



Relationships Policy

This policy should be read in conjunction with the schools Assessment, Recording and Reporting Guidance Document and the Teaching and Learning and Marking Policies.

This policy should be read in conjunction with the following Welsh Assembly Government documents:

The Learning Country: Vision into Action

Wales Curriculum 2008

Making the most of learning: Implementing the revised curriculum

Behaving and Attending: WAG March 2009

Exclusion From School and Pupil Referral Units: WAG February 2008

Practical Approaches to Behaviour Management in the Classroom: WAG 2006

And is supported by the following whole school policies:

Teaching and Learning Policy

Assessment and Recording Policy

Looking Out For Each Other

Marking Policy

Form Tutor Handbook 2015



Building Positive Relationships at Monmouth Comprehensive School

The Relationships Policy at Monmouth Comprehensive is a statement of good practice that contributes to the positive ethos at our school, in line with the school's mission statement "Learning to Lead Our Lives". The policy promotes high quality learning relationships for all.

At Monmouth Comprehensive we have clear systems and structures to support staff in knowing their students well. We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures make a large school personal, providing the scaffolding for good learning and for independence and character building.

Our ethos builds relationships by recognising every child, building self-esteem and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities as well as supporting the maxim "it takes a village to raise a child".

Expectations

Monmouth Comprehensive School believes in setting high standards. We expect all our students to adhere to the Uniform Policy and we have a very clear policy regarding the use of illegal substances. Smoking is not allowed on school site at any time.

Our classrooms are places of learning and we expect our students to act appropriately in class, ensuring that the needs of all are met in order to get the best out of their learning opportunities.

Expectations through our values are made clear and students are supported in meeting those expectations and taking responsibility for putting things right when they do not. This approach is key to our students learning to lead their lives, taking responsibility for themselves and caring for others



Aims of the Policy

Our Policy –

- Aims to articulate the central values that underpin the management and development of relationships within our school.
- To support the building, maintaining and repairing of successful and positive learning relationships across the school using a restorative mindset.
- Is written in the belief that an understanding, shared throughout the school, of vision, values, principles, procedures and practices (summed up in our school vision statement: “Learning to Live Our Lives”), is the most effective method of achieving a united school community of which all its members can be proud.
- Support our approach to learning, curriculum pathways and holistic approach to developing young people.

Relationships Policy – Our Core Values

During the academic year 2011 all staff and students (including the School Council and Year Councils) at Monmouth Comprehensive School were invited to reflect upon and debate the core values of our school. As a result of this discussion our school community decided upon the following core values:

Respect – respecting and appreciating everyone’s uniqueness and acting appropriately.

Freedom with Responsibility – understanding that with rights come responsibility. Taking responsibility for our actions is an important part of leading our lives successfully.

Independence – in knowing how to learn as well as what to learn but also in leading our lives as resourceful and resilient individuals

Security – feeling confident about our learning journey and guided in the decisions we make but also free from intimidation and discrimination

Success – celebrating our successes as an individual and as a community. Emphasising the positive over the negative.

It was important to us that everyone had the opportunity to contribute to the discussion and whilst it is not possible to include every individual reflection we have selected the 5 most common values from all the discussions.

These values form the basis of all our decisions and processes throughout the school. It is our hope that anyone visiting the school will be able to identify our core values by the attitudes and behaviours they see as they spend time in our school community.



We also worked alongside our cluster of feeder primary schools to ensure consistency and continuity of approach. Our aim was to develop a Relationships Policy 3-19 for our area.

We also gave talks to local community groups and organisations so that our local community knew about the changes to our policy and how they could contribute to its effectiveness.

Particular thanks are due to Belinda Hopkins (Transforming Conflict), one of the most experienced school restorative practitioners in the UK, who gave generously of her time and has been extremely helpful.

Staged Response

Classroom Teacher

- Discussions about what the class needs to get the best out of each other
- Circle Time Sessions to build joint responsibility
- Seating plans
- Careful planning and grouping
- Restorative Chat at the end of the lesson if appropriate
- Impromptu Conference with contract
- Refer to Subject Leader
- Record all Interventions on SIMS Log
- Monitor and Evaluate Interventions

Subject Leader

- Impromptu Conference with Contract
- Formal Restorative Meeting after school (60 mins) – Contract signed and Intervention logged
- Parenting Conference (consultation with Progress Leader) – Contract signed and Intervention logged
- Referral to Progress Leader

Progress Leader

- Impromptu Chat
- Impromptu Conference
- Formal Restorative Meeting with Contract and intervention logged
- Formal Restorative Conference with Contract and intervention logged
- Pastoral Support Programme written and reviewed regularly
- Referral to outside agencies
- Referral to Support Centre for whole day/s support
- Monitor and Evaluate interventions



SLT

- Monitor and Evaluate the whole process and measure effectiveness
- PSP Review
- Formal Conference
- Formal Exclusion with Re-integration Contract if appropriate
- Liaise with outside Agencies inc. Multi-Agency Meetings

Roles and Responsibilities

The promotion of positive behaviour and relationships is the responsibility of the school community as a whole.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's Relationship Policy and its application, promote equality for all students. The roles include:-

- a) The Governing Body defining the principles underlying the school's Relationship Policy.
- b) The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- c) All staff in ensuring that the policy is consistently and fairly applied.
- d) Students who are able to behave in a way that promotes the learning of all in the community.

Home School Agreement – The Role of Parents/Guardians

The following information is communicated to parents/guardians via the Home/School Agreement:

Students' learning is enhanced by a positive relationship between home and school.

Parents/Guardians can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.



Communicating with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents evenings and school meetings.
- Informing the school of absence by telephoning on the first day.

Responsibilities of the Form Tutor

The role of the Form Tutor is hugely significant supporting and guiding students through the ups and downs of school life. Each Form Tutor will be a listening ear to the thoughts, feeling and needs of their tutees. They will set high standards, build positive learning relationships across the form group and model good practice.

Form tutors are responsible for ensuring students have a well-structured and calm start to the day. Each Form Tutor is required to lead their forms in the daily Pause for Thought – a moment of quiet reflection at the start of each day.

Form tutors will be responsible for facilitating Circle Time and encouraging a sense of group cohesion. They will take the lead in monitoring the attainment and achievement of their tutees and celebrating success.

Form Tutors are responsible for high standards of dress, punctuality and attendance, in conjunction with the relevant Progress Leader. They will need to establish good working relationships with parents.

Form Tutors need to be caring, dependable, conscientious and trustworthy as they lead their form through the school.

Tracking and Monitoring School and Community Achievement

Each tutor will be issued with a tracking sheet for students to record and celebrate achievements and awards in school and out of school and any community participation that they are involved in. This data will be uploaded onto the SIMS Achievement Log.

The School's Success Assemblies are held to recognize and acknowledge the successes of our students, both at school and in the wider community.

Responsibility of the Classroom Teacher

Classroom teachers are the key to our success. They must model our values and build positive learning relationships in the classroom. Consistent and competence are essential in supporting our students and role modeling expected behaviour.

Class teachers are responsible for leading the restorative process in their classrooms. They need to understand the process and practice restorative skills and approaches.



When things go wrong the class teacher is expected to re-build relationships at times with the support of their Subject Leader in order to maintain the correct climate for learning in their classrooms. Our Year and School Councils have said they like teachers who are firm but fair and who celebrate successes, are optimistic, mark work regularly and smile.

Responsibilities of the Subject Leader

Subject Leaders will model expectations and promote high quality relationships and consistently high standards in their department.

Subject Leaders should plan students' groupings to ensure best possible outcomes, identify possible areas of conflict and have contingency plans in place for when they are not available to support department members.

They will provide members of their departments with intelligent information on the students they teach and encourage the use of praise.

At times subject Leaders may be required to remove students from classes and facilitate a restorative meeting between staff and students. They will understand the restorative approach and use restorative skills and language. At times they will need to contact parents – after consultation with the respective Progress Leader.

Subject Leaders will share good practice, use the school data systems to encourage good relationships and behaviour and meet students and staff needs.

Responsibilities of Progress Leaders

Progress Leaders are essential to the effectiveness of our systems. They will lead the year knowing the students well. They will monitor data regularly and meet with relevant staff to ensure their year group has the best possible learning experience. They will need to track students and monitor progress. They will need to meet regularly with their team of tutors to ensure clear lines of communication and help promote excellent professional relationships with parents and carers.

Each Progress Leader will be well versed in restorative processes and will model restorative skills, practices and language. They will be responsible for building, maintaining and repairing positive learning relationships across their year group. They will facilitate restorative meetings and conferences as well as practice mediation skills. They will plan effective and thought-provoking assemblies.

They are responsible for setting and maintaining high standards of dress, punctuality and attendance. Assemblies will be well planned and thought provoking. They will need to plan the learning year to ensure continuity and progression in PSE and through the Integrated Curriculum and Welsh Baccalaureate.



They will be responsible for identifying possible conflict situations, providing appropriate and relevant information to staff on students backgrounds and build year group cohesion.

Progress Leaders will build good working relationships with a range of outside agencies in order to support the social, emotional and academic needs of the students in their year group.

When Things Go Wrong – the re-active approach

Virtually all so-called 'discipline issues' tend to stem from, or result in, inter-personal conflicts, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

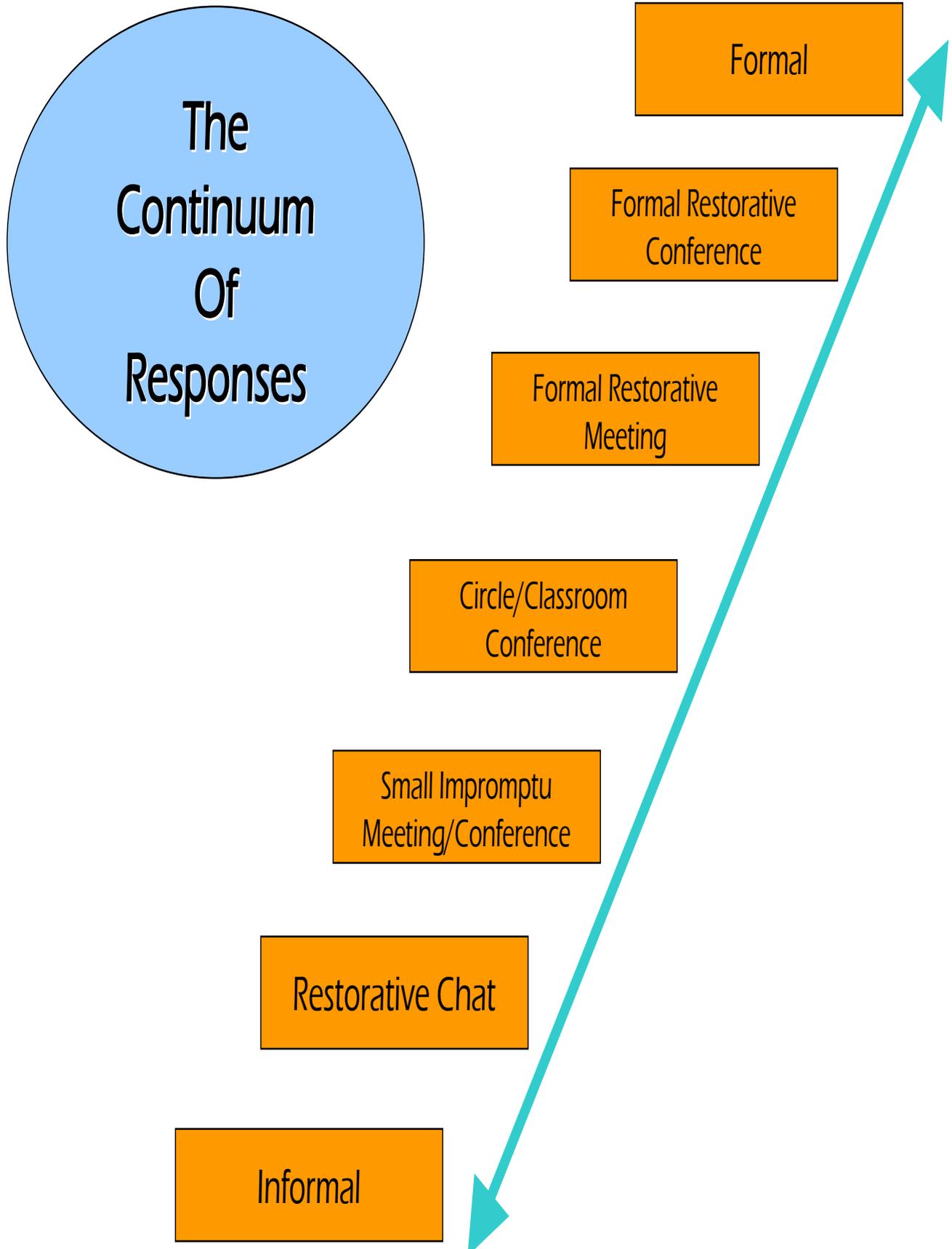
When in conflict people need:

- A chance to tell their story.
- Express their feelings.
- Understand how the situation happened.
- Understand how it can be avoided another time.
- To feel understood by the others involved.
- An acknowledgement of the harmed caused, if not an apology.
- To find a way to move on.

Punitive responses can:

- Cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people actually involved in the conflict.





How to use the Restorative Approach

The restorative model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

Impromptu Conference – informal conference that might not include formal preparation, but should/may include a contract and a follow-up. Individual member of staff takes initiative and leads process.

Circle or Classroom Conference – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the Progress Leader for the students concerned.

Formal Restorative Meeting – these will normally take place after school and require some preparation and planning. Subject Leaders will be involved and/or Progress Leaders and/or the relevant Support Centre Supervisor if the student was sent to the Support Centre.

Formal conference or Parenting Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contact and a formal setting a debrief after the conference and a follow up session.

All Restorative Interventions should be recorded as appropriate on the schools SIMS log system.

The Support Centre

The Support Centre can be used as a 'Time-Out Room' for serious incidents only. It provides a suitable space for students to reflect on their actions and be supported by senior members of staff and Support and Guidance Managers. It is also an appropriate space for re-integration meetings. Mediation sessions, as well as formal conferences.

If a student refuses to attend an after school session then the students may well be sent to the Support Centre for a full day to discuss and reflect upon actions and decisions. Appropriate and suitable work must be provided. It is a time for 'cooling off' and for Subject Leaders to plan re-negotiation strategies.



Monitoring and Evaluation

The school will regularly audit the effectiveness of the Relationships Policy. This will inform the School Development Plan and lead to identification of targeted training for staff implementing the policy.

The school has established a Behaviour Research and Review Group that works alongside the School Council and Year Councils in monitoring the effectiveness of our Relationships Policy and are the forum for feedback on how things are progressing.

All Support Centre data is held centrally and reviewed termly. Patterns of referrals are identified as to: Gender, FSM, Time of Day, Subject, ALN and Geographic details.

Formal Meetings will be recorded onto the school Sims recording system.

Unless all have agreed to take part in the restorative process, it will not proceed; all have to be willing participants.

If during a intervention any of those taking part are unable or unwilling to proceed the intervention will close and an alternative resolution will be sought.

Students who fail to attend a formal meeting will be require to attend an additional consequence at a later date, this could include a day in the Support Centre to discuss further support mechanisms.

Staff must give parents 24 hours notice of Formal Meetings and will in some cases invite the parents to join them at outside of school sessions.

This policy was agreed by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

Review date: October 2016



Guidance Section

Circles

Sitting in a circle with members of one's community, most of whom share a common interest helps to build mutual respect, a willingness to listen to each other and have one's identity affirmed. Again it is important that all the members of the school community have the opportunity to meet regularly in a circle with their peers and to develop together the skills and ethos required to a strong, supportive school and team spirit.

Circles provide an opportunity for people to come together in a safe, supportive and enjoyable way to learn more about each other, to grow together as a team, to develop communication skills and develop a sense of shared purpose.

Circle Time is not a therapy session, however when well run it can provide a forum for sharing worries and problems in a safe way as long as the facilitator knows what they are doing and have clear boundaries and guidelines in place.

Guiding Principles

- Circle Time is above all fun. Never forget the games! Laughing and playing together builds trust and a sense of belonging.
- Circle Time is developmental – the skills required to make the most of circle time are learned by taking part.
- Circles should be in a room with chairs of equal height where there will be no interruptions or people doing other things is essential.
- The facilitator should encourage everyone to take responsibility for the smooth running of the session by asking them what guidelines they will need to get the best of the session – this will be a session in itself.
- The facilitator of the group is not responsible for the discipline of the group once the rules have been negotiated: everyone in the group is. If someone is unable to respect the rules I would stop the session, explain that I was feeling uneasy and ask how everyone else was feeling (a 'go-around') and then ask for ways forward.
- Everyone has the right to pass on a 'go-around' or game. No one must feel under pressure to contribute, but in time most people feel safe to do so. Sitting in the room but not in the circle should not be an option if you can ask a colleague to take the individual who does not want to contribute.
- The facilitator says as little as possible. Making comments after each contribution by a participant is an abuse of power! Encourage the participants to talk to the circle not to you. A talking stick can help to identify how often any one person talks.



- There should be commitment to mutual respect and all 'put-downs' are discouraged, and challenged if made.
- There should be an acknowledgement that we have the right to feel what we feel. There are no should and shouldn't about feelings. A feeling is a felling – but we might need to think about how we express the feeling in order to be heard.
- There should be an acceptance of the rights of others to hold different points of view even if we disagree with it.
- Have a commitment to respecting our differences and celebrating our shared experiences.
- A shared understanding by everyone that not being able to respect circle time is being 'naughty', 'disruptive' or 'unhelpful' but evidence that it is an expression of an unmet need to be met.
- A shared belief that the content and process of circle time need to be congruent so that what we are saying and what we are doing fit.

The guidelines or rules grow from people's need for well-being and safety. Not only is everyone consulted and their views heard, but seeing the rules in terms of well-being helps people to see that breaking a rule will impact on somebody's well-being. In other words, our actions have an impact on others.

Suggested Circle Time Structure

A Check In – a go around in the circle when everyone makes a small contribution, maybe completing a sentence suggested by the facilitator

A Mixer – a game that ensures that everyone mixes up and sits next to people they don't normally work with.

Focus Activity – a particular theme (listening skills? Negotiation skills? Planning? PSE Issues?).

A Review – of what has been learned as a go around or in pairs

Another Game – if time permits

A Closing – (e.g. one thing I have enjoyed this time...)



Principles of Using Restorative Approaches at School

The following Principles include an explanation of how to apply restorative principles in a school community.

1 Primary aim to be the repair of harm.

The primary aim of any restorative process is for a positive outcome for all parties, where individuals understand the harm they have caused and have been given the chance to put right that harm, as opposed to condemning, punishing and excluding individuals.

2 Agreement about essential facts of the incident and an acceptance of some involvement by the person who caused the harm.

If there is no acceptance of any involvement by the person who caused the harm, or the basic facts surrounding an incident cannot be agreed on, it would be inappropriate to use restorative methods. However, if responsibility and involvement are acknowledged at a later stage, the opportunity to explore restorative methods should be available. Processes that coerce those who have caused harm to assume responsibility unwillingly are not restorative and are likely to have negative outcomes for all participants.

3 Participation to be voluntary for all participants and based on informed choice.

4 Adequate time should be given to students/staff to decide whether they wish to take part or not.

5 Acknowledgement of the harm or loss experienced by the person harmed, respect for the feelings of participants and an opportunity for the resulting needs to be considered and where possible met.

Initial meetings need sensitive handling, with empathic, non-judgmental listening being the key to creating safety and rapport. Such listening may be all the person harmed needs in the first instance.

However valuable the restorative process may be for a wrongdoer, if the person wronged or harmed is unwilling or unready to take part, a face- to- face meeting is inappropriate. Other restorative processes may be more appropriate⁴, but again neither party should be coerced to take part in any restorative process.

Whatever ways forward are agreed people who have been wronged or harmed need this to be acknowledged, at first by the facilitator, and ideally also by those who have done wrong. However this cannot be rushed, or extorted from a wrongdoer who has not yet accepted full responsibility for what they have done. If an apology is enforced or amends are imposed there is the potential of making matters worse between the wrongdoer, those wronged and the enforcers. However, the need by those harmed/wronged for something to happen to help them feel better can be acknowledged and respected.



- 6 The person/s who have been harmed or suffered loss to be (if they wish) the primary beneficiary of any reparation agreed with the person who has caused the harm.**

Schools need to be creative around reparation opportunities and make available options that primarily benefit those harmed by an incident. Young people may need encouragement to consider such options in class, in advance of any restorative process, so that problem solving and making amends becomes part of everyone's approach to wrongdoing and conflict.

- 7 Where harm is repaired or amends made, this to be acknowledged and valued.**

Young people and adults deserve respect, and their efforts to make amends need to be valued. Humiliating tasks and negative responses can damage relationships, breed future conflicts and therefore prevent (re)integration.

- 8 The person/s who has harmed and the person/s harmed are the primary participants of any restorative process.**

It can be tempting for supporters and others present to take over or speak on behalf of those primarily involved in an incident, particularly when dealing with children or young people. Facilitators must manage the process so that this does not happen, and supporters and others present only contribute in the role that was intended.

- 9 Restorative practitioners to be seen as neutral by participants, and to act impartially.**

- 10 Participants not to be discriminated against for any reason.**

- 11 Respectful behaviour to be maintained in restorative processes, whilst enabling emotions and needs to be expressed.**

- 12 Respect for the dignity of all participants at all times.**

- 13 Restorative Practitioners to keep confidential the content of restorative communications and personal information, subject to the informed consent of participants, the requirements of the law, and to our school's Policy on Confidentiality.**

- 14 Restorative agreements to be fair, appropriate to the harm done and achievable.**

- 15 Outcomes of a restorative process to be monitored and timely action taken should a problem occur.**

Any developments should be communicated to participants, unless they have asked not to be contacted.



Convention on the Rights of the Child (CRC)

Article 1, Definition of a child:

Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination:

You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, religion, origin, social or economic status, disability, birth, or any other quality of your or your parents or guardian.

Article 3, The child's best interest:

All actions and decisions that affect children should be based on what is best for you or any child.

Article 4, Enjoying the rights in the Convention:

Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities:

Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development:

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care:

You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity:

Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents:

You should not be separated from your parents unless

it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10, Family reunification:



If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11, Protection from illegal transfer to another country:

Governments must take steps to stop you being taken out of their own country illegally.

Article 12, Respect for the child's opinion:

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information:

You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14, Freedom of thought, conscience and religion:

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15, Freedom of association and peaceful assembly:

You have the right to meet and to join groups and organizations' with other children as long as this does not stop other people from enjoying their rights.

Article 16, Privacy, honour and reputation:

You have a right to privacy. No-one should harm your good

name, enter your house, open your letters and emails or bother you or your family without a good reason.

Article 17, Access to information and media:

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

Article 18, Parents' joint responsibilities:

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19, Protection from all forms of violence, abuse and neglect:



Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

Article 20, Alternative care:

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21, Adoption:

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22, Refugee children:

If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

Article 23, Disabled children:

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24, Healthcare and health services:

You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25, Periodic review of treatment:

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26, Benefit from social security:

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27, Adequate standard of living:

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.



Article 28, Right to education:

You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29, The aims of education:

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

Article 30, Children of minorities and native origin:

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31, Leisure, play and culture:

You have a right to relax and play and to join in a wide range of recreational and cultural activities.

Article 32, Child labour:

The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33, Children and drug abuse:

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34, Protection from sexual exploitation:

The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction:

The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

Article 36, Protection from other forms of exploitation:

You should be protected from any activities that could harm your development and well-being.

Article 37, Protection from torture, degrading treatment and loss of liberty:

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.



Article 38, Protection of children affected by armed conflict:

If you are under fifteen (under eighteen in most Europe- an countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39, Rehabilitation of child victims:

If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40, Juvenile justice:

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentences for the most serious crimes.

Article 41, Respect for higher human rights standards:

If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42, Making the Convention widely known:

The Government should make the Convention known to all parents, institutions and children.

Articles 43-54, Duties of Governments:

These articles explain how adults and governments should work together to make sure all children get all their rights

Note: The CRC was adopted by the UN General Assembly in 1989 and entered into force as international law in 1990. The CRC has 54 articles that define the rights of children and how these rights are to be protected and promoted by governments. Almost every country in the world has ratified this Convention, promising to recognize all the rights it contains.