



Bassingbourn Village College

Preventing Bullying and Peer on Peer Abuse Policy

This policy was approved	17.03.22
This policy will be reviewed	Spring 2023
Member of staff with responsibility for approval	Mrs H Edwards

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

This policy should be read in conjunction with:
BVC Expectations for Learning Policy,
BVC Safeguarding and Child Protection Policy, and BVC Inclusion Policy

Preventing Bullying and Peer on Peer Abuse Policy

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1. Vision:

Bassingbourn Village College aims to create a culture based on our core values of Respect, Responsibility and Resilience. We endeavour to create a caring community in which all individuals feel valued and safe. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying and child on child abuse cannot thrive and in which no student has to suffer from harassment of any kind. At Bassingbourn Village College we seek to highlight the issue of bullying and to create a climate where students, staff and parents feel able to talk about bullying and being bullied and are confident that something will be done.

It is clear that the effects of bullying and child-on-child abuse are damaging, both in the short term through unhappiness, distress or injury, and in the long term as a result of reduced school performance, poor attendance and low self-esteem and that these effects may be felt into adult life. We acknowledge that bullying does happen, but at Bassingbourn Village College we ensure that we take swift action to stop it and prevent it happening again: supporting the student who has experienced bullying and supporting the student displaying bullying behaviour to address any issues that may be driving them to bully others. It is the responsibility of all members of our school community, (students, staff, parents, governors) to understand the issues around bullying and to take an active role in tackling the problem.

Our Preventing Bullying and Peer on Peer Abuse Policy is an integral part of our Expectations for Learning Policy underpinned by our school ethos and centred on the importance of, 'Respect, Responsibility and Resilience'.

2. Aims and Objectives:

- All governors, school staff, students, parents and carers should have an understanding of what bullying and child-on-child abuse are and their impact.
- Provide a school environment where bullying and child-on-child abuse is not tolerated and where students feel safe to tell someone, whether another child or an adult, if they are being bullied.
- Promote an anti-bullying message across the curriculum and to encourage all

- members of the school to act responsibly demonstrating respect to others at all times.
- To have robust procedures for reporting and dealing with bullying

3. Definitions:

Bullying:

Bullying is defined as persistent, deliberate attempts to hurt or humiliate someone. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally or through the use of technologies.

Bullying can be:

- Physical
- Emotional
- Sexual
- Cyber
- Prejudice
- Verbal
- Indirect (spreading rumours, excluding someone from social groups)

Peer on Peer abuse:

Peer on Peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18

This can manifest itself in a whole spectrum of behaviours including but not limited to:

- Bullying (including cyberbullying)
- Sexual violence and harassment
- Physical abuse
- Relationship Abuse
- Domestic Violence
- Gender based Violence
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

4. Reporting and dealing with incidents:

Reporting Incidents:

Students are actively encouraged to report any issues of bullying to a member of staff with whom they feel comfortable. For students who would prefer to report issues to a peer, there is a team of student anti-bullying ambassadors trained to receive reports of bullying. There is also an online google form for students to use if they want to report instances of bullying anonymously. The member of staff will act swiftly. All incidents of bullying (including incidences that take place outside of school) should be reported to the students relevant Achievement Leader or a Senior Leader. This will be logged. In the first instance, statements are completed by all individuals involved and an evaluation will be made whether or not bullying has been taking place by the

Achievement Leader. If bullying has been taking place, an overview of the incident and actions taken will be logged on the school's safeguarding system, 'My Concern'.

In the event of a disclosure we would seek to:

- Establish a supportive and safe environment
- Praise the student for disclosing
- Appreciate the student who has experienced bullying's need for a just resolution
- Inform parents, when appropriate
- Give feedback to student who has experienced bullying
- Recognise the need for using agencies as appropriate
- Bring about a lasting change of behaviour in the student displaying bullying behaviour

There are several ways to report incidents of bullying at Bassingbourn Village College:

- Email address anti-bullying@bassingbournvc.org
- Complete a Peer-Postcard (available across the College and online at: <https://forms.gle/YuRTvvh19yRwsuu4A>)
- Speak to a member of school staff

Dealing with incidents:

- Student discloses to member of staff or staff suspects bullying. Statements from all students involved (student who is said to have experienced bullying, witnesses and student said to exhibit bullying behaviour) are taken.
- In all cases of suspected bullying, the incidents will be reported to the student who has experienced bullying's Achievement Leader and then shared with Ms H Edwards (Senior Assistant Principal responsible for student support and welfare).
- Student displaying [or said to have displayed] bullying behaviour is interviewed by the member of staff overseeing the investigation.
- Student who has experienced bullying, witnesses and any other students involved are interviewed.
- Findings are disclosed to the student who has experienced bullying
- If the student said to have displayed bullying is found to be responsible for the bullying, parents of both the student who has experienced bullying and perpetrator should be informed.
- The student who displayed bullying behaviour is excluded from lessons and parents are called in for a meeting.
- An attempt will be made to support the student(s) displaying bullying behaviour to change their behaviour through personalised intervention sessions and actions/sanctions will be issued by the relevant member of Senior Staff in accordance with the Expectations for Learning Policy.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.

The following details will be logged on My Concern:

- Location, date and time of the incident
- Type of behaviour being displayed/experienced
- Names and roles of individuals involved - Brief summary of the behaviour - Indicators that the behaviour was motivated by a prejudice (Ethnicity, gender, sexuality, etc)

- Action taken
- Where necessary, support from specialist outside agencies will be requested
- In cases of alleged sexual abuse, this will be reported to the police and / or Children's Social Care.

Sanctions for bullying and support for victims:

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanctions for bullying may include

Verbal apology and assurance that bullying will not continue. This is to be made in front of student support and welfare staff

- Written apology as above
- Allocated place in classroom by teacher
- Change of teaching group
- Placement on report
- Withdrawal from social areas at break and lunchtimes
- Withdrawal from extra-curricular activities
- AL detention
- Action plan
- Internal isolation
- Fixed term exclusion
- Permanent exclusion

Support for victims may include:

- Mentoring
- Therapeutic support
- Safe spaces for social time
- Amendment in seating plans
- Amendment in class groupings

Monitoring the situation:

Our student support team will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students and or parents reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

5. Preventing and recognising bullying:

At Bassingbourn Village College everyone has a responsibility to ensure that we live by our core values and that we all set a positive atmosphere across the School. We want to make it clear that this responsibility includes promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying. All members of our School community are expected to treat other people with respect at all times.

Students will be encouraged to be active when they observe bullying by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the student experiencing bullying behaviour to join in with their activities or groups
- Telling the student displaying bullying behaviour that they disapprove of his or her actions.

Bassingbourn Village College actively seeks to raise awareness of and prevent all forms of bullying and child-on-child abuse by:

- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment.
- Encouraging a culture of tolerance and respect amongst all members of the school community.
- Educating children about the nature and prevalence of child-on-child abuse through assemblies, PSHE and the wider curriculum.
- Educating all Governors, School staff, students, and parents about this issue.
- Training all Governors, school staff and volunteers on the nature, prevalence and effect of bullying and child-on-child abuse, and how to prevent, identify and respond to it.
- Taking seriously all forms bullying and child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as 'Banter'.
- Responding to cases of bullying and or child-on-child abuse promptly and appropriately.
- Ensuring that all bullying and child-on-child abuse issues are fed back to the DSL and logged on My Concern so that they can spot and address any concerning trends and identify students who may be in need of additional support.
- Completing annual Wellbeing surveys conducted to gain insight into the wellbeing of students and incidence of bullying.
- Having a team of Anti-bullying ambassadors who receive training on how to tackle bullying head on.
- The school has a programme of training pupils as peer mentors.
- Peer mentors will be available at social times to provide support to vulnerable pupils and to those who have been subjected to bullying incidents.
- Collaboration with the Anti-bullying Alliance to reflect on the success of the anti-bullying strategy throughout the year through planned points for evaluation.

Additionally Bassingbourn Village College seeks to promote the anti-bullying message through:

- Assemblies and participation in national anti-bullying initiatives e.g National Anti-bullying Week and Safer Internet Day
- Pastoral care structures - Mentor, AL's and Student support workers.
- Training in place to support staff in preventing incidents of bullying.
- The broader Pastoral curriculum, including modules within the PSHE curriculum and coverage of key information/material in Mentor sessions, as part of a structured programme.
- Training/briefing sessions for staff.
- Information on Anti-Bullying policies and procedures contained on the school website.
- External speakers on key issues e.g. Internet safety.

Appendix 1

Information for students

What Should You Do If Bullying Is Taking Place?

If you are being bullied or you know of someone else being bullied – **TELL SOMEONE**. Don't blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your Mentor or any other adult you trust. Or use a peer-postcard.
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- If the person you want to tell is very busy ask them when they can see you and spend some time with you.
- Walk away from any dangerous situation and **GET HELP**.

As well as telling, you can help stop bullying by:

- Being friendly towards people you know are being bullied, including them in your discussions, games, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

Further help and advice can be found at:

- <https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/>
- <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support>
- <https://www.childline.org.uk/>
- If you would prefer to talk to someone in confidence you can contact Childline (0800 1111)
- If someone has acted inappropriately online towards you, or someone you know, you can report directly to the Child Exploitation and Online Protection Centre (CEOP). It could be sexual or threatening chat, or being asked to do something that makes you feel uncomfortable or someone asking to meet up. <https://www.ceop.police.uk/CEOP-Reporting/>

Appendix 2

Information for Parents and Carers

Things to look out for in a student who has experienced bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

What you should do if you think your child is being bullied:

- Calmly talk with your child about their experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that they have done the right thing in telling you about the bullying and that there is nothing wrong with them.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to speak to your child's Mentor or Achievement Leader even if your child is reluctant that you do so.
- Gather evidence of bullying. For example, screenshot of social media messages or saving emails. We can only do something if we know there is a problem
- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature.
- If the bullying only occurs outside school contact a solicitor. Ask for a letter to be sent to the parents of the child displaying bullying behaviour, informing them of the legal consequences of a recurrence of such behaviour. You should also contact us at school and we will offer as much help and support as we can.

What to do if your child is bullying other children:

Many children may be involved in bullying others at some time or another. Often parents are not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved.

- Talk with your child. Explain that what they are doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Make an appointment to speak to your child's Mentor or Achievement Leader. Explain to the teacher the problems your child is experiencing. Discuss with the teacher how you and school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are cooperative or kind to other people.

Further help and advice can be found at:

- <https://www.anti-bullyingalliance.org.uk/tools-information> www.childline.org.uk
- <https://bulliesout.com/> www.bullying.co.uk www.beatbullying.org
- <https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>
- The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: Think U Know <https://www.thinkuknow.co.uk/>
- Childline: information about bullying <https://www.thinkuknow.co.uk/>

Appendix 3

What happened - Supportive Script for Teacher's Managing a Disclosure:

(https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf)

Exactly where and when did the bullying take place? Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time? (If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time? (If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation.)

Do you know the names of the people who bullied you? (. If identification is a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place? (This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered.)

Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

How did it make you feel?

What would you like to happen now? This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

Appendix: 4

UNITED AGAINST BULLYING –BVC Anti-bullying Charter

This is currently in the process of being written by the anti-bullying ambassadors.

Responding to bullying incidents: Flow Chat

Suspected bullying reported to a member of staff
Well-being check on reporting student/ Student experiencing bullying



Referred to Achievement Leader
Achievement Leader to investigate and determine if bullying has taken place.

Bullying

Not Bullying

Recorded on Progresso and Incident discussed with Senior Staff member

Parents of students concerned informed.

Sanctions issued by Senior Staff Member.

Parental meeting with student(s) displaying bullying behavior.

Mentoring for the student experiencing the bullying and student(s) displaying bullying behaviours.

Senior staff member to complete bullying log and record on My Concern.

On-going monitoring and support for victim as required.

Achievement Leader to lead on incident
Conflict resolution /parental contact etc. where necessary

BVC Anti-Bullying Strategy Timeline (2021/22)

Autumn 1	<p>Safeguarding refresher – focus on ‘Child-on-child abuse’ ensuring staff, students and governors have an agreed understanding of the definition, features of and actions to take.</p> <p style="text-align: center;">Complete Student Well-being Survey including - Anti-Bullying questions from the Anti-bullying alliance</p> <p style="text-align: center;">HE to meet with Tranquiliti and plan launch of App for Years 7 and 8</p> <p style="text-align: center;">Senior Leadership review of current EFL Policy – focus on anti-bullying section</p>
Autumn 2	<p>Meeting with Senior Leadership team, Achievement Leaders and Student Support Staff to discuss outcomes of the wellbeing survey and agree next steps.</p> <p>Pastoral Staff Training Session focussed on agreeing a shared definition of bullying and considering actions to be taken should bullying arise and further actions to inform Anti-bullying Policy.</p> <p>Anti-bullying week activities (assemblies, college competition and Mentor time activities)</p> <p style="text-align: center;">Devise new Anti-bullying Policy – developed alongside all stakeholders</p>
Spring 1	<p>Jan –Whole staff CPD, ‘Respond, Reduce, Prevent – Sexual Harassment’ – response from staff training session in which staff identified additional support required in this area.</p> <p style="text-align: center;">Draft Anti-bullying policy to be shared with all stakeholders</p> <p style="text-align: center;">Start ‘Anti-bullying alliance’ whole school programme</p> <p style="text-align: center;">28.2.22 Achievement Leaders to complete anti-bullying alliance training</p> <p style="text-align: center;">Establish Anti-Bullying Committee – agree anti-bullying charter</p> <p style="text-align: center;">Diana Trust Training for Anti-Bullying Ambassadors</p> <p style="text-align: center;">Anti-Bullying Ambassadors to meet fortnightly to share ideas and plan for anti-bullying events.</p>
Spring 2	<p style="text-align: center;">Whole school CPD on anti-bullying strategy (including support staff)</p> <p style="text-align: center;">Whole school anti-bullying Theatre productions and curriculum days</p> <p>Renewed focus on Anti-Bullying through Mentor time- Led by the Anti-Bullying Ambassadors</p> <p style="text-align: center;">Establish a club on Friday which serves as ‘drop-in’ hosted by the Anti-Bullying Ambassadors</p> <p style="text-align: center;">HE to share bullying overview with Senior Leadership team- discuss any necessary next steps and lessons learned</p> <p style="text-align: center;">Tranquiliti App launched with Years 7 and 8</p>

Summer 1	Resend the wellbeing survey and establish progress made and next steps with Achievement Leaders and Senior Leadership team. Curriculum Days
Summer2	Share findings and complete outcomes from action plan developed through Anti-Bullying Alliance. HE to share bullying overview with Senior Leadership Team - discuss any necessary next steps and lessons learned Establish draft plan for 2022-23

Appendix 5

Bassingbourn Village College

Student Statement Form

Name:	Mentor Group:	
Where the incident happened (Room/Area):	Date:	Time:
What actually happened:		
What did you hear ?		
What did you see ?		
What did you do ?		
Who else saw the incident?		
What do you think should happen next? :		
Do you feel you need further support? :		

Student signature: Date:

Appendix 6 - Bullying: National Legislative and Policy Context

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an Anti-Bullying Policy. Children and young people should be involved in both the development and the monitoring of the Anti-Bullying Policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997)**, the **Malicious Communication Act (1988)**, the **Communications Act (2003)** and the **Public Order Act (1986)**. If school staff feel that an offence has been committed they should seek assistance from the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. Stay Safe
3. Enjoy and Achieve
4. Make a Positive Contribution
5. Achieve Economic Wellbeing

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – ‘Stay Safe’ and ‘Make a Positive Contribution’. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Common Inspection Framework requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils’ personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying.

The Children and Families Act (2014) requires a Local Authority to produce a Local Offer that demonstrates the arrangements schools in their local area have in place for *"supporting the emotional and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)"* - SEN Code of Practice June 2014

The DfE statutory guidance: Keeping children safe in education (2021) states that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

The DfE Working Together to Safeguard Children (2015) states that professionals should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: ‘No one shall be subjected to torture or to inhuman or degrading treatment or punishment’.

Article 6: ‘Everyone has the right to respect for his private and family life, his home and his correspondence.’

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: ‘All the rights must be available to all children whatever their race, religion, language or ability’.

Article 3: ‘A child’s best interests should always be the main consideration’.

Article 12: ‘Children’s opinions should always be taken into account in matters that concern them’.

Article 19: 'Children have a right to be protected from being hurt or badly treated'.

Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding; hence it can be enforced in UK courts.