

Children's Rights: **Our Voice**

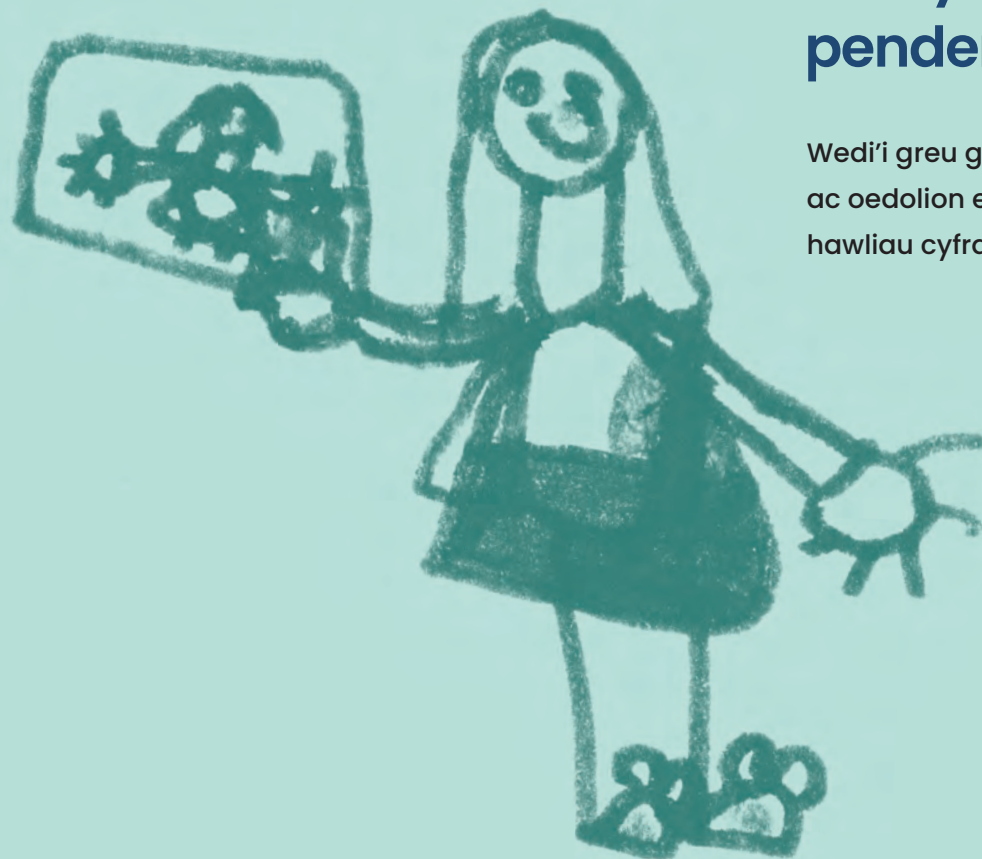
Hawliau Plant: **Ein Llais ni**

**Our right to be
heard and involved
in decisions**

Created by children, for
children and adults to explore
participative rights

**Ein hawl ni i gael
ein clywed ac i gael
ein cynnwys mewn
penderfyniadau**

Wedi'i greu gan blant, i blant
ac oedolion er mwyn edrych ar
hawliau cyfranogol



What is this book about?

This book shares young children's perspectives on their right to be heard and involved in decisions that affect their lives in school. It was co-created with the Children's Advisory Board (CAB), which consisted of children aged 4 to 7 at the host school—Bumblebee, Poppy, Hulk, Harrison, Mia Maddison, Optimus Prime, Thor and Wonder Woman—alongside their teachers, Rachel Davies and Eleanor Thomas, and members of the Children's Participation in Schools (CPiS) team: Sarah Chicken (Project Lead), Jacqui Lewis (lead researcher with children) and Eve Parry (intern).

This book also draws on the perspectives of 109 children aged 3–7 from schools across Wales, gathered through collaborative work with children.

Developed with the CAB using a Reggio-inspired, participatory approach, it recognises children as capable thinkers, communicators and decision-makers. Children's contributions are shared through their words, drawings, photographs and ideas. Names are pseudonyms and identifying details have been removed to protect children's privacy.

Practitioners may use this book to support continuous professional learning and reflective practice. Reflective questions for adults and for children are included at the back of the book and may be used individually or in professional discussions.

Chicken, S., Lewis, J., Davies, R., Thomas, E. and Cadoxton Children's Advisory Board (2026) *Children's Rights: Our Voice – Our right to be heard and involved in decisions*. Bristol: University of the West of England, developed as part of the *Children's Participation in Schools* project.

Am beth mae'r llyfr hwn?

Mae'r llyfr hwn yn rhannu safbwyntiau plant ifanc ar eu hawl nhw i gael eu clywed a chael bod yn rhan o benderfyniadau sy'n effeithio ar eu bywydau nhw yn yr ysgol. Cafodd y llyfr ei greu ar y cyd â Bwrdd Cynghori'r Plant, a oedd yn cynnwys plant rhwng 4 a 7 oed yn yr ysgol—Bumblebee, Poppy, Hulk, Harrison, Mai Maddison, Optimus Prime, Thor a Wonder Woman—ochr yn ochr â'u hathrawon, Rachel Davies ac Eleanor Thomas, yn ogystal ag aelodau o dîm Cyfranogiad Plant mewn Ysgolion. Sarah Chicken (Arweinydd y Prosiect), Jacqui Lewis (prif ymchwilydd gyda phlant) ac Eve Parry (intern).

Mae'r llyfr hwn hefyd yn defnyddio safbwyntiau gan 109 o blant rhwng 3 a 7 oed o ysgolion ledled Cymru, a gafodd eu casglu drwy weithio gyda phlant.

Cafodd y llyfr ei ddatblygu gyda Bwrdd Cynghori'r Plant gan ddefnyddio dull cyfranogol wedi'i ysbrydoli gan Reggio, ac mae'n cydnabod plant fel meddylwyr, cyfathrebwyr a phenderfynwyr galluog. Mae cyfraniadau'r plant yn cael eu rhannu drwy eu geiriau, eu lluniau, eu ffotograffau a'u syniadau. Ffugenwau ydy'r enwau sy'n cael eu defnyddio yma, ac mae'r manylion adnabod wedi cael eu dileu er mwyn diogelu preifatrwydd y plant.

Gall ymarferwyr ddefnyddio'r llyfr hwn i gefnogi dysgu proffesiynol parhaus ac ymarfer adfyfyriol. Mae cwestiynau adfyfyriol i oedolion ac i blant i'w gweld yng nghefn y llyfr, ac mae modd eu defnyddio'n unigol neu mewn trafodaethau proffesiynol.

Chicken, S., Lewis, J., Davies, R., Thomas, E. A Bwrdd Ymgynghorol Plant Tregatwg (2026) *Children's Rights: Our Voice – Our right to be heard and involved in decisions*. Bryste: Prifysgol Gorllewin Lloegr, datblygwyd fel rhan o brosiect *Cyfranogiad Plant mewn Ysgolion*.

A message to children and adults

Sarah Chicken (Project Lead)

Jacqui Lewis (Children's research lead)

Rachel Davies (Teacher)

This book is a celebration of children's views of their rights, created by children themselves. It presents their perspectives through their words, drawings and ideas, and forms part of a wider project exploring participative rights with young children. Developed using a Reggio-inspired, participatory approach, the work recognises children's capacity to communicate, think critically and make decisions.

The content of this book has been shaped by children's own experiences. The research team shared broad themes from focus groups with 109 children across Wales, inviting children to reflect on and respond to these alongside their own ideas about being listened to, included and involved in decisions that affect them.

Their contributions remind us that children's rights are not abstract concepts but are lived each day through relationships, environments and everyday moments in school.

A key insight from this work is the difference between how adults and children understand participation.

Adults often associate participation with formal structures such as school councils, pupil-voice groups or planned consultations. Children, however, more often describe participation as being listened to and having choices in ordinary, everyday moments—small but meaningful decisions about what to do, where to be, how to communicate and how they would like practitioners to respond.

We hope practitioners will use the book as a provocation, encouraging reflection on how children's rights are supported within daily routines, classroom environments and adult-child relationships. We also hope children will see it as a mirror, something that reflects their feelings, experiences and rights, and helps them notice what other children have said about being heard and included. Above all, this book is an invitation: to listen more closely, to wonder alongside children and to consider how we can create environments where children's voices are valued not occasionally, but always.

Before we begin...

for children

Rights are things that everyone should have or be able to do. Children have rights too. These rights help to keep children safe and healthy and ensure they are treated fairly.

Participative rights are the rights that help children share their views and be listened to. This means children have the right to say what they think and feel, and for adults to take their views seriously.

In this book, you will see what children have said about their rights through their words and creative work. Reflective questions for children are included at the back of the book.



Before we begin...

for practitioners

This book explores children's participative rights, including the right to be heard and taken seriously (UNCRC, Article 12). It shares children's meaning-making about participation and decision-making in everyday school life and offers a provocation for reflection on how these rights are supported in practice.

It can be used with children, or, as part of professional learning to consider how participative rights are enacted through relationships, environments, routines and everyday moments. Reflective questions for practitioners are included at the back of the book.

This book acts as a form of pedagogical documentation, inviting educators to reflect on how children's participative rights are experienced in daily school life.





Neges i blant ac oedolion

Sarah Chicken (Arweinydd y Prosiect)

Jacqui Lewis (Arweinydd Ymchwil Plant)

Rachel Davies (Athrawes)

Mae'r llyfr hwn wedi'i greu gan y plant eu hunain, ac mae'n cydnabod barn y plant am eu hawliau nhw. Mae'n cyflwyno safbwyntiau'r plant drwy eu geiriau, eu lluniau a'u syniadau, ac mae'n rhan o brosiect ehangach sy'n edrych ar hawliau cyfranogol gyda phlant ifanc. Cafodd y gwaith ei ddatblygu gan ddefnyddio dull cyfranogol wedi'i ysbrydoli gan Reggio, ac mae'n cydnabod y gallu sydd gan blant i gyfathrebu, meddwl yn feirniadol a gwneud penderfyniadau.

Profiadau uniongyrchol y plant sydd wedi llunio cynnwys y llyfr hwn. Roedd y tîm ymchwil wedi rhannu themâu eang o grwpiau ffocws gyda 109 o blant ledled Cymru, gan wahodd plant i adfyfyrio ar y rhain ac ymateb i'r themâu ochr yn ochr â'u syniadau eu hunain am gael eu clywed, eu cynnwys a bod yn rhan o wneud penderfyniadau sy'n effeithio arnyn nhw.

Mae eu cyfraniadau'n ein hatgoffa nad cysyniadau haniaethol ydy hawliau plant, ond pethau sy'n cael eu dilyn bob dydd drwy berthnasoedd, amgylcheddau ac adegau cyffredin yn yr ysgol.

Un o ganfyddiadau allweddol y gwaith hwn ydy'r gwahaniaeth rhwng sut mae oedolion a phlant yn deall cyfranogiad.

Mae oedolion yn aml yn cysylltu cyfranogiad â strwythurau ffurfiol fel cyngorau ysgol, grwpiau llais y disgybl neu ymgynghoriadau arfaethedig. Fodd bynnag, yn amlach na pheidio, mae plant yn disgrifio cyfranogiad fel cael rhywun i wrando arnyn nhw a chael dewisiadau mewn adegau cyffredin o ddydd i ddydd—penderfyniadau bach ond ystyrlon ynghylch beth i'w wneud, ble i fod, sut i gyfathrebu a sut maen nhw'n dymuno i ymarferwyr ymateb.

Rydyn ni'n gobeithio y bydd ymarferwyr yn defnyddio'r llyfr i brocio, gan eu hannog nhw i adfyfyrio ar sut mae hawliau plant yn cael eu cefnogi o fewn arferion dyddiol, amgylcheddau ystafell ddosbarth a pherthnasoedd rhwng oedolion a phlant. Rydyn ni'n gobeithio hefyd y bydd plant yn ystyried y llyfr fel drych, sef rhywbeth sy'n adlewyrchu eu teimladau, eu profiadau a'u hawliau, ac sy'n eu helpu nhw i sylwi ar beth mae plant eraill wedi'i ddweud am gael eu clywed a'u cynnwys. Yn fwy na dim, mae'r llyfr hwn yn wahoddiad: i wrando'n agosach, i ryfeddu ochr yn ochr â phlant ac i ystyried sut gallwn ni greu amgylcheddau lle mae lleisiau plant yn cael eu gwerthfawrogi bob amser, yn hytrach nag yn achlysurol.

Cyn i ni ddechrau...

i blant

Mae hawliau yn bethau y dylai pawb eu cael neu fod yn gallu eu gwneud. Mae gan blant hawliau hefyd. Mae'r hawliau hyn yn helpu i gadw plant yn ddiogel ac yn iach, ac mae'n sicrhau eu bod nhw'n cael eu trin yn deg.

Hawliau cyfranogol ydy'r hawliau sy'n helpu plant i ddweud eu dweud a chael rhywun i wrando arnyn nhw. Mae hyn yn golygu bod gan blant yr hawl i ddweud eu barn a'u teimladau nhw, ac i oedolion gymryd eu barn nhw o ddifrif.

Yn y llyfr hwn, fe welwch chi beth mae plant wedi'i ddweud am eu hawliau nhw drwy eu geiriau a'u gwaith creadigol. Mae cwestiynau adfyfyriol i blant i'w gweld yng nghefn y llyfr.



Cyn i ni ddechrau...

i ymarferwyr

Mae'r llyfr hwn yn edrych ar hawliau cyfranogol plant, gan gynnwys yr hawl i gael eu clywed a'u cymryd o ddifrif (CCUHP, Erthygl 12). Mae'n dweud sut mae plant yn dehongli beth ydy ystyr cymryd rhan a gwneud penderfyniadau ym mywyd bob dydd yr ysgol, ac mae'n procio cyfleoedd i adfyfyrio ar sut mae'r hawliau hyn yn cael eu cefnogi'n ymarferol.

Mae modd defnyddio'r llyfr gyda phlant, neu fel rhan o ddysgu proffesiynol, i ystyried sut mae hawliau cyfranogol yn cael eu gweithredu drwy berthnasoedd, amgylcheddau, arferion ac adegau cyffredin bob dydd. Mae cwestiynau adfyfyriol i ymarferwyr i'w gweld yng nghefn y llyfr.

Mae'r llyfr yn fath o ddogfen addysgiadol, sy'n gwahodd addysgwyr i adfyfyrio ar sut mae hawliau cyfranogol plant yn cael eu profi ym mywyd bob dydd yr ysgol.

Children Wondering

• About Ho Rights

Plant yn Meddwl

Am Cwiliadu



Children wondering about the word 'rights'

"Does it mean, to write... like write down your name?" (Wonder Woman)

"Rights? Does it mean as in you are right! You are correct, and the teacher says ... yes?" (Harrison)

"Or... does it mean you write down what you need to do?" (Flora)

Children and their teachers found that the word 'rights' can sometimes be difficult to understand. Children's rights are the things children need to live safe, healthy and happy lives.

Children connected the unfamiliar language of 'rights' to everyday experiences they already understood.





Plant yn meddwl am y gair 'hawl'

**"Ai'r belen felen yn yr awyr mae'n ei
olygu? Yr haul?"** (Wonder Woman)

**"Hawdd? Ai hawdd mae hyn yn ei olygu?
Pan mae rhywun yn gallu gwneud
rhywbeth yn ddi-drafferth?"** (Harrison)

**"Hael? Ai bod yn garedig mae hyn yn ei
olygu?"** (Flora)

Roedd plant ac athrawon wedi sylweddoli bod y gair
'hawl' weithiau'n debyg i eiriau eraill. Hawliau plant ydy'r
pethau mae plant eu hangen i fyw bywydau diogel,
iach a hapus.

Roedd plant yn cysylltu'r gair anghyfarwydd 'hawl' â
geiriau sy'n gyfarwydd iddyn nhw.





What rights do children have?

Right to have friends and play

“This is me and my friend at the park.” (Hulk)

“Why has he drawn me so big?” (Thor)

“Because you’re so important to him.”
(Researcher, Jacqui)

Children explored what rights children might actually have.

Pa hawliau sydd gan blant?

Hawl i gael ffrindiau a chwarae

“Dyma fi a fy ffrind yn y parc.” (Hulk)

“Pam mae o wedi tynnu llun ohona’
i mor fawr?” (Thor)

“Am dy fod di mor bwysig iddo.”
(Ymchwilydd, Jacqui)

Mae’r plant wedi bod yn edrych ar ba hawliau allai fod gan blant mewn gwirionedd.



The right to be healthy

"A right to fresh air, the swirls are the fresh air and wind; this is a picnic."

(Mia Maddison)



The right to play

"I have drawn my friend as a butterfly as sometimes he doesn't want to play with me, and he flies away."

(Hulk)



The right to feel safe and be cared for

"They are connected, they are friends."

(Optimus Prime)



Yr hawl i fod yn iach

"Hawl i gael awyr iach, yr awyr iach a'r gwynt yn chwyrlïo; picnic ydy hwn."

(Mia Maddison)

Yr hawl i chwarae

"Rydw i wedi tynnu llun fy ffrind fel pili-pala gan nad ydy o eisiau chwarae gyda mi bob tro, ac mae'n hedfan i ffwrdd."

(Hulk)

Yr hawl i deimlo'n ddiogel a chael gofal

"Mae cysylltiad rhyngddyn nhw, maen nhw'n ffrindiau."

(Optimus Prime)



What are participative rights?

Participation can mean:

“Participate is to take part.” (Daisy)

“I can choose trains, Lego, monster trucks and transformers.” (Bumblebee)

“The right to take part in school to do the activity you want to do.” (Owain)

Some rights are about safety and wellbeing. Others are about making choices and being involved in decisions. These are often called participative rights.



“I am choosing to do art. I am telling the teacher you should listen to us when we’re telling you about our art ...I love how you can do different things and be creative.” (Mia Maddison)



“Rydw i’n dewis gwneud celf. Rydw i’n dweud wrth yr athrawes y dylai wrando arnon ni pan fyddwn ni’n sôn am ein gwaith celf ...rydw i wrth fy modd yn cael gwneud gwahanol bethau a bod yn greadigol.” (Mia Maddison)

Beth ydy hawliau cyfranogol?

Gall cyfranogiad olygu:

“Cymryd rhan ydy ystyr cyfranogiad.”
(Daisy)

Rydw i’n gallu dewis trenau, Lego, cerbydau cawraidd a theganau trawsnewid.”
(Bumblebee)

“Yr hawl i gymryd rhan yn yr ysgol i wneud y gweithgaredd rwy’t ti eisiau ei wneud.”
(Owain)

Mae rhai hawliau’n ymwneud â diogelwch a llesiant. Mae hawliau eraill yn ymwneud â dewis a bod yn rhan o benderfyniadau. Mae’r rhain yn aml yn cael eu galw’n hawliau cyfranogol.



Cga

Where Do Children

Feel

Heard?

Ble Mae Plant yn Teimlo

Eu Bod Nhw'n

leleu
lywed?

Where do children feel heard?

"Outside, in the garden." (Nia)

"In the creative area." (Maisy)

"In a Pupil voice group." (Zanderh)

"In our after-school-club." (Avalon)

Children often described feeling heard in particular places and moments across the school day. Where they were — and who was with them — shaped whether they felt able to speak and be listened to.



"I love it best talking with the cook and the class helper at after-school-club." (Hulk)



**“Rydw i wrth fy modd yn siarad â’r
cogydd a’r cynorthwydd dosbarth
yn y clwb ar ôl ysgol.” (Hulk)**

Ble mae plant yn teimlo eu bod nhw’n cael eu clywed?

“Yn yr awyr agored, yn yr ardd.” (Nia)

“Yn yr ardal greadigol.” (Maisy)

“Mewn grŵp llais y disgybl.” (Zanderh)

“Yn ein clwb ar ôl ysgol.” (Avalon)

Roedd plant yn aml yn dweud eu bod nhw’n cael eu clywed mewn mannau penodol ac ar adegau penodol yn ystod y diwrnod yn yr ysgol. Roedd eu lleoliad — a phwy oedd gyda nhw — wedi dylanwadu ar faint roedden nhw’n teimlo eu bod yn gallu siarad a chael eu clywed.



Children make choices in different spaces

“We can make choices inside like the art room & outside in the garden, shop, builders yard and with water and potions.” (Mia Maddison & Harrison)



Children described making choices across indoor and outdoor spaces, especially where play and creativity were possible.



Mae plant yn gwneud dewisiadau mewn gwahanol fannau

“Gallwn ni wneud dewisiadau dan do fel yn yr ystafell gelf ac yn yr awyr agored yn yr ardd, y siop, yr iard adeiladwyr a gyda dŵr a diodydd hud.” (Mia Maddison & Harrison)



Disgrifiodd y plant wneud dewisiadau ar draws mannau dan do ac yn yr awyr agored, yn enwedig lle'r oedd chwarae a chreadigrwydd yn bosibl.

Children want access to different sorts of spaces

A Quiet Space, Shhhh!

"We have quiet spaces in forest school, beach school and our outside area."
(Mia Maddison)

Children wanted spaces where they could feel comfortable, express themselves and choose where to go, especially when classrooms felt too loud or busy.



"This is our school, the drum room is where you go drumming in the loud room, there are quiet rooms all around the school, one for each year group." (Harrison)



Mae plant eisiau mynediad at wahanol fathau o fannau

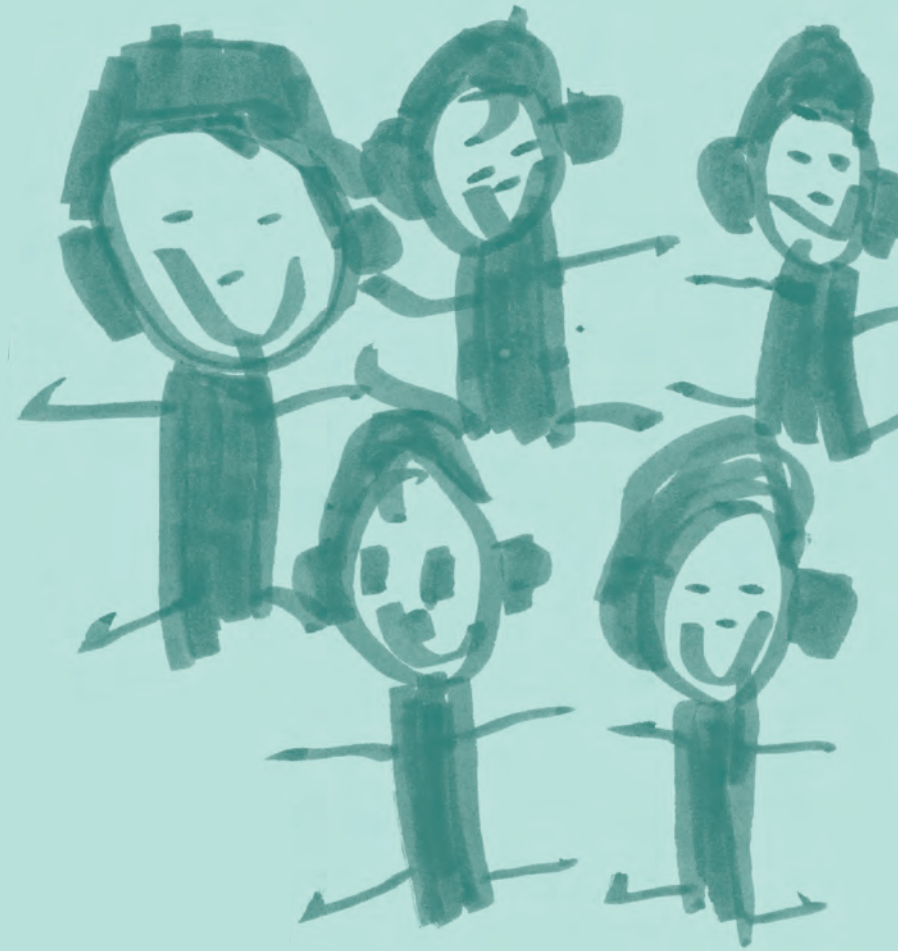
Man Tawel, Shhhh!

“Mae gennym ni fannau tawel yn yr ysgol goedwig, yn yr ysgol traeth ac yn ein hardal awyr agored.”
(Mia Maddison)

Roedd y plant eisiau mannau lle gallen nhw deimlo’n gyfforddus, mynegi eu hunain a dewis ble i fynd, yn enwedig pan oedd ystafelloedd dosbarth yn teimlo’n rhy swnllyd neu’n rhy brysur.

“Ein hysgol ni ydy hon, mae’r ystafell drymiau ar gyfer drymio yn yr ystafell swnllyd. Mae ystafelloedd tawel ymhob rhan o’r ysgol, un ar gyfer pob grŵp blwyddyn.”
(Harrison)

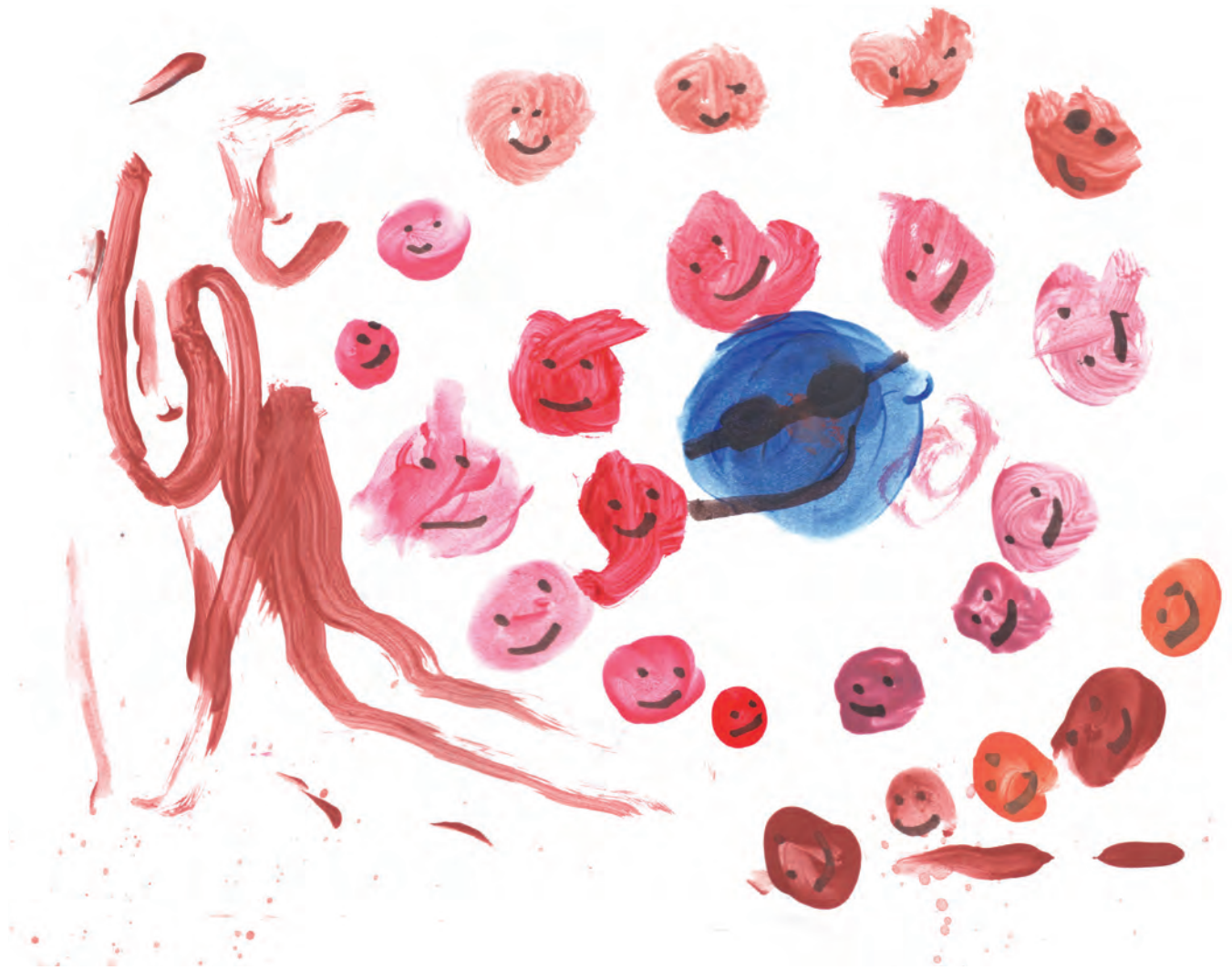
The Small and
the Ordinary:
Building a Culture of
Participat
Y Pethau **Bychai**
Gy



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n: Meithrin Diwylliant o

franogiad

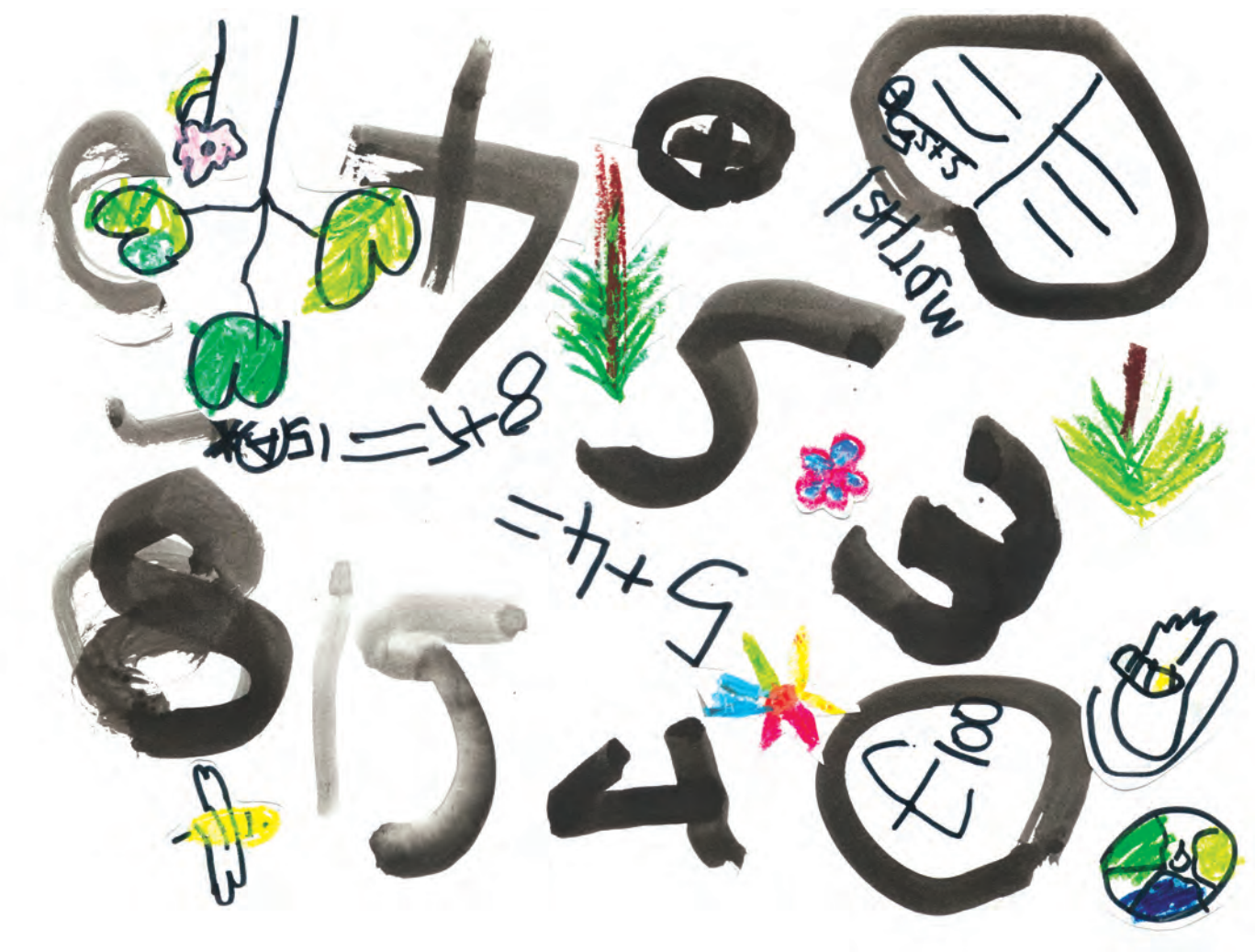


When children's choices make a difference

"We can choose what spaces to play in...
We are choosing to listen to a story outside;
Miss Thompson is in the middle." (Poppy)

Pan mae dewisiadau plant yn gwneud gwahaniaeth

"Gallwn ni ddewis ym mha fannau i chwarae...Rydyn ni'n dewis gwranddo ar stori yn yr awyr agored; Mae Miss Thompson yn y canol." (Poppy)



Choosing to learn outside

Children wanted to make decisions across the school day, including how and where they learn and play.

These experiences can be supported by a wider climate for participation.

Dewis dysgu yn yr awyr agored

Roedd y plant eisiau gwneud penderfyniadau drwy gydol y diwrnod ysgol, gan gynnwys sut a ble maen nhw'n dysgu ac yn chwarae.

Gall y profiadau hyn gael eu cefnogi gan amgylchedd ehangach ar gyfer cyfranogiad.



Children want influence over their environment

“Oh, imagine if you feel sick and you can’t open the windows, and teachers said you can’t open the doors, imagine!” (Anita)

“Imagine, yeah... it’s so like hot and we only have radiators, we can’t open doors or come to the windows.” (Arya)

“He’s cross cos the teacher said, no you can’t put the radiator on!” (Poppy)

Mia Maddison represented hot and cold with playdough and beads.
Poppy made a sad face.



Decisions about ordinary moments included making choices about the learning environment such as the temperature.

Mae plant eisiau dylanwadu ar eu hamgylchedd nhw

“Dychmyga os wyt ti’n teimlo’n sâl ac nad wyt ti’n gallu agor y ffenestri, a’r athrawon yn dweud na all di agor y drysau, dychmyga!” (Anita)

“Dychmyga, ie...mae mor boeth a dim ond rheiddiaduron sydd gennym ni, allwn ni ddim agor y drysau na mynd at y ffenestri.” (Arya)

“Mae’n flin am fod yr athrawes wedi dweud na, chei di ddim rhoi’r rheiddiadur ymlaen!” (Poppy)

Roedd Mia Maddison yn cyfleu poeth ac oer gyda chlai a gleiniau.
Roedd gan Poppy wyneb trist.



Roedd penderfyniadau am adegau cyffredin yn cynnwys gwneud dewisiadau am yr amgylchedd dysgu, fel y tymheredd.



"I would wear a coat, but I want to choose."
(Michael)

"She has an umbrella to keep her out of the rain, she has no coat on, she is happy."
(Wonder Woman)

Some children wanted to make decisions about ordinary, everyday moments like playing in the rain.

These ordinary moments are how children experience participation.

"Byddwn i'n gwisgo côt, ond hoffwn i gael y dewis." (Michael)

"Mae ganddi ymbarél i'w chysgodi rhag y glaw, does ganddi ddim côt, mae hi'n hapus." (Wonder Woman)

Roedd rhai plant eisiau gwneud penderfyniadau am adegau cyffredin bob dydd, fel chwarae yn y glaw.

Yn yr adegau cyffredin hyn mae plant yn profi cyfranogiad.



“The children are making choices of food for cafeteria lunch. They would choose to eat pink corn which isn’t popcorn and tastes of watermelon.”

(Teacher of Mia Maddison, Harrison & Poppy)

Children described how they wanted their choices to shape ordinary, everyday moments across the school day, rather than only at set times or in specific activities.

“Mae’r plant yn dewis y bwyd ar gyfer cinio’r ffreutur. Bydden nhw’n dewis bwyta corn pinc sydd ddim yn bopgorn ac sy’n blasu fel melon dŵr.”

(Athro Mia Maddison, Harrison a Poppy)

Disgrifiodd y plant sut roedden nhw am i’w dewisiadau nhw lywio adegau cyffredin bob dydd yn ystod diwrnod yn yr ysgol, yn hytrach na dim ond ar adegau penodol neu mewn gweithgareddau penodol.

Children Making
Decision
Penderf



S Plant yn Gwneud yniaadau

When my participative rights are supported... My voice can be heard throughout the school day

When do children feel heard?

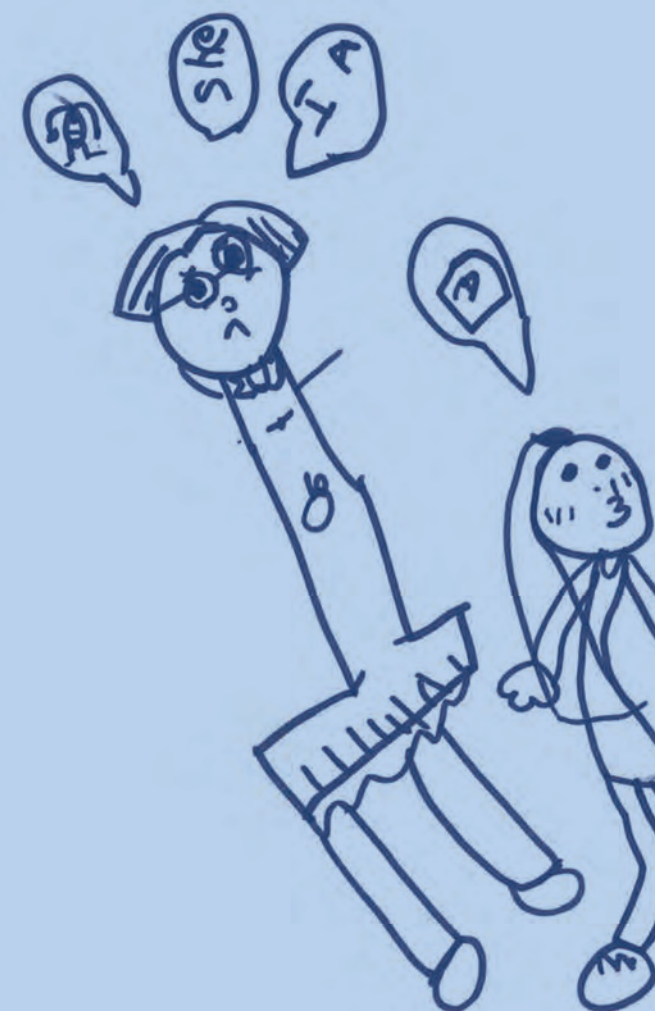
"Choosing time." (Maya)

"Over to me time." (Asher)

"Inquiry time." (Flora)

**"When you're being good
and it's a good idea."** (Gideon)

Children often felt their views were taken more seriously at particular times of day, especially when their behaviour was seen as 'good'.



"The teacher thinks it's a good idea to tidy up, she wants to give her an A!" (Poppy)



“Mae’r athro yn meddwl ei bod hi’n syniad da tacluso, mae hi eisiau rhoi A iddi!” (Poppy)

Pan mae fy hawliau cyfranogol yn cael eu cefnogi... Mae modd clywed fy llais drwy gydol y diwrnod ysgol

Pryd mae plant yn teimlo eu bod nhw’n cael eu clywed?

“Amser dewis.” (Maya)

“Amser yn fy nwylo i.” (Asher)

“Amser holi.” (Flora)

“Pan fyddi di’n bihafio a’i fod yn syniad da.” (Gideon)

Roedd plant yn aml yn teimlo bod eu barn nhw’n cael ei chymryd yn fwy o ddifrif ar adegau penodol o’r dydd, yn enwedig pan oedd eu hymddygiad yn cael ei ystyried yn ‘dda’.



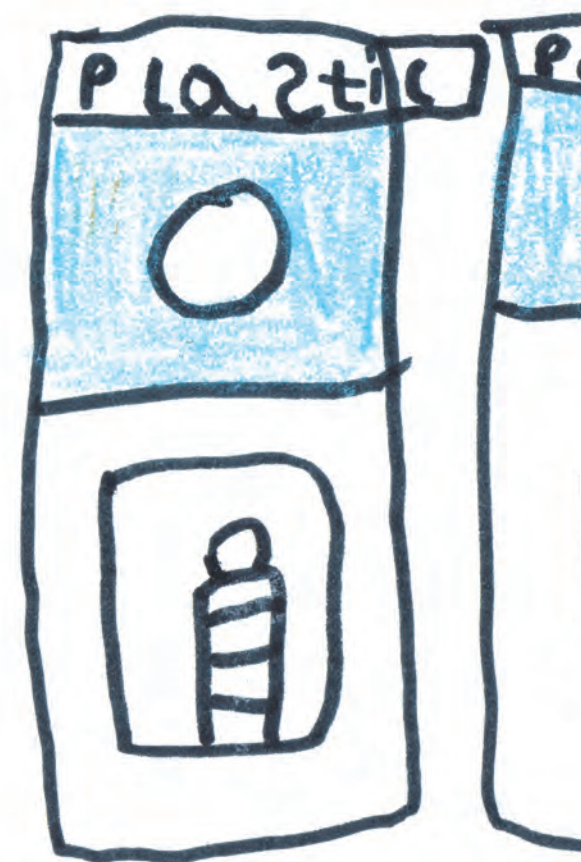
When my participative rights are supported...I can choose to join in a range of pupil voice groups

"If I could choose to be in a pupil voice group, I would choose to be in the Eco Group making sure all the rubbish is in the right bin." (Mia Maddison)

"If I could choose, I would definitely be in the Library Leader group. I would have a slide, & you could read books on the slide & in the ball pit." (Harrison)

"If there was no school council it would be absolute chaos." (Harvey)

Many schools have democratic groups which aim to support participation.





Pan mae fy hawliau cyfranogol yn cael eu cefnogi...galla' i ddewis ymuno ag amrywiaeth o grwpiau llais y disgybl

"Pe bawn i'n gallu dewis bod mewn grŵp llais y disgybl, byddwn i'n dewis bod yn rhan o'r Grŵp Eco, gan sicrhau bod yr holl sbwriel yn cael ei roi yn y bin cywir." (Mia Maddison)

"Pe bawn i'n gallu dewis, byddwn i'n bendant yn y grŵp Arweinwyr Llyfrgell. Byddai gen i sleid, a byddai modd darllen llyfrau ar y sleid ac yn y pwll peli." (Harrison)

"Pe na bai cyngor ysgol, byddai'n anhrefn llwyr." (Harvey)

Mae gan lawer o ysgolion grwpiau democrataidd sy'n ceisio cefnogi cyfranogiad.



When my participative rights are supported, EVERYONE can make decisions about our school

**“Can you all take part in pupil voice groups?”
the researcher asked.**

**“You can join, share and discuss ideas, usually
you have to be 6yrs and older to take part.”
(Gideon & Rhydian)**

**“Nursery children can’t be involved because they
are tiny but (they should be), they can still think!”
(Bumblebee)**

**Image: Mia Maddison created pupil voice groups
for boys and girls and then photographed through
coloured blocks.**

Lots of young children feel that they are not involved in pupil voice groups and some do not know about these groups at all.

Pan mae fy hawliau cyfranogol yn cael eu cefnogi, gall PAWB wneud penderfyniadau am ein hysgol ni

“Allwch chi gymryd rhan mewn grwpiau llais y disgybl?” gofynnodd yr ymchwilydd.

“Gallwch chi ymuno, rhannu a thrafod syniadau. Fel arfer, bydd angen i chi fod yn 6 oed neu’n hŷn i gymryd rhan.” (Gideon a Rhydian)

“Dydy plant meithrin ddim yn cael cymryd rhan oherwydd eu bod nhw’n fach iawn ond (dylen nhw fod), maen nhw’n dal yn gallu meddwl!” (Bumblebee)

Llun: Mae Mia Maddison wedi creu grwpiau llais y disgybl i fechgyn a merched, ac wedi tynnu ffotograffau drwy flociau lliw.

Mae llawer o blant ifanc yn teimlo nad ydyn nhw’n rhan o grwpiau llais y disgybl, a dydy rhai ohonyn nhw ddim yn ymwybodol o’r grwpiau hyn o gwbl.



When my participative rights are supported... I know my voice will be heard by teachers

"My friends listen to me." (Addison)

"(Teachers) tell us what to do, if we can play or go to lunch." (Anna)

"I think it would be rude for teachers to listen to us, they're older and they grow our brains." (Flora)

Some children felt it would be wrong for teachers to listen to them because they are young.



"Monster is the teacher and wants to take the real teacher to the funfair because they love it there, they've chosen to go." (Bumblebee)



“Y Cawr ydy’r athro ac mae eisiau mynd â’r athro go iawn i’r ffair gan eu bod wrth eu bodd yno. Maen nhw wedi dewis mynd.”
(Bumblebee)

Pan mae fy hawliau
cyfranogol yn cael
eu cefnogi... rydw
i’n gwybod bod fy
athrawon yn gwrando
arna’ i

“Mae fy ffrindiau yn gwrando arna’ i.”
(Addison)

“(Athrawon) dywedwch wrthyn ni
beth i’w wneud, ydyn ni’n cael mynd i
chwarae neu fynd am ginio.” (Anna)

“Dwi’n meddwl y byddai’n ddigywilydd
i athrawon orfod gwrando arnon ni,
maen nhw’n hŷn a nhw sy’n tyfu ein
hymennydd ni.” (Flora)

Roedd rhai plant yn teimlo na fyddai’n iawn i
athrawon wrando arnyn nhw gan eu bod nhw’n
ifanc.

Who makes decisions in your classrooms?

Teacher Led Decisions

**"The teacher chooses what we learn...
we have to do what she says.
So, it's like, she's like a parent.
We don't decide."** (Brandon)

"The teachers decide."
(Brandon, Anna)

**"Sometimes teachers take away
our choosing, if someone breaks the
pens and paints, we can't chose pens
and paints."** (Arya)

**"You have to listen to the teacher...
the teacher has to choose."** (Ayra)

Child Led Decisions

**"We do when its
choosing time."** (Marco)

"Me." (Pierce)

Shared Decisions

**"I get to choose the rules
with the teacher."** (Megan)

Children felt that teachers made most choices and that being allowed to make decisions was often connected with behaviour.

Pwy sy'n gwneud penderfyniadau yn eich dosbarthiadau chi?



Penderfyniadau Dan Arweiniad Athrawon

"Yr athrawes sy'n penderfynu beth ydyn ni'n ei ddysgu... mae'n rhaid i ni wneud beth mae hi'n ei ddweud. Mae hi fel rhiant. Dydyn ni ddim yn penderfynu."
(Brandon)

"Yr athrawon sy'n penderfynu."
(Brandon, Anna)

"Weithiau dydy athrawon ddim yn gadael i ni benderfynu. Os bydd rhywun yn torri'r pensiliau a'r paent, allwn ni ddim dewis pensiliau a phaent."
(Arya)

"Mae'n rhaid gwrando ar yr athrawon... yr athrawon sy'n penderfynu."
(Arya)

Phenderfyniadau sy'n cael eu Harwain gan Blant

"Rydyn ni'n gwneud hynny pan mae'n amser dewis."
(Marco)

"Fi."
(Pierce)

Penderfyniadau ar y Cyd

"Rydw i'n cael dewis y rheolau gyda'r athro."
(Megan)

Roedd y plant yn teimlo mai athrawon oedd yn gwneud y rhan fwyaf o ddewisiadau, a bod cael gwneud penderfyniadau yn aml yn gysylltiedig ag ymddygiad.

Making decisions can be difficult for children

Harrison drew herself feeling confused when thinking about when teachers listen to her.



Mae gwneud penderfyniadau yn gallu bod yn anodd i blant

Roedd Harrison wedi tynnu llun ohono'i hun yn teimlo'n ddryslyd wrth feddwl pryd mae athrawon yn gwranddo arni hi.



“The child (in reception) cannot decide what to do in the crafting area. The screen at the bottom shows what choices people are making in the office.” (Mia Maddison)

Children felt that sometimes making decisions can be tricky for children.

“Dydy’r plentyn (dosbarth derbyn) ddim yn gallu penderfynu beth i’w wneud yn yr ardal grefft. Mae’r sgrin ar y gwaelod yn dangos pa ddewisiadau mae pobl yn eu gwneud yn y swyddfa.” (Mia Maddison)

Mae’r plant yn teimlo bod gwneud penderfyniadau weithiau’n gallu bod yn anodd i blant.

Making decisions can be difficult for teachers too

"The teacher does not know what the baby wants." (Poppy)

Poppy drew a picture representing a teacher feeling unsure when making decisions in the classroom.

Children felt that sometimes making decisions can be tricky for adults too.





Mae gwneud penderfyniadau yn gallu bod yn anodd i athrawon hefyd

“Dydy’r athrawon ddim yn gwybod beth mae’r babi ei eisiau.” (Poppy)

Roedd Poppy wedi tynnu llun o athro yn teimlo’n ansicr wrth wneud penderfyniadau yn yr ystafell ddosbarth.

Mae’r plant yn teimlo bod gwneud penderfyniadau weithiau’n gallu bod yn anodd i oedolion hefyd.

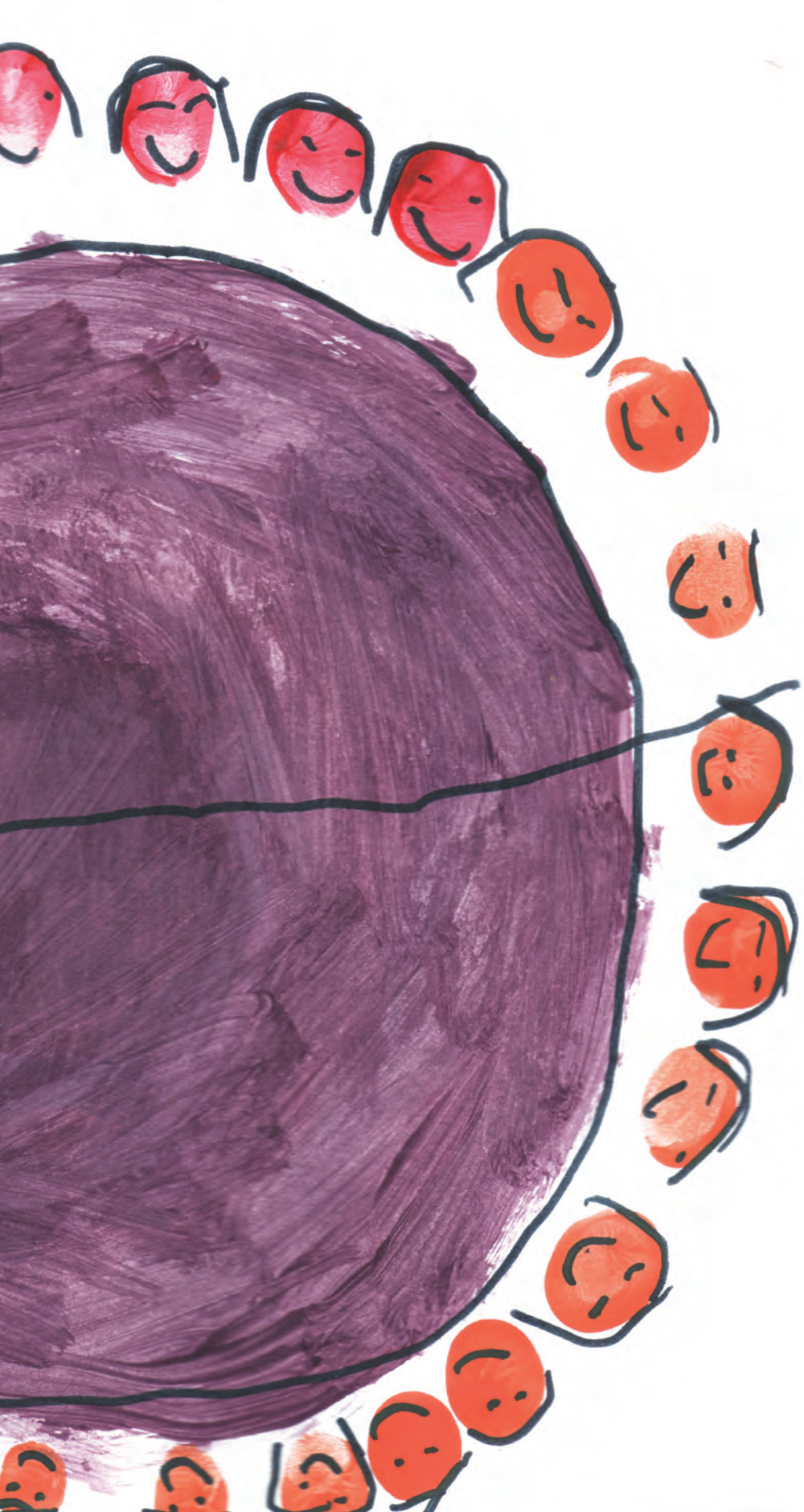


When my participative rights are supported... my ideas are listened to by people who can make things happen

"We should include everyone, this is circle time with both reception classes."
(Mia Maddison)

Children connected participation with feeling included in their learning environment — not only learning about rights, but experiencing them.





**Pan mae fy hawliau
cyfranogol yn cael eu
cefnogi... mae pobl sy'n
gallu gwneud i bethau
ddigwydd yn gwrando ar
fy syniadau i**

**"Dylen ni gynnwys pawb, mae hi'n
amser cylch gyda'r ddau ddosbarth
derbyn." (Mia Maddison)**

Roedd plant yn cysylltu cyfranogiad â theimlo eu
bod nhw'n cael eu cynnwys yn eu hamgylchedd
dysgu — nid dysgu am hawliau yn unig, ond profi
hawliau hefyd.

Reflecting on Children's

Participation in Prac

Ystyried Cyf

ar



Justice
Technology Plant
Wait

Reflective Questions for Practitioners

Children in this project remind us that participation is not only about formal structures such as school councils and pupil voice groups. For young children, participation often happens in everyday moments — when adults listen, when children are involved in decisions that affect their daily lives in school, and when they can see that their ideas and contributions lead to a response. The reflections and examples shared in this book offer a glimpse into how children experience participation in everyday school life. The following questions invite practitioners to reflect on how children's participative rights are supported in their own settings. These questions can be used individually or together, alongside children, or, as part of professional learning.

Listening

When do children feel most listened to, and how do we know?

How do we show children that their perspectives matter?

Everyday Participation

What everyday choices do children genuinely have?

How do routines or environments support or limit participation?

Are there moments in the day when participation is reduced? Why?

What practical steps could make rights-based language more accessible for younger children in your setting?

Decision-Making

How do we meaningfully involve the youngest children in decision-making?

What helps adults feel confident with shared decision-making?

What assumptions guide which decisions we keep as adult-only?

Difference and Impact

When have children's ideas led to visible change?

How do we show children the impact of their contributions?

How do we value children's ideas even when they cannot be acted on?

How do we ensure all children—not just outspoken ones—see their influence?

Pupil Voice Groups

Can all children meaningfully take part in pupil voice groups?

How do representatives gather the voices of younger or quieter children?

How do we include non-verbal or sensory communicators?

What other ways do children influence school life beyond formal groups?

Cwestiynau Adfyfyriol i Ymarferwyr

Mae plant yn y prosiect hwn yn ein hatgoffa bod cyfranogiad yn fwy na strwythurau ffurfiol fel cyngorau ysgol a grwpiau lleisiau disgyblion. I blant ifanc, mae cyfranogiad yn aml yn digwydd ar adegau cyffredin — pan fydd oedolion yn gwrando, pan fydd plant yn cael eu cynnwys mewn penderfyniadau sy'n effeithio ar eu bywydau bob dydd yn yr ysgol, a phan fyddant yn gallu gweld bod eu syniadau a'u cyfraniadau'n arwain at ymateb. Mae'r adfyfyrdodau a'r enghreifftiau sydd yn y llyfr hwn yn rhoi cipolwg ar sut mae plant yn profi cyfranogiad ym mywyd bob dydd yr ysgol. Mae'r cwestiynau canlynol yn gwahodd ymarferwyr i bwysu a mesur sut mae hawliau cyfranogol plant yn cael eu cefnogi yn eu lleoliadau eu hunain. Mae modd defnyddio'r cwestiynau yn unigol neu gyda'i gilydd, ochr yn ochr â'r plant, neu fel rhan o ddysgu proffesiynol.

Gwrando

Pryd mae plant yn teimlo bod rhywun yn gwrando arnyn nhw fwyaf, a sut ydyn ni'n gwybod hynny?

Sut ydyn ni'n dangos i blant bod eu safbwyntiau nhw'n bwysig?

Cyfranogiad Bob Dydd

Pa ddewisiadau bob dydd sydd gan blant mewn gwirionedd?

Sut mae arferion neu amgylcheddau yn cefnogi neu'n cyfyngu ar gyfranogiad?

A oes adegau yn ystod y dydd pan fydd lefel y cyfranogiad yn is? Pam?

Pa gamau ymarferol allai sicrhau bod iaith sy'n seiliedig ar hawliau yn fwy hygyrch i blant iau yn eich lleoliad chi?

Gwneud Penderfyniadau

Sut mae cynnwys y plant ieuengaf yn ystyrlon yn y broses o wneud penderfyniadau?

Beth sy'n helpu oedolion i deimlo'n hyderus wrth wneud penderfyniadau ar y cyd?

Pa dybiaethau sy'n llywio pa benderfyniadau y bydd oedolion yn unig yn eu gwneud?

Gwahaniaeth ac Effaith

Pryd mae syniadau plant wedi arwain at newid amlwg?

Sut ydyn ni'n dangos i blant beth ydy effaith eu cyfraniadau nhw?

Sut ydyn ni'n gwerthfawrogi syniadau plant hyd yn oed pan nad oes modd eu rhoi ar waith?

Sut ydyn ni'n sicrhau bod pob plentyn—nid plant hyderus yn unig—yn gweld eu dylanwad nhw?

Grwpiau Llais y Disgybl

A all pob plentyn gymryd rhan ystyrlon mewn grwpiau llais y disgybl?

Sut mae cynrychiolwyr yn casglu lleisiau plant iau neu blant tawelach?

Sut ydyn ni'n cynnwys cyfathrebwyr di-eiriau neu synhwyraidd?

Ym mha ffyrdd eraill y mae plant yn dylanwadu ar fywyd ysgol y tu hwnt i grwpiau ffurfiol?



Questions for Children



These questions grew out of listening carefully to children and noticing ways to support meaningful conversations.

Listening

Who takes time and likes hearing what you think?

Who stops to listen to you and listens to you all the way to the end?

Who notices what you are thinking in play, drawing and games?

Everyday participation

What helps you feel comfortable, safe and ready to share your ideas?

What part of your day are you asked what you think?

What choices do you make every day about your learning?

Decision-making

What help do you get when you want to make decisions?

Which decisions would you like to make in your class or in the school?

How can the youngest children in the school make decisions?

Difference and impact

How do you know if an adult thinks your idea is great?

When do your ideas change things in the class or in the school?

How do you feel when you have shared your ideas and things change for you and your friends?

Cwestiynau i Blant

Mae'r cwestiynau hyn yn deillio o wrando'n astud ar blant a sylwi ar ffyrdd o gefnogi sgysiau ystyrlon.

Gwrando

Pwy sy'n cymryd amser ac yn hoffi clywed dy farn?

Pwy sy'n stopio i wrando arnat ti ac yn gwrando tan y diwedd?

Pwy sy'n sylwi ar beth rwyd ti'n ei feddwl wrth i ti chwarae, tynnu lluniau a chwarae gemau?

Cymryd rhan bob dydd

Beth sy'n dy helpu i deimlo'n gyfforddus, yn ddiogel, ac yn barod i rannu dy syniadau?

Pryd yn ystod y diwrnod mae rhywun yn gofyn i ti am dy farn?

Pa ddewisiadau rwyd ti'n eu gwneud bod dydd am dy addysg?

Gwneud penderfyniadau

Pa gymorth wyt ti'n ei gael pan wyt ti eisiau gwneud penderfyniadau?

Pa benderfyniadau hoffet ti eu gwneud yn y dosbarth neu yn yr ysgol?

Sut gall y plant ieuengaf yn yr ysgol wneud penderfyniadau?

Gwahaniaeth ac effaith

Sut wyt ti'n gwybod os yw oedolyn yn meddwl bod dy syniad yn un da?

Pryd mae dy syniadau yn newid pethau yn y dosbarth neu yn yr ysgol?

Sut wyt ti'n teimlo pan rwyd ti wedi rhannu dy syniadau ac mae pethau'n newid i ti a dy ffrindiau?

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Our Authors / Ein Hawduron ni

Created by/Crëwyd gan:

Cadoxton Children's Advisory Board (CAB).

Poppy, Bumblebee, Hulk, Harrison, Optimus Prime, Mia Maddison, Thor, Wonder Woman.



Poppy



Bumblebee



Hulk



Harrison



Optimus Prime



Mia Maddison



Thor



Wonder Woman