



CHILD PROTECTION POLICY

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INTRODUCTION

Children have the inalienable right to protection and safeguarded from all forms of abuse, maltreatment and harm, and this applies to all children in all settings including educational environment. The Bright Riders School Abu Dhabi, underpinned by the United Nations Convention on the Rights of the Child (UNCRC), has firmly placed the protection of children as priority commitment and put in place policies, mechanisms and measures; and strives towards ensuring that every child feels safe and protected in every way.

Under **Article 19** of the UNCRC, the School has an obligation towards child protection in school. The authorities, teachers and other adults engaged in the process of schooling and teaching are therefore duty bound to provide an environment that supports and promotes children's dignity, development and protection.

As children has to spend a significant part of their childhood and formative years in school, it is imperative that the ambiance in school is positive and nurturing, where they feel safe and secure on the premises and with the care providers. Sense of safety and wellbeing is also instilled in students when action is taken against misconduct or abuse, such as corporal punishment, discriminatory practices, bullying and other forms of verbal, emotional or sexual abuse, by teachers, other personnel and other students.

A CHILD AND CHILD PROTECTION

Any individual below the age of 18 years is called a child. In UAE a child below the age of 14 years should not remain unattended. At school, it is the responsibility of the institution and after the school hours parents/legal guardians are responsible for their child. A child above the age of 15 years can join part time employment but full time employment is allowed after completing the 18 years of age.

Child protection is a broad term that encompasses policies, guidelines, standards and procedures to protect children from both intentional and unintentional harm and violence. In the context of school it applies particularly to the duty and responsibility of authorities, and other stakeholders associated with the school towards children in the school.

CHILD PROTECTION POLICY FOR BRS

Child Protection Policy is a statement of intent that defines the school's commitment to safeguard children from harm and abuse. It helps to create a safe and positive environment for children, shows that the school is taking its duty of care seriously, and importantly specifies stakeholders' responsibilities and roles in the protection of children.

The child protection mandate must be reflected not only in the policies but also reflected in every aspect of the school administration and management including in staff recruitment, training and teaching learning transactions that would impact interactions between teachers, students, the school environment and parents – rendering them more child centric.

The policy will apply to all personnel and persons related to the school and who come in direct or indirect contact with children.

- A. Direct Contact with Children:** Being with and in the physical presence of a child or children as part of their professional or school related work, be it regular, occasional, temporary or long term.

- B. Indirect Contact with Children:** Those whose work does not require them to be in the physical presence of a child but encompasses access to personal details and information, data on children including photographs, case files etc.

PURPOSE OF THIS POLICY

1. To promote a safe and positive environment in school, conducive for learning and development, in partnership with children
2. To provide the school's position on safety and protection of children and the measures taken for ensuring the same
3. To define roles and responsibilities and accountability of school authorities and other stakeholders
4. To enable staff and others recognize signs of abuse or situation when a child may require protection and help; and importantly enable them to report or bring to the notice of the concerned authority for immediate action
5. To set in place mechanisms for monitoring and review of the implementation of the child protection standards

GOVERNING PRINCIPLES

The Child Protection Policy is guided by the non-negotiable fundamental principles for realization of the rights of all children and includes in particular:

1. **Principle of Best Interest of the Child:** The right of the child to have her or his best interest taken as primary consideration which is a substantive right, a fundamental interpretative legal principle and a rule of procedure.

It also implies that institutions, services and facilities responsible for care or protection of children will conform to standards established by competent authorities, particularly in the areas of safety, health and supervision; and reiterates the rights and duties of parents, guardians, other individuals legally responsible for them.

2. **Principle of Safety:** All measures will be taken to ensure that the child is safe and

is not subjected to any harm, abuse or maltreatment while in contact with the care providers and education system

- 3. Principle of Equality and Non-discrimination:** All children shall be treated equal and given equal opportunity and treatment. There shall be no discrimination against a child on any grounds including gender, religion, caste, class, place of birth, disability etc. Stigmatizing vocabulary or language will also not be used in class or in the school.
- 4. Principle of Confidentiality:** Every child has a right to protection of her/his privacy and confidentiality, in matters that call for such. Confidentiality shall be maintained when there has been abuse, especially when there has been sexual abuse.
- 5. Principle of Participation:** Every child has a right to be heard, listened to and to participate in all processes and decisions affecting her or his interest and the child's views shall be taken into consideration with due regard to the age and maturity of the child. It has been noted that the right of a child to be heard is not only a right in itself, but should be considered in the interpretation and implementation of all other rights. The parent/guardian and family of the child also have a right to such participation unless decided otherwise by the Competent Authority. It also enables a child to provide informed consent.

KEY ELEMENTS OF OUR POLICY

This Policy encompasses guidelines for safety and protection of children that includes physical, emotional and personal safety, protection from corporal punishment, sexual abuse, cyber-crime, and emergencies and disasters.

The Policy comprises the following key elements to guide the behaviour and practices of personnel and individuals in relation to the school such as

- Creating a child safe and child sensitive school environment
- Prevention of child abuse – dealing with various forms of child abuse including corporal punishment
- Responding to Child Safety Violations - Complaints mechanisms and response, procedures
- Recruitment and capacity building of personnel
- Disciplinary action for misconduct
- Referral systems
- Monitoring and Review that includes self- assessment, feedback mechanisms and reporting.
- Convergence and collaboration

Roles and responsibilities

The Bright Riders School has to nominate Child Protection Officer to coordinate child protection arrangements and this person is named in this policy guidance. The school authority maintains a list of all designated members working for safeguarding and child protection.

The school has ensured that the CPO:

- is appropriately trained
- acts as a source of support and expertise to the school community
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this guidance policy, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- keeps a record of staff attendance at child protection training
- Makes this policy available to parents.

The **deputy designated person(s)** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately

- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse. derogatory language

Children who may be particularly vulnerable

Some children may be at high risk of neglect and/ or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counseling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- Cooperating fully with relevant statutory agencies.

Staff who are the subject of an allegation

- I. When an allegation is made against a staff member, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff, who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- II. Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

Safer Recruitment

Our school endeavors to ensure that we do our utmost to employ 'safe' staff by following the

guidance in Safeguarding Children and Safer Recruitment in Education together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- ❖ complete an application form
- ❖ provide two referees, including at least one who can comment on the applicant's suitability to work with children
- ❖ provide evidence of identity and qualifications
- ❖ Be interviewed.

All new members of staff will undergo an induction that includes familiarization with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff members will have to sign to confirm that they have received a copy of the child protection policy.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

E-Safety

- Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access

these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks.

Safeguarding and Child Protection Procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age - or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or care-taker failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the School Principal/Child Protection Officer will consider implementing child protection procedures.

Indicators of abuse and what you might see

- Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone

Without medical training to categorize injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff is also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

- Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterized by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Action required

Key points to remember for taking action are:

- ✓ in an emergency, immediate action is necessary to help the child, for example, call **999**
- ✓ report your concern to the CPO by the end of the day
- ✓ if the CPO is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- ✓ do not start your own investigation
- ✓ share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- ✓ complete a record of concern
- ✓ Seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'Real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the welfare concern form to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, still you have concerns, you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgment. If you jump in immediately the child

may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the school counselor will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem then advice will first be sought from children’s social care.

Referral to children’s social care

The CPO will make a referral to children’s social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Counselor/Social Worker, Principal/Child Protection Officer or designated person, head teacher (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with principles.

To ensure that the information is:

- ✓ adequate, relevant and not excessive
- ✓ accurate
- ✓ kept no longer than necessary
- ✓ processed in accordance with the data subject's rights
- ✓ secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Every effort should be made to prevent unauthorized access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Principal/CPO.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the child protection center if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the child's safety.
- Related safeguarding portfolio policies
- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistle blowing
- SOD (STUDENT OF DETERMINATION)
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

Code of ethical practice for school staff

All school staff members are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All school staff should:

- i.** place the safety and welfare of children above all other considerations
- ii.** treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- iii.** adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- iv.** treat each child as an individual and make adjustments to meet individual need
- v.** demonstrate a clear understanding of and commitment to non-discriminatory practice
- vi.** recognize the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- vii.** understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
- viii.** be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- ix.** encourage all children to reach their full potential
- x.** never condone inappropriate behaviour by children or staff
- xi.** take responsibility for their own continuing professional development
- xii.** refrain from any action that would bring the school into disrepute
- xiii.** Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Educationists, be they the government or private are duty bound to protect every child from any form of harm or abuse, at the earliest. Immediate and speedy response to actual or perceived harm or abuse is of vital importance. Sometimes situation may warrant response even when there is no substantial evidence. However caution needs to be exercised to avoid hasty action that has far reaching repercussions. What is paramount is that central to any course of action lies the best interest of the child, and all decisions have to be guided by this core principle.

School welfare concern form

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Child's full name

Date of this record

Why are you concerned about this child?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the designated person

Class

Class teacher/form tutor

Your name and designation

Signature: _____

Have you spoken to the child? Yes No

What did they say? Use the child's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this child? Yes No

Further details

Dr. Rishikesh Padegaonkar

School Principal

Prepared on: 25/03/2021

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