



*Together we Love, we Aim High and we Celebrate!*

## Relationships and Behaviour Policy

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

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To be reviewed: January 2027

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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## Introduction

This policy sets out our relational approach to behaviour management and our expectations for all children. This policy will be shared annually with families and staff.

We want our school to always be a safe and happy environment where children can learn and reach their potential whilst developing social relationships. Staff and families will work in Partnership to encourage, support and celebrate the children.

## Rights and Responsibilities



## Positive Behaviour Policy

We are aware and understand that all kinds of behaviour are a form of communication.

## What is Behaviour Education?

Behaviour education is teaching children about making the right choice, educating them on their emotions, helping them understand how their behaviour affects others, reflection and promoting a growth mindset.

## Emotion Coaching (Appendix A)

Emotion Coaching provides a framework for helping adults, children and young people to understand what is happening when we feel a strong emotion and how to self-regulate the behaviour that can come out of these emotions.

Emotions are a particularly important part of how we navigate our way through life. They enable us to function in a safe way, gauge situations and most importantly, help us to form positive, lasting relationships. The more we understand our emotions the better we are at responding to them in a way that benefits us and the people around us.

### The Brain - 'Flipping Your Lid'

When a child or an adult is emotionally overwhelmed or aroused, we describe this as 'flipping our lid'. When this happens, the emotional part of our brain takes over and we might say or do something we later regret. The opposite of this is a calm state where we can think clearly because all our brain is making the connections it needs. You can think of this as being 'closed' or 'closing the lid'. See Appendix B

### The Science Bit

- In humans, the **upstairs brain** is responsible for our thinking and reasoning. It is called the pre-frontal cortex and sits at the top front of our brains.
- The downstairs brain, called the limbic system and amygdala, is the oldest part of our brain and is responsible for emotional reactions. This is the bit of the brain that keeps us safe and enables us to fight, flight, freeze if we are in danger.
- When we “flip our lid” the emotional part of our brain takes over and we need the pre-frontal cortex to connect with the limbic system so that we can become rational again and calm down.

### The Five Elements of Emotion Coaching

- ✓ Becoming aware of the child's emotions
- ✓ Recognising the emotion as an opportunity for intimacy and teaching
- ✓ Listening empathetically, validating the child's feelings
- ✓ Helping the child find words to label the emotion
- ✓ Setting limits and explore strategies to solve the problem at hand.

### The Role of Adults

#### PACE

- ✓ PACE – Playfulness, acceptance, curiosity and empathy. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

#### VRFs

- ✓ The Vital Relational Functions are tools used to address a child’s emotional state during dysregulation. Incorporate the VRFs in to the general way of being with a child. The four VRFs are: Attunement, validation, containment and regulation.

**\*The Thrive Approach**

	<b>Attunement</b>	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	<b>Validation</b>	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..'
	<b>Containment</b>	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	<b>Soothing</b>	Be alert to how they are feeling and calm and soothe their distress
	<b>Regulation</b>	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

- ✓ Supporting an ethos where children feel safe, secure, and cared for where positive relationships are fundamental
- ✓ Responding to parents' concerns and respecting their views and worries
- ✓ Modelling positive interactions and healthy relationships
- ✓ Providing a rich stimulating, varied and challenging curriculum which fosters high levels of pupil engagement and values learning demonstrated in different ways
- ✓ Applying follow up actions and rewards consistently as outlined in this policy
- ✓ Giving frequent praise to children for making good choices as an incentive for others to follow
- ✓ Using positive language whenever possible and as often as possible
- ✓ Ensuring records are made of serious incidents

What the Government says:

The headteacher must set out measures in the behaviour policy which aim to:

- ✓ Promote good behaviour, self-discipline and respect;
- ✓ Prevent bullying;
- ✓ Ensure that pupils complete assigned work; and which
- ✓ Regulate the conduct of pupils.

**Senior Leadership Team**

- ✓ Monitor the consistent application of the Relationship Policy
- ✓ Engage with partners such as Educational Psychologists, third sector specialists in areas such as attachment and trauma informed approaches, approaches to play and nurture to provide high quality professional development for all staff and suitable interventions for children who have been identified as requiring additional support in the developing and maintenance of positive relationships.
- ✓ Celebrating consistently positive behaviour and instilling a sense of pride in those children who demonstrating positive relationships.

- ✓ Supporting staff at all levels in managing distressed behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting children, staff, and families in resolving regular reoccurrences of these behaviours.
- ✓ Managing the induction of new staff and supply staff to ensure they understand the policy and receive the appropriate support to ensure that it is fully implemented.

### School Governors

- ✓ To uphold the principles and practices of the Relationships and behaviour policy on behalf of all children, parents, carers, and staff at our schools

### Families

- ✓ To respect the disciplinary authority and professionalism of staff
- ✓ To ensure school staff are aware of additional needs or personal circumstances that may result in their child displaying behaviours that are not typical of them
- ✓ To attend meetings at school, if required, to discuss their child's behaviour
- ✓ To address issues to the class teacher in the appropriate manner and trust the matter will be investigated, addressed and appropriate action taken. Parents/carers should not approach other children or adults
- ✓ To work with the school to support their child's positive behaviour

## Expectations

### Golden Rules

We have whole school rules displayed around school. Copies of these are displayed prominently in all classrooms and children are reminded of them regularly.

These expectations are for the whole school community of adults and children. It is important for us that the expectations we have of behaviour does not just happen within the classroom, but also around our school and further afield.

- ✓ Show Love
- ✓ Aim High
- ✓ Celebrate

## Positive Behaviour and Rewards

Recognition Board (with a specific, changing focus)	Names are added to the board to recognise when children are demonstrating that specific quality. Duration of a specific focus is class dependant.
Verbal Praise	Regular and instant praise will be used to celebrate and encourage the behaviour we wish to promote. Praise will be given both to outcomes and to effort.
House Points	House points are used throughout the school. The winning house fly their coloured flag each Friday. Children will receive a badge for reaching 50, 100, 150 and 200 house points.
Chilthorne Champion cards	Staff will regularly give praise cards. These should be used to recognise the attributes of a Chilthorne Champion (below) or our year group/current Christian Value.
Chilthorne Star Certificate	Each week a maximum of two children from every class will be awarded a Celebration Certificate linked to our School Christian Values or expectations.  Certificates will be presented to the children in Celebration Assembly each Friday.
Christian Star Certificate	At the end of each half term, one child from every class will be awarded a Christian Star Certificate linked to our Christian Value of that half term.
Postcards	These are sent home, via the post, to a child that consistently goes above and beyond.

## Consequences

### Graduated Response

Teachers and other school staff will use their professional judgements and knowledge of the children to deliver a graduated response. As with rewards, consequences apply to all parts of the school day with all adults involved in teaching or supervising them. Below is an overview of the graduated response:

1	Verbal reminder	Following acknowledgement of the behaviour and encouragement to self-regulate, adults will verbally remind children that their behaviour is not meeting our expectations if it continues.  Children will be given clear guidance and support to improve their behaviour using 'Emotion Coaching' strategies and shared language.
2	Verbal warning	Adults will give a second verbal reminder if behaviour has not improved, a different behaviour is shown or becomes more serious.  Children will receive further guidance and support to improve their behaviour using 'Emotion Coaching' strategies, micro scripts and shared language.
3	Consequence	A third warning for repeated or one off more serious behaviour will lead to 'Reflection Time'.  KS1 – 5 minutes KS2 - 10 minutes  This will be managed by the class teacher or adult leading the session at the next break or lunchtime.

### More serious incidences of behaviour

If a child reaches stage 3 over the course of a day, their behaviour will be recorded in the Class Behaviour Book. If a child is in the book 3 times within a week, the child will have a conversation with the Headteacher. A meeting may be arranged between home and school with the aim of establishing positive support and intervention.

Where more concerning incidents of behaviour occur, senior members of staff will intervene to provide support and/or consequences. Each incident will be investigated and evaluated by an adult and appropriate consequences and/or support put in place. These incidents will be recorded on MyConcern.

Examples of support could include:

- Positive Support Plan
- Part Time Timetable
- Referral for external agency to support child
- Adjusted structure to school day
- Adjusted routines in the classroom/school day
- Specific interventions and/or support
- Removal from the classroom for a fixed period

In all the above examples, families will receive prompt communication regarding any decisions taken by the school and will be invited to contribute any suggestions for support.

The following are examples of what would be considered more serious behaviour:

- Physical, verbal or online aggression towards a child or adult
- Intentional damage to school property or property belonging to others
- Use of inappropriate or derogatory language, this would include homophobic and racist language
- Leaving the classroom, learning space or site without permission
- Child on child abuse

### Bullying

Bullying may be distinguished from other unacceptable forms of behaviour in that it involves dominance of one pupil by another, or a group of others is pre-meditated usually forms a pattern of behaviour rather than an isolated incident:

At Chilthorne Domer Church School our definition of bullying is something unkind that happens several times on purpose.

### **BULLYING IS WHEN SOMEONE HURTS YOU...**



### **SEVERAL TIMES ON PURPOSE**

We endeavour to be alert to the signs of bullying and always act promptly and firmly against it if allegations of bullying are founded.

If staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group or parent, the following course of action takes place:

### Class teacher

1	The class teacher talks sensitively to both parties separately, listening to both sides of the story. This should be done at a convenient time but as quickly as possible after being made aware of it.
2	Notes of what each party says should be saved on MyConcern as these may be requested at a later stage.
3	Make sure all adults working with the children concerned are aware of the allegation.
4	Report the allegation to the Headteacher.

## The Headteacher

1	The Headteacher will arrange a meeting with the families and class teacher involved to put a plan in place.
2	Contact any external agencies who may be able to support both parties.

### If the allegations are found to be unfounded then the class teacher will:

1	Investigate further why the allegations were made as the child may have other problems or concerns which need to be sorted out.
2	Inform the Head of the incident so that she/he is aware of it too.

In both instances (where an allegation is proven founded or unfounded) a trusted adult, within the classroom, will set aside some time for children to rebuild relationships.

They will also lead a PSHE lesson focusing on bullying.

### Adjustments to the Relationships and Behaviour Policy

Where children have been identified as needing additional support due to a SEND need, reasonable adjustments to the Relationships and Behaviour Policy will be agreed between home and school. A copy of the Special Educational Needs and Disabilities Policy is available to download from the school website.

### Partnership

School staff will work hard to ensure that the aims and requirements of the Relationships and Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations at Chilthorne Domer Church School.

The Headteacher encourages families to meet with school staff and discuss any aspect of their child's wellbeing, performance or behaviour. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

### Monitoring:

The policy will be informally reviewed as an ongoing dialogue between staff and will be formally reviewed on an annual basis. Relationship and Behaviour will be a standing item on meeting agendas.

Monitoring may include:

- Behaviour audits
- Classroom and playground observations
- Feedback from individual children, families and staff
- Meetings

## Linked Policies and Documents

- Anti-Bullying Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Children Looked After (CLA) Policy
- Special Educational Needs and Disabilities Policy
- [DfE advice for use of reasonable force 2013](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)
- [SEND Local offer](#)
- Positive Handling Policy
- Code of conduct for employees and volunteers
- Acceptable Use Policy

**What Emotion Coaching means in practice**

(how co-regulation works)

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



These images are taken from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk)

Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem-solving skills within children and young people (Rose et al 2015). This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of EC for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

<https://www.emotioncoachinguk.com/copy-of-professionals-parents-carers>

# HAND MODEL OF THE BRAIN



At the base of your brain, represented here by your wrist, is the brain stem. It's responsible for basic things like breathing and keeping your heart pumping.



Your thumb, folded in, sits in the middle, just like the amygdala in the brain. The amygdala is responsible for sensing danger and telling the brain + body.



Your fingers are like your pre-frontal cortex- that's the part of the brain that helps us manage emotions and make complex decisions



When fear, danger, or intense emotion overwhelm our amygdala our prefrontal cortex goes offline and we "flip our lid." That's why sometimes it is so hard to make thoughtful decisions when we are very upset.

When brains are overwhelmed like this, they need a break to reflect and reconnect.

CONCEPT CREATED BY DAN SIEGEL MD. VISUALLY TRANSLATED BY LINDSAY BRAMAN

## Our Rights

We have the right to be safe and feel secure.

We have the right to learning and to fulfil our potential.

We have the right to be treated with respect.

## Our Responsibilities

Rights come with responsibilities. Responsibilities need to be learned and practiced so they become habits; this is the duty of the adults within our school.

Teacher and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil relationships with peers must be built upon respect, trust, friendship and tolerance to each other's wishes.

At Chilthorne Domer Church School we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals.

Adults within the school environment have a duty to provide positive role models in all areas of behaviours, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones as well as act as inspiring role models.

We aim to have a positive caring ethos and provide a challenging, engaging curriculum. The goal is to produce caring, confident and successful pupils with a high self regard and esteem as well as an awareness of appropriate behaviour in all contexts.

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

<p>A child is any person under the age of 18. <b>1</b></p>	<p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. <b>2</b></p>	<p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job. <b>3</b></p>	<p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention. <b>4</b></p>	<p>Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need. <b>5</b></p>	<p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way. <b>6</b></p>	<p>Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them. <b>7</b></p>
<p>Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back. <b>8</b></p>	<p>Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child. <b>9</b></p>	<p>If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together. <b>10</b></p>	<p>Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree. <b>11</b></p>	<p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. <b>12</b></p>	<p>Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. <b>13</b></p>	<p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right. <b>14</b></p>
<p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people. <b>15</b></p>	<p>Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack. <b>16</b></p>	<p>Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand. <b>17</b></p>	<p>Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child. <b>18</b></p>	<p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them. <b>19</b></p>	<p>Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life. <b>20</b></p>	<p>When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country. <b>21</b></p>
<p>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country. <b>22</b></p>	<p>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community. <b>23</b></p>	<p>Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy. <b>24</b></p>	<p>Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be. <b>25</b></p>	<p>Governments should provide money or other support to help children from poor families. <b>26</b></p>	<p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this. <b>27</b></p>	<p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence. <b>28</b></p>
<p>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment. <b>29</b></p>	<p>Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live. <b>30</b></p>	<p>Every child has the right to rest, relax, play and to take part in cultural and creative activities. <b>31</b></p>	<p>Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly. <b>32</b></p>	<p>Governments must protect children from taking, making, carrying or selling harmful drugs. <b>33</b></p>	<p>The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them. <b>34</b></p>	<p>Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of). <b>35</b></p>
<p>Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention. <b>36</b></p>	<p>Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family. <b>37</b></p>	<p>Children have the right to be protected during war. No child under 15 can join the army or take part in war. <b>38</b></p>	<p>Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity. <b>39</b></p>	<p>Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice. <b>40</b></p>	<p>If the laws of a country protect children's rights better than this Convention, then those laws should be used. <b>41</b></p>	<p>Governments should actively tell children and adults about this Convention so that everyone knows about children's rights. <b>42</b></p>

These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

## 43-54



## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.

