



CHILD PROTECTION POLICY

Approved By : Sreenidhi Board of Directors

Date Updated : January, 2025

Review Date : January, 2027

Table of Contents

1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT.....	3
2. LETTER FROM BOARD.....	5
3. INTRODUCTION, PURPOSE & ESSENTIAL COMMUNICATIONS.....	6
4. CORRESPONDING POLICIES & PROCEDURES.....	7
Child Protection Policy:.....	7
Purpose of the Policy:.....	7
Scope of the Child Protection Policy:.....	8
Responsibilities under the Child Protection Policy.....	8
School Procedure for Staff for Reporting:.....	9
Other Policies About Child Protection:–.....	9
5. CHILD PROTECTION OFFICER.....	12
6. IMPORTANT POLICY TERMS, DEFINITIONS & INDICATORS.....	12
Physical Abuse.....	12
SEXUAL ABUSE.....	13
Peer-on-Peer Harassment and Abuse - Bullying and Sexual Abuse.....	14
Peer-on-Peer Harassment and Abuse - Bullying and Sexual Abuse Prevention.....	15
7. REPORTING OF INCIDENTS, SUSPICION, AND FOLLOW-UP.....	16
8. EXISTING CONSTITUTION & LEGAL FRAMEWORK.....	17
POCSO – Protection of Children from Sexual Offences.....	19
Juvenile Justice (Care and Protection of Children) Act, 2015.....	20
9. ACKNOWLEDGEMENT.....	21
10. UNDERTAKING.....	22
11. CONCERN FORM.....	23

1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

2. LETTER FROM BOARD

Dear Parents,

Nothing is more important than the safety of our children. When they are safe and happy, they learn and thrive.

Sreenidhi International School, (hereinafter referred to as SIS) in keeping with our core values and vision statements, has a Child Protection Policy and designated Child Protection Officers to guide our staff and parents in matters related to the health, safety and care of children attending our school. When parents enroll their child at SIS, they agree to work in partnership with the school and abide by the policies adopted by the SIS Board.

The SIS Child Protection Policy defines the standards with an object to the effect that all SIS students should be treated with respect and dignity at all times. It is based on international law and the United Nations (UN) Convention on the Rights of the Child, POCSO and in addition, SIS is also required to follow the Indian Law. There are key UN articles upon which SIS has placed a strong emphasis. The Constitution of India guarantees several rights to children and enables the State to make provisions to ensure that the tender age of children is not abused.

(See the Table of Contents)

The policy that the school follows is based on the law regarding Corporal Punishment detailed in the Juvenile Justice (Care and Protection of Children) Act, 2015. We seek to work in partnership with our school community to ensure the safety and care of our students as they learn and grow within the SIS environment. To achieve our aims in this context, SIS is committed to provide the following;

- Age-appropriate lessons to help students understand personal safety, needs, and rights.
- Parent material and information sessions to help everyone better understand our programs and policies.
- Annual review of the policy to ensure that all employees and contracted staff are aware of the guidelines stated in the policy.

At SIS we know that we can work together to ensure that our children are safe and knowledgeable about their rights and responsibilities. We thank everyone for their support. Please contact the Child Protection Committee regarding any questions you may have.

Yours sincerely,

The Board

3. INTRODUCTION, PURPOSE & ESSENTIAL COMMUNICATIONS

Context:

In keeping with the mission and values of SIS, we believe that every child, regardless of age, has, at all times and in all situations, a right to feel safe and protected.

We are committed to safeguarding processes that include protecting children from abuse and neglect, preventing the risk of harm to children's health or development, and ensuring children grow up with the provision of safe and supportive care.

SIS is committed to promoting the rights of children, including their right to be protected from harmful influences, abuse, and exploitation. Sreenidhi International School takes active measures to ensure a child's rights are protected under the United Nations Convention on the Rights of the Child (UNCRC).

This Child Protection Policy of Sreenidhi International School demonstrates our commitment to safeguarding children from harm and makes clear to all in the organizations who come into contact with us what is required for the protection of children and that child abuse in any form is unacceptable to SIS.

SIS expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping students safe. Whether you are a staff member, a service or activity partner, a volunteer, intern, contractor, guest, parent, or visitor, are all expected to prioritize students' well-being and support them at all times.

SIS's Vision for Child Protection:

We aim to create a 'child safe' environment, both internally and externally, where children are respected, protected, empowered, and active in their protection, and where staff are skilled, confident, competent, and well supported in meeting their protection responsibilities.

Policy Statement:

All staff will safeguard and promote the welfare of the children in our care. Child abuse (including physical abuse, emotional abuse, sexual abuse, and neglect) is a violation of children's human rights and an obstacle to their education and development. All staff have a responsibility and duty of care to protect the rights and dignity of all students and to create a safe, secure, and supportive environment. All staff must report suspected incidences, reports, or disclosures

of child abuse to the CPO. The head of the school / CPO assumes responsibility for child protection. In the absence of the above, the matter should be fully discussed with members of the Child Protection Committee.

1. CHILD PROTECTION COMMITTEE [POCSO]

Particulars	Email ids
Child Protection Officer (CPO) Team	cpo@sis.edu.in
	natashad@sis.edu.in ramakrishna@sis.edu.in
	manageroperations@sis.edu.in
School Nurse (Need based)	infirmary@sis.edu.in

4. CORRESPONDING POLICIES & PROCEDURES

Child Protection Policy:

SIS will review this policy annually with all stakeholders. SIS is committed to reviewing the policy annually and ensuring safe recruitment practices.

Purpose of the Policy:

Our policy applies to all Sreenidhi employees. The priorities in our policy are to:

- Ensure we practice **safe recruitment** by conducting thorough background checks of staff to work with children.
- Raise **awareness** of child protection issues and equip students with the skills needed to keep them safe.
- Develop and **implement** procedures for identifying and reporting suspected cases of abuse.
- **Support** students with a well-defined child protection plan and work with external agencies as needed.
- Establish a **safe environment** in which students have the opportunity to learn and develop.

As a school, we will follow these procedures:

- Ensure every member of SIS staff knows the name of the designated person responsible for child protection and their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility to refer any concerns to the designated person responsible for child protection.
- Periodic in-house workshops are being conducted for different segments of staff such as Teaching, Administrative, Sports Coaches, Housekeeping, Security, Transportation and Helpers. These workshops were curated to address the needs of different sections of the employee community. Workshops are conducted in local languages to communicate with the different segments of the staff community effectively.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about students. Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Follow the procedures where an allegation is made against a member of staff [leadership team, teaching, non-teaching, boarding, administrative, support staff and coaches].
- Ensure safe recruitment practices are always followed.

Scope of the Child Protection Policy:

The Child Protection Policy applies to everyone working for or associated with SIS. It encompasses the whole of SIS and includes it without limitation.

- Staff at all levels [leadership team, teaching, non-teaching, boarding, administrative, support staff and coaches].
- Visitors (parents, vendors, researchers, media, guests, other visitors etc.) who may come into contact with children through SIS are also bound by this policy.

Responsibilities under the Child Protection Policy

SIS staff and visitors [school and boarding] must:

- Never abuse and/or exploit a student or act/ behave in any way that places a child at risk of harm.
- Report any suspected child abuse and protection concerns to the designated person/committee. This is a mandatory requirement for staff. Failure to do so may result in disciplinary action.
- Respond to a child who may have been abused or exploited.
- Cooperate in any investigation of concerns and allegations.
- Contribute to an environment where children are respected and encouraged to discuss their concerns and rights.
- Be aware that where concerns exist about the conduct of Staff or Visitors to school and Boarding about child protection and/or where there has been a breach of the Child Protection Policy, this will be investigated

under this policy either: by consideration of referral to statutory authorities for criminal investigation under local laws in India and/or by SIS with disciplinary procedures. This may result in disciplinary sanctions and/or dismissal of staff.

- If a concern about suspected child abuse is raised, which proves to be unfounded on the investigation, no action will be taken against the complainant.

SIS Staff must not:

Disclose information that identifies abused students and their families or make it available to the general public unless that disclosure is by standard SIS policies and procedures.

School Procedure for Staff for Reporting:

- In the instances detailed below, a member of staff must report to the Child Protection Officer by completing an incident/concern report form (which is signed and dated by a member of staff) and submitted to the CPO. Completed forms should be kept **confidential** and not left unattended.
- There is suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, or when the explanation given appears inconsistent with the injury.
- Behavior and actions are noted, which give rise to suspicions that a child may have suffered abuse or neglect.
- There is a concern that a child may be suffering from lack of care, ill-treatment, or emotional maltreatment.
- There is a concern that a child is presenting signs or symptoms consistent with suspicion of child abuse or neglect.
- Significant changes are noted in a child's presentation that are otherwise unexplained.
- A staff member receives hints or a disclosure of abuse from the child, another pupil, parent or member of the public.
- At any point, teachers/ coaches/non-teaching staff are not supposed to isolate students from the group.
- Emotional negligence of a student in boarding during and after school hours
- Staff chaperones adhere to student safety procedures on field trips

Other Policies About Child Protection:–

The school has policies around

- Anti-Bullying
- Taking images and videos - IT Policy
- Student Code of Conduct

- HR Policy
- Social Media Policy
- Acceptable Use of Technology

SAFE TOUCH POLICY:

1. This policy is aimed at giving clear guidance to SIS teachers/coaches/non-teaching staff and to protecting the rights of SIS students, teachers, coaches and non-teaching staff when touching students within the scope of school activities
 - Teachers and non-teaching staff are not allowed to touch/have physical contact with students, except in situations specified in this policy.
 - All teachers and non-teaching staff are required to understand SIS's safe touch policy and be able to justify their actions upon request.
2. Using touch/physical contact with students should:
 - Be non-abusive, with no intention to cause pain or injury
 - Be in the best interests of the student
 - Have a clear educational purpose
 - Take account of gender issues and opposite-sex touch, especially with students in secondary and high school.
 - Only be conducted in public, except for emergencies
3. Situations where touch/physical contact with students may be appropriate:

For teaching

- Teachers need to instruct and support students during lessons, such as in PE classes to handle sports equipment, instructions on how to use lab facilities, how to play musical instruments, and handling students during performing art classes for body posture correction.

For protection

- To protect and support students in danger or emergencies
- To prevent students from hurting himself/herself or others
- To prevent students from damaging school assets and facilities

For mental support

- To encourage and support students in times of need such as emotional upheaval, exam stress, fear, anxiety, and celebratory moments, staff may display gestures like handshaking, touching the hand, putting an arm around the shoulder, a pat on the arm or shoulder, or a high five in a comforting way only in an open area and not in a private or closed area.

For sports training

- Sports coaches/trainers who handle students during training sessions may use physical contact such as holding, lifting, and pulling, as described below. However, these physical touches

should not come at the expense of the child's or trainee's comfort or safety.

- A coach may use their hands to guide a trainee's body into the proper posture during an exercise or manoeuvre.
- To assist a trainee in performing an activity correctly, a trainer may use a soft touch to alter their hand position, alignment, lifting technique, or body posture.
- Following a great performance, a pat on the back, a high-five, or a fist bump can be used as motivational gestures to reinforce positive behaviour and effort.

For medical purposes

- Trained medical staff may use touch when taking care of students with signs of illness in the school's health centre or on the spot in cases where students experience severe injuries to ensure students' safety.

For personal support

- To support students with basic personal tasks where necessary, such as changing soiled clothing, cleaning hands, personal hygiene, etc. and students with additional learning needs.
- To deal with students' minor injuries (e.g. removing a splinter from a finger),
- Students with special needs [neurodivergent] are provided with shadow teachers who will handle them appropriately during the crisis.
- To assist students with disabilities (students in wheelchairs or walking with crutches, etc.
- When moving to classes or participating in school activities.

Participation in school activities

- When participating in school/class activities or games where physical contact is part of the activity, e.g. holding hands, hands on shoulders, etc.

Welcoming students before/after school

- School managers, teachers and non-teaching staff, who are assigned to greet students before/after school or at school events, are allowed to use appropriate touch such as a high five to connect with students.

DISCIPLINARY ACTIONS

- Violations of the policy will be handled by SIS's rules and regulations. This policy is for distribution to students and parents for information and to teachers and non-teaching staff for implementation.

5. CHILD PROTECTION OFFICER

SIS has designated Child Protection Officers. The role and responsibilities of the child protection officer are detailed below.

The person in this role is responsible for:-

- Receiving and acting upon any reported concerns.
- Ensuring all staff are familiar with, and adhere to the Child Protection Policy.
- Ensuring the policy is implemented and promoted.
- Acting as a first point of contact for SIS on issues of Child protection, both internally and for members of the public and other external contacts.
- Representing the key link to statutory agencies. (Social care or Police or Media during and following formal investigations).
- Maintaining and updating the policy.
- Keeping up-to-date knowledge and understanding of the area of child protection, including attending appropriate training.
- Ensuring all relevant information around Child protection is communicated to the Child Protection Committee.
- Providing guidance on relevant matters to the Child Protection Committee and to the other members of staff, as appropriate.
- Advocating the importance of Child Protection to all the stakeholders.

6. IMPORTANT POLICY TERMS, DEFINITIONS & INDICATORS

SIS defines child abuse as any form of maltreatment inflicted on a student, including physical abuse, exploitation, sexual abuse and emotional abuse.

Physical Abuse

- Inflicting physical injury on a child by other than accidental means, causing skin bruising; burns; disfigurement; impairment of physical or emotional health; loss or impairment of any bodily function; death.
- Creating a substantial risk of physical harm to a child's bodily functioning.
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include but are not limited to, instances of extreme discipline demonstrating a disregard for a child's pain and/or mental suffering.
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy.
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (various colours).
- Injuries reflecting the shape of the article used (electric cord, belt, buckle, ping pong paddle, hand).
- Injuries that regularly appear after absence or vacation.
- Unexplained burns, especially to soles, palms, back, or buttocks.
- Burns with a pattern from an electric burner, iron, or cigarette.
- Rope burns on arms, legs, neck, or torso.
- Injuries inconsistent with information offered by the child.
- Immersion burns with a distinct boundary line
- Being withdrawn, upset, crying or angry outbursts

Neglect or Emotional Abuse is failure to provide for a child's basic needs within their environment.

Neglect may be:

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision— this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time).
- Medical (e.g., failure to provide necessary medical or mental health treatment).
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge the presence of a child, invasion of privacy for no specific reason, violent threats, etc.).

Possible indicators of neglect:

- Child is unwashed or hungry.
- Parents are uninterested in their child's academic performance.
- Parents do not respond to repeated communications from the school.
- Child does not want to go home.
- Parents cannot be reached in the case of an emergency.
- Being withdrawn, upset, crying or angry outbursts

SEXUAL ABUSE

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including

penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production or, pornographic material watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

- Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not always usually planned, sexual abuse often requires planning with results that are insidious. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.
- Many victims, through the process of grooming, are taught that sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible indicators of sexual abuse:

- Sexual knowledge, behaviour or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas.
- Difficulty in walking or sitting.
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not give any specific complaint.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.
- Being withdrawn, upset, crying or angry outbursts

Peer-on-Peer Harassment and Abuse - Bullying and Sexual Abuse

Sreenidhi International School is committed to providing a safe and inclusive learning environment where all students are treated with respect and dignity. We recognize that peer-on-peer harassment and abuse, including bullying and sexual abuse, can have a detrimental impact on the well-being, mental health, and academic performance of students. Therefore, our policy document outlines the school's approach to preventing, addressing, and responding to incidents of peer-on-peer harassment and abuse, including bullying and sexual abuse, by local laws and regulations and international best practices.

For this policy, the following definitions apply:

1. **Bullying:** Bullying is defined as the repetitive and intentional use of power or aggression, whether verbal, physical, or psychological, to harm, intimidate, or isolate an individual or group. It can occur in various forms, including physical, verbal, social, and cyberbullying.
2. **Sexual Abuse:** Sexual abuse is defined as any sexual act or behaviour, whether physical or verbal, that is non-consensual, inappropriate, or harmful and can include sexual harassment, assault, exploitation, or coercion.

Peer-on-Peer Harassment and Abuse - Bullying and Sexual Abuse Prevention

1. Prevention: We are committed to creating a positive and inclusive school culture that promotes respectful relationships, empathy, and understanding among students. We will implement preventive measures, including education and awareness programs, to promote mutual respect, tolerance, and understanding and to prevent incidents of peer-on-peer harassment and abuse, including bullying and sexual abuse.

2. Reporting Procedures: Students, staff, including dorm parents, and parents are encouraged to report any incidents of peer-on-peer harassment and abuse, including bullying and sexual abuse, to designated school personnel or through established reporting mechanisms. Reports will be treated with confidentiality, and no student or staff member will be retaliated against for reporting in good faith.

3. Investigation and Response: We will promptly investigate all reported incidents of peer-on-peer harassment and abuse, including bullying and sexual abuse, in a fair, impartial, and thorough manner. Appropriate disciplinary action will be taken against the perpetrator(s) by school policies and local laws, and support will be provided to the victim(s) and affected parties.

4. Support for Victims: We are committed to providing support to victims of peer-on-peer harassment and abuse, including bullying and sexual abuse. This includes access to counselling, medical support, and other necessary services. The school will take steps to protect the privacy and confidentiality of victims and will work with relevant authorities, as appropriate, to ensure the safety and well-being of the victim(s).

5. Education and Awareness: We provide education and awareness programmes for students, staff, and parents/guardians on the prevention of peer-on-peer harassment and abuse, including bullying and sexual abuse. This includes teaching students about respectful relationships, self-advocacy, and reporting procedures, as well as providing training for staff on identifying and addressing incidents of peer-to-peer harassment and abuse.

6. Collaboration with Stakeholders: We work in collaboration with parents, students, staff, and relevant stakeholders, including local authorities and community organizations, to prevent and address incidents of peer-to-peer harassment and abuse, including bullying and sexual abuse. This may include regular reviews of the policy and its implementation and the involvement of relevant stakeholders in the development of preventive measures and response strategies.

7. Confidentiality and Privacy: We ensure that all reported incidents of peer-on-peer harassment and abuse, including bullying and sexual abuse, are treated with confidentiality and privacy under applicable laws and regulations. Information related to such incidents will be shared on a need-to-know basis and will be treated with confidentiality.

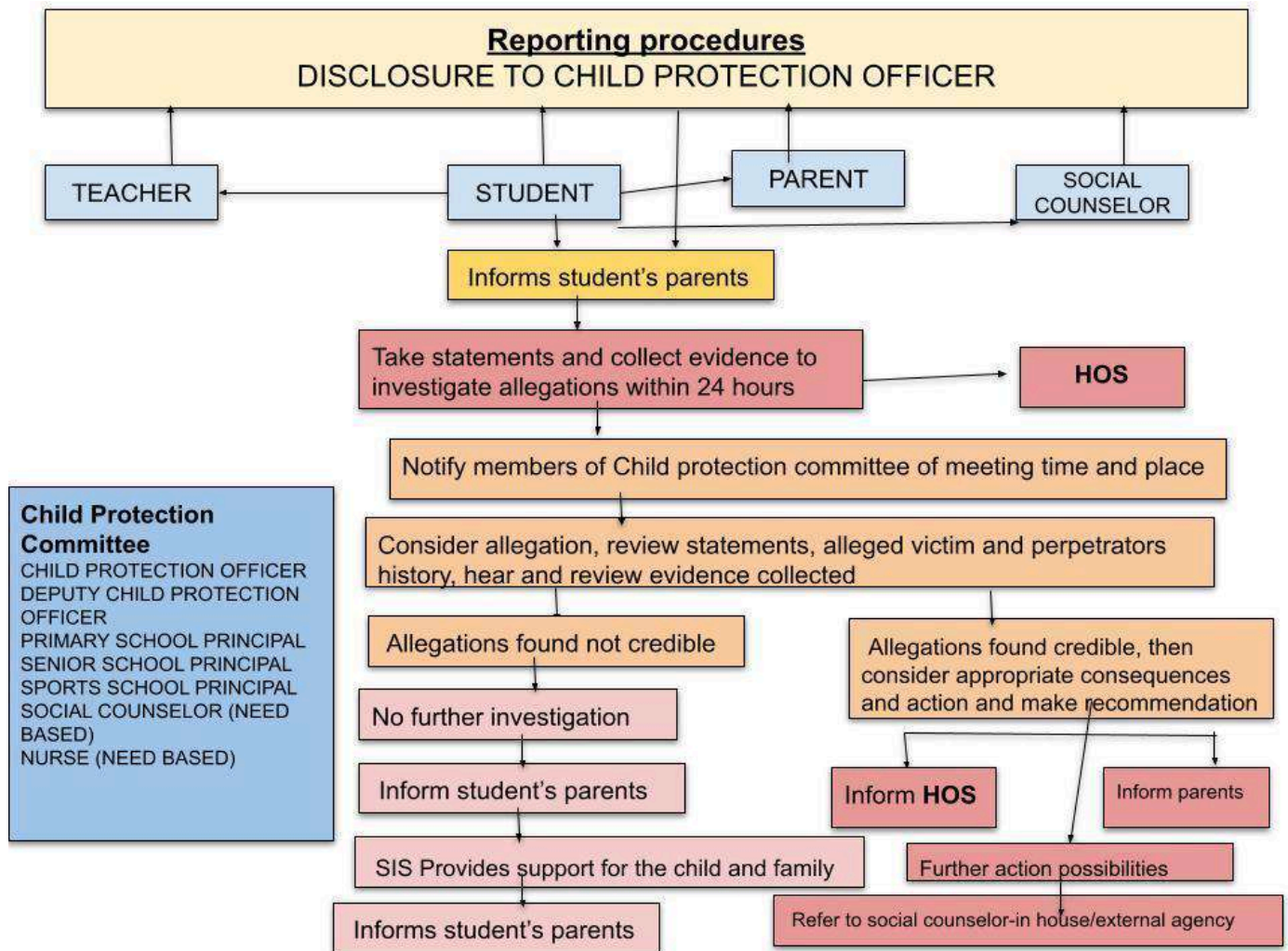
7. REPORTING OF INCIDENTS, SUSPICION, AND FOLLOW-UP

What happens when a teacher has reasonable cause to report?

These indicators of abuse and neglect should be used by the staff member as a guideline for reporting. A report must be made when a staff member knows and there is reasonable cause to believe that a child has suffered abuse or neglect.

What happens after suspected abuse or neglect is reported?

- Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the counselor and to the CPO.
- In case the child is the reportee, he/she can report to a trusted adult like, HRT, Emotional Counsellor, CPO or Head of Boarding.
- In all cases, the Child Protection Committee will be notified as needed. It is the responsibility of the Child Protection Committee and the CPO to inform the Head of School of the suspected case of child abuse or neglect.
- The CPO must initiate the process of investigation within 24 hours or 1 school day.



8. EXISTING CONSTITUTION & LEGAL FRAMEWORK

The Constitution of India guarantees several rights to children and enables the State to make provisions to ensure that the tender age of children is not abused.

A summary of the United Nations on The Rights of the Child

ARTICLE 1 (definition of a child)	The rights set out in the United Nations Convention on the Rights of the Child (UNCRC) apply to everyone under the age of 18.
ARTICLE 2 (non – discrimination)	The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status.
ARTICLE 3 (the best interests of the child)	All decisions and actions that concern children, the best interests of the child shall be a primary consideration.

ARTICLE 5 (parental guidance)	The state must respect the rights and responsibilities of parents to guide their child in exercising his or her rights and in a way that is consistent with a child's developing capacities
ARTICLE 12 (respect for children's views)	Every child has the right to express their views on matters that affect them and for these views to be taken into consideration.
ARTICLE 13 (freedom of expression)	Every child has the right to find out and distribute information and to express their ideas – through talking, writing, art or any other form of expression.
ARTICLE 14 (freedom on thought, conscience and religion)	Every child has the right to think and believe what they choose, and to practice their religion, provided this does not prevent others from enjoying their rights. The state should respect the rights and responsibilities of parents to provide direction to their child that is appropriate to his or her development.
ARTICLE 15 (freedom of association)	Every child has the right to meet other people and to join groups and organizations, as long as this does not prevent others from enjoying their rights.
ARTICLE 16 (privacy)	Every child has the right to privacy, including their family and home life, and they should be protected from unlawful attacks on reputation.
ARTICLE 17 (mass media)	Every child has the right to find information and material from a variety of media sources. The state should encourage mass media information that supports children's well-being and development. The mass media should be encouraged to consider the linguistic needs of children from minority groups. The production and dissemination of children's books should be encouraged. Children should be protected from information that may be damaging.
ARTICLE (protection from violence, abuse and neglect)	The state must do all it can to protect children from violence, abuse, neglect, bad treatment or exploitation by their parents

	or anyone else who looks after them.
ARTICLE 23 (disabled children)	Disabled children have the right to enjoy a full life, with dignity and to participate as far as possible in their community. The government should support disabled children and their families.
ARTICLE 24 (health and healthcare)	Every child has the right to the best possible health and to healthcare. The state should ensure children have healthcare services, nutritious food, clean water, a clean environment and healthcare information. Richer countries should support poorer countries in this.
ARTICLE 31 (play and cultural and artistic activities)	Every child has the right to relax, play and take part in cultural and artistic activities.
ARTICLE 33 (drug abuse)	Children should be protected from using, producing or distributing illegal drugs.
ARTICLE 34 (sexual exploitation and abuse)	All children must be protected from all forms of sexual exploitation and abuse, including unlawful sexual activity, prostitution and in pornographic materials.
ARTICLE 37 (cruel treatment and detention)	No child should be tortured or treated in a cruel or inhuman way. Prison should be a last resort. Children who are detained should not be imprisoned with adults and they should have the opportunity to remain in contact with their family. No child should be given the death penalty or a sentence of life imprisonment without the possibility of release.

POCSO – Protection of Children from Sexual Offences

To deal with child sexual abuse cases, the Government of India has brought in a special law, namely, The Protection of Children from Sexual Offences (POCSO) Act, 2012. The Act has come into effect from 14th November, 2012 along with the

Rules framed thereunder.

The POCSO Act, 2012, is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment, and pornography while safeguarding the interests of the child at every stage of the judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation, and speedy trial of offences through designated Special Courts.

In keeping with the best international child protection standards, the said Act also provides for mandatory reporting of sexual offences. This casts a legal duty upon a person who knows that a child has been sexually abused to report the offence; if he fails to do so, he may be punished with six months imprisonment and/or a fine.

The said Act also casts the police in the role of child protectors during the investigative process. Thus, the police personnel receiving a report of sexual abuse of a child are given the responsibility of making urgent arrangements for the care and protection of the child, such as obtaining emergency medical treatment for the child and placing the child in a shelter home, should the need arise. The police are also required to bring the matter to the attention of the Child Welfare Committee (CWC) within 24 hours of receiving the report, so the CWC may then proceed where required to make further arrangements for the safety and security of the child.

The said Act makes provisions for the medical examination of the child in a manner designed to cause as little distress as possible. The examination is to be carried out in the presence of the parent or other person whom the child trusts, and in the case of a female child, by a female doctor.

The prevention of child sexual abuse, protection of victims, justice delivery, and rehabilitation of victims are not isolated issues. The achievement of these objectives requires a coordinated response of all the key players, which include the police, prosecution, Courts, medical institutions, psychologists and counsellors, as well as institutions that provide social services to the children. The protection of children from violence and abuse thus requires an integrated approach. Needless to say, the identification and understanding of the roles of each of these professionals is crucial to avoid duplication and promote effective convergence.

The responsibility of supporting children who have been sexually abused should be embraced by the whole community, but it is the professionals that work in this field who play an important role in enabling the healing process.

Juvenile Justice (Care and Protection of Children) Act, 2015

Section 82. Corporal punishment.

- Any person in-charge of or employed in a child care institution, who subjects a child to corporal punishment with the aim of disciplining the child, shall be liable, on the first conviction, to a fine of ten thousand rupees and for every subsequent offense, shall be liable for imprisonment which may extend to three months or fine or with both.

- If a person employed in an institution referred to in sub-section (1), is convicted of an offense under that sub-section, such person shall also be liable for dismissal from service, and shall also be debarred from working directly with children thereafter.
- In case, where any corporal punishment is reported in an institution referred to in sub-section (1) and the management of such institution does not cooperate with any inquiry or comply with the orders of the Committee or the Board or court or State Government, the person in-charge of the management of the institution shall be liable for punishment with imprisonment for a term not less than three years and shall also be liable to fine which may extend to one lakh rupees.

Mandate of Section 82 – Now under Section 82 of the 2015 Act, whosoever subjects a child to corporal punishment causing hurt and emotional distress for the child, shall be liable, on the first conviction, for imprisonment which can extend to six months or fine or both and for every subsequent offense the person shall be liable for imprisonment which may extend to three years and fine or both. However, if a person employed in an institution providing services to children, is convicted of an offense under this section on more than one occasion, such person shall also be dismissed from service. In case, the corporal punishment has caused grievous hurt or severe mental trauma for the child, the person having committed the offense shall be liable, for rigorous imprisonment of three years and fine of rupees fifty thousand and for subsequent conviction, imprisonment which may extend to five years and shall also be liable to fine of rupees or both.

However, if a person employed in an institution providing services to children, is convicted of an offense under this sub – section such person shall also be dismissed from service, and debarred from working directly with children thereafter. In case, where corporal punishment is reported in an institution and the management of such institution, does not cooperate with any inquiry or comply with the orders of competent authority or Court or State Government, the person in-charge of the management of the institution shall be liable for punishment with imprisonment for a term not less than three years and shall also be liable to a fine which extends to one lakh rupees.

The Protection of Children from Sexual Offences Act (POCSO Act) 2012 was formulated in order to effectively address sexual abuse and sexual exploitation of children. The Protection of Children from Sexual Offences Act, 2012 received the President's assent on 19th June 2012 and was notified in the Gazette of India on 20th June, 2012.

9. ACKNOWLEDGEMENT

References:

1. The UN Convention on the Rights of the Child.
2. Juvenile Justice Laws in India.
3. Student Code of Conduct.
4. Safeguarding and Child Protection Policy – Sarum St Paul's Church of England Primary School.
5. Child Protection Policy – Plan India
6. Child Protection Policy – Lakeside Primary School
7. Child Protection Policy – Shanghai American School

8. Delhi Commission for protection of Child Right, Government of NCT of Delhi
9. Child Protection Policy – International School services
10. Child Protection Policy – SIS International School
11. UWC – South East Asia – International School of Singapore
12. Protection of Children from Sexual Offences
13. Vin School Safe touch Policy

We also gratefully acknowledge the contribution of Mr. Stuart Mc Lay Associate Director – School Support & Evaluation, Mr. Patrick Ritter, Mr. Raviindernath Reddy – Advocate and members of Senior Leadership Team of Sreenidhi in suggesting various changes to the guidelines which were incorporated appropriately.

10. UNDERTAKING

I/we have read and understood the Child Protection Policy of SIS International School.

I hereby declare and affirm that I agree to adhere to and abide by the said policy and guidelines. In case of any violations of the said policy in my direct and indirect interactions with the children, the institution may terminate the employment/association and/or suitable disciplinary and legal actions as per the applicable laws and rules.

Signature: _____

Date: _____ Name: _____

Signature of the Head of the School and Seal

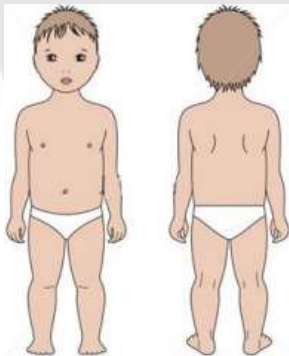
11. CONCERN FORM

Concern Form – Part A

Complete this form (Part A) every time you have a concern about a pupil. The Designated person will complete PART B

Child's name: Gender / Grade / Section: Parent / Guardian's name: Parent / Guardian's Contact:	
Name of the member of staff reporting the concern	
Date and Time of Allegation	

Concern – Use the body map below to show any marks or injuries (Picture of body map)



Did the child require first aid? Provide details if 'yes'

Who administered this? (Name and title)

Did the child require further immediate assistance?

Concern Form – Part B

To be completed by the School's designated person

Name of the Designated person reviewing the concern - CPO:	
Reporting Internally:	
Provide details of your discussion with Child Protection Committee	
Time	Date
Names	
Discussion Outcome: Details of the incident – disclosure or suspicion	

Concern Form – Part C

Actions Taken
If contacting parent / guardian, provide the following details: Name of the staff member making the call – Name of the parent / guardian receiving the call –
Discussion Outcome:

Concern Form – Part D

Planning Actions
Include details on what follow up actions have occurred to support the student (For eg: referral to Counsellors and other specialised services).
Follow up Actions:
Action taken by the HoS:

