.

**This guidance document was developed as part of a package of resources on the Children (Wales) Act. Part of this package is training for practitioners, that includes various aspects of communication and engagement on the Act with children and young people. You can find and complete this training ([here](#)).**



## The process of developing this guidance document and associated resources

Children in Wales staff worked with **practitioners** and children and young people to develop these resources in the following ways:

- We conducted sessions with children and young people of a range of ages (7-11, 11-18) asking them about the best ways to communicate the Act with children and young people.
- Alongside this, a professional advisory group discussed various ways to engage with children and young people.
- A survey was distributed to a wider group of **practitioners**
- **Practitioners** advised on the resource creation plan.
- A draft version of this document was shared to gather feedback.



# Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 Summary

## What is the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020?

The Children (Wales) Act 2020 removed the defence of reasonable punishment. This means that no one can physically punish children in Wales, including in the home. The Act came into force on the 21st March 2022.

## What does the Children (Wales) Act do?

The Children (Wales) Act brought clarity to children, parents and practitioners, as it removes the potential for confusion over what is an acceptable level of punishment. The Act applies to all children below the age of 18 in Wales. It has removed a legal loophole – the defence of reasonable punishment can no longer be used for any physical punishment that occurs in the home or in unregulated settings. The Act allows practitioners to give clear and unambiguous advice – any level of physical punishment is now illegal in Wales. While the Act has been nicknamed the ‘smacking ban’, physical punishment can take many forms including hitting, slapping and shaking.

The Act intends to protect children’s rights and has clear and direct links to the United Nations Convention on the Rights of the Child (UNCRC). Most relevant to the Act is Article 19, which focuses on the right to protection from all forms of violence. More information about the UNCRC can be found in the resources listed at the end of this document.

## What remains the same following the passing of the Children Act?

The Children (Wales) Act does not create a new offence, it has simply removed the defence of reasonable punishment. The Act does not prevent parents from disciplining their children, it simply emphasises that physical punishment is not acceptable and therefore that parents should use other forms of discipline with their children.

The Act also does not prevent adults from engaging in physical behaviours to prevent children from being harmed or to help them with day-to-day activities such as dressing or hygiene and cleanliness.

# Safeguarding and the Children (Wales) Act

A key takeaway for all practitioners is that the Act does not create a new offence, just removes the use of a defence of reasonable punishment. Children now have the same legal protection from assault as adults. The Wales Safeguarding Procedures have not changed, however, as part of the All-Wales Practice Guide, the Welsh Government have put together a detailed practice guidance explaining how the Children (Wales) Act sits alongside existing Safeguarding Procedures. You can find this document here: <https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p11/>

Practitioners should follow the safeguarding policy for the setting where they are delivering and discuss any concerns about a child with the manager and/or Designated Safeguarding Person/Lead (DSP). However, if it is not possible to contact this person for any reason the practitioner should report their concerns directly to their local authority Children's Social Services. If a child is at immediate risk of harm, they should contact the Police.

Welsh Government acknowledges that as a result of the Act, a small number of parents may be charged with, or prosecuted for, a criminal offence in circumstances where that would not have happened previously. However, the intention is not to draw people into the criminal justice system but encourage more and more people to stop using physical punishment. Depending on individual circumstances, in cases where the police believe it is appropriate to offer an out-of-court disposal there will be an option of offering support to help avoid re-offending.

For more information on how the police will deal with reports in relation to the Children (Wales) Act, see this document: <https://www.gov.wales/out-court-parenting-support-grant-guidance>

If you feel that the parents/caregivers of the children and young people you are working with need some more advice on the issue, you could share the 'information for parents' leaflet created by Welsh Government on the Act – you can find this here <https://www.gov.wales/ending-physical-punishment-wales-information-parents>. It is available in a range of community languages alongside Welsh and English.

# How to communicate with Children and Young People on the Children (Wales) Act

## Key considerations for facilitating sessions on the Children (Wales) Act

- Consider informing the staff team that you plan to discuss the Children (Wales) Act, even if it is in an informal manner as it may lead to more discussion from the children and young people.
- These discussions should take place in a safe and appropriate setting. Ensure that you have a plan in place for safeguarding disclosures from children and young people following discussions on the Children (Wales) Act – see previous section.
- Link your discussions on the Children (Wales) Act to the UNCRC and other resources on this.
- Be aware that discussing the Children (Wales) Act may lead to more informal discussions with parents. There are more resources in the resource list for you to give or signpost to parents.
- Be prepared to have more informal conversations with the children and young people following the session.
- Consider where your session fits into the Curriculum for Wales (if applicable).
- Consider the background of the children you're working with and the potential for those in the session to have experienced trauma.
- Ensure that those with Additional Learning Needs (ALNs) in your session are included and include adapted resources if this is necessary - **See page 18 for resources to support engagement with children with ALNs**
- Use the National Participation Standards as a basis throughout the planning, delivery and feedback processes of delivering the sessions.
- For early years children and / or those with additional learning needs you may wish to introduce the issue through a different medium such as a book, play or with puppets. You can find list of books on Children's Rights in our resources list.
- DO NOT share any of the enclosed resources publicly on social media – this runs the risk of children and young people encountering the resource with no context.
- **It is important to understand and implement how to take a trauma informed approach to discussions** – see the Trauma Informed Wales Framework <https://traumaframeworkcymru.com/wp-content/uploads/2022/07/Trauma-Informed-Wales-Framework.pdf>



# How to develop resources on the Children (Wales) Act with children and young people

Below is a framework for information sharing and resource creation with Children and Young People, you should adapt as necessary for your setting taking into account the key considerations above. Within the guidance given, the delivery of these sessions is left to the discretion of the practitioner. The resources on pages 9-14 of this document and in the appendices can be used or adapted to support you with these sessions.

## Before conducting the sessions

As a facilitator, you should consider:

- How much time will be dedicated to this project?
- What types of resources do you think that the children and young people will create, based on their backgrounds, needs and interests?
- If required, thinking about how your session will fit into the Curriculum for Wales.
- What is the group's existing understanding of children's rights in general as well as the UNCRC? You may wish to consider having a lesson on the UNCRC and Article 19 specifically before conducting a session on the Children (Wales) Act.
- Will you share any resources that the children and young people create? If so, how? Do you intend to just share them with the group, or will you be sharing them more widely?
- Is there a safe place children and young people can go if they are upset or concerned about the subject of the session?
- Informing other members of staff that you are running the session, so they are prepared for disclosures. You may want to share Welsh Government's posters or factsheets for **those in a range of workforces, including but not limited to teachers, playworkers, and those in social services**. You can find these here: .
- Ensuring that you have a plan in place for what you will do if there is a disclosure within the session – for example informing the DSP when you are running the session, or ensuring you have another member of staff in attendance. The safeguards you put in place may be different for each setting but ensure that you have considered the possibility of disclosures during and / or after the session.

## During the sessions

As a facilitator, you should consider

- The children's existing knowledge of the UNCRC and Children's Rights. If they have a lower level of knowledge, you may wish to start the session by discussing the UNCRC and Article 19 and how the Children (Wales) Act fits into Welsh Government's general approach to children's rights. You can find more information and resources on children's rights in the resource list.
- Starting the session by explaining what the Children (Wales) Act is, embedding this in a children's rights perspective and give ideas for what type of resources the children and young people could create.
- Ensuring the parameters of the session are known and understood by the children and young people you are working with, for example how resources produced may be used following the session.
- Flexibility with what children and young people can create as they may come up with ideas that you haven't considered. Encourage the children and young people to express themselves and their creativity in fun and exciting ways, while managing their expectations.
- Encouraging children and young people to create resources focusing on the positive aspect of children's rights and how these have been protected by the Children (Wales) Act.
- Clearly communicating to the children and young people the safeguarding support available during and post-session.
- Whether you would like to take feedback from the children and young people. Appendix **1b** is an example of a form to use with younger children. In sessions with older children and young people, a 'post-box' could be used for anonymous feedback.
- Using a worry box to allow the children and young people to express any concerns.



## **Following the sessions**

As a facilitator, you should consider:

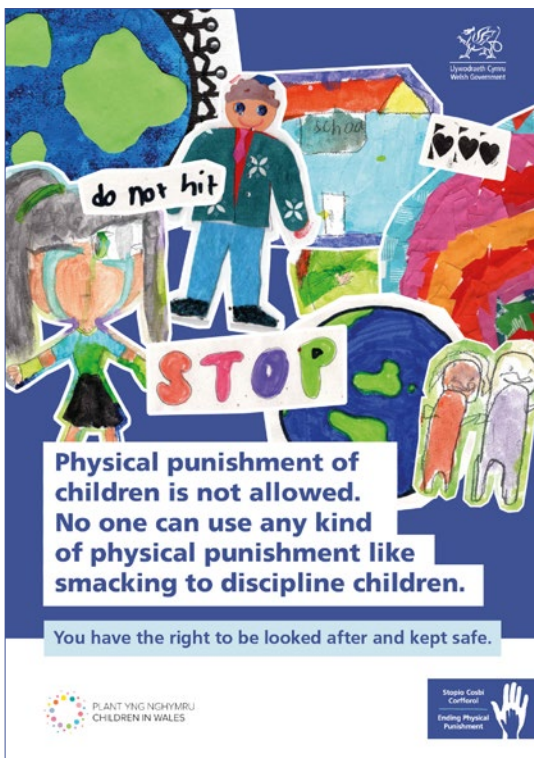
- Sharing the children and young people's resources outside of the session if this is what was agreed.
- Making sure that all information that you display outside of the session is clear, accessible and understandable – you may have to adjust the resources the children and young people created to accommodate for this.
- Preparation for a higher level of disclosures from children and young people following the session and the sharing of resources. You may also have more informal conversations with parents / carers following the session.



# Resources that can be adapted and used with children and young people

To support professionals in their communication on the Children (Wales) Act, a poster, a video, an example session plan, a discussion template and two narratives have been created. We have added a suggested age range to each of the resources, but this is not prescriptive, and you should use any resource that you feel will support the children and young people in your setting. It may, for example, be suitable for you to use the narrative with children older than 7 due to their needs or backgrounds. When using these resources, keep in mind the key considerations on page 7. You can use these resources as session plans, as a guide for developing your own session plan, as awareness raising tools, or support during informal discussions.

## Poster



(Suggested ages 7+)

The poster was developed based on ideas generated by children and young people, [the poster can be accessed and printed here](#). There is a box at the end of the poster for you to add additional information relevant to your setting. It is strongly suggested that a **named person** such as your Designated Safeguarding Person is added in this box. Additionally, or alternatively, a phone number or website, such as Childline could be included. Display the poster wherever you think would be best in your setting – consider where it would capture the children and young people’s attention the best.

## Video

(Suggested age 7+)

<https://youtu.be/llndOeGss2k>

This video was developed based on ideas generated by Young Wales volunteers. The video can be accessed here. It is a short video that uses a positive framework to discuss how the Children Act dovetails into children's rights. Showing children and young people the video as part of a session on Children's Rights or another related topic would allow a framework of understanding before viewing the video.

## Example session plan

(Suggested age 7+)

This is an example of a session plan; you should plan according to the setting and the needs of the children and young people in the session.

Time	Activity Summary	Activity Detail	Resources
0-10	Warm Up	Share pictures of First Minister, Education Minister, Children's Commissioner mixed with sports stars, music stars, influencers. Discuss who they know, discuss who "influences" children and young people. Steer towards stating that politicians (and others) influence their lives through policy and laws.	Photos of Ministers, policy makers and current "influences" <b>You could use Welsh Parliament resources linked in page 18.</b>
10-20	Recap on UNCRC and Introduce Children's Act  *	Explain safeguarding procedures as necessary. Share/display <a href="#">convention-rights-child-text-child-friendly-version.pdf (unicef.org)</a> (or similar) focus on Article 19. Introduce that WG brought in a law (Children (Wales) Act 2020) to protect children from violence and support this right.	
20-25	Generate ideas	In small groups children discuss ways that this could be communicated to their peers.	
25-35	Feedback and direction	Gather ideas from groups, share Poster and Video in resource pack. Decide with groups what media they are going to use communicate the message. All could do the same or groups could do a variety. Ideas could include poster, video story, news report, poem, song, rap, interview etc. Emphasise that message should be positive and focused on the act and rights not on the physical acts of punishment.	
35-65	Make resources	In groups children and young people make resources.	Various depending on activities chosen, likely to include art materials, large paper, recording devices (iPads or similar)
65-75	Plenary	Feedback form groups, share resources. Signpost to resources for further information and support as necessary.	

\* If more input on the Act itself is needed this session could be held before the main session

Suggested age 7+

Time	Activity Summary	Activity Detail	Resources
0-10	What is physical punishment	Give examples of “bad behaviour” / rule breaking and suggested physical punishments in different settings such as school, youth group, criminal justice system e.g. if a CYP throws food in school should they get the cane? Would they get the cane? Draw to conclusions that more likely to be physically punished in the home than in other settings (as was already against the law in other settings).	<a href="https://www.gov.wales/ending-physical-punishment-wales">https://www.gov.wales/ending-physical-punishment-wales</a> use the factsheets here as relevant to your setting
10-15	Examples of physical punishment	Ask for examples of physical punishment – discuss if they are covered by the Act. Emphasise the difference between physical punishment and disciplining and the difference between physical punishment keeping CYP safe for example preventing a child from running into road traffic.	
15-20	Who does it apply to	In small groups / pairs ask young people to list which groups of adults the Act applies to. Gather responses and discuss. Discuss that physical punishment has been illegal in schools, children’s homes, LA foster homes, and childcare settings and that this has now been extended to the home. Lead to conclusion that applies to everyone (including visitors to Wales)	
20-25	What happens if someone physically punishes a child?	State that if someone physically punishes a child they will be breaking the law: Ask CYP what they think might happen if a parent smacks a child (and is reported) and give CYP the following options: <ul style="list-style-type: none"> <li>• Be arrested and charged with assault</li> <li>• Get a criminal record</li> <li>• Be given advice and support on ways to manage children’s behaviour and to avoid such a situation happening again.</li> </ul> Discuss answers and explain that the aim is prevention and that support and advice is available for parents and other adults who feel that they would benefit from it. Explain that the first choice and preferred option is to give advice and support.	<a href="https://gov.wales/sites/default/files/publications/2022-05/ending-physical-punishment-information-for-parents.pdf">gov.wales/sites/default/files/publications/2022-05/ending-physical-punishment-information-for-parents.pdf</a>  Use this as an example of information that can be given to all parents. If parents would like more support, they can find this in other avenues.

## Sheet for plenary

<b>Are these actions covered by the Act? Yes / No</b>	
A babysitter slaps a child who had slapped another young person to show them that it hurts and is wrong.	
A mother smacks a child for breaking a window with a football	
A child is messing around in the kitchen, their parent pushes their hand away from steam coming from the kettle.	
A grandfather from England who is on holiday in Wales shakes their grandchild because they dropped an ice cream.	
A parent pulls back a child who starts to cross the road when cars were approaching.	
A father roughly pushes and pulls a young person into the young person's bedroom to be grounded because they had taken money from the father's wallet	



## Discussion

(Suggested age 14+)

This is an example of a series of questions and answers that you can use as a basis of a session plan with older children; you should plan according to the setting and the needs of the children and young people in the session.

Example script / questions

- **What is physical punishment?** (It can mean smacking, hitting, slapping and shaking. But there are other types too.)
- **Do you think physical punishment should be allowed?**
- **Do you know what the Children (Wales) Act 2020 did?** (It told everybody that nobody can physically punish children anymore, including in the home)
- **What rights do you think you have as a child?** (You have a range of rights under the UNCRC)
- **How does stopping physical punishment relate to your rights?** (UNCRC Article 19)
- **Are any types of physical punishment now allowed in Wales?** (There are lots of types of physical punishment. None of it is allowed)
- **Where was this Act passed?** (The law was introduced by the Welsh Government, this means it is applicable to Wales, but not England. There are similar rules in places like Scotland and New Zealand)
- **Why has this change happened?** (Physical punishment is not good for you. This change is about making sure you are safe and happy and that you have access to your rights. Most people now agree with this change.)
- **Who can you talk to about this?** (If you are worried, it can be good to talk. You can talk to an adult who you trust, like [name of DSP or equivalent]. Or you could talk to your parent, carer or someone in your family. Or you can call Childline free on 0800 1111)

## Narratives

Professionals that we spoke to in the advisory group suggested that narratives exploring the issue would be useful for communicating the Act with children in early years settings and/or those with ALNs. The narratives below can be expressed however you wish, whether that be a traditional reading of the story, by using puppets or through the children roleplaying.

**To compliment the narratives below practitioners could use a familiar story where there is a “clear” breaking of rules. Goldilocks and the Three Bears is a good example of this.**

**After reading / watching begin to discuss the idea of Goldilocks breaking the rules, ask for children's thoughts. What happens if someone breaks the rules? Take a list of ideas. Some children may use the words consequences/ punishments. This could then lead into talking about consequences at home. What happens if you break the rules in school? At home? Tell the children that consequences that harm or hurt children are never ok. In Wales there is a new rule/ law that says grownups that look after should keep children and safe.**



## **Narrative 1 (suggested age 2 to 3)**

*In this story, Sam could be a puppet, a toy or simply a picture on the screen.*

Hello everyone! This is the First Minister of Wales [Show picture] The First Minister is in charge of making decisions for everybody in Wales and wants children to be happy and safe when they are at home (Show a picture of a house). You all have this right. Say hello to the First Minister!

Who looks after you at home? ***[Ask for suggestions]***

Good! When you are at home you are looked after by *[repeat back what the children said]* So, the First Minister says that adults make sure children feel safe when they are at home and that adults should not touch the children they look after in a way that hurts them.

Do we think that is a good idea? ***(Ask for suggestions)***

Good! It is important for everybody to be safe. The First Minister has brought a friend. His name is Sam. Say hi to Sam (sing a hello song)

Sam is angry (mime Sam being angry, show a picture of an angry face)

Who can we speak to when we are upset? ***(Ask for suggestions)***

You can talk to me, another teacher or [name – suggestion of DSP].

What do we think has happened to Sam? Why is he upset? ***(Ask for suggestions)***

What has happened to Sam? ***(Ask for suggestions)*** Oh no! Sam has broken a plate! ***(Mime crashing noises)***

Sam is at home. Who do we think is with him? ***(Listen to suggestions)***

*(Repeat children's ideas e.g. mam, dad etc)* has seen it! They take the plate away and helps Sam do deep breathing. ***(Practice deep breathing)*** *[The adult]* is calm too.

How do you think Sam feels now? ***(Listen to children's ideas)*** He feels better now. *[The adult]* is safe and looks after him. They use gentle hands with him.

Let's sing goodbye to Sam. ***(Sing a goodbye song)***

***Message: adults should be gentle with the children they look after so that children feel safe and happy when they are at home.***

## **Narrative 2 (suggested age 4 to 7)**

*In this story, Sam could be a puppet, a toy or simply a picture on the screen.*

Hello everyone! Does anybody know who this person is? [Show picture]

This is the First Minister of Wales. The First Minister is in charge of making decisions for everybody in Wales and wants children to be happy and safe when they are at home and for adults to look after children. You all have to do this right.

Say hello to the First Minister!

***(Show a picture of a house)***

Who looks after you at home? ***[Ask for suggestions, encourage the children to see the similarities and differences between them]***

Good! You all have different families at home. But you all have adults who look after you. So, the First Minister says that adults make sure children feel safe when they are at home and that adults should not touch the children they look after in a way that hurts them.

*Do we think that is a good idea? What do we think that means?*

Good! It is important for everybody to be safe. The First Minister has brought a friend. His name is Sam. Say hi to Sam ***(sing a hello song)***

Sam is angry (mime Sam being angry, show a picture of an angry face) *Show me what angry looks like. What makes you angry? What do you think has happened to Sam?*

Sam is being careless. What's going to happen? Oh no! Sam has broken a plate! (Mime crashing noises) Sam is at home. *Who do we think is with him? What did we talk about earlier?*

*(Repeat children's ideas e.g. mam, dad etc) has seen it! What do we think is going to happen?)*

They clean up the mess and help Sam to do deep breathing. Let's all do some deep breathing together. ***(Practice deep breathing)***

How do you feel now that you have done some deep breathing?  
***(Listen to children's ideas)***

*[The adult]* feels calm too and is patient with Sam.

Sam feels better now. *[The adult]* is safe and looks after him. They do not hurt him.

Let's sing goodbye to Sam ***(Sing a goodbye song)***

***Message: adults should be gentle with the children they look after so that children feel safe and happy when they are at home***



## Children in Wales

Children in Wales is the national umbrella body for organisations and individuals who work with children, young people and their families in Wales. The work that Children in Wales conducted on this project was aligned with Young Wales, which is a Children in Wales initiative that amplifies and supports the voices of children and young people across Wales to be heard, listened to and have influence in decisions that affect their lives; underpinned by the UNCRC and the Children and Young People's National Participation Standards. The older volunteers who engaged on this project were recruited through Young Wales.

If you would like to provide us with feedback on this guidance document and the resources it references, please fill out this survey: <https://forms.office.com/e/WaQShsgeYY>.

If you feel that you or your colleagues need more support, there is training available via Children in Wales; <https://www.childreninwales.org.uk/>.

Young Wales, have a range of opportunities for children and young people to have their say on issues that matter to them. If you know of any children and young people who you think would like to get involved, please direct them to our website - <https://www.childreninwales.org.uk/jobs/young-volunteers-recruiting-now>.

Children in Wales also oversee the National Participation Standards, to which organisations can apply to show their dedication to the participation of the children and young people that they work with. To find out more information, please go here <https://www.childreninwales.org.uk/children-young-people/young-wales/our-work/national-participation-standards/>



# Resource list

Resources to support with general communication on children's rights

Welsh Government	
<a href="https://www.gov.wales/childrens-rights-in-wales">https://www.gov.wales/childrens-rights-in-wales</a>	General information about children's rights in Wales
<a href="https://www.gov.wales/children-and-young-peoples-national-participation-standards">https://www.gov.wales/children-and-young-peoples-national-participation-standards</a>	A set of standards for ensuring good practice when conducting participation work with children and young people. For more information, contact Children in Wales and look at our website <a href="https://www.childreninwales.org.uk/">https://www.childreninwales.org.uk/</a>
<a href="https://hwb.gov.wales/repository/resource/17c5971b-68d4-4b50-b164-3d57584d9db5/en/overview">https://hwb.gov.wales/repository/resource/17c5971b-68d4-4b50-b164-3d57584d9db5/en/overview</a>	<b>The Welsh Government has worked with education consortia and regional partnerships, with support from the Children's Commissioner for Wales, to create an online professional learning package on the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). This national professional learning resource will support practitioners, head teachers, governing bodies and local authorities to develop an awareness and understanding of the UNCRC and UNCRPD.</b>
UNICEF	
<a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a>	Explanation of the UNCRC
<a href="https://www.unicef.org.uk/rights-respecting-schools/">https://www.unicef.org.uk/rights-respecting-schools/</a>	Rights Respecting Schools
<a href="https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/">https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/</a>	Range of free resources, particularly "Article of the Week"

<b>Children's Commissioner for Wales</b>	
<a href="https://www.childcomwales.org.uk/resources/">https://www.childcomwales.org.uk/resources/</a>	Landing page for all resources
<a href="https://www.childcomwales.org.uk/resources/childrens-rights-approach/right-way-childrens-rights-approach-wales/">https://www.childcomwales.org.uk/resources/childrens-rights-approach/right-way-childrens-rights-approach-wales/</a>	The Right Way – integrating a children's right approach
<a href="https://www.childcomwales.org.uk/wp-content/uploads/2017/01/42-Articles-A4-cards-ENG.pdf">https://www.childcomwales.org.uk/wp-content/uploads/2017/01/42-Articles-A4-cards-ENG.pdf</a>	UNCRC symbols pack
<a href="https://www.childcomwales.org.uk/wp-content/uploads/2022/04/CCfW-A2-Rights-Poster-ENGLISH-AW-Rocio.pdf">https://www.childcomwales.org.uk/wp-content/uploads/2022/04/CCfW-A2-Rights-Poster-ENGLISH-AW-Rocio.pdf</a>	Child friendly UNCRC poster
<a href="https://www.youtube.com/watch?v=ScZ1CLsB_tQ&amp;index=2&amp;list=PLGsiZNczbJKhq3lfdkTMSbNIhtBzu5yrc">https://www.youtube.com/watch?v=ScZ1CLsB_tQ&amp;index=2&amp;list=PLGsiZNczbJKhq3lfdkTMSbNIhtBzu5yrc</a>	BSL version of the UNCRC articles
<a href="https://www.childcomwales.org.uk/wp-content/uploads/2023/03/Books-that-link-to-childrens-rights.pdf">https://www.childcomwales.org.uk/wp-content/uploads/2023/03/Books-that-link-to-childrens-rights.pdf</a>	Books that link to children's rights, this could be particularly useful for communicating with early years
<a href="https://www.childcomwales.org.uk/our-work/ambitions-for-wales/">https://www.childcomwales.org.uk/our-work/ambitions-for-wales/</a>	A story which explains children's rights and the Commissioner's Ambitions for Wales to children in early years settings (2 to 7)
There are also lesson and session plans for a range of age ranges (with accessible versions) on the Commissioner's website	
<b>Children and Young People's Commissioner for Scotland</b>	
<a href="https://www.cypcs.org.uk/resources/lets-explore-our-rights/">https://www.cypcs.org.uk/resources/lets-explore-our-rights/</a>	Simplified explanation of children's rights N.B. this book is created for children in Scotland, and so wording may have to adjusted for a Welsh audience
<a href="https://www.cypcs.org.uk/get-help/teachers/">https://www.cypcs.org.uk/get-help/teachers/</a>	A range of resources on the UNCRC and how to discuss it with different age groups
<b>Amnesty International</b>	
<a href="https://www.amnesty.org.uk/files/2021-09/Resource%20Catalogue%202021.pdf?VersionId=CjLW05.2OA0BRidHc.LBwwT21o7324mh">https://www.amnesty.org.uk/files/2021-09/Resource%20Catalogue%202021.pdf?VersionId=CjLW05.2OA0BRidHc.LBwwT21o7324mh</a>	More general human rights resources but with age ranged resources.



## Resources specifically on physical punishment

Welsh Government	
<a href="https://www.legislation.gov.uk/anaw/2020/3">https://www.legislation.gov.uk/anaw/2020/3</a>	Full text of the Children (Wales) Act
<a href="https://www.gov.wales/ending-physical-punishment-wales">https://www.gov.wales/ending-physical-punishment-wales</a>	Resources for professionals from a range of backgrounds and information leaflets for parents in a range of languages
Global Initiative to End All Corporal Punishment of Children	
<a href="https://www.endcorporalpunishment.org/">Global Initiative to End All Corporal Punishment of Children (endcorporalpunishment.org)</a>	Range of resources and links to research. The resources below are examples of what is available on the website.
Save the Children	
<a href="https://resourcecentre.savethechildren.net/pdf/faq-en-child-friendly-updated-2019.pdf/">https://resourcecentre.savethechildren.net/pdf/faq-en-child-friendly-updated-2019.pdf/</a>	For older children – Q and A of main issues.
<a href="https://resourcecentre.savethechildren.net/pdf/faq-en-updated-2019.pdf/">https://resourcecentre.savethechildren.net/pdf/faq-en-updated-2019.pdf/</a>	FAQs for professionals that come up around physical punishment of children, support in general communication and your communication with parents and carers



## Resources to support with safeguarding

Welsh Government	
<a href="https://www.gov.wales/sites/default/files/publications/2023-04/out-of-court-parenting-support-grant-guidance-0.pdf">https://www.gov.wales/sites/default/files/publications/2023-04/out-of-court-parenting-support-grant-guidance-0.pdf</a>	Guidance for Police, Youth Offending Teams and local authorities
<a href="https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p11/">https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p11/</a>	Safeguarding procedures in relation to the Children (Wales) Act 2020

## Resources to support engagement with children with additional learning needs

<a href="https://www.childcomwales.org.uk/resources/the-right-way-a-childrens-rights-approach/a-childrens-rights-approach-to-additional-learning-needs/">https://www.childcomwales.org.uk/resources/the-right-way-a-childrens-rights-approach/a-childrens-rights-approach-to-additional-learning-needs/</a>	<b>The Right Way, focused on children and young people with ALNs</b>
<a href="https://learning.nspcc.org.uk/services/speak-out-stay-safe">https://learning.nspcc.org.uk/services/speak-out-stay-safe</a>	<b>NSPCC: ‘Speak Out Stay Safe’ programme – this has a programme suitable for pupils with ALNs.</b>

## Other relevant programmes

<a href="https://schoolbeat.cymru/">https://schoolbeat.cymru/</a>	<b>School Beat / Wales Police Schools Programme</b>
<a href="https://learning.nspcc.org.uk/services/speak-out-stay-safe">https://learning.nspcc.org.uk/services/speak-out-stay-safe</a>	<b>NSPCC: ‘Speak Out Stay Safe’ programme with primary school pupils.</b>
<a href="https://senedd.wales/visit/education-and-youth-engagement/">https://senedd.wales/visit/education-and-youth-engagement/</a>	<b>Welsh Parliament – support children and young people to learn about the Welsh Parliament through visits and/or resources explored here.</b>

# Appendix one: Information and consent forms for children and young people

*You might decide it is appropriate to give the children and young people in the session a consent form so that they can choose to be involved. This will particularly be the case if you are an external stakeholder and/or are co-producing resources. We have therefore provided two versions of this form, one which provides the information and another which has a space for the young people to sign to indicate they consent to being involved in the session.*

## Appendix 1A: Information sheet

**The rules about how children are disciplined in Wales have changed.**

### **What is this about?**

We are letting you know that we will be running a session and doing activities on the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020. This is a law in Wales that makes all forms of physical punishment of children in Wales illegal.

### **What is physical punishment?**

Physical punishment of children means when someone physically hurts a child as a form of punishment. This includes things like smacking, hitting, slapping and shaking, but there are other types too. All physical punishment of children is now illegal in Wales.

### **What if I want more information?**

If you want to talk to someone about the session beforehand, let ..... know and they will give you some more information.

### **What if I get upset?**

If anything that we talk in the session about makes you feel worried or upset, during or after the group you can talk to ..... If you do not want to talk to them, we will give everyone some phone numbers and websites of other people who can help.

## Appendix 1b: Consent form

The rules about how children are disciplined in Wales have changed.

### What is this about?

We are letting you know that we will be running a session and doing activities on the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020. This is a law in Wales that makes all forms of physical punishment of children in Wales illegal.

### What is physical punishment?

Physical punishment of children means when someone physically hurts a child as a form of punishment. This includes things like smacking, hitting, slapping and shaking, but there are other types too. All physical punishment of children is now illegal in Wales.

### What if I want more information?

If you want to talk to someone about the session beforehand, let [name] know and they will give you some more information.

### What if I get upset?

If anything that we talk in the session about makes you feel worried or upset, during or after the group you can talk to ..... If you do not want to talk to them, we will give everyone some phone numbers and websites of other people who can help.

### What if I don't want to get involved?

If you don't want to get involved, don't sign this form and we will .....

If you change your mind during the session and no longer wish to be involved, let ..... know and they will take you from the room.

Please sign, write, or put a cross below to say that you want to take part.

Signature, name, or cross \_\_\_\_\_

Date \_\_\_\_\_

Age \_\_\_\_\_

## Appendix two: Parent/carer opt out form

*You may decide that you would like to distribute a consent form for the parents/carers of the young people in the session, particularly if you plan to co-produce resources and/or if you are an external facilitator. Below is an example form you can adapt for your setting. You may find it more appropriate to simply inform parents that you will be running the session, without giving them the option to opt out.*

### **PARENT/CARER OPT OUT FORM**

**Please complete this form if you DO NOT want your child to be involved in the Children (Wales) Act 2020 session**

#### **What is this about?**

Physical punishment is now illegal in Wales. In January 2020 the Senedd passed the Welsh Government's Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 ("the Act"). The overarching aim was to help protect children's rights and give all children in Wales the best start in life. We will be talking about this legislation with the children in your child's class.

#### **What is physical punishment?**

Physical punishment is defined as any battery of a child carried out as punishment. While smacking is what usually comes to mind, physical punishment can take many forms including hitting, slapping and shaking. This new law means that no one can physically punish children in Wales, including in the home, thereby giving children the same legal protection from assault as adults.

The Children (Wales) Act does not stop parents disciplining their children - there is a big difference between discipline and physical punishment. Parents can use alternatives to physical punishment, as a means of maintaining discipline and addressing poor behaviour. It also does not interfere with a parent's ability to parent - parents can of course physically intervene to keep a child safe from harm or help with day-to-day activities such as dressing or hygiene and cleanliness.

#### **What if my child gets upset?**

We will have fun activities and talk about how to communicate the changes about the law, so it is unlikely that your child would get upset from being in the group. If anything we talk about does make your child worry or feel upset, during or after the group they can talk to ..... If they don't want to talk to them, all children will be given some phone numbers and websites of support organisations, such as Childline.

Please sign and return this form if you **DO NOT** want your child to take part in the group.

I have read and understood the information on this form, and I **do not** want my child to take part in this group.

**Signature** \_\_\_\_\_

**Name** \_\_\_\_\_

**Name of child** \_\_\_\_\_

**Relationship to child** \_\_\_\_\_

**Date** \_\_\_\_\_

## Appendix three: Feedback forms for children and young people

### Children's Act Project Feedback Form

How do you feel about the sessions you have completed on the Children (Wales) Act 2020? Answer by colouring the emoji.



What have you enjoyed?

What would have made the sessions better?

Any other comments?

Light blue rectangular box for writing answers to the question: What have you enjoyed?

Light blue rectangular box for writing answers to the question: What would have made the sessions better?

Light blue rectangular box for writing answers to the question: Any other comments?

## Appendix four: Helpline phone numbers and websites for children and young people

It may be useful to talk with the children and young people in your session about where they can go for support if they feel worried, particularly older children. We have provided a poster below which Children in Wales often distributes to the children and young people we work with, so that they know how to access support. You can use this or adapt it to fit the needs of the children in the session.

Useful numbers and websites
<b>Would like more information or support?</b>
Here are some phone numbers and websites you can go to if you would like some more information on Children in Wales, or children's rights, or if you feel upset about what we have talked about, or if anything else is upsetting you
<b>Children in Wales</b>
Children in Wales works for all children in Wales. We work with other organisations who support children and young people, we also work with young people ourselves through Young Wales. We listen to children and young people and give them a say about what is important to them. Our website is <a href="http://www.childreninwales.org.uk">www.childreninwales.org.uk</a>
<b>Childline</b>
You can contact Childline about anything. Whatever your worry, they are here to support you. There are lots of different ways to speak to a Childline counsellor or get support from other young people. Visit the website for more info: <a href="http://www.childline.org.uk">www.childline.org.uk</a> or phone 0800 11 11
<b>Meic</b>
Meic is the helpline service for children and young people up the age of 25 in Wales. From finding out what's going on in your local area to help dealing with a tricky situation, Meic will listen even when no-one else will. We won't judge you and will help by giving you information, useful advice and the support you need to make a change. Website: <a href="http://meiccymru.org">meiccymru.org</a> Phone number: 080980 23456 Text: 84001
<b>Children's Commissioner For Wales</b>
The Children's Commissioner's job is to tell people why <b>children's rights</b> are so important, and to look at how the decisions made by public bodies in Wales, including Welsh Government, affect children's rights. She has a team of people who work with her to make this happen. Their website is: <a href="http://childcomwales.org.uk">childcomwales.org.uk</a>