



Child Protection Handbook

2015 - 2016

last updated on 9th April 2016

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1. Stonehill International School Child Protection Board Policy

Board Policy Manual in SECTION 5: Personnel (5.330) and SECTION 8: Students (8.170).

The Governing Council believes that child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional and social development. Stonehill International School endorses the UN Convention on the Rights of the Child, of which our host country, India, is a signatory. The Governing Council believes that schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children in need of help and protection. As such, the Governing Council recognizes that educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at Stonehill International School must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect will be reported to the appropriate Indian Authority, to the respective consulate, to the appropriate child protection agency in the home country, and/or to local authorities.

Stonehill International School seeks to be a safe environment for students who may be experiencing abuse or neglect in any aspect of their lives. As such, SIS will make this policy available to all parents and applicant families. It will provide training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, Stonehill International School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

For detailed information on the Convention on the Rights of Child see the following link: http://www.unicef.org/crc/index_30160.html

Adopted: October 2014

2. 2013-14 Child Protection Committee

In August 2014 The Educational Leadership Team identified the need to implement and communicate appropriate child protection processes and procedures. A Child Protection Policy was written and adopted by the Governing Council in October 2014. The Stonehill Child Protection Committee was formed in November 2014 to develop and implement a Child Protection Handbook to outline comprehensive child protection practices and procedures at Stonehill. The child protection committee will review these practices and procedures at least every 6 months.

- **Beverly Sortland** - Head of School
- **Simon McCloskey** – Primary Principal
- **Adrian Shepherd** - Head of PE
- **John Bussenschutt** - Head of Boarding
- **Kirk Jackson** - Secondary Counsellor (**Designated Child Protection Officer**)
- **Shyamalika Nagendra** - Primary Counsellor (**Designated Child Protection Officer**)
- **Meera Alva** - School Counsellor

The Child Protection Committee is responsible for:

- Ensuring adherence to the child protection policy.
- Annual review of the child Protection Policy and Child Protection Handbook with the school management and staff of the institution.

3. Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC) Child Protection Accreditation Requirements

The school is widely aligned with CIS/NEASC Standard D1 and Indicators D1a, E4b and G4b.

Standard D1

The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the schools programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.

Indicator D1a

Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.

Indicator E4b

A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

Indicator G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support to the extent possible - programme continuity under exceptional circumstances.

All updated CIS accreditation documentation showing the above-mentioned changes is designated as Version 8.1.

4. Commonly Held Myths vs The Realities About Child Abuse and Neglect

Myth: Child abuse is carried out by strangers

Data from countries that accurately record child protection statistics indicates that approximately 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient lifestyle then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: Learning about child protection is harmful to your children

Developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

Myth: Abuse education is sex education

Research-based programmes prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable

The reality is that there is no excuse for child abuse. We believe that no culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances

Data from countries that accurately record child protection information indicates that child abuse occurs in all racial, ethnic, socioeconomic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Myth: International Schools do not have to report abuse to local authorities

International schools are bound by the laws of the host country and, as such, must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect. There are cases now pending where schools are facing legal action in regard to non-compliance.

Myth: Children are resilient and bounce back from anything.

Children are resilient, but abuse and neglect have lasting and sometimes unidentified consequences. According to the Annie E. Casey Foundation, children who have had to be removed from their homes due to abuse or neglect suffer post-traumatic stress disorder at twice the rate of veterans of the first Gulf War.

Myth: Normal-appearing, well educated, middle-class people don't molest children.

One of the public's most dangerous assumptions is the belief that a person who both appears and acts normal could not be a child molester. Sex offenders are well aware of our

propensity for making assumptions about private behaviour from one's public presentation. In fact, as recent reports of abuse by priests have shown, child molesters rely on our misassumptions to deliberately and carefully plan and gain access to child victims.

Myth: Children who are being abused would immediately tell their parents.

The fact victims often fail to disclose their abuse in a timely fashion is frequently used as evidence that an alleged victim's story should be doubted. Research, however, shows that children who have been sexually assaulted often have considerable difficulty in revealing or discussing their abuse. There are a variety of reasons why children do not speak up, including having feelings of shame and fear. Not only should children be taught how to recognize if they are being abused and what to do about it, but they should also be made to feel safe and secure when reporting abuse.

Myth: Children who are being abused will show physical evidence of abuse.

A lack of physical evidence of sexual assault is often cited as support that an alleged perpetrator must be innocent. However, research shows that abnormal genital findings are rare even in cases where the abuse has been proven. Some acts, like fondling and oral sex, leave no physical traces. Even injuries from penetration heal very quickly in young children and thus abnormal genital findings are not common, especially if the child is examined more than 48 hours after the abuse. In fact, even with proven penetration in up to 95% of cases, genital examinations will be essentially normal.

Myth: If asked about abuse, children tend to exaggerate and are prone to making false accusations.

Contrary to the popular misconception that children are prone to exaggerate sexual abuse, research shows that children often minimize and deny, rather than embellish what has happened to them. In one study, researchers examined 28 cases in which prepubescent children had tested positive for a sexually transmitted disease by forensically accepted procedures. To be included in the study, the children had to have presented for a physical problem with no prior disclosure or suspicion of sexual abuse and were required to have adequate expressive language capabilities. Each of the 28 children was interviewed by a social worker trained in abuse disclosure techniques and use of anatomically correct dolls. Only 12 of the 28 (43%) of the abused children interviewed gave any verbal confirmation of sexual contact (Lawson, & Chaffin, 1992).

5. Definition of Child Abuse and Neglect

Child Abuse - According to the World Health Organization, child abuse constitutes “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.”

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child.

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. This may occur face-to-face or in the case of online cyber bullying. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may also occur alone.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child’s basic physical, physiological and medical needs, likely to result in the serious impairment of the child’s health or development, such as, failing to provide adequate food, shelter and clothing; neglect of, or failure to respond to, a child’s basic emotional and medical needs.

6. The Context of Students at Stonehill International School

At Stonehill International School we have a wide variety of expatriate students and Indian nationals. Students and families of all nationalities may have differing views on how they define child abuse and neglect. However, at Stonehill International School we believe that no nationality supports harming children.

Child protection depends on raising awareness through education, resources and support systems being in place to identify and help a child who is neglected or / and being abused.

Often students of expatriate parents are isolated from the resources and support systems that they need if neglect or abuse is evident. Transience and mobility, experienced by many expatriate students, can impact development of identity and relationships especially important in times of need. In times of need students either reach out to long term friends or family members for support or it is these friends and family members who observe behaviour that is of cause for concern. Expatriate students are often separated from long-term friendships and extended family relationships to support them in times of need. They are also often exposed to multiple and sometimes conflicting cultures/value systems resulting in confusion of behavioural expectations.

Many of the students at Stonehill International School regardless of their nationality may also have access to carers outside of the family i.e. drivers and nannies. This awareness is important when considering child protection.

The international school becomes the system for the well being of all students and their families. International schools can and have a responsibility to raise awareness through education and in times of need connect families to the necessary services, often overseas.

7. Adopted Safe Practices for Interaction Between Students and Teachers

Physical Contact

Physical contact can be used to comfort, reassure or assist a student. The following should be factors in assessing its appropriateness:

- It is acceptable to the student concerned
- It is open and not secretive
- Is it appropriate to the age and developmental stage of the student

Changing for Games/PE and Swimming

Staff should avoid assisting students with anything of a personal nature that the student can do for him/herself. Male staff should only enter boys' changing rooms and Female Staff should only enter girls' changing rooms. There should be no opposite sex help with changing from P4 and above.

Only Early Years students (P1-P3) are to be allowed to change in a classroom.

For older students, adult time spent in changing rooms should be kept to a minimum.

Overnight Field Trips

Students in P6 and above who participate in overnight field trips will have separate sex sleeping arrangements and individual or separate sex showering arrangements.

One-to-One Teaching

It is important that both the Student and the Staff member remain visible during one-to-one teaching situations.

Visitors / Guest Speakers

Students should not be left alone with visitors or/and guest speakers

8. Adopted Safe Practices for Boarding Staff

Stonehill is a Boarding and Day School and as such all staff are Boarding and Day staff. Staff working in boarding houses face particular challenges in providing “a home-like” environment for children and young people in ways that do not compromise their professional boundaries or the welfare of children and young people.

In particular, the following guidelines are applicable to Boarding Houses:

- House Parents must be made aware of any information that could help prevent harm to children and young people in their care, and staff. This can include information relating to self-harm, eating disorders and anger management issues.
- All visitors to the Boarding House should inform the House Parents of their intention to visit.
- All visitors need to sign in and do not proceed beyond the Boarding House Foyer unless invited or directed to do so by House Parent or Boarding Duty Staff member.
- Boarding Staff should announce their presence before entering a student’s room by knocking on the door and awaiting a response from the student.
- While Boarding Staff are in a student’s room, the door must be fully open.
- Boarding Staff need to be vigilant regarding appropriate use of technology by students and of course themselves.
- Boys can visit the Girls Boarding House and vice versa but only with approval and to designated Common Areas.
- Parents can visit the Boarding House at any time. However, they should only spend a short time in their child’s room and instead use the common spaces to visit with their child. House Parents and House Staff should be notified of visits prior to arrival.
- Staff should direct concerns of reportable nature to a Stonehill Designated Child Protection Officer.
- All boarding student leave must be conducted within the approved Stonehill Boarding Leave Guidelines and can only be granted by the House Parent.
- Boarding Houses are closed during the school day – students must be accompanied by the House Parent if there is ever a need to enter the Boarding House.
- Maintenance staff, who are required to enter students rooms to carry out work from time to time must seek approval from the House Parent. Work of this nature should only be carried out when students are not in the Boarding House.

9. How To Respond If A Child Confides In You

It takes a lot of courage for a child to talk to an adult about their abuse, not least because the child is informing on someone who is more powerful than they are. Children often learn to be very good at covering up the abuse and are able to give believable explanations for what has happened. In talking about the abuse, the child may have to betray someone who is not only close to them but someone they love. They are risking a great deal in the hope that you will believe what they say.

Some helpful responses: -

- Remain calm, accessible and receptive;
- Listen carefully without interruption;
- Communicate with the child in a way that is appropriate to their age, understanding and preference - this is especially important for children with communication difficulties and for those whose preferred language is not English;
- Be aware of the non-verbal messages you are giving;
- Make it clear that you are taking them seriously;
- Acknowledge their courage and reassure them that they are right to tell;
- Reassure them that they should not feel guilty and that you are sorry that this has happened to them;
- Let them know that you are going to do everything you can to help them and explain what may happen as a result;
- Make a note of what was said and what was present, using the child's actual words wherever possible.

What to avoid

Do not: -

- Allow your shock or distaste to show;
- Probe for more information that the child offers;
- Speculate or make assumptions;
- Make negative comments about the alleged abuser;
- Make any promises that you cannot keep, e.g. that "everything will be all right";
- Agree to keep the information a secret;
- Delay getting emergency help if needed, e.g. medical help.

10. Procedure for Reporting a Suspected Case of Abuse or Neglect

Step 1

When a child reports abuse or neglect or there is reasonable cause to believe that abuse is occurring, the member of staff will seek advice from one of the **Designated Child Protection Officers** by the end of the day.

The Designated Child Protection Officer, with the support of the Principal and Head of School, will take initial steps to gather information regarding the reported incident and will form a School-Based Response Team (consisting of members from the Child Protection Committee and any other Staff members as needed) to address the report.

In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedures will be used:

1. Interview with the child or adult reporting abuse, and with other potential witnesses to document information relative to the case. The facts, reportage, observations and opinions of these persons must be documented and reported within 3 working days of abuse or neglect being reported.
2. Consult with school personnel to review the child's history in the school;
3. Report status of case to the Head of School;
4. Determine the course of follow-up actions.

Step 2

Based on acquired information, a plan of action will be developed by the School-Based Response Team to assist the child and family. Actions that may take place are:

1. Discussions between the child and Guidance Counsellor in order to gain more information;
2. In-class observations of the child by the teacher, Guidance Counsellor or Principal;
3. Meeting (s) with the family to present the School's concerns;
4. Referral of the student and family to professional counselling.

Step 3

Subsequent to a reported and /or substantiated case of child abuse or neglect:

1. The counsellor will maintain contact with the child and family to provide support and guidance as appropriate.
2. The counsellor will provide the child's teacher (s) and Principal with ongoing support.

3. The counsellor will provide resource materials and strategies for teacher use.

4. The counsellor will maintain close contact with outside therapists and multidisciplinary teams to update the progress of the child in school.

All documentation of the investigation will be kept confidentially. Most cases of suspected abuse or neglect will be handled by the school Counsellor, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as mild depressions, low self-esteem and grieving

Some cases will be referred to outside resources, for example:

- Mental health issues such as depression and suicide ideation cases reported for investigation and outside resources
- Severe and ongoing abuse or neglect

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports will be made to one or more of the following:

- The Special Juvenile Police Unit
- The Consulate
- The Employer
- The Home-of-Record Welfare Office

11. Procedure for Reporting a Cognizable Offence

The Child Protection Committee must inform the parents/guardian of the child on the same day and if the allegation of abuse constitutes a cognizable offence (offences wherein police officer has the authority to make an arrest without a warrant) and support the parents in lodging a complaint with the nearest Police Station. The first information report (FIR) should be registered specifically by the Special Juvenile Police Unit (SJPU). The SJPUs have been set up under the Juvenile Justice Act, 2000 and amendment 2006, by the Karnataka State Police. There are 7 in the 7 city zones of Bengaluru city each with a Senior Child Welfare Officer who is in charge of all crimes and issues related to children. Each SJPU has a Senior Police Officer with 2 PCs one of whom is a woman to assist him and every police station in the state has a child welfare officer, with a PC to assist him/her. The SJPU's mandate is to respond to and prevent any form of violence against children.

In these cases the following procedure will be followed:

1. The child who has complained of the child abuse will be first taken to a safe place and for counselling.
2. First aid will be administered if needed.
3. The school will ensure confidentiality so that the child is not subjected to further trauma.
4. The available members of Child Protection Committee and Head of School will convene for an emergency meeting to ensure that all procedures are followed correctly thus ensuring the safety and well-being of the child.
5. The Head of School will inform the parents/guardians of the child. The parents must provide their consent before the authorities are informed.
6. A Doctor (registered medical practitioner in pediatrics) will take the child to the nearest hospital for tests/investigative procedure, preferably after the parents arrive. In cases of medical emergency, the medical assistance/treatment could start before the parents arrive.
7. The School Counsellor will counsel and reassure the child until the child's parents arrive and take custody of the child.
8. The parents of the child will be reassured that all possible steps are being taken to provide speedy conclusion to the problem/bring the perpetrators to book.
9. School personnel who suspect a child safety violation must report to the Child Protection Officer (CPO) or Child Protection Committee (CPC) immediately and definitely before the end of the school day. The school authorities in any case will not attempt to resolve the matter themselves.

The CPC shall keep the case report confidential in the school office. The case report shall be kept open for a period of at least 6 months.

Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the child. Stonehill International School will make every attempt to share information to protect a child.

12. Child Protection Staff Training

The Stonehill Child Protection Officers will be trained in the following EduCare (<http://www.educare.co.uk/>) courses:

- Child Protection Awareness in Education
- Child Neglect
- Child Sexual Abuse and Safer Recruitment
- Child Exploitation and Online Safety

They will also be trained using the Virginia Department of Education and the Virginia Department of Social Services training online module that has been recommended by the European Council of International Schools.

[Child Abuse and Neglect: Recognising, Reporting, and Responding](#)

Additional external training will be provided by the school for all staff. The designated Child Protection Officers will be expected to maintain current knowledge and understanding by participating in regular safeguarding and child protection professional development. We shall endeavour to utilize any additional training that is provided locally.

The following Child Protection Committee Training has taken place recently:

October 2014

Simon McCloskey and Shyamalika Nagendra attended Child Protection Awareness Seminar with former London Metropolitan CP trainer Robin Watts.

December 2014

Kirk Jackson and Shyamalika Nagendra have completed the online course - [Educare Child Protection in Education Training](#)

Shyamalika Nagendra has completed the online course titled [Child Abuse and Neglect: Recognising, Reporting, and Responding](#). This course was recommended by the European Council of International Schools. It is provided by the Virginia Department of Education and the Virginia Department of Social Services.

January 2015 and February 2016

Shyamalika Nagendra attended the India Task Force on Child Protection (In Association with the International Schools Task Force on Child Protection) in Pune, India.

13. Stonehill International School Child Protection Faculty Code of Conduct

Stonehill International School is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees and volunteers who represent the school and who interact with students in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees and volunteers acting on behalf of Stonehill International School can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with students and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviours with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for all students.

We must show prudent discretion before touching another person, especially students, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

Stonehill International School personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it. It should only occur when appropriate and never in private. One-on-one meetings with students are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported to a designated Child Protection Officer by the end of the day when it is suspected as described in the Stonehill International School Child Protection Handbook.

Faculty, staff, employees, and volunteers should promote student health and, in so doing, should not expose students to the use of drugs, alcohol or tobacco products. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students. Great care should be taken when engaged in private activities where Stonehill students may be exposed to behaviours that we would not condone in a professional setting. Staff members and volunteers should not accept or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between Stonehill International School parents, administration, teachers, personnel, volunteers, and minors:

- Communication between Stonehill International School (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher,

- coach, host, etc.) is prohibited.
- Digital communication between persons acting on behalf of the school and minors are to only be made using approved school email addresses or accounts.
 - Electronic communication that takes place over a school network or platform may be subject to monitoring.

I agree to strictly follow the rules and guidelines in this Code of Conduct as a condition of my employment at Stonehill International School.

I understand that as a person working with and/or providing services to students under the auspices of Stonehill International School, I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with students I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Stonehill International School.

Name: _____

Signature: _____

Date: _____

14. SIS Child Protection Non Faculty Code of Conduct

This Code of Conduct applies to all faculty, staff, employees and volunteers who represent the school and who interact with students in both a direct and/or unsupervised capacity. Stonehill International School is committed to the safety and protection of children. All employees have a responsibility to ensure the safety and protection of children at our school.

We should all be aware of our own and other persons' vulnerability, especially when working in a school and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions.

Unnecessary physical contact with children should not occur unless it is an appropriate expression of greeting, care or concern. Physical contact should only occur in public areas and never in private. Stonehill International School personnel and volunteers are prohibited at all times from physically disciplining a child.

We must avoid all sexual behaviors. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported to a designated Stonehill Child Protection Officer by the end of the day when it is suspected.

Faculty, staff, employees, and volunteers should promote student health and, in so doing, should not expose students to the use of drugs, alcohol or tobacco products. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students.

Digital Communication between students and employees outside the role of the work environment relationship is prohibited without the knowledge of their parents or guardians.

I agree to strictly follow the rules and guidelines in this Code of Conduct as a condition of my employment at Stonehill International School.

I understand that as a person working with and/or providing services to students under the auspices of Stonehill International School, I am subject to a criminal history background check.

My signature confirms that I have read this Code of Conduct and that as a person working with students I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Stonehill International School.

Name: _____

Signature/Date: _____

15. SIS Child Protection Non Faculty Code of Conduct (Hindi)

बाल संरक्षण

गैर संकाय के लिए आचार संहिता

यह आचार संहिता उन सभी कर्मचारियों के लिए लागू होती है, जो विद्यालय का प्रतिनिधित्व करते हैं और जो विद्यार्थियों के साथ सीधे या परोक्ष रूप से बातचीत करने की क्षमता रखते हैं। स्टोनहिल इंटरनेशनल विद्यालय विद्यार्थियों के संरक्षण और सुरक्षा के लिए प्रतिबद्ध है। हमारे विद्यालय में विद्यार्थियों की सुरक्षा और संरक्षण सुनिश्चित करना सभी कर्मचारियों की ज़िम्मेदारी है।

हम सभी को अपनी और दूसरे लोगों की भेद्यता को समझना चाहिए। खासकर जब हम एक विद्यालय में काम करते हैं तो हम सभी को विशेष रूप से इस बारे में जागरूक रहना चाहिए कि ऐसी स्थितियों या वार्तालापों में हम स्वयं ही शारीरिक, भावनात्मक और यौन सीमाओं को बनाए रखने के लिए जिम्मेदार हैं।

विद्यार्थियों के साथ तब तक अनावश्यक शारीरिक संपर्क घटित नहीं होना चाहिए जब तक कि यह उपयुक्त शुभकामना, देखभाल या चिंता की अभिव्यक्ति न हो। शारीरिक संपर्क केवल सार्वजनिक क्षेत्रों में ही होना चाहिए एकांत में कभी नहीं। स्टोन हिल इंटरनेशनल विद्यालय कर्मियों और स्वयंसेवकों को शारीरिक रूप से एक विद्यार्थी को अनुशासित करने की आज्ञा नहीं देता है।

हमें सभी यौन व्यवहारों से बचना चाहिए। इसमें मोहक भाषण या बातचीत, इशारे या हरकतें और किसी भी प्रकार का शारीरिक संपर्क शामिल है जो विद्यार्थियों को अपमानित या उत्पीड़ित करता है।

हमें वहाँ हस्तक्षेप करने का पूरा अधिकार है जहां इस बात का सबूत या संदेह करने के लिए उचित कारण है कि छात्रों को किसी भी तरह से उत्पीड़ित किया जा रहा है। संदिग्ध उत्पीड़न या उपेक्षा के बारे में दिन के अंत तक एक नामित स्टोनहिल बाल संरक्षण अधिकारी को सूचित किया जाना चाहिए।

शिक्षकों, कर्मचारियों और स्वयंसेवकों को विद्यार्थी स्वास्थ्य को प्रोत्साहित करना चाहिए और ऐसा करने के लिए ड्रग्स, शराब या तंबाकू उत्पादों के उपयोग के लिए छात्रों को उजागर नहीं करना चाहिए। वयस्कों को शराब, ड्रग्स, सिगरेट, वीडियो या पठन सामग्री जो किसी भी प्रकार से अनुचित है नहीं खरीदनी चाहिए और विद्यार्थियों को नहीं देनी चाहिए।

काम के माहौल के रिश्ते की भूमिका के बाहर विद्यार्थियों और कर्मचारियों के बीच डिजिटल कम्युनिकेशन या वार्तालाप उनके माता-पिता या अभिभावक के ज्ञान के बिना निषिद्ध है।

मैं सख्ती से स्टोनहिल इंटरनेशनल स्कूल में मेरे रोजगार की शर्त के रूप में इस आचार संहिता में दिए गए नियमों और दिशा निर्देशों का पालन करने के लिए सहमत हूँ।

मैं समझता हूँ कि विद्यार्थियों के साथ काम कर रहे और/या विद्यार्थियों को सेवाएं प्रदान करने के रूप में स्टोनहिल इंटरनेशनल स्कूल के तत्वावधान में, मैं एक आपराधिक इतिहास की पृष्ठभूमि की जांच के अधीन हूँ।

मेरे हस्ताक्षर पुष्टि करते हैं कि मैंने इस आचार संहिता को पढ़ा है और उस व्यक्ति जो विद्यार्थियों के साथ काम करता है के रूप में मैं इन मानकों का पालन करने के लिए सहमत हूँ। मैं समझता हूँ कि मेरे द्वारा किया गया कोई भी कार्य जो इस आचार संहिता के परस्पर विरोधी है या इस आचार संहिता द्वारा अनिवार्य कार्रवाई करने में असफल है तो उस स्थिति में मुझ पर अनुशासनात्मक कार्रवाई या स्टोन हिल इंटरनेशनल विद्यालय से हटाने जैसे परिणाम लागू हो सकते हैं।

नाम:

हस्ताक्षर:

16. SIS Child Protection Non Faculty Code of Conduct (Kannada)

ಮಕ್ಕಳ ಸುರಕ್ಷತೆ ಮತ್ತು ರಕ್ಷಣೆಗಾಗಿ ಸ್ಟೋನ್‌ಹಿಲ್ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯು ಬದ್ಧವಾಗಿದೆ. ಈ ನೀತಿ ಸಂಹಿತೆಯು ಶಾಲೆಯ ಎಲ್ಲಾ ಸಿಬ್ಬಂದಿಗಳು, ನೌಕರರುಗಳು, ಉದ್ಯೋಗಿಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ನೇರವಾಗಿ ಮತ್ತು / ಅಥವಾ ಮೇಲುಸ್ತುವಾರಿಯಲ್ಲಿಲ್ಲದ ಎಲ್ಲರಿಗೂ ಅನ್ವಯಿಸುತ್ತದೆ.

ಸ್ಟೋನ್‌ಹಿಲ್ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ ಪರವಾಗಿ ಸಿಬ್ಬಂದಿಗಳು, ನೌಕರರುಗಳು, ಉದ್ಯೋಗಿಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಕರ ಸಾರ್ವಜನಿಕ ಮತ್ತು ವೈಯಕ್ತಿಕ ವರ್ತನೆಯು ಸಮರ್ಪಕವಾದ ರೀತಿಯದ್ದಾದಲ್ಲಿ ತಾವು ವ್ಯವಹರಿಸುವವರಲ್ಲಿ ಪ್ರೇರೇಪಣೆ ಮತ್ತು ಸ್ಪೂರ್ತಿಯನ್ನುಂಟು ಮಾಡುತ್ತದೆ ಅಥವಾ ಅದು ಅಸಮರ್ಪಕವಾದಲ್ಲಿ ಅತ್ಯಂತ ಹಾನಿಯನ್ನುಂಟು ಮಾಡುತ್ತದೆ. ನಮ್ಮ ಕೆಲಸದಲ್ಲಿ ನಾವು ಯಾವಾಗಲೂ ಅತ್ಯಂತ ಜವಾಬ್ದಾರಿಯುತವಾಗಿ ವರ್ತಿಸಬೇಕಿದೆ.

ನಾವು ನಮ್ಮ ವೈಯಕ್ತಿಕ ಮತ್ತು ಇತರೆ ವ್ಯಕ್ತಿಗಳ ದುರ್ಬಲತೆಯ ಬಗ್ಗೆ ಯಾವಾಗಲೂ ಜಾಗರೂಕರಾಗಿರಬೇಕಾಗಿರುತ್ತದೆ. ಅದರಲ್ಲೂ ನಾವು ಒಂಟಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳೊಡನೆ ಕೆಲಸದಲ್ಲಿ ನಿರತರಾಗಿರುವಾಗ ಮತ್ತು ಆ ಸಂದರ್ಭದಲ್ಲಿ ನಾವು ನಮ್ಮ ದೈಹಿಕ, ಭಾವನಾತ್ಮಕ ಮತ್ತು ಲೈಂಗಿಕ ಎಲ್ಲೆಗಳನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಬೇಕಿರುತ್ತದೆ. ದೌರ್ಜನ್ಯ, ದುರುಪಯೋಗ ಅಥವಾ ಕಿರುಕುಳವನ್ನುಂಟು ಮಾಡುವ ಅವಾಚ್ಯ ಶಬ್ದಗಳು ಮತ್ತು ಸನ್ನೆಗಳು ಹಾಗೂ ದೈಹಿಕ ಸಂಬಂಧವನ್ನೂ ಸೇರಿದಂತೆ ನಾವು ನಮ್ಮ ಸುಪ್ತ ಮತ್ತು ಬಹಿರಂಗ ಲೈಂಗಿಕ ಅಭಿವ್ಯಕ್ತತೆಯನ್ನು ನಿಯಂತ್ರಿಸಿಕೊಳ್ಳುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊಂದಿರಬೇಕು. ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೂ ಸಹ ಸುರಕ್ಷಿತ ಪರಿಸರವನ್ನು ಒದಗಿಸಲು ನಾವು ಬದ್ಧರಿರಬೇಕು.

ಬೇರೆ ವ್ಯಕ್ತಿಗಳನ್ನು ಅದರಲ್ಲೂ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಮುಟ್ಟುವಾಗ ನಾವು ವಿವೇಚನೆಯುತವಾಗಿ ವರ್ತಿಸಬೇಕಿರುತ್ತದೆ ಮತ್ತು ಅಭಿನಂದಿಸುವಾಗ, ಕಳವಳ ವ್ಯಕ್ತಪಡಿಸುವಾಗ ನಮ್ಮ ದೈಹಿಕ ಸ್ಪರ್ಷವು ಸಮಂಜಸವಾಗಿರಬೇಕಿದೆ.

ಮಕ್ಕಳೊಂದಿಗಿನ ದೈಹಿಕ ಸ್ಪರ್ಷವು ಗ್ರಹಿಸುವವರಲ್ಲಿ ಮತ್ತು ನೋಡುಗರಲ್ಲಿ ತಪ್ಪು ಗ್ರಹಿಕೆಗೆ ಎಡೆ ಮಾಡಿಕೊಡುತ್ತದೆ. ಮಕ್ಕಳೊಂದಿಗೆ ನಡೆಸುವ ಒಂದಲ್ಲಾ ಒಂದು ಸಂಭಾಷಣೆಯು ತೆರೆದ ಸ್ಥಳದಲ್ಲಿ, ಅವರ ಸಂಭಾಷಣೆಯು ವೀಕ್ಷಿಸಲ್ಪಡುವಂತಹ ಕೊಠಡಿಯಲ್ಲಿ, ಅಥವಾ ಬಾಗಿಲು ತೆರೆದ ಕೊಠಡಿಯಲ್ಲಿ ಮತ್ತು ಅಂತಹ ಸಂಭಾಷಣೆಯು ಮತ್ತೊಬ್ಬ ಉದ್ಯೋಗಿ ಅಥವಾ ಮೇಲ್ವಿಚಾರಕರ ಗಮನಕ್ಕೆ ಬರುವಂತಿರಬೇಕು.

ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ಯಾವುದೇ ರೀತಿಯ ಕಿರುಕುಳವುಂಟಾಗುತ್ತಿದ್ದಲ್ಲಿ, ಅಥವಾ ಹಾಗೆ ಉಂಟಾಗುತ್ತದೆಯೆಂಬ ಶಂಕೆಯು ಮೂಡಿದಲ್ಲಿ ನಾವು ಮಧ್ಯಪ್ರವೇಶಿಸಬೇಕಿದೆ. ಸ್ಟೋನ್‌ಹಿಲ್ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ ಮಕ್ಕಳ ಸುರಕ್ಷತಾ ಕೈಪಿಡಿಯಲ್ಲಿ ವಿವರಿಸಿರುವಂತೆ ಅಂತಹ ಶಂಕೆ ಅಥವಾ ನಿರ್ಲಕ್ಷ್ಯವನ್ನು ಆ ಶಾಲಾ ದಿನದ ಅಂತ್ಯದಲ್ಲಿ ನಿಯೋಜಿತ ಮಕ್ಕಳ ಸುರಕ್ಷಣಾಧಿಕಾರಿಯವರ ಗಮನಕ್ಕೆ ವರದಿಸತಕ್ಕದ್ದಾಗಿದೆ.

ಸಿಬ್ಬಂದಿಗಳು, ನೌಕರರುಗಳು, ಉದ್ಯೋಗಿಗಳು ಮತ್ತು ಸ್ವಯಂಸೇವಕರು ಮಕ್ಕಳ ಆರೋಗ್ಯವನ್ನು ಪ್ರೋತ್ಸಾಹಿಸತಕ್ಕದ್ದು ಮತ್ತು ಮಕ್ಕಳನ್ನು ಮಾದಕವಸ್ತು, ಮದ್ಯಪಾನ ಅಥವಾ ತಂಪಾಕು ಉತ್ಪನ್ನಗಳ

ಸೇವನೆಗೆ ಒಡ್ಡಬರಾದು. ಮಧ್ಯಪಾನ, ಮಾದಕವಸ್ತು, ಸಿಗರೇಟುಗಳು, ಅಸಮಂಜಸವಾದ ವಿಡೋಯೋ ಅಥವಾ ಪುಸ್ತಕಗಳನ್ನು ಮಕ್ಕಳಿಗೆ ನೀಡಬಾರದು. ಖಾಸಗಿ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿರುವಾಗ ಸ್ಪೋನ್ಸರ್‌ನ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮವುಂಟಾಗದಂತಹ ರೀತಿಯಲ್ಲಿ ನಡೆದುಕೊಳ್ಳಲು ವೃತ್ತಿಪರ ನೆಲೆಗಟ್ಟಿನ ಮೇಲೆ ಬಹಳಷ್ಟು ಎಚ್ಚರವಹಿಸಬೇಕು. ಮಕ್ಕಳ ತಾಯ್ತಂದೆಯರು ಅಥವಾ ಪೋಷಕರುಗಳ ಗಮನಕ್ಕೆ ಬಾರದ ರೀತಿಯಲ್ಲಿ ನೌಕರ ವರ್ಗದವರು ಅಥವಾ ಸ್ವಯಂಸೇವಕರು ಮಕ್ಕಳಿಂದ ಉಡುಗೊರೆಯನ್ನು ಪಡೆಯುವುದಾಗಲೀ ಅಥವಾ ನೀಡುವುದಾಗಲೀ ಮಾಡಬಾರದು.

ಮಕ್ಕಳೊಂದಿಗಿನ ಸಂವಹನವನ್ನು ಪಾರದರ್ಶಕತೆಯಿಂದ ಕೂಡಿದ ಸುರಕ್ಷಿತ ಕೂಡಿರತಕ್ಕದ್ದು. ಈ ಕೆಳಕಂಡ ಕ್ರಮಗಳನ್ನು ತೆಗೆದುಕೊಂಡಲ್ಲಿ ಸ್ಪೋನ್ಸರ್‌ನ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ ಪೋಷಕರು, ಆಡಳಿತ ವರ್ಗ, ಶಿಕ್ಷಕರು, ಸಿಬ್ಬಂದಿಗಳು, ಸ್ವಯಂ ಸೇವಕರು ಮತ್ತು ಅಪ್ರಾಪ್ತರ ನಡುವಿನ ಅಸಮರ್ಪಕ ಸಂವಹನದ ಅಪಾಯವನ್ನು ತಡೆಗಟ್ಟಬಹುದಾಗಿದೆ.

- ಸ್ಪೋನ್ಸರ್‌ನ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ (ಸ್ವಯಂಸೇವಕರೂ ಸೇರಿದಂತೆ) ಮತ್ತು ಅಪ್ರಾಪ್ತರೊಂದಿಗಿನ ಸಂವಹನವು (ಶಿಕ್ಷಕರು, ತರಬೇತುದಾರರು, ಅತಿಥಿಯ ಇತರರು) ವೃತ್ತಿಪರ ನೆಲೆಗಟ್ಟಿನಿಂದ ಹೊರತಾದುದನ್ನು ನಿಷೇದಿಸಲಾಗಿದೆ.
- ಶಾಲೆಯಿಂದ ಅನುಮೋದನೆಗೊಂಡ ಇ-ಮೇಲ್ ವಿಳಾಸ ಅಥವಾ ಖಾತೆಯ ಉಪಯೋಗದಿಂದ ಮಾತ್ರ ಶಾಲೆಯ ಪರವಾಗಿ ವರ್ತಿಸುವ ವ್ಯಕ್ತಿಗಳು ಮತ್ತು ಅಪ್ರಾಪ್ತರ ಡಿಜಿಟಲ್ ಸಂವಹನವನ್ನು ನಡೆಸಬಹುದಾಗಿದೆ.

ನಾನು ಸ್ಪೋನ್ಸರ್‌ನ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ ನೌಕರಿಯನ್ನು ಪಡೆಯುವಲ್ಲಿ ಈ ನೀತಿಸಂತಿಯ ನಿಮಾವಳಿಗಳು ಒಂದು ಷರತ್ತಾಗಿದೆಯೆಂದು ಭಾವಿಸಿ ಇದನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಪಾಲಿಸುವುದಾಗಿ ಒಪ್ಪಿಕೊಂಡಿರುತ್ತೇನೆ.

ಸ್ಪೋನ್ಸರ್‌ನ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯ ಆಶ್ರಯದಲ್ಲಿ, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೇವೆಯನ್ನು ಒದಗಿಸುವ ಮತ್ತು / ಅಥವಾ ಕೆಲಸವನ್ನು ನಿರ್ವಹಿಸುವ ವ್ಯಕ್ತಿಯಾಗಿ ನಾನು ನನ್ನ ಕ್ರಿಮಿನಲ್ ಹಿನ್ನೆಲೆಯ ಪರಿಶೀಲನೆಗೆ ಒಳಪಟ್ಟಿರುತ್ತೇನೆ. ಈ ನೀತಿ ಸಂಹಿತೆಯನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಓದಿರುವುದಾಗಿ ಮತ್ತು ನಾನು ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಕೆಲಸ ನಿರ್ವಹಿಸುವಾಗ ಕಡ್ಡಾಯವಾಗಿ ಪಾಲಿಸುತ್ತೇನೆಂಬುದನ್ನು ನನ್ನ ಸಹಿಯು ಖಾತ್ರಿಪಡಿಸುತ್ತದೆ. ಈ ನೀತಿ ಸಂಹಿತೆಯನ್ನು ಪಾಲಿಸದಿದ್ದಲ್ಲಿ ಅಥವಾ ಈ ನೀತಿ ಸಂಹಿತೆಯಲ್ಲಿ ವಿವರಿಸುವ ಅಂಶಗಳಿಗೆ ವಿರುದ್ಧವಾಗಿ ನಡೆದುಕೊಂಡಲ್ಲಿ ನಾನು ಶಿಸ್ತು ಕ್ರಮಕ್ಕೆ ಒಳಪಡುತ್ತೇನೆ ಮತ್ತು ಸ್ಪೋನ್ಸರ್‌ನ ಇಂಟರ್‌ನ್ಯಾಷನಲ್ ಶಾಲೆಯಿಂದ ತೆಗೆದು ಹಾಕಲ್ಪಡುತ್ತೇನೆಂಬುದನ್ನು ಅರ್ಥೈಸಿಕೊಂಡಿರುತ್ತೇನೆ.

ಹೆಸರು: _____ ಸಹಿ/- ದಿನಾಂಕ: _____

17. Staff Recruitment - Child Protection

The following measures are in place to ensure safe recruiting: -

Staff Employed by External Agencies

- Gardening and Housekeeping Staff are screened by VAR
- Security Staff are screened by GROUP 4 Security
- All Staff are required to read and sign the Stonehill Non-Faculty Code of Conduct (this has been translated into Kannada and Hindi)

Non-Faculty

- All employees are interviewed in person
- Two written references must be obtained before employment
- A least one reference must be contacted by telephone
- Criminal history background or police check will be obtained
- All staff to sign a Stonehill International School Child Protection Code of Conduct

Faculty

- All employees are interviewed in person
- Three written references must be obtained before employment
- A least one reference must be contacted by telephone
- Criminal history background or police check will be obtained
- All faculty to sign a Stonehill International School Child Protection Code of Conduct;

The school will reserve the right to conduct background screening, and make this explicitly clear to employees, at any time after employment has begun – and will do so periodically. It should also be made clear to all applicants that any misrepresentation, falsification, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of, employment within the school.

Advertisements for vacant positions at Stonehill should all include the following statement:

“Stonehill International School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, the Disclosure and Barring Services or relevant Police Authorities”

18. Useful Websites

- UN Convention on the Rights of the Child

http://www.unicef.org/crc/index_30160.html

- National Commission for Protection of Child Rights (Government of India)

<http://ncpcr.gov.in/index1.php?lang=1&level=0&linkid=12&lid=44>

- Protection of Children from Sexual Offences Act (POCSO Act), 2012

<http://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=425&lid=863>

- Indian Law Relating to Children (NCPCR - Government of India)

<http://ncpcr.gov.in/index1.php?lang=1&level=0&linkid=18&lid=588>

- Child Protection Online Training - UK focus

<http://www.educare.co.uk/>

- UK National Society for the Protection of Cruelty to Children

<http://www.nspcc.org.uk/>

- UK Safenetwork

<http://www.safenetwork.org.uk/>

- Keeping Children Safe in Education for all School and College Staff. UK Department of Education April 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300319/KCSIE_FINAL_8PG.pdf

- UK teacher screening options: -

<http://www.acro.police.uk/ICPC/>

<http://www.cobis.org.uk/page.cfm?p=752>

- CIS: Police Background Check Procedures

http://www.cois.org/uploaded/Documentation/Int'l_Education_Careers/Educators/Police_Clearance/Police_Background_Check_Procedures.pdf

19. Glossary of Key Terms

Child Protection: A broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term “child protection” applies to protection of children in international schools.

Child Protection Policy: A statement of intent that demonstrates a commitment to protecting students from harm and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously.

Child protection concerns: These include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school that must be investigated and followed by appropriate action.

Code of conduct: The school’s guidelines and rules for educators that establish the limits of personal behavior and appropriate interactions with children.

Cognizable Offence: Cognizable offence and non-cognizable offence are classifications of crime used in the legal system of India, Bangladesh and Pakistan. Generally, cognizable offence means a police officer has the authority to make an arrest without a warrant. The police are also allowed to start an investigation with or without the permission of a court. By contrast, in the case of a non-cognizable offence, a police officer does not have the authority to make an arrest without a warrant and an investigation cannot be initiated without a court order. The police can file a First Information Report (FIR) only in cases of cognizable offences. Normally, serious offences are defined as cognizable; these usually carry a sentence of 3 years or more. In India, crimes like rape, murder, theft etc. are considered cognizable, and crimes like public nuisance, simple hurt, mischief etc. are considered non-cognizable.

Designated Child Protection Officer: A child protection officer acts upon any reported concerns and ensures that all staff are familiar with, and adhering, to the Child Protection Policy.

Safeguarding: Safeguarding means the action we take to promote the welfare of children and protect them from harm - is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

Sexual misconduct: Any act of sexual abuse, exploitation, harassment, or molestation of a child committed by an adult or older adolescent. Staff are legally obliged to report allegations of sexual misconduct to the Indian Authorities.

20. Appendix - Information Regarding the 'Protection of Children from Sexual Offences Act' (India).

The Protection of Children from Sexual Offences (PoCSO) Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. These offences have been clearly defined for the first time in law. The Act provides for stringent punishments, which have been graded as per the gravity of the offence. The punishments range from simple to rigorous imprisonment of varying periods. There is also provision for fine, which is to be decided by the Court.

An offence is treated as "aggravated" when committed by a person in a position of trust or authority of child such as a member of security forces, police officer, public servant, etc.

- Punishments for Offences covered in the Act are:
- Penetrative Sexual Assault (Section 3) - Not less than seven years which may extend to imprisonment for life, and fine (Section 4)
- Aggravated Penetrative Sexual Assault (Section 5) - Not less than ten years which may extend to imprisonment for life, and fine (Section 6)
- Sexual Assault (Section 7) - Not less than three years which may extend to five years, and fine (Section 8)
- Aggravated Sexual Assault (Section 9) - Not less than five years which may extend to seven years, and fine (Section 10)
- Sexual Harassment of the Child (Section 11) - Three years and fine (Section 12)
- Use of Child for Pornographic Purposes (Section 13) - Five years and fine and in the event of subsequent conviction, seven years and fine (Section 14 (1))

The Act provides for the establishment of Special Courts for trial of offences under the Act, keeping the best interest of the child as of paramount importance at every stage of the judicial process. The Act incorporates child friendly procedures for reporting, recording of evidence, investigation and trial of offences. These include:

- Recording the statement of the child at the residence of the child or at the place of his choice, preferably by a woman police officer not below the rank of sub-inspector
- No child to be detained in the police station in the night for any reason.
- Police officer to not be in uniform while recording the statement of the child
- The statement of the child to be recorded as spoken by the child
- Assistance of an interpreter or translator or an expert as per the need of the child
- Assistance of special educator or any person familiar with the manner of communication of the child in case child is disabled
- Medical examination of the child to be conducted in the presence of the parent of the child or any other person in whom the child has trust or confidence.
- In case the victim is a girl child, the medical examination shall be conducted by a woman doctor.
- Frequent breaks for the child during trial
- Child not to be called repeatedly to testify
- No aggressive questioning or character assassination of the child
- In-camera trial of cases

The Act recognizes that the intent to commit an offence, even when unsuccessful for whatever reason, needs to be penalized. The attempt to commit an offence under the Act has been made liable for punishment for up to half the punishment prescribed for the commission of the offence. The Act also provides for punishment for abetment of the offence, which is the same as for the commission of the offence. This would cover trafficking of children for sexual purposes.

For the more heinous offences of Penetrative Sexual Assault, Aggravated Penetrative Sexual Assault, Sexual Assault and Aggravated Sexual Assault, the burden of proof is shifted on the accused. This provision has been made keeping in view the greater vulnerability and innocence of children. At the same time, to prevent misuse of the law, punishment has been provided for making false complaint or proving false information with malicious intent. Such punishment has been kept relatively light (six months) to encourage reporting. If false complaint is made against a child, punishment is higher (one year).

The media has been barred from disclosing the identity of the child without the permission of the Special Court. The punishment for breaching this provision by media may be from six months to one year. For speedy trial, the Act provides for the evidence of the child to be recorded within a period of 30 days. Also, the Special Court is to complete the trial within a period of one year, as far as possible.

To provide for relief and rehabilitation of the child, as soon as the complaint is made to the Special Juvenile Police Unit (SJPU) or local police, these will make immediate arrangements to give the child, care and protection such as admitting the child into shelter home or to the nearest hospital within twenty-four hours of the report. The SJPU or the local police are also required to report the matter to the Child Welfare Committee within 24 hours of recording the complaint, for long term rehabilitation of the child.

The Act casts a duty on the Central and State Governments to spread awareness through media including the television, radio and the print media at regular intervals to make the general public, children as well as their parents and guardians aware of the provisions of this Act. The National Commission for the Protection of Child Rights (NCPCR) and State Commissions for the Protection of Child Rights (SCPCRs) have been made the designated authority to monitor the implementation of the Act.

Links:

[The Protection of Children from Sexual Offences Act 2012](#)

[Model Guidelines for POCSO Act by MWCD](#)

Source: Press Information Bureau, GOI (www.pib.nic.in)