



## RELATIONSHIPS AND BEHAVIOUR POLICY

**This policy complies with Section 89 of the Education and Inspection Act 2006**

### 1. Aims and objectives

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationships and behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our relationships and behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community, allowing everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy helps children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- These expectations apply to all clubs operated by school, including breakfast and afterschool provision.
- The school rewards good behaviour, as it believes that this develops an ethos of kindness and cooperation. This policy promotes good behaviour, rather than merely deter anti-social behaviour.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Information regarding children's achievement out of school is celebrated in the School Assembly.

### 2. Rationale

**We want our pupils to behave appropriately, because it is the right thing to do.**

#### **The importance of attachment:**

- Humans do not develop in isolation.
- Children form an inner working model of themselves through 'attachment' relationships with parents, carers and other adults, including teachers.
- Where attachment relationships are broken and disrupted by loss, neglect, trauma or abuse; schools and the adults in them can do a lot to support pupils to rebuild the sense of safety and trust they need to learn.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults or resources. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our students by providing opportunities to discuss challenges and solutions and get the support they need.

#### **Trauma:**

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a

child cannot deal with. Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

The brain is pattern-seeking and survival-oriented, connections on the outside build connections on the inside. In other words, students learn through relationships.

Humans need safety and positivity to learn and develop and it is relationships that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat and we recognise the importance of ensuring our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

### **3. The role of the Teaching and Support Staff**

- It is the responsibility of all staff to ensure that the school rules are respected, and that classes behave in a responsible manner during lesson time, and throughout the school.
- All teaching staff must model positive behaviours and relationships and actively teach what this looks like to children through daily interaction and explicitly through the PSHE curriculum.
- The staff in our school have high expectations of the children, in and out of class, with regard to behaviour, and ensure that all children maintain these standards.
- Staff treat each child fairly, and promote the school's codes consistently. Class teachers treat all children in their classes with respect and understanding.
- The class teacher reports to parents about the progress of each child in their class, at Parents' Evening. The class teacher / Key Stage Leader / Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- In the first instance, the class teacher deals with incidents as appropriate and reports the incident on CPOMs (electronic recording system). However, if misbehaviour continues, the class teacher may seek help and advice from the Key Stage Leader, SENCo, Deputy Headteacher or the Headteacher.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. (See policy on Anti-Bullying)
- As a school, we identify different types of bullying such as homophobia and we actively challenge all homophobic incidents.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Dfes Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain pupils. Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself or putting themselves in a dangerous situation. The actions that we take are in line with government guidelines on the restraint of children. Team Teach techniques are used by trained members of staff.
- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher and Headteacher, may, for example, discuss the needs of a child with an Educational Psychologist or the appropriate support service.
- All behavioural issues should be recorded on CPOMs.

### **4. The role of the Headteacher.**

- It is the responsibility of the Headteacher to implement the school Relationships and Behaviour Policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, setting the standards of behaviour and supporting staff in their implementation of the policy.

- The Headteacher ensures records are kept of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. School Governors and the local authority will be notified of these actions.

## **5. The role of the Senior Leadership Team (SLT):**

- Model the behaviour they expect from everyone
- Be visible and available
- Be open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise if they get it wrong
- Not seek to fix everything, but to support and empower colleagues to find solutions
- Ensure that the school vision is shared, lived and developed
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation
- Work pro-actively with other agencies to ensure plans are joined-up and solutions-driven
- Provide coaching and mentoring for new staff or staff who require any support
- Support 'time out' opportunities

## **6. The role of the parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. We ask parents to read and conform to our Home-School Agreement at the start of each academic year.
- If the school has to use reasonable consequences due to a child's presentation, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the Key Stage Leader should be contacted before the Headteacher. If these discussions cannot resolve the problem, the complaints policy can be implemented.

## **7. The role of Governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

## **8. Fixed-term suspensions and permanent exclusions**

- We do not wish to suspend any child from school, but sometimes this may be necessary. The school follows government guidelines and procedures.

## **9. Supporting Challenging Behaviours**

At times and despite all of the above, things can escalate. It will often be something beyond your control, however, as the adult we must try to manage ourselves so we can assist a young person.

When dealing with difficulties, staff can start to feel intense emotional responses ourselves. Staff might feel anger, frustration, upset or anxiety for example. However, when adults become 'dysregulated' they cannot support others to regulate. So, school recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom. Staff are reminded to:

- Take a breath
- Reflect on the wider context (the child's experience and perspective)
- Remain calm, focused on what the child needs and what anyone who has been negatively affected needs (not our need for control etc.)
- Don't take it personally – even if it feels personal
- Seek help if we feel we are not the best person to deal with a situation in that moment. It is ok to hand the situation to someone else whilst you regulate. You can take ownership back when you are ready.

#### **We help the child to:**

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, naming and understanding their emotions using Zones of Regulation
- Reflect and build a better understanding of themselves and others
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others (restorative conversations) using Emotion Coaching

#### **10. Restoratives**

All behaviour incidents **MUST** end with the relationship being restored. It is vital relationships are repaired and there is a fresh start every time.

#### **11. Drug and alcohol-related incidents**

- It is the policy of this school that anyone, adult or child should not bring any non-prescription or unauthorised drugs to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in as outlined in the Medical Conditions and Managing Medicines in School Policy.
- The school will take very seriously the misuse of any substances such as vapes or alcohol. The parents or guardians of any child involved will always be notified.

#### **12. Screening and searching and the power to use reasonable force**

- The use of reasonable force will only be used as a last resort. Reasonable force will only be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The school follows the advice from the DFE (July 2013) – use of Reasonable force – advice to Headteachers, Staff and Governing Bodies. Team Teach techniques are used to prevent escalation of behaviours by trained staff.
- The school will not undertake routine searches of pupils. If there are concerns that a child has an item that should not be in school, parents will be contacted. Banned items include knives and any item which could hurt another child. A search will only be undertaken if the Headteacher deems that children or staff are at immediate risk.

### **13. Child-on-child abuse**

- Measures are in place to prevent child-on-child abuse - staff ratios ensure pupils are well monitored at all times; PSHE lessons teach children about personal safety and mutual respect; the Club that Cares is used by all children to report incidents of concern in a confidential setting, led daily by the Pastoral Lead.

### **14. The power to discipline beyond the school gate.**

- If the school is made aware of misbehaviours occurring off the school premises but where a child is clearly identifiable as a pupil at our school, the Headteacher will contact parents to ensure an appropriate response. If the behaviour is criminal or poses a serious threat to a member of the public, the police must be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy.

### **15. Pastoral care for school staff.**

- Based on DFE guidance, the school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The school will draw on DFE advice – Dealing with allegations of Abuse against Teachers and other Staff.

### **16. The Use of Class Dojo**

- As a school we are passionate about encouraging children using positive feedback and recognition for their efforts and progress. We use Class Dojo to support this ethos and encourage school values.
- Using Class Dojo, teachers and parents are on the same team, collaborating on how they can help students thrive both in and out of the classroom. This system is very accessible and means that parents and teachers can work together to encourage progress across all aspects of school life.
- Class Dojo is a reward and message system that can be used by the teacher to keep parents informed. Our teachers want to keep parents informed. Parents may also use it to send messages of praise and encouragement for their child or simply to keep the teacher informed about relevant issues.
- Research shows that children make greater progress when parents take an interest in their work and Class Dojo is one way of assisting this. It is a communication tool and should always be used positively and in the best interests of all children. This is not a tool to make a complaint, negative or personal comments or to report an absence. Any misuse will result in individual account closure by the school. Serious concerns are best dealt with on a more personal basis.
- Our staff are always keen to work positively with parents. We believe that we have very supportive parents, indeed we pride ourselves in upholding strong and lasting relationships with them. For this reason we will always endeavour to answer any questions raised through this system as soon as possible during our teaching days.
- The effectiveness of the system will be reviewed annually.
- The children can receive schoolwide dojo points from any member of staff when

### **17. Use of Zones of Regulation**

- All classes from Year 1 to Year 6 use the Zones of Regulation approach to self regulation, children are encouraged and taught to identify emotion in others and themselves and are taught strategies to support moving between the zones.
- In EYFS we use The Mood Metre from The Think Equal Programme.
- Some children who struggle with emotional regulation will have an individual chart that they will change during the day.

- If teachers notice a child is in a certain zone, for example blue they may discuss what support is needed to get back to green.

## **18. Emotion coaching**

- Staff use and are encouraged to use emotion coaching techniques when dealing with situations
  - Step 1: Recognise and empathise with the feelings
  - Step 2: Label and validate the feelings.
  - Step 3: Set limits on behaviour (if needed)
  - Step 4: Explore and agree solutions for the problem
  - Step 5: Longer-term reflection (later on)
- Lunchtime staff and wrap around care staff to have the same training and approach.

## **19. Monitoring and review**

- When an individual has a specific problem the school uses a variety of strategies with parents to communicate concerns and progress. E.g. daily home/School communication until the issue is resolved. The SENDCo may become involved.
- The Headteacher and senior leaders in school monitor the effectiveness of the policy and, if necessary, makes recommendations for the improvements.
- Lunchtime supervisors verbally report any incidents that occur at lunchtimes to the class teacher and/or member of the Senior Management Team, these are then added onto CPOMs.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and ensure that no child is treated unfairly.
- The governing body reviews this policy every 3 years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed September 2025

## Appendix 1

### Our Golden Rules



**Believe~Practise~Succeed!**

We always do our best.  
We are honest and truthful.  
We are polite and friendly.  
We respect ourselves and each other.  
We respect our belongings.  
We behave sensibly so that everyone is **safe, happy** and always **learning**.



## Appendix 2



### Owls' Nest

### After-School Club Charter

We have a caring and friendly approach in Owls' Nest.

We treat all children with respect, patience and tolerance.

We have an open and honest relationship with parents and carers.

We recognise children as individuals, support their development and personal needs.

We support play and friendship, encouraging children to be respectful and thoughtful towards others, whilst having fun.

### Owls' Nest - Our Expectations

#### Of staff:

- Staff are friendly and approachable.
- Staff conduct themselves in a professional manner in line with the school's professional conduct policies.
- Staff have good communication skills.
- Staff put the children first to ensure that they receive quality after school care.
- Staff are clear and consistent in their approach to behaviour management with high expectations for all.

#### Of children:

- The children are respectful towards staff and build a relationship of trust and care.
- The children are respectful towards one another and consider the needs of other children as well as themselves.
- Children respect our resources and help to keep our space clean and tidy.
- Children follow the rules of Owls' Nest to make sure they are always safe and happy.

### **Of parents:**

- Parents communicate their requirements clearly to our staff and keep us informed of any changes that might have an impact on their children.
- Parents respect the timings of Owls' Nest.
- Parents support our approach to behaviour management.

### Appendix 3

#### Rewards and Sanctions

Class teachers will reward positive behaviour and impose age appropriate consequences as required.

##### Rewards:

Dojo points - these are acknowledged with parents

Stickers

Certificates

Star of the Day

Super Writer

Reader of the Week/ Reading teddy

Star of the Week

Golden time

Whole class reward system e.g. Pom pom/marble jar

Individual sticker charts as necessary

##### Consequences:

Consequences are always discussed with the child after a calm-down period, to help them understand and regulate behaviours moving forward. Behaviour will be discussed in the terms of Zones of Regulation/ Mood Meter

Any child receiving a grade of less than good/outstanding for behaviour on Interim Reports will be spoken to by headteacher and deputy headteacher.

#### Consequence Steps: EYFS

	What will happen?	Example:
Chance	Clear warning and a <b>chance</b> to correct behaviour. <b>Children with additional needs may need more than one chance.</b>	"This is your chance to make a good choice (show a thumbs up)"
Choice	If the inappropriate behaviour continues, a <b>choice</b> is given: to correct behaviour or receive a consequence. <b>Children with additional needs may need support with this.</b>	"I have already spoken to you. You have had your chance to do X or Y. If you carry on with X your consequence will be time out"
Consequence	<b>Consequence</b> given for continued behaviour. E.g. Behaviour blip, Golden Time loss, removal to another classroom.	"You have not chosen to make a good choice. This is your consequence"

	<p>See Appendix 3 (Rewards and Sanctions)</p> <p>Time for restorative conversation at a suitable time after the event.</p>	
<b>There is always time for restorative conversation and a fresh start.</b>		

### Consequence steps KS1/KS2

	<b>What will happen?</b>	<b>Example:</b>
<b>Chance</b>	<p>Clear warning and a <b>chance</b> to correct behaviour.</p> <p><b>Children with additional needs may need more than one chance.</b></p>	<p>"Please stop talking and start the task, this is your <b>chance</b> to make the right choice."</p>
<b>Choice</b>	<p>If the inappropriate behaviour continues, a <b>choice</b> is given: to correct behaviour or receive a consequence.</p> <p><b>Children with additional needs may need support with this.</b></p>	<p>"You have had chance to start the task already. Now you have a <b>choice</b>. You need to start now or you will have a consequence (specify consequence)."</p>
<b>Consequence</b>	<p><b>Consequence</b> given for continued behaviour.</p> <p>E.g. Behaviour blip, Golden Time loss, removal to another classroom.</p> <p>See Appendix 3 (Rewards and Sanctions)</p> <p>Time for restorative conversation at a suitable time after the event.</p>	<p>"You have chosen to continue to talk so you now have a <b>consequence</b>. You will receive a behaviour blip for continuing to disrupt the children around you."</p>
<b>There is always time for restorative conversation and a fresh start.</b>		

## **Appendix 4**

### **Lunchtime Rewards and Consequences**

#### **Rewards**

Lunchtime Legends - Middays/TAs to identify children who have shown kindness or positivity during the lunch break.

Consequences:

Unkind behaviour - children to be removed from their group to take time to regulate and calm down and to think about what they have done, after which the midday should go to the child to discuss the issue calmly and make amends where appropriate.

Physical violence or highly inappropriate behaviour - removal from the playground to a member of SLT with a clear explanation of events. If a member of SLT is unavailable, the child is to wait near to the school office with an office member made aware of their presence until a member of SLT or the class teacher can be located. The child may not return outside until the incident has been dealt with.

## Appendix 5



### Restorative Practice at Broadheath Primary School

Restorative Practice (RP) is an approach which helps to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

#### What are the benefits of restorative conversations?

- Provides a framework when resolving conflict and repairing harm
- Encourages individuals to take responsibility for their actions and what impact this may have had on others.
- Helping those responsible take steps to put things right (high challenge and high support).
- Fosters a culture that elevates dialogue and values relationships
- Provides students the social and language skills to resolve their own problems

#### Restorative conversations are not:

- A reprimand
- An alternative to a logical consequence

#### A restorative conversation should only take place when all parties are regulated and ready to listen. How to conduct a restorative conversation:

- Use a script to help you use consistent restorative language (example below). Due to social, cultural or SEN differences, some students may not be able to maintain eye contact. Students should therefore not be prompted to look at a member of staff.
- Use consistent, non-punitive language with an even tone.
- An apology should not be prompted/forced as it will be insincere. Any apology should be spontaneous and child-led.
- 'Feeling' type questions help pupils articulate themselves and encourages empathy for others. They also create a clear link between thoughts, emotions and actions, which in turn creates connectedness, kindness and emotional intelligence.

Suggested script (**Source- Independent Thinking on Restorative Practice, Mark Finnis**).

#### Storytelling phase (reflecting on the incident)

- What happened?
- What have your thoughts been since?
- What were you feeling?

#### Impact Phase (taking responsibility and exploring harm)

- Who has been affected by this?

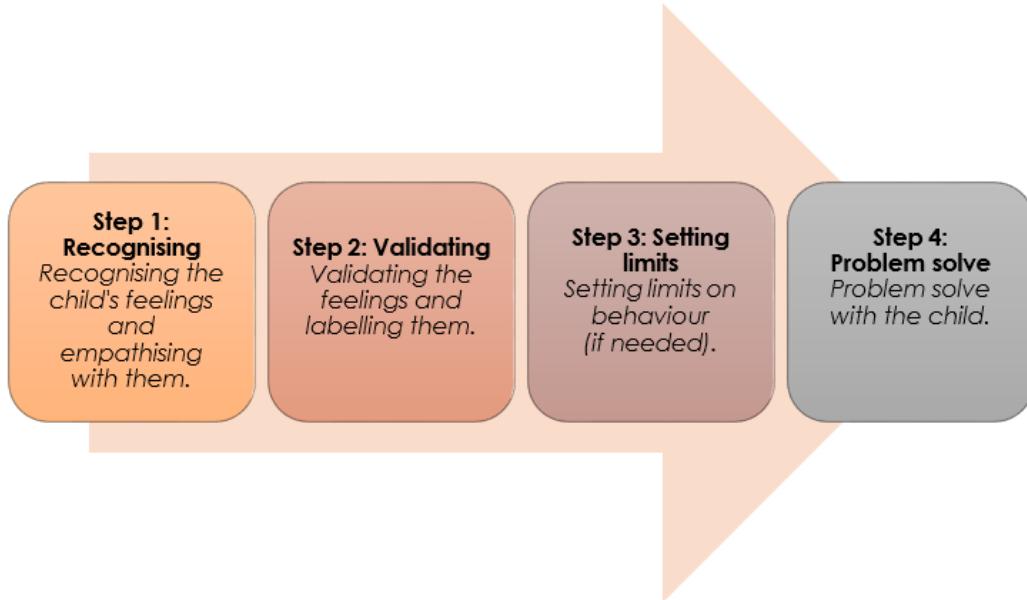
- How did the others feel?

#### **Solution phase (repair harm, agreement, reintegration)**

- What would you do differently next time?
- What needs to happen now?
- How do you feel now?
- Is there anything else?

## Appendix 6

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. This strategy involves using relationship building to support pupils in feeling safe, develop their ability to calm down quickly and build connections between their survival brain and their human brain.



We use the four Zones of regulation to communicate how we feel in the moment. It is important all our pupils recognise that no emotion is a bad emotion, just some are more appropriate for certain times than others. By using the zones of regulation, our pupils can feel in control, focused, ready to learn whilst developing tools to self-regulate. These Zones of Regulation are prominently displayed in each classroom and around school.

## Our **Zones** of Regulation

By using the zones of regulation, you can feel in control, focused, ready to learn and join in. How do you feel at this moment in time? What zone are you in? Do you need a tool to regulate? Which one?



## **Appendix 7**

# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



## ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

## ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

## ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

## ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

## ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

## ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

## ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

## ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

## ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

## ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

## ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

## ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

## ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

## ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

## ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

## ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

## ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

## ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

## ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

## ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

## ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

## ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

## ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

## ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

## ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

## ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

## ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total.

Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

## ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

## OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to

[unicef.org.uk/crc/op](http://unicef.org.uk/crc/op)

## Appendix 8 – Toolbox of support

### Strategies which can be used with pupils as part of their Universal provision and Quality First Teaching to support with behaviour.

- Sand timers
- Proud book
- Home school diary
- Class vs. teacher tally chart
- Wobble cushion
- Fidget toys
- Ear defenders
- Supportive learning partners
- Concentration stations
- Worry jars/ monsters
- Visual prompts
- Personalised visual timetables
- Personal note books/ doodle books
- Celebration displays
- Peer support and positive role models from other year groups
- Use of story time to reinforce messages
- Social story
- Classroom jobs or roles
- Weekly check-ins with a trusted adult
- Classroom positioning
- Varied timetable
- Settling time at transition points
- Classroom checklists
- Instructions broken into small steps/ visually presented
- Daily reminders of success

## Appendix 9 – Reflection Sheet

## Reflection Sheet

When (UPSETTING THING) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It made me feel \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

So I did (WRONG CHOICE) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This was a wrong choice because (SELF-REFLECTION) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next time I can make a better choice by (SOLUTION) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_