Safe School Policy

Developed By
West Bengal Commission For Protection of Child Rights

Supported By

West Bengal Education Network
Child Rights and You
Vikramshila Education Resource Society
Action Aid Association
Save the Children

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Protection of children is everyone's responsibility. There are adequate legislations in India to protect the rights of children. Yet since the last few years, some incidences of child abuse within the school premises have come to light. Child Sexual Abuse (CSA) is a serious and widespread problem in India as it is in many parts of the world.

Crime against children in India has increased by a sharp 11 per cent between 2015 and 2016, as suggested by NCRB data. The total number of crimes against children reported in 2016 is 106,958, while 94,172 crimes were recorded in 2015.

It sounds alarming when we hear incidences of child abuse in schools as it is considered to be the primary social institution outside the family with which nearly all children have consistent, ongoing contact.

The West Bengal Commission for Protection of Child Rights is working towards ensuring protection of children against all forms of abuse and violation of child rights in the State of West Bengal. As a part of its commitment to create safe environments for children, the Commission has drafted the 'Safe School Policy'in collaboration with a few leading NGOs working on child protection which will act as a guideline for all schools in West Bengal.

It is pertinent to mention that the Commission would not prefer to establish that girls would only be protected if they read in a school where male teachers are not allowed to teach. There is no such evidence where girls feel less secure in co-educational schools. Rather it would try to inculcate the idea that the change of perception, sense of accountability and willingness to take the onus will bring positive changes in the current scenario.

The 'Safe School Policy' is a tool that protects both children and staff by clearly defining what action is required in order to keep children safe, and ensuring a consistency of behaviour so that all can follow the same process.

The Commission would hand over the draft policy to the Department of Education, West Bengal so that it can be notified and subsequently implemented in all schools.

Ananya Chakraborti
Chairperson
WBCPCR

ACKNOWLEDGEMENTS

GLOSSARY

Definition of words used in the policy

- **Child:** Any persons below the age of 18 years shall be considered a child.

- **School:** All private and public schools functioning in the state of West Bengal

- **Child Protection:** Integrated Child Protection Scheme (ICPS) defines 'Child Protection' is about protecting children from or against any perceived or real danger or risk to their life, their personhood and childhood

  Child Abuse: all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.[1]

- **Physical Abuse:** Intentional use of physical force against the child that results in– or has a high likelihood of resulting in– harm for the child's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating.[2]

- **Child Sexual Abuse (CSA):** When an adult or someone bigger or older than the child uses power or authority over the child to involve the child in sexual activity. Physical force is sometimes involved. Contact offences include touching and fondling, through to sexual penetration. Non-contact offences include verbal sexual harassment, indecent exposure, "peeping" and exposure to pornography. The two main components of child sexual abuse are:

  - Sexual activity – actual, attempted or threatened – between a child or young person and an older, bigger or more powerful person.

  - An abuse of the unequal power relationship between a child or young person and an older, bigger or more powerful person, which usually includes a betrayal of the child's trust[3]

  Emotional Abuse: Emotional abuse arises from the lack of a supportive environment, as well as a lack in developing a primary attachment figure for a child giving him/her an avenue of the full range of emotional abilities and expression. When this is harmed, or restricted, emotional abuse can result. This includes restricting movement, threats, discriminations, mockery, and criticism. India's gruelling school and college system are today being considered a form of emotional abuse – it is evident in the high rate of suicides at India's premier institutes.[4]

  Neglect : Neglect involves intentionally overlooking a child's developmental needs, and it may involve intentionally attempting to harm the child. Along with overlooking a child's basic needs, it can also include failing to protect the

child from a harmful situation.[5]

· **Vulnerable Children**

Vulnerability can be defined as a high probability of a negative outcome or an expected loss of well-being above a socially accepted norm, which results from risky or uncertain events, and the lack of appropriate means to deal with them. Vulnerability leaves one at risk of exposure to stressful situations. The degree and type of vulnerability however, varies in each context and overtime.

Those children who are lagging behind for social, economic and geographic reasons or are forced into different occupations or children with special need or those addicted to drugs are called vulnerable children.

The following categories of children can be considered as vulnerable children:

✦ Children who are in conflict with law or in contact with law
✦ Orphans and abandoned children
✦ Migrating child
✦ Child earning money against work
✦ Child beggar
✦ Those children forced into prostitution
✦ Street children and run away children
✦ Drug addicted children
✦ Disaster affected children
✦ Infected and affected children with chronic and infectious disease
✦ Children with special needs
✦ Children in need of mental health care
✦ Children who have physical health issues
✦ Children lacking adult supervision and mentoring
✦ Transgender children or children exhibiting non-normative gender behaviour
✦ Children of women in prostitution
✦ Children belonging to SC and ST family
✦ Trafficked Children.
✦ Drop-out children.
✦ Children affected due to early marriage.
✦ Children of single parent
✦ Children headed household

- **Risk:** The chance of a difficult situation happening directly and indirectly related to the school leading to negative outcomes for students. Risk includes
  - Chance of a student experiencing a difficult/troublesome situation;
  - Chance of a student being sexually or physically or mentally abused, or cyber-abused;
  - Chances of the school authorities being unable to help the students in a difficult situation.
  - Chances of adverse experience having a long-term or short-term negative impact on student well-being.
- **Life skills:** A set of positive skills that enable people to deal with the challenges and issues of everyday life. Life skills include conflict resolution, communication and active listening.
- **Bullying:** This is a form of physical/mental/sexual aggression used to actively dominate or intimidate a person.
- **Child pornography:** Child pornography is any form of media (visual or otherwise) that depicts the exploitation of children through sexually suggestive activities.
- **Child marriage:** This is the practice of marrying children before they reach legal adulthood; in India, the legal age for girls is 18 and for boys 21 years.
- **Child labour:** Child labour involves children in employment in any business or industry; it is generally considered illegal and exploitative as it usually takes children away from school and their home environments.
- **School retention:** In the context of this policy, school retention refers to children regularly attending school and engaging in academic activities.
- **Gender bias:** The socio-cultural perception of one gender being regarded as superior to the others; it is especially used in the context of preferential treatment towards males.
- **Emergency:** This is a sudden situation that could pose a serious threat to life, environment, safety and property. It is a situation that requires immediate action to avoid further damage. Emergencies include natural disasters such as earthquakes and tsunamis and man-made disasters like wars
- **Pre-disaster preparedness:** This refers to a set of steps taken to prepare for disasters and reduce their effects on people as much as possible.
- **Psychosocial (aid):** This is a holistic approach to wellbeing and includes psychological as well as environmental and social effects on physical and mental health.
- **Code of conduct:** A set of regulations that govern the behaviour of members

of an institution.

- · **IEC (materials):** Information, Education and Communication include documents that are printed/broadcast and circulated among people to create awareness on specific issues. IEC materials can include posters, radio messages, flyers and pamphlets.
- · **WLCPC:** Ward Level Child Protection Committee.
- · **BLCPC:** Block Level Child Protection Committee.
- · **VLCPC:** Village Level Child Protection Committee.

INTRODUCTION

Aim of the Policy

The aim of the policy is to introduce child protection in the context of schools and to equip them to implement, monitor and evaluate it on a regular basis. It provides clear direction to staff and others about expected roles and responsibilities in dealing with child protection issues. The School's commitment is explicitly expressed in the policy in order to deal with issues of the child protection with utmost sensitivity, keeping in mind the best interest of the child.

Target Audience

The policy will apply to all personnel and persons related to the school and who come in direct or indirect contact with children of the School System or any other constituent directly or indirectly engaged in school system.

A. **Direct in touch 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. It will include visitors, vendors, any other service providing agencies

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.

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[1] The World Health Organization (WHO)

[2] The World Health Organization (WHO)

[3] Source: "Commercial Sexual Exploitation of Children (CSEC) and Child Sexual Abuse (CSA) in the Pacific: A Regional Report", 2006, UNICEF, UNESCAP and ECPAT, Page 15.

[4] https://www.savethechildren.in/resource-centre/articles/types-of-abuse-that-millions-of-india-s-children-face

[5] https://www.savethechildren.in/resource-centre/articles/types-of-abuse-that-millions-of-india-s-children-face

Part I

A. INTRODUCTION

I. Preamble

The protection, care and welfare of children within the school's system are of paramount importance. As part of our duty of care in Schools of West Bengal, all those entrusted with overseeing the system (which includes those involved in the appointment of staff and the management of the school) are required to do everything they can to ensure that everyone working with our students is fit to do so, and that as safe and secure an educational environment as possible is established. The ethos of our school is founded on a basis of mutual respect between all members of the school community in order to encourage the self-respect of pupils and preserve their right to emotional and physical privacy. We acknowledge that personal freedom and the right to human dignity are fundamental human rights, actively prohibit not only physical but also mental aggression and maintain that the human rights of our pupils are not linked to the fulfilment of their obligations at school. Any information that raises concerns about the welfare and protection of any pupil is transmitted to the appropriate school staff and any allegation is treated as a matter of utmost seriousness. It is understood and respected that sensitivity and understanding in dealing with a child protection case is of extraordinary importance. It is our aim that a culture of openness exists throughout the school, where all members of the community feel safe to express their concerns and anxieties without fear of retaliation or humiliation and have confidence that they will receive a serious, sensitive and professional response from those in positions of responsibility. The statutory responsibility for child protection as per law of the land, constitutional provisions , UNCRC etc.[6]

II. Policy Statement

Safe School Policy is a statement of intent that defines the school's commitment

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[6] Child Protection Policy of Karnataka (Relevant Portion Used)

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 and protection seriously, and importantly specifies school' 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.

III. Objective of the Policy

1. To promote a safe and positive environment in school, conducive for learning and development

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

IV Guiding Principles

The Safe School Policy is guided by the non-negotiable fundamental principles for realisation 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:** (No harm, no abuse, no neglect, no maltreatment) 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 presumption of innocence:** Any child shall be presumed to be an innocent of any mala fide or criminal intent up to the age of eighteen years.

4. **Principle of non-stigmatising semantics:** Adversarial or accusatory words are not to be used in the processes pertaining to a child.

5. **Principle of fresh start:** All past records of any child under the Juvenile Justice system should be erased except in special circumstances.

6. The 'Principle of Dignity and Worth' is meant to emphasise on treating all children with dignity and worth

7. **Principle of Participation:** "Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest and the child's views shall be taken into consideration with due regard to the age and maturity of the child."

8. **Principle of Positive Measures -** "All measures are to be mobilized including those of family and community, for promoting the well-being, facilitating development of identity and providing an inclusive and enabling environment, to reduce vulnerabilities of children and the need for intervention

9. Children, especially the most vulnerable deserve the very highest standards of care & protection. In building safe environment in school for students where their rights are respected and they are protected from harm. Teachers and other stakeholders of the school have important part to play. This means making sure that they are aware of their protection role and responsibilities and that they behave with the utmost professionalism and integrity at all times.

10. The school should honour and believe in the principle of a child centric environment i.e. the work for the students, by the students and with the students by giving importance to their opinion and participation.

Child Centric Environment consists of the following characteristics

The school is child-seeking

It works to identify those children who are excluded for some reasons and help them

out with enrolling in school and participating in the learning process. Children should be treated as subjects with their own rights, regardless of their age. When they are at school, they should be respected and their well-being has to be ensured.

The school is child-centered

The adults, who work at the school, should be acting in the children's best interests, help children develop their full potential and be concerned about their health and safety. A child-friendly school should also care about their students' lives outside school and things that happen in their family or community.

The school is inclusive

This means that the school staff should never under any circumstances discriminate, exclude, and stereotype children based on their differences. The inclusive institution should respect the diversity of its students and treat them all as equal, without discrimination towards female students, children who work, students who belong to ethnic minorities, those kids who have HIV/AIDS disease, physically challenged students, victims of violence and exploitation, etc.

The school is effective for gaining knowledge

A child-friendly educational institution should provide high quality education, and learning processes have to be appropriate for every child's level of development, learning style, and abilities. The learning methods have to be cooperative, active, and democratic.

The school is healthy and protects the students

This means that the school workers are responsible for establishing a safe and healthy environment that meets the sanitary norms. An institution needs to ensure the health policies, for instance, no taking forbidden substances, harassment, and bullying. The physical and emotional health of students and teachers has to be taken care of. Children have to be protected from any kind of harm and abuse, and they need to remember their being at school as a positive experience.

The institution is gender-sensitive

Gender equality should be promoted and encouraged, and any kind of gender-based stereotypes should be eliminated.

The school is involved with the children, their families, and communities

This means that the school has to promote participation of children in all the school life aspects, as well as helping children to establish healthy relationships with their parents and encouraging them into taking part in the life of their local community.

11. The Child Cabinet should have a prominent role in awareness generation and

12. The school is accountable to prevent students from exploitation, abuse, maltreatment and torture- both physical and mental e.g not give offensive nick names etc.

13. Teachers, parents, non-teaching staff, Inspectors, officials, members of SMC and others of the school, those who are directly or indirectly involved with the school are accountable to protect the students, create child friendly environment and always keep them free from any type of child centric violence.

14. Principle of Equality and Non-discrimination: All children shall be treated as equals 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.

15. Confidentiality: The principle that requires service providers to protect information gathered about children and other involved persons and ensure it is accessible only with their explicit permission. Maintain privacy for protecting dignity of students

16. Informed consent: The voluntary agreement of an individual who has the capacity to understand and who exercise free choice to receive services, requires case workers to share information on services, and the potential risk of such information sharing.

17. Informed assent: The expressed willingness to participate in services, for children below the age of 15 years, requires the same sharing of information (in a child friendly format) on services and potential risk.

18. Mandatory reporting: The terms used to describe legal or statutory systems that require service providers to report certain categories of crimes or abuse (e.g. sexual violence, child abuse, etc); best interests of the child should be taken into account when agencies are considering whether or not to comply with such policies.

19. Zero tolerance : The school should not tolerate any form of child abuse or violation, nor should it tolerate possession or access to any material that is abusive towards children. The school will not engage with anyone who poses a direct risk to children. Non adherence to the policy will lead to disciplinary action.

20. Promoting Prevention : The focus of the Safe School Policy is preventive in nature; ie., the aim is to prevent any violation or abuse from happening with children and taking appropriate measures for preventing and addressing the same. (see Annexure)

B. IMPLEMENTATION OF SAFE SCHOOL POLICY IN SCHOOLS

I. Applicability of the Safe School Policy and Code of Conduct-

This policy is applicable to the following-

1. All individuals who are in direct or indirect contact with children including teaching and non-teaching staff- full-time, part time, regular as well as contractual staff.

2. Parents, volunteers, consultants, board members, trustees and other visitors to the school. It also extends to vendor and service staff who visits the school.

3. Locations which children visit through the school

This policy must be appended to agreements and contracts signed between the school authorities and third parties, letters of appointment, service rules etc. Lack of knowledge of Safe School Policy cannot be used as a pretext to avoid or challenge disciplinary action as laid down in the policy.

This policy must be appended to agreements and contracts signed between the school authorities and third parties, letters of appointment, service rules etc. Lack of knowledge of Safe School Policy cannot be used as a pretext to avoid or challenge disciplinary action as laid down in the policy.

The smooth implementation of the policy shall be undertaken through integration across other policies of the organisation. The implementation of services shall adhere to the child protection continuum from prevention to response. A Child Protection Committee (CPC) shall be formed at the school level to oversee the implementation of the policy, nodal persons shall be nominated with responsibility for specific areas of implementation and a clear reporting mechanism shall be developed between nodal persons and the CPC. As the policy evolves, the roles for each layer can be detailed further.

III. Structure of School Child Protection Committee (SCPC)

The SCPC is an Internal committee of any school (private & government) comprising representatives including Head of School, members of School Management Committee,

Students Parliament, Teaching staff, Non-teaching staff and VLCPC/WLCPC, who are primarily responsible for creating and promoting a child friendly and safe environment wherein all students well being, safety and rights are protected. SCPCs will be responsible for monitoring, reporting and responding to the issues of child protection within the school. The SCPCs will also plan and take up innovative activities to raise awareness among the students, parents and teaching & non-teaching staff of the school. The School Child Protection Committee will work in close coordination with the School Managing Committee and Students Parliament for case management. The SCPC will refer and report cases to District Inspector (DI), School Inspector (SI), District Primary School Council (DPSC), District Child Protection Unit (DCPU), Judiciary, Child Welfare Committee (CWC), Juvenile Justice Board (JJB), Special Juvenile Police Unit (SJPU), local police station as required on legal matters.

A minimum of 9 members will be associated with the child protection committee. At least three (3) seats will be reserved for female members. The tenure of the committee will be 3 years and will be reconstituted thereafter with due notification from district authority of Education.

IV. Composition of School Child Protection Committee (SCPC)

SL No.	Suggested Member	Total Number	Male	Female
1	Head of School	1	Male or female	
2	Representation from SMC	2	1	1
3	Representation from students parliament **	2	1	1
4	Representation from Teachers	2	1	1
5	Representation from Non-teaching staff	1	Male or female any one	
6	Representation from VLCPC/WLCPC	1	Male or female any one	
	Total	9		

** This is applicable for Co-ed schools, the representation would be 2 of same sex from the student's parliament in case of schools for only boys or girls

V. Identification of nodal individuals for implementation

The smooth implementation of the policy shall be ensured through delineating responsibilities for specific components of the child protection continuum. This section will be detailed based on framework and roles and responsibilities laid down in Part II of this SAFE SCHOOL POLICY.

The indicative areas which would require identification of nodal persons responsible for implementation as well as redressal within the child protection framework are listed below-

	People	Processes and system	Physical Infrastructure
Prevention	I. Staff Recruitment Process	I. Classroom transactions	I. Access and Safety audits
	II. Service Rules / Code of conduct	II. Co-curricular activities	II. Monitoring of infrastructure and safety protocols
	III. Capacity Building on CP of staff	III. School events / functions including inter school events and functions	III. Transportation policy
	IV. Capacity Building of children on CP	IV. School excursions	
	V. Visitors Protocol	V. Board and any other competitive exams in non-home centers	
	VI. Vendor / Third party agreement protocol	VI. Emergency response measures / disaster preparedness	
		VII. School protocol for interaction with JJ System, Police etc.	
		VIII. Counselling services (in school/reference)	
	· Reporting Structures for each area · Monitoring and review of implementation vis-a-vis SOP / Policies for each area		
Response	· Clearly defined Grievance Redress Structure (with person responsible for implementation, person responsible to receive and report complaint, appellate authority, timelines and action to be taken)		

All functional heads of each role need to ensure the scope of implementation according to various segments of people, system and processes and physical infrastructure both in the realm of prevention as well as Response.

VI. Nodal Persons responsible for Child Protection

There are certain key roles with specific responsibilities for Child Protection (CP) procedures.

Head of the School: The Head of the School is the Principal or the Head Master (hereinafter referred to as 'Head'). S/he is the key Nodal Person for the CP. The Head must ensure:

· Adherence to the Safe School Policy.

· That the school personnel follow the prescribed procedure for documenting safety violation and provide support & guidance.

· Training on CP to all teachers, non-teaching staff and contractual staff is planned and conducted. The teachers should also ensure that all students are aware of the policy and know how to seek redress

· Annual review of the SAFE SCHOOL POLICY with the School Management, School Child Protection Committee, and the staff of the School

Child Protection Officer: The Head shall be assisted by a Child Protection Officer (CPO). The CPO may be nominated from among the teaching or non-teaching staff of the school. The CPO should not be a contract employee or a part-time employee. The CPO must be a permanent employee (preferably a woman) with at least 5 years' service in the school and preferably with a background in child psychology and counselling or experience of working with children and familiar with CP concerns and procedures.

The roles and the responsibilities of the CPO are

· Act as focal point in receiving all complaints of child abuse, inform to SCPC as well as SMC.

· Maintaining records pertaining to the complaints.

· Ensuring mandatory reporting of child sexual offenses and coordinating with the police and local authorities

· Following procedures where there are allegations of child safety violations (including against the Head).

· Facilitating training of School Management team, school personnel, children and parents on child rights and Safe School Policy.

· Guide SCPC and SMC in taking proper timely action and timely.

· Formulate Plan of Action for implementation of SAFE SCHOOL POLICY.

· Maintaining liaison with Student's Parliament, SMC and VLCPC/WLCPC.

· Assess Risk.

- · Refer the case as per decision of SCPC.
- · Report to appropriate authorities regarding implementation, assessment and evaluation of SAFE SCHOOL POLICY.
- · Ensuring confidentiality

VII. Role of CPC in school

- · All members of SCPC will select CPO.
- · CPO is responsible of convening meetings of CPC in school.
- · Convene meetings minimum once in a two months.
- · Take action and leadership to implement the SAFE SCHOOL POLICY within school.
- · Take action and leadership to management (Investigation, report etc) the case if found violation of SAFE SCHOOL POLICY is detected.
- · Take complain / suggestions from the parents, students, teachers and other staff and also authority.
- · Review, Monitor & evaluate the SAFE SCHOOL POLICY, implement and check impact within the school.
- · Refer case to appropriate authority for proper action.
- · Capacity building on SAFE SCHOOL POLICY for different stakeholders (students, Teachers, non-teaching staff, parents and visitors.
- · Report to appropriate authority regarding implementation of SAFE SCHOOL POLICY and modification & rectification of SAFE SCHOOL POLICY.
- · Inform SMC regarding their actions, planning, case management etc time to time.

VIII. Personal safety and life skills for children

This is important towards building schools as safe spaces by informing children about personal boundaries. Children must be informed about the highlights of the policy in simplified language and persons to approach in case their personal safety is violated. Knowledge about life-skills and personal safety must be an on-going process that encourages children to act for themselves as well as on behalf of others. Dialogues with children should be age-appropriate and evolve with time based needs of children and their surroundings.

For example- with increasing access to internet and social media, the conversations around personal safety should help children safeguard themselves from and report instances of cyber-bullying, child pornography, abuse through online media etc.

Part II

A. PREVENTIVE STRATEGY WITHIN SCHOOLS

I. Engaging / Recruiting and selecting or nominating human resources

At the time of appointment/engagement/nomination of teaching staff, non-teaching staff, member of SMC, evaluator and experts for school the following rules to be followed

· The person who is to be engaged / recruited /selected / nominated for the school he /she should provide minimum three references with his/her application and the authority should verify primarily from the referees. This should be primary criteria to accept his/her application. The references should be specially questioned regarding child protection sensitivity.

· The authority should verify his/ her background in details by their machinery and recommend whether she/ he is reliable for children or not. (Develop measuring indicator for assessment of the background)

· To know about behaviour/attitude of the applicant from the friends or colleagues if he/she was engaged in any occupation.

· To include some specific questions during interview that draw out people's attitudes and values in relation to protection of children.

· All teaching staff, non-teaching staff, members of SMC and others should furnish declaration and abide by all norms & regulation which is mentioned in the Safe School Policy in school.

· All teaching staff, non-teaching staff, members of SMC and others should furnish self audit tools on the basis of SAFE SCHOOL POLICY on an yearly basis and submit it to appropriate authority. This should be part of the yearly performance appraisal with definitive feedback from children.

· Safe School Policy should be integrated with the standing orders or service rules of employees. "Best interests of the child" will primarily be considered in all actions concerning children

· The policy will be incorporated with the Teachers Training Curriculum

II. Code of Conduct for teachers, visitors, inspectors, parents, non-teaching staff and members of SMC.

i. General Guiding Principles for Code of Conduct

1. To be aware of vulnerable condition, risk factors and its mitigation within local context.

2. To plan and organize the work and work place that should reduce risk factors.

3. To do activity for children openly, visible to all.

4. To create fearless and friendly atmosphere as their friend, philosopher and guide where children express their opinion, views, good and bad mental state etc very easily to them.

5. To work with children in a spirit of co-operation and partnership based on mutual trust and respect.

6. To treat children with respect and recognize them as individuals in their own rights.

7. To regard children positively and value them as individuals with specific needs and rights.

8. To provide such type of education which should help children to be aware of their rights and to access the right, at the same time be capable of solving their problems.

9. To create such an environment so that children can place their problems, grievances, demands directly to the teachers, committee and others in appropriate place.

10. To hear the words of children with importance and take action accordingly.

11. To take opinions from children to prepare child related development plan.

12. To provide information, if a child wants to know about any subject (age appropriate life skill session must be given to children)

13. To take an initiative in protesting against any type of violation of children rights such as child labour, child marriage etc. after knowing of such type of incidents and to restrict own for engagement in such type of incident.

14. To be accountable and dutiful in ensuring good behaviour, manners to children.

ii. Don'ts

1. Spend time alone with one child for too long away from others.

2. Touch a child unnecessarily except in times of medical emergencies

3. Use children for personal errands (especially for bringing any addictive substances)

4. Take a child home and spend time alone there.

5. Give importance to one child or more among the children or to buy materials for a particular child or children only.

6. Suppress child from expressing an opinion.

7. Speak falsely about a child and rebuke a child for that.

8. Use words relating to physique, caste, profession, creed or religion while

addressing a child.

iii. Unacceptable behaviour from teachers and others

1. To hit, assault or abuse children physically & mentally.
2. To develop physical/sexual relationships with children.
3. To develop mental relationship in such a way that can create emotional psychosis.
4. To develop exploitative or abusive relationships with children.
5. To blackmail emotionally.
6. To act in ways that may be painful to children or to keep them in a vulnerable place.
7. To drink or smoke in front of children.
8. To engage children to buy addictive articles or particles.
9. To encourage children to drink or smoke or take any other addictive shift.
10. To participate in engagement of child labour, initiation of early marriage or female foeticide.
11. If it is absolutely necessary to publicize the name, identity, photograph of children in different forms of media then the principle of best interest & its interpretation has to be taken into consideration & the written consent of children, parents /guardians should be taken.

vi. Unacceptable behaviour or actions by persons associated with the school which could create negative impact on society.

1) To use language, advice and indication, towards children that may be offensive or abusive.
2) To develop physical relations with the children which may be treated as sexual engagement and harmful behaviour:
3) To spend time or night without supervision (Hostel)
4) To share bed or room at night with children (Hostel)
5) To do personal work of children which they can do easily for personal interest or show unnecessary affection towards them.
6) To support, condone and participate in such works of, for, by or with children that are illegal, unsafe and abusive.
7) To work with children in a way that is shameful, degrading and humiliating.
8) To create discrimination among the children.
9) To create gender bias among children.

v.   Code of Conduct of Visitors

During visits for child related activities the visitors, volunteers, parents, apprentice, and evaluator in the school will maintain following code of conduct:

I.   Converse/ talk with child as much as possible in front of all.

II.   Don't show discriminating behaviour/ attitude towards children.

III.   Don't serve food without taking permission from competent authority.

IV.   Don't visit, converse, take photograph or bring children alone in one room without taking permission from authority.

V.   Don't use filthy language and postures with children that might affect their dignity.

VI.   Don't take children outside or contact children by getting help of employees without taking permission from the authority.

VII.   Nobody will be allowed to provoke the child to engage him/her in his (visitor's etc) work.

VIII.   Don't publish any sort of information that will hamper the dignity of the child.

vi.   Responsibilities of Students

To be mandatorily prepared in individual schools with due participation of students. The process is to be led by the head of the institution/head of the Child Protection Committee with the help of the Child Cabinet.

**This list of conduct is by no means all-inclusive, and should not violate the Guiding Principles . Schools are required to modify the above according to local needs and context of the schools, finalise it and get it notarized by competent authority.

III. Capacity building

i.   Capacity building of students

It is necessary to build the capacity of all stakeholders for proper implementation of Safe School Policy in the school. DCPU, BLCPC and VLCPC should help them in building capacity of students, teachers, parents and non-teaching staff of the school and they can allot an amount in their budget for this.

The following systems may be followed in building capacity of students, which will help to create a safety net within the schools….

a)   To teach students regularly, by undertaking special classes, about hand washing, primary treatment, hygiene, emotion control, how to protect themselves from mental and physical violation, how to lodge complains against violators, reporting procedure, what is bad & good touch etc.

b) Conduct workshops on Child Rights, Safe School Policy and role of VLCPC etc for students on a quarterly basis.

c) Engage to students in monitoring the class, running the library, publishing wall magazines, conducting different events of the school, participate in different decision making processes, assessment of CPC implementation etc to build self confidence among them, this will help to prevent violation against students.

d) Organize an annual meet where students showcase their performances in different sectors. This event should be conducted under the leadership of students. Best performers will be awarded. This initiative will help them to build collectivization so that safety will be ensured.

ii. **Capacity building of teachers**

a) The school authority should organize special training on child rights, child protection related acts, policies and rules and Safe School Policy etc for the teachers. Teachers should be compulsorily trained on positive disciplining and non-violent communication. It will help in building their perspective on child protection.

b) The authority should organize quarterly workshops on how to monitor different sectors of the school and Safe School Policy etc to ensure protection of students from any type of violations.

iii. **Capacity building of parents**

a) Discussion about child protection issues as well as Safe School Policy in scheduled Parent Teacher Meetings and through conduction of special awareness generation meetings for a better implementation of Safe School Policy in the schools.

b) Engage them in monitoring the implementation of Safe School Policy.

iv. **Capacity building of non-teaching staff (clerk, cooking team, gardeners, cleaners, drivers and others)**

a) Conduct workshops once in half year regarding Safe School Policy of the school and how to deal with students including communication skills to deal with children.

b) Engage their representative for monitoring implementation of Safe School Policy in schools.

v. **Capacity building of the members of SMC**

a) Organize half yearly workshops on SAFE SCHOOL POLICY and its implementation, monitoring and evaluation procedure which will help to establish the policy in school.

b) Engage them in monitoring & evaluating the SAFE SCHOOL POLICY implementation.

IV. Opportunities for easy access to documents for students, teachers, SMC members and others

Every stakeholder shall be informed and have access to the Safe School Policy and all other policy documents of the school. This shall be ensured through following means-

· Every staff member whether permanent or contractual shall be given a copy of this policy

· Every child in school shall know this policy exists and must be explained this in simple language based on the age of the child. There should be a child friendly version made by competent authority.

· It shall be included as part of vendor agreements with briefing of SAFE SCHOOL POLICY highlights for all vendors

· It shall be made available to all SMC members and parents of all children

VI. Display of important subjects of SAFE SCHOOL POLICY

Mandatory disclosure of important clauses of the SAFE SCHOOL POLICY must be made through avenues such as

· Boards in common areas

· School prospectus

· Children's diary

· Should be mentioned in School assembly and special days

A. STANDARD FOR COMMUNICATION

General Standards of protection for students in communication processes

The general standard for communications within a school will be governed along certain principles:

a) Best interests of the child are to be prioritised along each step of the way. No action/procedure to be taken that would degrade/victimise or shame any child from preserving their dignity. This principle applies to communication processes with both internal parties and external stakeholders.

b) Privacy and confidentiality of the child is to be maintained at all times; their identity and private details should be sacrosanct in any dealings with external parties including the media. No personal information of children are to be revealed publicly that would enable them to be located physically.

c) Principle of non-stigmatising semantics: Adversarial or accusatory words are not to be used in the processes pertaining to a child.

d). Children and their caregivers have to give informed consent before any form of information sharing. Children should also have the right to say 'No' to any external communication such as with the media/other organisations.

e) In matters concerning them, children will have the right to participate and have an opinion. To the fullest extent possible, children's accounts should be heard on matters and not have adult figures speaking on their behalf.

f) In sensitive matters, such as incidents of abuse/bullying all data should be kept on a need to know basis, strictly between stakeholders that are legally mandated to know. This would include concerned teachers/head of institutions / guardians / Law Enforcement Agencies. All the data is to be stored securely and kept confidential.

B. DATA PROTECTION AND STORAGE

Data Protection of SAFE SCHOOL POLICY

a. In the event of any incidence no report in any newspaper, magazine, news-sheet or visual media of any enquiry regarding a juvenile or child under this Act shall disclose the name , address or school or any other particulars calculated to lead to the identification nor shall any picture of any such child be published, without permission of appropriate authority.

b. Identity of Child Victim or Child witness should not be disclosed.

c.   The data and recording of the CCTV has to be protected and keet in safe custody so that same could be handed over to the appropriate authority at the time of need.

d.   Details of the Child as mentioned in the admission register, ID card etc should not be disclosed.

e.   All relevant data should be kept in safe custody for a minimum of 2 years , even after completion of investigation.

CHILD PROTECTION IN EMERGENCY / DIFFICULT CIRCUMSTANCES

1. Pre-Disaster preparedness

1.1. Review and understanding of existing legal framework for protection of children

The existing legal framework for protection of children needs to be reviewed and if necessary the provisions available for different child protection issues need to be documented with reference to issues, concerns, provisions available.

1.2. Identification of nodal persons for each administrative unit

It is important for all related administrative units to know about child rights and the necessity for child protection, the provisions available and need for convergence. They also need to be aware of the aggravated child protection scenario in the aftermath of an emergency and what to do from their end in that respect. Hence identifying the nodal persons is necessary, so that they may be aware of the complete child protection scenario, their roles and responsibilities, and the provisions available to them in each situation. They also need to be in the information loop to be able to contextualize their roles and responsibilities.

1.3. Convergence of systems

Child Protection is not the responsibility of only one department – though they may coordinate the preparedness and the actions taken for the effective implementation of the required activities. Convergence between related departments prior to an emergency is necessary so that the organisations can work together in the post disaster phase.

1.4. Building capacity on legal framework and use of legal instruments

Understanding the legal framework and the recourses available under the law of the land also helps us to prepare ourselves for any violation of child protection norms / child rights.

1.5. Easy to understand, actionable points for dissemination and demonstration through age and target specific IEC including audio- visual content

IEC materials that have simple, easy to use points on the basis of which necessary action can be taken, including audio-visual content, is necessary to update nodal persons of different departments to be on the same page of understanding on the core child protection issues as well as child rights.

1.6. Repository of IEC collected from organisations working in CP

There is a vast resource base available with organisations including civil

society organisations that have been working in the field of child rights and child protection. These resources can be brought together to form a repository which can then be used by any organisation with the intent of understanding or taking action in terms of child rights / child protection issues and violations.

1.7. **Child Rights and Risk Analysis (CRRSA) with technical support from competent organisations**

CRRSA fulfils a critical need as it helps to understand the context in which we are working, the current status of the child rights and risks inherent within or without the system, and the measures that can be adopted to remove these risks and to make the system resilient enough to withstand the shocks and stresses of a disaster and provide uninterrupted service delivery.

1.8. **Understanding the hazard profile and context analysis – rural / peri-urban / urban, different districts, state wide**

At the same time, understanding the hazard profile of the state and understanding the disaster management mechanism available in different contexts, their alignment with the child protection mechanism, and planning preparedness actions accordingly would help the actors concerned to understand and prioritise their roles and responsibilities in terms of monitoring, identifying and responding to violations or proposed violations in a timely and appropriate manner.

1.9. **Understanding how emergency aggravates CP indicators**

This is critical, as the CP indicators that are already less than ideal in a normal situation when there is no emergency can be grossly aggravated in the aftermath of an emergency when even the very basic of safety structures whether social economic or psychosocial, may start to degenerate under tremendous pressure.

1.10. **Constant monitoring and data collection system which does not stop during an emergency**

It is important to continue to collect data and monitor the situation irrespective of an emergency so that the trend analysis can give us confident results regarding the potential aggravation of CP issues in post emergency period and possible ways of overcoming the challenge.

1.11. **Even retention data helps to identify several CP issues**

School retention helps check a number of child rights and child protection violations, like child labour and other exploitative concerns. When in school, children are also monitored by the teachers as part of the schooling framework

which helps identify a number of CP issues like child marriage and / or child exploitation.

1.12. Involving emergency relief operations workers and police functionaries in understanding CP issues

If the emergency relief operations, workers and police functionaries who are involved in search and rescue and camp management especially have no prior understanding of child rights and child protection issues and potential areas of violation and possible ways of redressal, it would be very challenging for them to do so in the aftermath of an emergency. They need to understand the child safety protocols as well as what to do in case there is a missing, separated, unaccompanied, orphaned child or there is a child headed household in the camp.

1.13. Helping SCPCs to understand what is an emergency and how to contribute effectively during one

Child Protection Committees as well as the various components of the child protection mechanism in the state should also be aware of the hazard profile of the state and what it means for the child rights and child protection issues. They also need to understand what are the safety protocols that can be used to continue to protect children from further harm in a post disaster scenario and how to integrate child protection safeguards into the disaster management system.

1.14. Safe School Policy in Emergency

Institutionalization of Safe School Policy would allow all stakeholders to be aware of safety protocols when working with or responding to a child in each sector, whether s/he is a protection worker, a police functionary, an emergency relief worker or from any other department / organisation.

1.15 NDMA (National Disaster Management Authority) building guidelines should be followed when constructing school buildings and related structures and addressing disasters.

2. Post Disaster response management

2.1. Monitor the situation intensively

The basic difference between working in a development mode and working in a humanitarian mode is the degree of intensity, as, in the latter scenario, one needs to work very closely with the target population, keeping in tune with safety protocols and maintaining the strict timeline at the same time. This is critical as survival is of the highest priority in the aftermath of a disaster. The situation needs to be monitored closely and without time gaps

to ensure children are safe and as far as possible with the best possible caregiver whom they also trust.

2.2. Collection of data without gaps

Continuous monitoring is a critical need as the gaps might mean some violations might go unnoticed.

2.3. Registration should reflect the number of children, age groups, categories of child present in the camps (unaccompanied, orphaned, child headed household and separated)

Registration data needs to be very specific and targeted to take into account each and every member of the camp to further facilitate the processes of family tracing and reunification if required. It also helps interventions to be designed specifically around the needs of the child in need or in conflict present in the camp.

2.4. Monitoring formal and informal camps

Both formal and informal camps need to be monitored as CP and child rights violations are always higher when the attention of the authorities are diverted to life saving issues in the aftermath of a disaster in a camp situation. The camp may be formal or informal but the needs of the children remain the same although in an informal camp the risks are higher.

2.5. Working with emergency relief operations workers, VLCPC and police to maintain protection standards in camps

The triad of emergency relief operation workers, VLCPC and police need to function properly and be aware of safety protocols for children, as well be prepared with strong systemic support for monitoring and taking action in child rights and child protection issues.

2.6. Understanding the need for immediate action

In cases of child safety in post disaster situations, there is a need for immediate action to safeguard the child concerned or it may cause irreparable harm.

2.7. Child Friendly Space

Child friendly spaces ensure security for children, with full knowledge of parents and caregivers and it can also provide an outlet for the traumatic experiences that the child had through peer support and if necessary through psychosocial support by trained facilitators.

2.8. Psychosocial First Aid

There are children who are severely traumatized by their experiences in the disaster or even in the occurrences after a disaster. These children would need specialised help and they need to be identified immediately so that they can begin to get back to normalcy with little or no loss of time.

2.9. Integrating CP concerns in and responding to them through work in other sectors

Integrating CP concerns in other sectors like sanitation helps actors to safeguard children more effectively. Examples could be provision of lighting in temporary settlements, provision of covered toilets with light and water for girls and women.

2.10. Encouraging children to report any violation by assuring confidentiality

Children and other stakeholders must be provided confidentiality; otherwise we might do more harm than what had been originally done.

2.11. Activate Child Safeguarding Policy

Once child safeguarding policy has been institutionalised, it must be activated to ensure safety for all children in camp or non-camp scenario in the aftermath of an emergency. All stakeholders need to know what to do in case of a safety violation and how to monitor the situation.

2.12. Temporary Learning Centres

Uninterrupted flow of basic services especially education enable the children to stay on their life track and regain normalcy in life sooner. It also helps children gain lost ground in terms of curriculum faster.

2.13. Family Tracing and Reunification

Family tracing and reunification is a critical protocol so that children's families may be traced through camp volunteers and registration data and children may be restored to their families or caregivers while ensuring they are safe and would come to no harm from doing so.

2.14. Involving the state level networks to receive and disseminate relevant data across sectors and support external aid

State level networks can help receive and disseminate critical data on a short notice and specialised external aid can be provided on request if required, for the safety of children.

REVIEW, MONITORING AND EVALUATION, REPORTING

I. **Monitoring, review and evaluation structure, roles & responsibilities within the school**

For an effective Safe School Policy to be implemented within schools, it needs to be reviewed and monitored periodically, both within schools and at the local government and state levels. The levels of intervention should be:

(Internal) Level 1: School CP Committee

- **Internal School Monitoring and Review Process**

Every school shall have instituted a child protection committee whose primary role and responsibility shall be the effective implementation of the Safe School Policy within the school.

- **Self-Audit of SAFE SCHOOL POLICY Compliance**

As a first step under the periodic review and monitoring process of the Safe School Policy, all members of the Committee are required to carry out a self-audit process to gauge compliance of the SAFE SCHOOL POLICYwithin the school. This process is to be done through a School Safety Checklist which has comprehensive aspects of school safety including physical and emotional security. The members of the committee should conduct individual assessments of the status, progress and implementation of the specified safety measures in the checklist.

- **Review and Monitoring Meeting**

The CPC shall conduct a quarterly review and monitoring meeting to facilitate the following activities:

i. Reports of any child safety incidents and the actions taken, including child abuse. There should be a discussion on the responses and measures taken with reference to these incidents, including any trainings conducted.

ii. Assessing any imminent or upcoming safety issues within the school and deliberating on potential pre-emptive measures for the same. This is in reference to all forms of safety, including physical and emotional aspects.

iii. Ensuring that all procedures under the SAFE SCHOOL POLICY are being adhered to and followed.

iv. Any required changes or amendments to the existing SAFE SCHOOL POLICY.

v. Addressing any queries from students within the school/ members of Parent Teacher Association.

vi. Submission of a report to the Governing Body/ Managing Committee of the school based on the quarterly review, with recommendations and requests for resources/capacity building as deemed necessary.

vii. Risk management protocols to be approved and signed by the committee.

Role of the Principal/Head of Institution

The quarterly review of the SAFE SCHOOL POLICY shall be carried out under the auspices of the Principal/Head of the educational institution. It will be their responsibility to ensure:

a. The overall operationalisation and compliance of the Safe School Policy in the school as well as with the government.

b. Preside over the review and monitoring processes of the committee and convene emergency sessions if need arises.

c. Ensure that there is complete student participation in the monitoring and review process.

d. Act as the liaison between the Committee and the PTA and the governing body of the school.

e. Ensure that recommendations of the Committee are followed and forwarded to the governing body and finally incorporated.

II. Student Participation in Review and Monitoring Process

· Student participation in the review and monitoring process is essential and non-negotiable. The student members of the committee must be given full space and freedom to act as representatives of their fellow students.

· Prior to the quarterly review process, an open discussion should take place among the School Cabinet/Parliament that exists in school. The School Cabinet should have a role in the awareness generation. The discussion must primarily be led by the student representatives, to understand the opinions of the students on the status of safety in their school environment.

III. Parent Interface in Review Process

· The parent representatives in the Committee are responsible for ensuring that the opinions and perspectives of the parent body of the school are heard in the review and monitoring process.

Prior to the quarterly review process, the parent representatives must conduct an open discussion among the general parent body of the school. This discussion should be done to understand the recommendations and grievances (if any) from the parents of the students

Part VI

REDRESSAL MECHANISM

CASE MANAGEMENT

What is case management?

· Case management is the process of assessment, planning, implementation, monitoring and review of CPP. Case management aims to strengthen outcome of CPP.

· Case management is the procedure of managing (including planning, implementation, monitoring and evaluation) the helping process, addressing cases until the situation gets better or the problems are resolved. Case management is a method for coordinating and keeping track of services in which a school assesses along with a student what services are needed and obtains and monitors the delivery of those services.

· Case management establishes procedures and responsibilities at the different levels of service delivery.

· Case Management is first and foremost a structured approach to child protection issues, but also a method of providing secondary prevention (preventing further harm to a student and any others students in a family who may be at risk)

Key points of Case Management

· A focus should be placed on the needs of an individual child, ensuring that concerns are addressed systematically in consideration of the child's best interests.

· The help should be provided in accordance with the established case management process, with a given series of steps for each case, involving the student's meaningful participation and family empowerment throughout.

· It involves the coordination of services and supports within an interlinked or referral systems.

· It requires systems to ensure the accountability of case management teams / committees / agencies (within formal or statutory systems where this exists).

Elements of case management

The process of case management is interactive, dynamic with an emphasis on ;

· Building relationship with child or young person and their family.

- · Developing planning for well being of the child.
- · Ongoing analysis, decision making and record keeping to ensure that the identified needs of the child are being met.

The principles driving case management:

Case management should:

- · Occur as soon possible after the case arises from the child or young person;
- · Include active involvement and participation of children, young people and their support person;
- · Support and self determination for children and young people;
- · Be responsive to the cultural beliefs and needs of the child and their family and community to which they belongs;
- · Achieve continuity of support through a child specific plan

The following systems should be maintained within the school for lodging complaints against violation of CPP and Child protection:

- · File complaints by using drop box. The school should have a drop box and it will be maintained under the leadership of CPO. CPO will open the drop box minimum once a week.
- · Any person can inform in writing or verbally to CPO and other members of SCPC about any violation of Safe School Policy and child protection.
- · Any person can inform via mail or telephone to CPO and other members of SCPC about any violation of Safe School Policy and child protection.
- · Any member of SCPC can be informed about violation of Child Protection while conducting class, sports and any others events.
- · If protection is neglected or violated, the child who has been affected may complain about the matter to the Child Protection Officer or to the members of school child protection committee.
- · If any complaint is received by anyone other than child protection Officer, the same must be sent to the child protection Officer.
- · CPO is primarily responsible in taking complains and addressing the same through primary actions.
- · CPO will investigate and submit a report to the school child protection committee.
- · Investigation will be conducted by the CPO primarily or CPO will nominate others.

- CPC will depute a person or team for investigation.
- During investigation witness, other proofs, child's opinion should be taken.
- The investigation report will be discussed in the school child protection committee; if it is found that enquiry has not been done impartially then school child protection committee will be responsible to investigate it again.
- CPO should discuss with CPC regarding the case and investigation report.
- Investigation report should be submited to the CPO of the school.
- SCPC will take the final decision.
- The accused person will get opportunity to defend himself / herself.
- If it is found that matter is violating the law of the land then appropriate legal actions should be taken through concerned authority.
- In case of violation if it is found that the disclosure of report will hamper the child, privacy should be maintained in the interest of the child.
- The complaint should be addressed at SCPC-level within two weeks after receipt of complaint.
- To avoid repeated trauma of the child, the very first interview by school authorities should be videographed preferably for later use so that the child does not have to repeat things over and over again.

Rehabilitations & response
- Medical support
- Psychosocial support
- Physical separation of accused
- Follow-up visit
- Engage in joyful activity and events
- Counseling of family members.

Miscellaneous:
- If the CPO or the principal or any member of the SCPC has violated CP, in the investigation procedures, then other SCPC members will be liable to inform the local School Inspectors (SI) to take up the issue and conduct further processes. The complaint should be placed to the SI within 24 hours. The complaint should be addressed by this level within 30 days.
- VLCPC or WLCPC or BLCPC are government recognized bodies which are responsible for ensuring protection of children in the Gram Samsad or Ward,

Blocks, so they can also be involved as an institution in investigation of the violation case.

· BLCPC is also the government recognized body whinch is also responsible in ensuring protection of children in blocks so they can also be involves as institution for investigation of the violation cases.

· After completion of investigation SCPC should identify the gap in Safe School Policy and recommend some points to reduce risks and if a gap is found they should ensure implementation, monitoring, evaluation of the Safe School Policy.

APPELLATE AUTHORITY

In cases that have not been satisfactorily addressed by the SCPC is the office of the District Inspector of Schools is the appellate authority. The complainant can appeal to them accordingly.

In matters that are beyond the jurisdiction of the SCPC, the SCPC shall forward the case to statutory legal authorities as per existing provision of law. It should be referred within 7 days from receipt of complaint.

I. Understanding Child Protection

The right to protection of children is one of the indivisible rights guaranteed by the UNCRC. The realization of other rights such as the right to survival, participation and development is dependent on the child's right to protection being upheld.

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.

The Integrated Child Protection Scheme defines 'Child Protection' as protecting children from or against any perceived or real danger or risk to their life, their personhood and childhood. It is about reducing their vulnerability to any kind of harm and ensuring that no child falls out of the social safety net and that those who do, receive necessary care, protection and support so as to bring them back into the safety net. While protection is a right of every child, some children are more vulnerable than others and need special attention. The Government recognizes these children as 'children in difficult circumstances', characterised by their specific social, economic and geo-political situations. In addition to providing a safe environment for these children, it is imperative to ensure that all other children also remain protected. This is because Child protection is integrally linked to every other right of the child.

Within the Child Protection framework, specific roles and responsibilities are assigned to all stakeholders to ensure that all rights of a child are met. In case of violations of rights, the perpetrator may be brought to justice through mechanisms within this framework and the child be rehabilitated with strong provisions to ensure s/he does not get victimized again. This framework therefore looks at child protection along a continuum of prevention, response and rehabilitation. Risk assessment and mitigation is thus an important component of ensuring child protection.

II. Relevant policies, law, Constitutional provision and international declarations

    a. The Convention on the Rights of the Child,1989

    b. ILO Convention No. 138 Minimum Age Convention, 1973

    c. ILO Convention C182 - Worst Forms of Child Labour Convention, 1999 (No. 182)

    d. The National Policy for Children 2013

    e. National Plan of Action for Children 2016

    f. National Health Policy, 2017

g. National Nutrition Policy

h. Right of Children to Free and Compulsory Education Act, 2009

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

j. The Child Labour (Prohibition And Regulation) Amendment Act, 2016

k. Bonded Labour System (Abolition) Act, 1976

l. The Prohibition of Child Marriage Act, 2006

m. The Immoral Traffic (Prevention) Act, 1956

n.   The Protection of Children from Sexual Offenses (POCSO) Act

o.   Integrated Child Protection Scheme (ICPS)

III. Right to Education in relation to Safe School Policy

The Right to Education is a fundamental right at par with the right to life. While the Right of Children to Free and Compulsory Education Act,2009, is not completely aligned with the overall framework of child protection, it does address certain aspects of it through the following provisions-

a. Provision of neighbourhood schools within specified distance of 1km for primary and 3km for upper primary schools. This has improved access and mitigated risks associated with traveling long distances.

b. The term 'free' education also includes the provision of free and safe transport to all children in the elementary school age-group

c. Provision of Special Training to Children who are out of School so as to bring them back into school, thereby preventing them from being exposed to harm

d. Banning Corporal Punishment in schools to ensure that the learning environment is free of fear and abuse

e. Prohibition of discrimination among children based on caste, class, gender, abilities and making provisions for equity in education through incentivization of children from marginalized groups

f. Provision of basic infrastructure in school including toilets, drinking water, playground, boundary wall, all weather building etc.

g. Encourages community participation and accountability of school functioning through School Management Committees

The RTE Act in its present form does not mandate schools to develop a comprehensive child protection policy and schools do not fall within the regulatory framework of the Integrated Child Protection Scheme.

IV. NCPCR and SCPCR in relation to Safe School Policy

The National Commission for Protection of Child Rights (NCPCR) formed under the Commissions for Protection of Child Rights Act, 2005, is the apex government body responsible for promoting and protecting rights of children. It is mandated to receive complaints of any nature of child rights violations. The Commission has powers to take suo moto cognizance of offences against children as well as powers of a civil court to accordingly direct government to redress the complaints received.

Under the provisions of the RTE Act, the NCPCR has been mandated to examine and review safeguards for rights provided by this Act and recommend measures for effective implementation. It is also empowered to inquire into complaints relating to the RTE Act.

Similarly, the role of the NCPCR has been carved out under the Protection of Children against Sexual Offences (POCSO) Act, 2012. Over and above monitoring the implementation of the Act, it is also mandated to monitor the following-

1. To monitor the designation of Special Courts by State Governments;

2. To monitor the appointment of Public Prosecutors by State Governments;

3. To monitor the formulation of the guidelines described in section 39 of the Act by the State Governments, for the use of non-governmental organisations, professionals and experts or persons having knowledge of psychology, social work, physical health, mental health and child development to be associated with the pre-trial and trial stage to assist the child, and to monitor the application of these guidelines;

4. To monitor the designing and implementation of modules for training police personnel and other concerned persons, including officers of the Central and State Governments, for the effective discharge of their functions under the Act;

5. To monitor and support the Central Government and State Governments for the dissemination of information relating to the provisions of the Act so as to make the general public, children as well as their parents and guardians aware of the provisions of the Act;

6. To call for a report on any specific case of child sexual abuse falling within the jurisdiction of a CWC

7. To collect information and data on its own or from the relevant agencies regarding reported cases of sexual abuse and their disposal under the processes established under the Act

8. To assess the implementation of the provisions of the Act and to include a report in a separate chapter in its Annual Report to the Parliament.

In addition, the NCPCR has issued several guidelines / recommendations vis-a-vis child protection in schools such as-

1. Manual on safety and security of children in schools- this document is a collation of all existing guidelines, policy documents and Court orders concerning various aspects of school safety and the role of concerned authorities under each

2. Guidelines on eliminating corporal punishment in schools – this provides the definition of corporal punishment, methods of positive discipline and affirmative action that can be adopted by schools, the legal basis for abolishing coporal punishment as included in national and international commitments and the role of Child Rights Commissions in redressal of complaints.

3. Regulatory guidelines for private play schools- These guidelines came in light of the National Early Childhood Care and Education (ECCE) Policy, 2013. These guidelines suggest bringing private play schools under a single umbrella for standardization of functioning of private play schools including physical infrastructure, pedagogy, teaching quality and roles & responsibilities of all stakeholders with the objective of preventing child rights violations.

4. Guidelines on grievance redressal mechanism available under various child protection legislations including POCSO Act, 2012, Juvenile Justice Act, 2015, Child Labour Act, 2015, Prohibition of Child Marriage Act 2006, the Indian Penal Code 1860.

The State Commissions for Protection of Child Rights (SCPCRs) are State Level bodies created by the CPCR Act, 2005, to protect and promote children's rights. They have similar powers at the State level as that of the NCPCR and may function independently or in conjunction with it, depending on the nature of action required. SCPCRs exist in all 35 States and UTs in India.

Part VIII

Format 1

Planning format for implementation of Safe School Policy

When (Time Frame)	What should be done (Activities)	Who will take care of it in the school (person/ team)	What assistance do we need	Remarks

Format 2

Self Audit Tool for implementation of Safe School Policy

Name of the School/ Individual: _____

Date: _____

Name of the Principal: _____

Contact Number: _____

FM: Fully Met   PM: Partially Met   NM: Not Met   N/A: Not Applicable   (Tick in appropriate box below)

Sl. No	Criteria	FM	PM	NM	N/A	Action to be taken to address gaps/ Remarks	By whom	By when
	OVERALL QUESTIONS							
	Does your organization/ School have a written child safeguarding policy?							
	Is the policy written in a clear and easily understandable way?							
	Does the policy cover all teachers, staff, volunteers, consultants and children?							
	Is the policy publicized, promoted and distributed widely?							
	Does the policy describe the School's understanding and definitions of abuse?							
	Elements of the Policy: RECRUITMENT							
	Is commitment to your child safeguarding policy a condition of employment?							
	Do successful candidates sign a personal declaration of criminal convictions?							
	Are successful candidates required to have a police reference check?							
	Do all candidates have to provide 2 character references who have known them for over 2 years (not family)?							
	Do your job advertisements make reference to your child safeguarding policy and conditions?							
	Do you check references and question candidates about suspicious gaps in their employment history?							
	Are those people responsible for recruiting and selecting representatives familiar with child protection issues?							
	Do new teachers/ joiner's have to sign up to your child safeguarding policy?							

Elements of the Policy: EDUCATION & TRAINING								
	Is there an induction process for all teachers, staff, volunteers, consultants and children etc. which includes familiarization with the child safeguarding policy and procedures?								
	Are all teachers/ representatives provided with opportunities to learn about how to recognize and respond to concerns about child abuse?								
	Is training on behaviour guidelines and communication guidelines available for staff?								
	Are there people designated to receive complaints?								
	Is training provided to those responsible for dealing with complaints and disciplinary procedures relating to child abuse and inappropriate behaviour towards children?								
	Are those people responsible for recruiting and selecting representatives provided with training and written guidance on safe recruitment practice?								
	Is training available on acceptable and unacceptable sharing of information on children?								
	Do new employees and representatives receive child protection training within 3 months of starting?								
	Do you regularly re-evaluate and update your child protection training and education?								
Elements of the Policy: MANAGEMENT STRUCTURE								
1	Do you have a designated person who is responsible for implementing your child safeguarding policy?								
2	Is there ongoing supervision, monitoring and support for all staff?								
3	Do you have regular, formal staff evaluations?								
4	Is the disclosure of personal information about children restricted to only those staff who need to know?								

Is there a policy in place for appropriate use of information technology (i.e. email, websites, internet) to make sure that children are not made vulnerable to abuse and exploitation?							
Do managers and senior staff promote a culture that ensures children are listened to and respected as individuals?							
Do you hold regular internal and external project inspections?							
Elements of the Policy: BEHAVIOUR PROTOCOLS							
Do you have a code of conduct for staff behavior towards children?							
Does the code of conduct specifically state the following?							
• Never abuse a child in anyway • Never develop a sexual relationship with a child?							
Does the code offer further guidance on the following? • Minimizing risk situations (e.g. avoid placing yourself in a compromising position) • Sexual behaviour (e.g. do not engage in or allow sexually provocative games) • Physical behaviour (e.g. wait for child to initiate physical contact such as holding hands) • Psychosocial behaviour (e.g. do not use language to humiliate a child) • Peer abuse (e.g. supervise younger or vulnerable children) • Physical environment? (e.g. clear rules for schools near disaster prone area)							
Are the consequences of breaching the code clear and linked to organizational disciplinary procedures?							
Is the code of conduct displayed prominently for all school representatives to read?							
Is there a child friendly version of the code of conduct accessible to children?							

Are children adequately supervised and protected at all times?							
Are checks made to assess family suitability where children are placed in host families, in relation to child protection?							
Are disciplinary measures/sanctions non-violent and non- humiliating to children?							

Elements of the Policy: COMMUNICATION GUIDELINES

Is information provided in a format and language that can be easily understood by all service users, including children?							
Are children made aware of their right to be safe from abuse?							
Does everyone in your school know who is the designated person for child protection and how to contact them?							
Are children (and parents) provided with information on where to go to for help and advice in relation to abuse, harassment and bullying?							
Have you developed communication guidelines to ensure you provide an accurate and balanced portrayal of children with an emphasis on dignity?							
Do the guidelines refer to the following?							
• Proper presentation of children (e.g.avoid sensationalizing text or images)							
• Appropriate use of language (e.g.avoid degrading, victimizing or shaming language)							
• Dignified images (e.g. children appropriately clothed and not in sexually provocative poses)							
• No personal or physical information to identify location of a child that could put them at risk to be put in communications							
• Permission from children? (e.g. always seek permission before taking photos)							
Do you acquire permission from the child or guardian before using images or case							

studies for publicity, fundraising or awareness raising?							
Have you established a system of signed consent for use of pictures and other visual materials by external individuals and organizations that includes the ramifications of misconduct?							
Elements of the Policy: REPORTING, REACTION AND RESPONDING							
Are there clear written procedures which provide step by step guidance on what action to take if there are concerns about a child's safety or welfare?							
Is there a standard process and a standard form for recording incidents, concerns and referrals, and storing these securely?							
Is there a process for dealing with complaints by parents/carer and by young people about unacceptable and/or abusive behaviour towards children with clear timescales for resolving the complaints?							
Does your school take appropriate steps to protect the child from further harm?							
Do you have relevant contact details for child protection services, social services department, police, emergency medical help and helplines readily available and easily accessible to all staff and representatives?							
Do you provide guidance to all staff and representatives on confidentiality and information sharing?							
Are there guidelines for ensuring that when dealing with allegations from a child, that the child is treated with respect?							
Do you have any arrangements for providing support and supervision to those (both staff and children) affected during and following an allegation?							
Elements of the Policy: RAMIFICATIONS OF MISCONDUCT							
Do you have clear guidelines on the ramifications of different types of misconduct?							
Do the guidelines include what steps to take when taking disciplinary action, including an appeals process?							

Format 3

Tool for assessing children participation in Safe School Policy implementation, monitoring and evaluation

There are several ways to determine the appropriate criteria to value children's participation in schools. Children participation criteria refer to processes and results and always imply changes in relationship between adult and children as normal process in school life and team work.

The following chart shows child participation standard in implementation, monitoring and evaluation of Child protection in School.

Indicators	Status
A. General Environment in the schools for ensuring child participation	
Students are able to freely express their views and opinion and have them treated with respect in the school.	
Role & responsibilities of all students are clearly outlined, understood and agreed upon.	
Children are provided with and have access to relevant information regarding their involvement in Safe School Policy.	
Way of working builds self –esteem and self confidence of students so that they feel they are able to contribute and that they have valid experience and views to contribute in Safe School Policy.	
Methods of involvement are developed in partnership with the students so that they reflect preferred mediums of expression, their age, maturity and evolving capacities.	
Sufficient time and resources are made available for quality participation.	
All students should have an equal chance to participate and should not be discriminated against because of age, gender, abilities, language, social origin, class, ethnicity, geographical location etc.	
All staff (teacher, non teaching staff, and members of SMC) is sensitized to student's participation and understands the commitment of student's participation.	
Students involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.	
Students are given clear feedback on implementation, monitoring and evaluation Safe School Policy.	
B. Measuring changes among the students under Safe School Policy	
The Head: Are there any changes in their knowledge? On what they think about/worry about/feel happy about? Are there any changes in the way adults think about students?	
The Eyes: Are there any changes in the way they see themselves/ their school?	

Are they any changes in the way adult see students?	
The Ears: Are their changes in how they are heard to? Are there any changes in how they listen to others? or what they hear?	
The Mouth: Are there any changes in the way they speak? The way they communicate with their peers, their teachers or others? Are there any changes in the way adults speak to them?	
The shoulder: Are there any changes in the responsibility taken on by girls or boys?	
The **heart:** Are there any changes in the way they feel about themselves? Are there any changes in their attitudes to others?	
The hands and arms: Are there any changes in what activities they do? How they use their hands & arms?	
The feet & legs: Are there any changes in where they go? What they do with their legs & feet?	
C. Planning process for implementation of Safe School Policy	
Discuss regarding plan of action for implementation of Safe School Policy in the student's parliament.	
Discuss on plan of action for implementation of Safe School Policy by the representative of student's parliament in each class of the school.	
Students contribute freely in formulation of plan of action for implementation of Safe School Policy.	
Representation of students is ensured in SCPC	
Students are able to express their views in SCPC freely on formulating plan of action of implementation of Safe School Policy.	
D. Implementation of Safe School Policy	
Student's parliaments are trained on Safe School Policy	
Student's parliament takes leadership in building awareness among rest of the students on Safe School Policy.	
All students of school are aware of Safe School Policy.	
All students maintain norms of Safe School Policy properly.	
Student's Parliament is taking leadership in implementing some primary activities under Safe School Policy such as information dissemination for parents, visitors and others about maintaining Safe School Policy, prepare responsibilities of students.	
Students are helped actively for case investigation	
E. Monitoring of CPP implementation in school	
Student's Parliament monitors the Safe School Policy implementation.	

Student's parliament maintains some records for Safe School Policy implementation.	
The representatives of the student's parliament can voice their opinion about the maintainance of Safe School Policy in SCPC meetings.	
The student's parliament is actively involved in monitoring the implementation of Safe School Policy by filling up monitoring tools, self audit tools etc.	
F. Evaluation of Safe School Policy	
All students are involved in the evaluation process on status of Safe School Policy and its implementation by participation through different evaluation tools, meetings etc.	

Format 4

Tool for evaluating the outcome of Safe School Policy

Outcomes	Criteria: Proposed to measure the progress made with a view to behaviour and attitudes to protect children in the school	Rating scale (Indicate how this change is expressed; how do you notice it)			
		Negative change can be observed	No change can be observed	Change in circumstances can be observed , but the change are not sustainable	Significant and sustainable change can be observed (acknowledged by children and adults)
For the children	They know what the CPP
They know how to use it (e.g. they know who is responsible for child protection issues.)
They use the protection systems (as defined in CPP) when they have concerns
They feel safe & protected in the school
They are more aware of their rights (in particular their right to be protected against maltreatment and abuse)
They use self –protection measures against maltreatment & abuse				

School/ Institution	Everybody is aware of the Safe School Policy				
	They know how the protection scheme (as defined in the Safe School Policy) works				
	They apply the approaches and policy guidelines set forth in the Safe School Policy				
	Increased awareness of children's rights				
	They take concern seriously				
	Better understanding for the importance of listening to the children.				
	Readiness to consult children.				
	They enhance trusting relationships with children.				
	Child protection responsibilities are known.				
	Safe School Policy mechanisms for addressing a concern or an issue are put into practice.				
	Effective action is taken to resolve concerns raised by children				
	Change in the school culture towards more respect for and a better protection of children's rights				
	Greater acknowledgement of the school in its local environment				
	Improved situation of children in local context				
	Schools cooperate with each other(Child protection safety nets)				

Format 5

Information Collection Format primarily on violation of Safe School Policy

If you have knowledge that a child's safety might be in danger, please complete this form to the best of your knowledge. This form is to be used as a tool to develop the most unbiased, information-based report possible. For confidentiality reasons, the report should be written and signed solely by you. It will be held in a safe and secure place and treated in the strictest confidence.

1. **About You**

2. Your name : --

3. Your job title : ---

4. Your workplace : --

5. Your relationship to the child : ---

6. Contact details : --

7.   **About the child**

8. Child's name : --

9. Child's gender : --

10. Child's age : --

11. Child's address : --

12. Child's guardians : --

13. **About the concern**

14. Was the abuse observed or suspected? --

    ----

15. Is this concern based on first hand information or information divulged to you by someone else? (If so, who?) --
    ----

    ----

16. Date of alleged incident : --

17. Time of alleged incident : --

18. Location of alleged incident : --

19. Name of alleged perpetrator : ---

20. Nature of allegation: --

21. Your personal observations (visible injuries, child's emotional state, social cues, etc.) : --
----

----

22. Any other information not previously covered : ---

----

23. Were there any other children or adults involved in the alleged incident?   -------
----

----

24. **Action taken   :**

25. Signed : --

    Date: ---

Format 6

Final Investigation Report Format

FINAL INVESTIGATION REPORT (confidential)

NAME AND ADDRESS OF COMPLAINANT:

DATE OF REGISTERED COMPLAINT:

NAME OF CHILD:---

BRIEF DETAILS OF COMPLAINT:---

STEPS TAKEN

(with dates and names of forwarding authorities):

1.

2.

3.

CONTACT DETAILS OF WITNESSES/PERSONS OF INTEREST (if any):

1.

2.

OUTCOME:

RECOMMENDATIONS:

Signed by

Head of institution

Child Protection Officer

Format 7

Quarterly / Half year reporting format on Safe School Policy implementation status

Reporting Period:

Name of the school and address:--

Major steps for implementation of Safe School Policy:

1)   ……………

2)   ……………

3)   …………….

4)   ……………..

5)   ………………..

Total Number of cases which violate Safe School Policy during the reporting period:

How many cases Resolved:

Details of cases:

Sl No.	Particulars of the incident with date and place	Process undertaken	Present status of the case	Status of the child

Major Decision Taken on cases:

1.

2.

3.

4.

Any Other Information related to CPP implementation and cases.

Signature of the School child protection committee

Format 8

Monitoring format for assessing implementation of Safe School Policy for appropriate authorities

Monitoring And Evaluation

The designated authority will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. A core group could be formed to monitor child protection policy and activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated authority.

On-going evaluation will ensure the effectiveness of the Policy. While monitoring following data could be collected

· Any Incidence of Abuse _____

· If yes whether this was being referred to appropriate authority_____

· Observation on the understanding on Safe School Policy

✦ By Teachers_____

✦ By Students_____

✦ By Non teaching staff_____

✦ By other Constituent_____

Overall comments about Implementation of the Safe School Policy

✦ Policy Reviewed on (Date) _____

Signed:

(Designated Teacher/ Member of Group

(Principal)

Format 9

CONSENT FORM FOR PARTCIPATION OF CHILD IN ANY EVENT / MEET: FOR PARENTS

Would you like your child to be attending this event?   Yes   No

If you are agree to this, please fill in the form below:

Are you Happy?   Yes   No

Does the child take any medicine, or has any particular illness, please mention?

                                                                                               Yes   No

If Yes (please give details) ....

Is the child allergic to any substance or has foof restrictions   Yes   No

If Yes (please specify)...

Name of young person (capitals)...

Age…..........Years

Nationality /state (optional)………………………..

Tel. No …………………………….

Address………………………………………………………………………………..

Signature of child……………………………………………… …………………..

Being parent/guardian of the child I hereby give consent to my child to participate in the event

Signature of parent / caregiver / guardian …………………………….................

Name (caps) ……………………………………………..................

Tel. no.…………………………......................................

All information will be kept securely

Date: …………..

Format 10

Consent form for using photographs and interviews

[Insert date and location of event]

The words and photos of children and young people are very important to us.

 You don't have to tell us anything you don't want to, and if necessary, we can change your name. We are also always careful not to publish too much information about you, for instance, if we use your real name, we won't say where you live.

We might use your words and your photo in:

·   Posters, videos, press, school magazines, display board and other publications

·   Website of the school, where people from all over the world will be able to see them.

If we do take any pictures of you, we'll keep them safely in School's photo library and we'll use them from time to time.

If you are happy with this, please fill in the form below.

I am happy for my first name (only), and age to be used next to photographs of me and my words. I understand these will only be used by the School.

We prefer to use real names, but if you do NOT want us to, please tick here.

If you do not want your words or photo used in large direct mailings sent out by post, please tick here

Name of the child (capitals)……………………………………..........………… Age……….

Nationality /state(optional)………………………..

Tel. No (optional) …………………………….

Address…………………………………………………………………………………………..

Signature of the child……………………………………………

Signature of parent / caregiver / guardian …………………………………..…………

Name (caps) …………………………………………..

Tel. no.………………………

Date: ___/___/___

All information will be kept securely by the School.

Annexure 1: How to Respond To Complaints From A Child

When a child tells you that they are uncomfortable, also known as a Child's Disclosure of Abuse, it is important to remain calm, to affirm the child's feelings, and to follow up in consistent and transparent ways.

General points

· Accept what the child says

· Never push for information

· Keep calm

· Be aware that the child may have been threatened

· Don't panic

· Be honest

· Make certain you distinguish between what the child has actually said and the inferences you may have made

· Do not appear shocked

· Let the child know that you need to tell someone else

· Let the child know what you are going to do next and that you will let the child know what happens

· Assure the child that they are not to blame for the abuse

· Ensure the child's safety

· Do not fill in words, finish the child's sentences, or make assumptions

Things to say	Things not to say
· "I believe you."	· "You should have told someone before"
· "I am going to try to help you."	· "I can't believe it ! I'm shocked!"
· "I will help you."	· "Oh, that explains a lot."
· "I am glad that you told me."	· "No, not __; he's a friend of mine."
· "You are not to blame."	· "I won't tell anyone else."
At the end of the disclosure	
· Reassure the child that it was right to tell you. · Let the child know what you are going to do next. · Immediately seek help. · Write down accurately what the child has told you. Sign and date your notes. Keep all	

> notes in a secure place for an indefinite period. These are essential in helping your organization and the authorities decide what is best for the child, and can serve as evidence if necessary.
>
> · Seek help for yourself if you feel you need support.
>
> Ensure the child's immediate and near-term safety.

Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring the child for medical treatment or to a psychologist.

Further Guidance	If your concerns involve immediate harm to a child, act without delay, as inaction may place the child in further danger.
	• If you know any information about the maltreatment of a child, it is your responsibility to tell someone.
	• The process leading to decision making should be well documented, and all facts or written allegations and responses should be kept on file.
	• When a case is dropped, the reasons for doing so shall be communicated to the person who reported the matter.