



CHILD PROTECTION POLICY (EXTERNAL FACING)

Last Review Date	Review Date (Current)	Next Review Date
02.12.2020	04.10.2023	07.10.2026

Review by (Staff Full Name)	Paul Bannister
Designation	Head of Junior School & Designated Safeguarding Lead
Department / Faculty	Whole School

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Child Protection at JIS

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Copy of the UN Rights of a Child in child friendly language.

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KEY CONTACTS WITHIN THE SCHOOL (as of September 2020)

DESIGNATED CHILD PROTECTION LEAD WHOLE SCHOOL

NAME: Paul Bannister: Head of Junior School
 CONTACT NUMBER: Ext 1118

DEPUTY DESIGNATED CHILD PROTECTION LEAD FOR WHOLE SCHOOL

NAME: Lynsay Scott: Pastoral Director
 CONTACT NUMBER: Ext 1105

NOMINATED BOARD MEMBER FOR CHILD PROTECTION

NAME: Yang Mulia Datin Seri Paduka Dr. Hajah Romaizah binti Haji Mohd Salleh

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KEY CONTACTS WITHIN BRUNEI

The **Ministry of Culture Youth and Sports** is able to provide advice and consultancy.

CONTACT NAME: Director of Community Development

CONTACT NUMBER: 2380664 - Operator - ask for the Dept. of Community Development.

E-MAIL: japem.kkbs@hotmail.com

REFERRAL TO POLICE OR RIPAS HOSPITAL:

RIPAS: There is a Head Medical Social worker at RIPAS - Hjh Hadzilahwatie Hj Abd Hamid who deals with CP Cases – direct line is 2223309

Police: Child Protection Cases are all referred to the Women and Children Abuse Investigation unit via the Police.

The Women and Children’s Abuse Investigation Unit is headed by ASP Mariyani Abdul Wahab - direct line 2232007 ext 214

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone **141 or 993 (Police)**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **141 or 993 (Police)**

REFERRALS FOR GARRISON OR LOAN SERVICE CHILDREN:

Neil Whately: Senior Social Work Practitioner, Personal Support and Social Work Service, **SSAFA** (Soldiers, Sailors and Airmen’s Family Association)

Contact Number: 00673 3224101 Ext. 3371. Email: neil.w@ssafa.org.uk

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CHILD PROTECTION POLICY FOR JIS

“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.” [[Working Together under the Children Act 1989](#)]

1. PURPOSE

- 1.1 An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school’s commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

2. INTRODUCTION

- 2.1 Jerudong International School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989).
- 2.2 [Section 175 of the Education Act 2002](#) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (DfES/0027/2004)
- 2.3 There are three main elements to our child protection policy:
- Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
 - Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
 - Support to pupils who may have been abused.

This policy applies to all pupils, staff, governors and volunteers of Jerudong International School.

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3. SCHOOL POLICY

3.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

Our school will therefore:

- a. Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- b. Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c. Ensure that all staff are aware of and abide by the Staff Code of Conduct.
- d. Include in the PSHE curriculum, activities and opportunities which equip pupils with skills and knowledge which may help to reduce the risk of some types of abuse.
- e. Ensure that wherever possible every effort will be made to establish effective working relationships with parents and with colleagues from relevant partner agencies where available.

4. FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the school and its governing body in consultation with the Ministry of Culture Youth and Sports, Child Protection Department in Brunei.

5. ROLES AND RESPONSIBILITIES

- 5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on page 1 of this document.
- 5.2 It is the role of the **Designated Child Protection Lead** to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals. If for any reason the **Designated Child Protection Lead** is unavailable, a **Deputy Designated Child Protection Officer** has been identified who will act in their absence. Additionally, it is the role of the Designated Child Protection Lead to ensure that all staff, including temporary and sub-contracted staff and volunteers within the school are aware of the school's internal procedures, and are able to advise staff and offer support where required.
- 5.3 The Board of Directors and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the schools recruitment and vetting process, enhanced Criminal Records Bureau (CRB), DfES List 99 and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children. Similar documentation will be sought for those members of staff appointed from outside of the UK.
- 5.4 The role of the Nominated Board Member for Child Protection is to ensure that the school has an effective policy and to support the school in this aspect.

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- 5.5 The Designated Child Protection Lead and the Principal provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- 5.6 **Visitors** to JIS, or **contractors** working at JIS, must not photograph, video or live stream images of students or staff without the prior permission of the school Principal.
- 5.7 Representatives from the Ministry of Culture Youth and Sports, Brunei Police Force, RIPAS and SSAFA Social Work Service are available to offer advice, support and training to the school's Designated Child Protection Lead.

6. PROCEDURES

- 6.1 All action is taken in line with the following guidance;
 - MCYS Guidelines, JIS Child Protection Procedures and [Keeping Children Safe in Education](#)
 - “What To Do If You’re Worried A Child Is Being Abused” (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department) - see Information for Professionals / National Guidance and Legislation – copy in Junior School Office
 - Working Together to Safeguard Children (2006, Department of Health) - see Information for Professionals / National Guidance and Legislation – Copy in Junior School Office
- 6.2 **It is the duty of any member of staff, volunteer or visitor to JIS to report immediately to the designated Child Protection Lead in the event of the following:**
 - **A disclosure of abuse from a student.**
 - **Witnessing staff behaving in a way which is contrary to the provisions outlined in the JIS Staff Code of Conduct.**
 - **Suspecting that a child is at risk or that abuse may have occurred.**
 - **Concerns regarding the behaviour of any adults on school premises towards children, including the adherence of the requirements of this policy.**

In the absence of the Child Protection Lead, the Deputy Designated Child Protection Lead must be contacted. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available. Parents, visitors or contractors may email: safe@jis.edu.bn to report any concerns.

- 6.3 The Designated Child Protection Lead or their Deputy will decide the best course of action after talking to relevant adults and possibly children.

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- 6.4 The school will always undertake to share our intention to refer a child to MCYS, the Police or RIPAS Hospital with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation.
- 6.5 A statement in the school regulations handbook informs parents and carers about our school’s duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

7. TRAINING AND SUPPORT

- 7.1 All staff working with children will undertake appropriate child protection awareness training to enable them to carry out their responsibilities for child protection effectively and will receive refresher training at three yearly intervals. New staff will receive this training within the first term of starting school regardless of previous relevant training.
- 7.2 The school will ensure that the Designated Child Protection Lead undertakes an appropriate level of training and refresher training at two yearly intervals to keep knowledge and skills up to date.
- 7.3 Temporary staff and volunteers who work with children in the school will be made aware of the Code of Conduct for staff and JIS Child Protection procedures.
- 7.4 Visitors can access a Visitor guidance leaflet and view posters around school detailing the above requirements listed under ‘Roles and Responsibilities’.
- 7.5 Support will be available for members of staff with designated Child Protection Roles at JIS from the Principal in the first instance, and from members of the SMT.
- 7.6 All staff must have access to the Staff Code of Conduct detailing the boundaries of appropriate and inappropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook and Child Protection Policy Guidelines.

8. PROFESSIONAL CONFIDENTIALITY

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Officer and may require further investigation by appropriate adults.
- 8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

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9. RECORDS AND MONITORING

- 9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. **My Concern is the system used to record referrals.**
- 9.3 These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.
- 9.4 If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Child Protection Officer.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

- 10.1 It is the responsibility of the Designated Child Protection Officer to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference. The Secondary School Child Protection Lead and Deputy Child Protection Lead have both been trained to Tier 4 in Safeguarding Children, the appropriate training for those who are likely to contribute to a Child Protection Conference.

11. SUPPORTING PUPILS AT RISK

- 11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 11.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.
- 11.3 This school will endeavour to support pupils through:
- The curriculum to encourage self-esteem and self-motivation.
 - The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
 - The implementation of the school's behaviour management policies.
 - A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.

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- e. Regular liaison with other professionals and agencies who support the pupils and their families.
- f. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g. The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h. Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i. Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are also vulnerable and in need of support or protection.

11.4 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of pupils' behaviour and our health and safety policy.

12. SAFE SCHOOL, SAFE STAFF

12.1 It is essential that the high standards of concern and professional responsibility are adopted with regard to alleged child abuse by adults outside of school and are similarly displayed when members of staff are accused of abuse.

13. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

13.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

14. REPORTING CONCERNS ABOUT COLLEAGUES - see additional guidelines

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

14.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to Child Protection and other aspects of professional misconduct. If necessary they should speak to the Child Protection Officer or Principal to air their concerns. This should be seen as a positive element of school improvement.

14.3 All concerns will be taken seriously and investigated and staff reporting concerns will not face any consequences for their actions unless the report turns out to be malicious in nature.

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15. LINKS WITH OTHER POLICIES

15.1 This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Email Policy
- ICT Acceptable Use Policy
- Social Media Policy

16. POLICY REVIEW

16.1 The Senior Management Team is responsible for ensuring the annual review of this policy and ensuring that the list of key contacts on the cover sheet is kept up to date. The Child Protection Lead will make an annual presentation to the Board relating to Child Protection.

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DEFINITIONS and SIGNS/SYMPTOMS OF ABUSE

Definitions

Child Abuse is a serious and complex problem that may occur in the lives of children and young people. Child abuse is the term used to describe different types of maltreatment inflicted on a child or young person. It includes non-accidental physical injury, neglect, sexual abuse and emotional/psychological abuse.

In its most serious forms, abuse can lead to death or to long term harm to the physical or emotional wellbeing of a child or young person.

There are four main areas of Child Abuse. It should be recognised that all these signs may also be a symptom of another problem.

Neglect is defined as the persistent or severe neglect of a child which results in serious impairment of the child's health or development. It can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing and medical care. Leaving small children alone and unsupervised is another example of neglect. When parents refuse or fail to give love and affection to their children, the child's basic needs are not being met, this also falls under the category of Emotional Abuse.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Untreated medical complaints
- Child dirty or unkempt
- Poor school attendance or often late for school
- Poor concentration. Affection - demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones
- Non organic failure to thrive

Physical Abuse - Physical injury to a child where there is reasonable suspicion that the injury was inflicted or knowingly not prevented. There are culturally accepted levels of physical chastisement which the school recognises, however if this falls outside what would be considered 'normal' within a culture then this should be considered as abuse.

Physical abuse can involve any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.

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Signs or symptoms which may indicate physical abuse:

- ❖ Bruising, inconsistent accounts of how bruising or injuries occurred
- ❖ Bald patches
- ❖ Burns or scalds
- ❖ Fear of going home or parents being contacted
- ❖ Fear of medical help
- ❖ Inexplicable fear of adults or over-compliance
- ❖ Violence or aggression towards others including bullying

Sexual Abuse - When children and young persons are involved in sexual activities that they do not fully comprehend and which violate the social taboos of family roles. It occurs when an adult uses his/her power over the child/ young person to involve the latter in a sexual activity. It may involve:

- a. sexual grooming
- b. Inappropriate exposure to sexual acts or materials
- c. Passive use of children and young persons as sexual stimuli for adults
- d. The child and young person may be subjected to exhibitionist activities, voyeurism or be coerced into posing for pornographic materials
- e. Inappropriate sexual contact or acts between older individuals and the child/young person
- f. Intercourse as a result of rape, assault and coercion

Signs or symptoms which may indicate sexual abuse:

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

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Psychological/Emotional Abuse - persistent or severe emotional ill-treatment or rejection. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability. Aspects of psychological and emotional abuse include:

- a. hostile rejecting/degrading (e.g. taunts)
- b. terrorising (e.g. threats or acts that induce fear)
- c. actively isolating (e.g. locking a child in a room for extended periods of time)
- d. exploiting/corrupting (e.g. teaching a child to steal)
- e. denying emotional responsiveness (e.g. denying affection and shows of love)

Signs or symptoms which may indicate psychological abuse:

- ❖ Rocking, banging head, regression
- ❖ Self-mutilation, drug or solvent abuse
- ❖ Fear of parents being contacted
- ❖ Running away, compulsive stealing
- ❖ Eating disorders
- ❖ Soiling, smearing faeces, enuresis
- ❖ Sudden speech disorders, selective mutism
- ❖ Over-reaction to mistakes, continual self-deprecation
- ❖ Delayed physical/mental/emotional development

Online Safety - the school reserves the right to use images of the children in both on and offline publications. Parents do have the right to opt out of this and a letter is sent home accordingly. This letter also reminds parents of their own responsibilities when posting photos and information about children at the school, especially if they are not their own children in their own online spaces.

Cyber Bullying is treated extremely seriously and the children are all given lessons, assemblies and workshops on how to keep themselves safe online and behave responsibly towards others in the virtual world.

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UN Convention on the Rights of the Child

Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

- **Article 1** : Everyone under 18 has these rights.
- **Article 2** : All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- **Article 3** : All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- **Article 4** : The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
- **Article 5** : Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
- **Article 6** : You have the right to be alive.
- **Article 7** : You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
- **Article 8** : You have the right to an identity – an official record of who you are. No one should take this away from you.
- **Article 9** : You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
- **Article 10** : If you live in a different country than your parents do, you have the right to be together in the same place.
- **Article 11** : You have the right to be protected from kidnapping.
- **Article 12** : You have the right to give your opinion, and for adults to listen and take it seriously.
- **Article 13** : You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

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- **Article 14** : You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
- **Article 15** : You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- **Article 16** : You have the right to privacy.
- **Article 17** : You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
- **Article 18** : You have the right to be raised by your parent(s) if possible.
- **Article 19** : You have the right to be protected from being hurt and mistreated, in body or mind.
- **Article 20** : You have the right to special care and help if you cannot live with your parents.
- **Article 21** : You have the right to care and protection if you are adopted or in foster care.
- **Article 22** : You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
- **Article 23** : You have the right to special education and are if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
- **Article 24** : You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- **Article 25** : If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
- **Article 26** : You have the right to help from the government if you are poor or in need.
- **Article 27** : You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
- **Article 28** : You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- **Article 29** : Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

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- **Article 30** : You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.
- **Article 31** : You have the right to play and rest.
- **Article 32** : You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
- **Article 33** : You have the right to protection from harmful drugs and from the drug trade.
- **Article 34** : You have the right to be free from sexual abuse.
- **Article 35** : No one is allowed to kidnap or sell you.
- **Article 36** : You have the right to protection from any kind of exploitation (being taken advantage of).
- **Article 37** : No one is allowed to punish you in a cruel or harmful way.
- **Article 38** : You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
- **Article 39** : You have the right to help if you've been hurt, neglected or badly treated.
- **Article 40** : You have the right to legal help and fair treatment in the justice system that respects your rights.
- **Article 41** : If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
- **Article 42** : You have the right to know your rights! Adults should know about these rights and help you learn about them, too.
- **Articles 43 to 54** : These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

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