



BREDBURY GREEN PRIMARY SCHOOL



November 2025

This Positive Relationships & Behaviour Policy outlines a continual process, which is integral to teaching and learning. The policy celebrates both achievement and also applies consequences where appropriate. It promotes a consistent approach which involves all staff, pupils and parents wherever possible.

POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
25/3/2019	1	New Policy	Bredbury Green Primary
24/02/20	2	Review of policy with all staff	Bredbury Green Primary
25/07/22	2.1	Review of policy by SLT and Governors	SLT and AGB
11/10/22	2.1	Reviewed by Governors	H. Moorcroft
18/09/23	2.2	Review of policy with staff, pupils and parents	H. Moorcroft
3/10/23	2.2	Reviewed by Governors	H. Moorcroft
24/11/25	2.3	Review of Policy by SLT	E. Cuttress



Expectations for Behaviour and Relationships in the Education Learning Trust

Collaborate:

- Every single pupil has a teacher who knows them well, securing positive relationships and connections between our schools and families.
- All stakeholders are invested in the ambitious expectations we have of our pupils because they feel consulted.
- Successful strategies are shared to enrich our pupils' learning experiences and impact on outcomes.

Empower:

- Pupils are ready to learn and have everything they need equipping them to achieve academically, be confident and feel equal amongst peers.
- Accountability is high and enables our pupils to understand consequences, taking ownership of their behaviour in the school and community.
- Expectations are continually articulated with consistent language and application of policy everywhere in school.

Achieve:

- The quality of education, relationships and exceptional curriculum expectations are viewed as interrelated.
- Staff are curious and engage with research to seek out how change can occur in the classroom ensuring our pupils benefit from improved provision to meet their needs.
- Restorative and reflective approaches develop self-control and compassion.

Introduction

At Bredbury Green we understand that positive behaviour stems from the positive, caring and supportive ethos across school. Children and adults are happy to be part of the school, are ambitious for their school and take responsibility for its happiness. Children know that they are always listened to and that they are heard. As a Rights Respecting School, this directly links to Article 12 of the United Nations Convention on the Rights 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 at all times. Therefore, our policy is seen in action continually through positive, supportive relationships and must involve all staff, pupils and parents wherever possible. This is underpinned by our school values of 'self belief, independence and respect.'

Bredbury Green is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It should be used by all to celebrate achievement and also to apply sanctions where appropriate.

This policy is based on the good practice outlined in the DFE guidance on Behaviour in Schools and the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

(DFE guidance, Behaviour in schools, September 2022)

Aims of the policy

To provide simple, practical procedures for staff and children that:

- ***Encourages a calm, purposeful and happy atmosphere within the school, ensuring that everyone can access their entitlement to listen, learn, achieve and progress.***
- ***Ensures all children, parents, staff and governors understand the rules, rewards and consequences of good/poor behaviour in and around the school environment, the community and beyond.***
- ***Create a culture of exceptionally good behaviour: for learning and for life that is socially acceptable and in line with British Values, as well as the school values of self-belief, independence and respect.***
- ***Ensures that all learners are treated fairly and shown respect.***
- ***Encourages increasing independence, self-discipline and the ability to emotionally regulate so that each child learns to take control over their behaviour and be responsible for the consequences of it.***
- ***Positively reinforces behavioural expectations through positive interventions, which values kindness, care, good humour, good temper, following expectations and empathy for others.***

Expectations at Bredbury Green

Children are expected to:

- Work to the best of their abilities, and allow others to do the same.
- Treat others with respect.
- Follow the instructions of the school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

“It’s important to have discipline because it makes you reflect on your choices and understand consequences.” – Balaaj, Georgia, Eva and Reggie (Year 5)

Staff are expected to:

- Treat all children fairly and with respect, greeting them by name on arrival to school each day. (Article 12 UNCRC)
- Raise children's self-esteem and develop their full potential. (Article 29 UNCRC)
- Provide lessons that engage, challenge and meet the needs of all learners. (Article 29 UNCRC)
- Create a safe and pleasant environment, physically and emotionally – be calm, caring and consistent.
- Use strategies including ‘high 5’ to gain immediate attention and wait for all to respond.
- Be a good role model using positive behaviours and language, forming good relationships with parents/carers.
- Never ignore or walk past learners who need intervention or support with their behaviour – always ‘respond’.
- Use simple, clear and consistent language.
- Take responsibility for behaviour interventions, seeking support but never delegating. This includes never passing problems up the line, or ignoring behaviour that requires intervention.
- All staff are aware of and follow procedures for reinforcing, encouraging and celebrating appropriate behaviour – positive reinforcement.
- Be aware of and follow the consequences agreed and applied at the classroom level, as well as established structures for more serious behaviours.
- Give appropriate time for each child to understand, process and make the right choice, using their knowledge of the individual. (Article 12 UNCRC)

Parents' and Carers are expected to:

- Encourage independence and self-discipline. (Article 18 UNCRC)
- Show an interest in all that their child does in school. (Article 18 UNCRC)
- Foster good relationships with the school. (Article 18 UNCRC)
- Support the school in the implementation of this policy. (Article 18 UNCRC)

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school positive relationships/behaviour policy consistently throughout the school, and to report to governors, when requested, 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, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. ‘The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe and supportive environments where pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.’

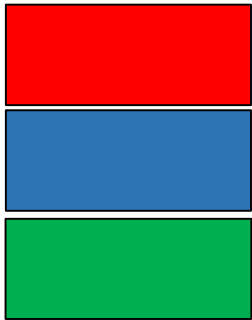
The role of Governors

The governing board 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 must take this into account when making decisions about matters of behaviour. The Headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a national curriculum test

Recognition - Whole School

Expectations are communicated through the relationships, ethos and culture that exists across school. There is an emphasis on encouragement and motivating pupils. Strategies used will include:

What you will hear adults saying...	Verbal Praise: <ul style="list-style-type: none"> • Well done/ brilliant/ fantastic • Thank you for... • I like the way... • I can see... • Good choice • Sharing positives with parents 	<p>All children will begin each day on 'green' which means they are 'ready to learn'</p> 
What you will see adults doing...	<ul style="list-style-type: none"> • Smile • Thumbs up • Clap • Individual names being moved to 'blue' (for making an impressive choice) or 'red' (wow moment to take home to share with parents/carers) 	
What adults will give...	<ul style="list-style-type: none"> • Visit to a phase leader • Visit to the Deputy Head or Headteacher for a sticker • Star of the Week (Reception to Year 6) • Invitation to the VIP Table • Time to celebrate out of school achievements • House tokens • House rewards 	

House Tokens and Rewards

Every child and member of staff are allocated to one of the five 'Houses' in school: Brabyns, Chadkirk, Etherow, Vernon and Woodbank. House tokens are given to children in recognition of them demonstrating positive relationships and behaviours and going 'above and beyond.' This is a very personalised system and relies on staff recognising and celebrating individual achievements. House tokens will not be given out to the whole class at one time. Reasons for giving tokens are often related to our school values of self-belief, independence and respect. Some examples are:

- Manners (respect)
- Work at a high standard (independence)
- Showing perseverance (self-belief)
- Being caring or kind to others (respect)

Tokens can be given by any member of staff at any time and a clear reason for the acknowledgement must be given to the child.


Each half term, the house who has the greatest number of tokens will have earned a reward; the reward will involve all participants of that house (children and staff). The reward will be chosen in consultation with the children. Some ideas for house rewards are: making pizza, visit from an ice cream van, trip to the park, film show and popcorn, wheels on the playground and lego build time.


Our parents have said:

- "My children are so excited about the House System."
- "Nice to see children can receive recognition daily and negative behaviour is managed."

Consequences for inappropriate behaviour

At Bredbury Green we follow a graded response to consequences; the following applies to repeated or persistent inappropriate behaviour:

Examples of inappropriate behaviour	Consequences <i>All children begin at green each day</i>	
Not on task Not listening Calling out	Informal warning. You will hear staff say, "This is your warning for..." and "If X continues, your name will move down."	
Ignoring previous warning Rudeness Mild aggression Inappropriate movement around class or school	Move to yellow board When children are not 'making the right choices' they should always be given the opportunity to 'turn themselves around' by asking them to stop and explain why their behaviour is inappropriate. If children behave appropriately for a whole session they can then move back to green.	

Continued time wasting Disruption to class learning Refusal Swearing Being purposefully unkind	Move to orange board If children behave appropriately for a whole session they can then move back to yellow, and a further session then to green. If inappropriate behaviour continues – child to move to partner class for a lesson, parents informed the same day, this is recorded on CPOMS.	
Fighting Unprovoked and deliberate physical aggression Destruction of school property	Instant sanction – Phase Leaders informed Lesson to be completed in another classroom (refer to *partner class) work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS. Parents to be informed at the end of the day with a view to improving behaviour.	
Inappropriate Language (racial, homophobic, sexualised)	Instant Sanction – Phase Leaders informed Restorative work, LA to be notified. Parents to be informed by class teacher. Recorded on CPOMS.	
Two referrals or instant sanctions to a partner class in a week	Class teacher and Phase Leader/Assistant Headteacher Meeting with parent/carer and child to establish <i>behaviour diary</i> . Weekly behaviour targets set in consultation with the child. Reviewed with parent daily for two weeks by class teacher with a view to improving behaviour.	
Continued deterioration (2 <i>further sessions in partner class within a week</i>) in behaviour following meeting with parents. A serious incident which has the potential to cause safeguarding risks to the child or others.	Refer to Deputy Headteacher Meeting with letter to parents with a view to improving behaviour. Removal from class (previously known as ‘seclusion’) for 1 day. (DHT to meet parent/carer at the beginning and end of the day)	
Bullying, including acts of cyber bullying	Refer to Deputy Headteacher Deputy Headteacher to meet with the child who has bullied and the child who has been bullied, as well as their parents and carers. Support plans put in place and reviewed every two weeks. If bullying continues following intervention and support, the child who is displaying bullying behavior is referred to the Headteacher for removal from class.	
Continued deterioration (2 <i>further sessions in partner class within a week</i>) in behaviour following day of removal from class.	Refer to Headteacher Interview with parent/carer, letter, <i>behaviour diary</i> . Information (leaflet) giving advice to parent/carer of pupil suspensions and exclusions. Removal from class for 2 days.	
If above action recurs or there is continued deterioration following meeting with Headteacher.	Refer to Headteacher Suspension (1 – 2 days) Meeting with parent/carer, followed by re-integration meeting after suspension.	

<p>Instant sanction</p> <p>Deliberate physical violence towards a peer or adult resulting in significant injury.</p> <p>Bringing alcohol, vapes, tobacco, cigarettes and smoking paraphernalia on to school premises</p>	<p>Instant sanction - Headteacher</p> <p>Suspension (2+ days)</p> <p>Meeting with parent/carer, followed by re-integration meeting after suspension. In the case of suspension in excess of 6 days the child will be referred to one of our Trust schools.</p>
<p>Bringing offensive weapons including BB guns, penknives or drugs on to school premises</p>	<p>Referral to Headteacher and Trust Leaders</p> <p>Permanent Exclusion.</p> <p>This will be carried out as a last resort in response to a serious breach of the school's Positive Relationship Policy; and if allowing the pupil to remain in school <i>would seriously harm the education or welfare of the pupil or others in the school.</i></p>
	<p><i>*Partner class notes:</i></p> <p><i>When a child is sent to another class, that class teacher will not engage in any in-depth conversation with them about their inappropriate behaviour.</i></p> <p><i>On return to class, it will be the responsibility of the child's own class teacher to engage in discussion about appropriate behaviour and expectations. The child will return to class and be put back on the green board, 'ready to learn.' If a child is not 'ready to learn', further regulation and restorative work will take place.</i></p> <p><i>Our parents have said:</i></p> <ul style="list-style-type: none"> <i>"I like the visual nature of it and how it encourages children to take charge of their own learning."</i> <p><i>Our children have said:</i></p> <ul style="list-style-type: none"> <i>"It's good because if someone is making wrong choices we can see who and give them help."</i> <i>"I am always on green and ready to learn. I want to be on blue where I have made impressive choices!"</i> <p>The table above is not an exhaustive list but provides a guide for children, staff and parents in the implementation of this policy.</p>

Break and Lunchtime Systems

Examples of inappropriate behaviour choices	Consequence
Disruption Not following instructions	Informal reminder (via non verbal gesture or quietly and privately as possible)
Verbal Aggression Inappropriate use of playground equipment	Children move down behaviour system in classroom
Continued inappropriate behaviours	Children move down behaviour system in classroom
Deliberate and unprovoked physical aggression	Instant sanction – child to be removed from the playground to a member of SLT or a Phase Leader Next lesson to be completed in another classroom (refer to *partner class), work to be provided by own class teacher. Child to be escorted to the partner class. Recorded on CPOMS. Parents informed by class teacher.

Two referrals or instant sanctions to a partner class in a week	Class teacher and phase leader meeting with parent and child to establish <i>behaviour diary</i> . Reviewed with parent daily for two weeks with a view to improve behaviour. Individual behaviour needs identified.
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After this ‘partner class’ stage the consequences system outlined above will be followed. It may be appropriate if a pupil is particularly finding behaviour at lunchtime an issue that they may need to be collected and taken home for the lunch period. This will be done in consultation between the parent/carer and Headteacher.

If a child is in Key Stage Two, they will be redirected to the Quiet Room if their behavior is becoming too dysregulated. When in there, the member of staff in the Quiet Room will support them in regulating their emotions before sending them back outside if appropriate. Children can also self-refer to the Quiet Room if they feel that they are too dysregulated to remain outside, or if they would prefer a quieter break.

“We love the colour system. [Our child] loves going up to blue and WOW. I think the public praise is great for incentivizing the children to make good choices.” – Parent Voice 2025

“When you move up you get endorphins and it makes you feel happy, proud and elated. Receiving a WOW moment makes you feel really excited because you know that your teacher has recognized your accomplishments. Your adults feels proud of you and they also know that you’re doing well in school.” – Balaaj, Georgia, Eva and Reggie (Year 5)

Rewards at Break and Lunchtimes

- The children can be rewarded using the staged system at these times. Staff may move children to blue or red
- House tokens will be given for behaviour that is ‘above and beyond’ the expected

Exceptions - Supporting Children with Specific Behavioural Needs

The school recognises its legal duty under the Equality Act 2010 to prevent children from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Inclusion Lead will work with teachers to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from the LA Inclusion Team, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. This is directly aligned to Article 23 of the UNCRC: "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." Additionally, Article 31 states, "Every child has the right to relax, play and take part in a wide range of cultural and artistic activities."

Children may be supported via 'my plans' or 'individual behaviour plans'. Whilst Bredbury Green recognises its duty of care towards the needs of the child, it also recognises its duty of care towards all children across school and the adults supporting children's learning.

Reasonable Adjustments

Where there are repeated sanctions or warnings for the same behaviours, we would seek to understand the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these repeated behaviours from happening. With the triggers known and understood, we can work to pre-empt the behaviours by modifying some practice e.g. structuring playtimes. Whilst the sanctions will not change, the timeframes for issuing these or the level of restorative approach may be modified to support the child.

For pupil's with identified SEN and/or disabilities, the same expectations in this policy apply but we recognise that there may need to be increased support or intervention. An individual provision map will be used for pupils for whom their SEN and/or disabilities cause them to display challenging behaviour.

Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers and Bredbury Green follows the SMBC Care and Control Policy regarding restraints, guides and holds. Selected staff updated their training in February 2025.

Staff will only intervene physically using reasonable force to:

- physically separate children fighting
- keep a child safe if they are at risk of hurting themselves or others
- remove a child from a classroom where learning is being significantly disrupted and they refuse to leave

Incidents of 'Team Teach' are always used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Restraints, guides and holds will only be used if it is felt reasonable, necessary and proportionate to do so. Team Teach is never used as a form of punishment; it is recorded on CPOMS and reported to parents and carers. This is also reported to governors in the Headteacher's termly report.

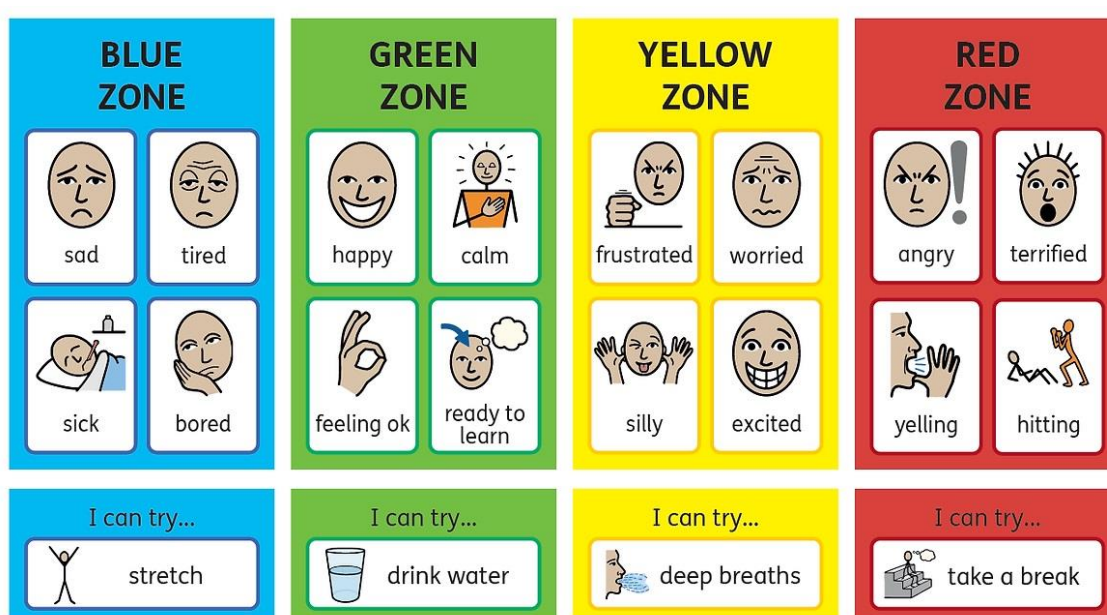
Restorative Approaches (How children can solve their own difficulties)

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults (both in school and at home) must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.



We use the Zones of Regulation to support some children in identifying their emotions and reactions to them. In the younger years, this is taught through “The Colour Monster” and as children move throughout the school, they begin to develop their own language and strategies to support their own self-regulation.



At Bredbury Green, children resolve difficulties with the support of an adult who acts as a mediator who ensure that the turns are taken, that children stick to the steps, that they listen to each other and are encouraged to maintain eye contact.

Communication with parents

Parents and carers should be informed of behaviour issues on the day they have occurred; in line with our policy, conversations should take place in private to ensure confidentiality. CPOMS should be completed to record details of the meeting and these are then shared with phase leaders.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Supporting Policies

All aspects of this policy work in conjunction with a number of other school policies including: Safeguarding, Anti-bullying, Attendance, ICT Acceptable Use, SEND offer etc.

Safeguarding and Child-on-Child Abuse

In line with the Safeguarding, Child-on Child Abuse and Anti-bullying Policies they seek to keep our children safe from the harmful behaviours of others, both physically and mentally. These behaviours will not be tolerated and will be thoroughly investigated to understand: what behaviours have taken place, any motives or additional circumstances which may need to be factored into the nature of the sanction. The level of sanction will also consider if these behaviours are targeted or repeated over time. The ways in which this is reported and managed, including support for both parties, are outlined in the Child-on Child Abuse, Anti-bullying and/or Safeguarding Policies.

“It’s important to understand both sides of the story; some children bully others because they are reacting to something outside of their control, like at home. Everyone should feel safe at school. All children should be safeguarded.” – Balaaj, Eva, Georgia and Reggie (Year 5)

Recording ‘suspensions’ and ‘permanent’ exclusions

The Headteacher keeps a record of any child who is suspended, or who is permanently excluded on SIMS. It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently. These are reported to governors in their termly report. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Homophobic or Racist Behaviour

(Refer to school’s Equal Opportunities policy)

Incidents of anti-social behaviour, racist or homophobic name calling are considered to be very serious and will always be acted upon quickly. Parents of the victim and perpetrator are contacted and incidents are recorded on CPOMS and reported to the academy governing board.

“It’s important to challenge inappropriate language because it is our human right to live without discrimination. That’s Article 2 on the UNCRC.” – Balaaj, Eva, Reggie and Georgia (Year 5)

Drug, alcohol-related and incidents involving weapons

It is the policy of Bredbury Green that no child should bring any drug (including vapes and cigarettes), alcohol or any object which can be deemed to be a weapon, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and complete medicine forms in school for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or teaching assistant who will sign to confirm they have witnessed the medication being taken. Over the counter items such as cough lozenges are not allowed in school.

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, vapes, tobacco, cigarette papers

- Fireworks
- Pornographic images

Bredbury Green will take very seriously misuse of any substances such as glue, other solvents and alcohol. The parents or carer of any child involved will always be notified. Any child who deliberately brings substances into school will be given a suspension and social care will be informed. If the offence is repeated, the child will be permanently excluded, and the police will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social care will be informed. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these, to other children for money, the child will be permanently excluded from the school. The police and social care will also be informed.

Searching Pupils and Confiscating Items

The Education and Inspections Act 2006 authorises members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our priority to ensure that pupils are in a safe and secure environment when they are in our care and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

The Headteacher or a member of staff authorised by the Headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police. The Education Act 2011 allows staff to seize an electronic device to examine data or files on the device if they think there is good reason to do so. This data or files may be erased before returning the item if they believe there is good reason to do this.

Monitoring and Review

With support from governors, this policy will be reviewed and monitored through school self-evaluation activities. It will be reviewed annually in consultation with pupils and staff or in light of any legal or guidance changes.

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 at 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/orc/lop](https://www.unicef.org/uk/orc/lop)

