



CHILD PROTECTION POLICY (CPP)



2019

LAMDON MODEL SENIOR SECONDARY SCHOOL, LEH

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CHILD PROTECTION POLICY (CPP)



Our Vision

A Globally Competitive, Locally Relevant and Happy Lamdon School.

Our Mission

Our mission is to ensure that every student becomes an asset for their society, country and the world to address local and global challenges. We provide an enabling environment for learning and teaching to unleash the potential of the students to become champions in their life.

Our Strategy

We are strategically focusing on 6Cs Competence, Confidence, Collaboration, Connection, Compassion and Contributions to ensure holistic development of students.

Our Values

Our values are basic and fundamental beliefs that guide and motivate our attitudes and actions. They help us to determine what is important to us. It describes the qualities we choose to embody to guide our actions; the sort of

school we want to be; the manner in which we treat our students, teachers, staff, parents and others, and our interaction with the world around us. They provide the general guidelines for conduct. Our values are align with our guiding statements, are integral to creating a happy and inclusive school environment to translate our vision into a reality.

1. Safety and Security
2. Happiness
3. Compassion
4. Diversity and Inclusion
5. Health and Hygiene
6. Integrity
7. Respect
8. Responsibility and Accountability
9. Self-Discipline
10. Collaboration
11. Participation
12. Trust

Our Objectives

1. To ensure a safe, secure and happy environment in which each student can unleash their potential to dream more, learn more, do more and become more.
2. To offer holistic educational programmes that develop student's head, heart, hands, and health.
3. To maintain the highest academic standards, including the consistent achievement of excellent examination results, while continuing our commitment to an inclusive admissions policy.
4. To build an unrivalled reputation as an outstanding provider of holistic education, offering an exciting range of opportunities and experiences both in and beyond the classroom, with a particular focus on service and global citizenship.
5. To inculcate in students, the significance of compassion, empathy and respect for diversity, sensitivity towards others and the environment.
6. To develop the attributes of self-discipline, positive self-image, collaborative working style, spirit of adventure and leadership.
7. To make students aware and appreciative of their background, history, culture and traditions, whilst being open to other cultures and alternative views of the world.

8. To facilitate learning and development opportunities and activities which attract student's multiple intelligences and which help develop in them a diversity of perspectives and skills to become a responsible global citizen.
9. To promote global thinking in students through a local and global dimension in the curriculum, as well as interactions and exchange programmes with organisations and institutions around the world.
10. To educate students so that they are able to explore both the external world and their inner being.



CHILD PROTECTION POLICY (CPP)

RATIONALE

The Lamdon Model Senior Secondary School is committed to the prevention of child abuse and to the protection of children in line with the United Nations Convention on the Rights of the Child. Decisions to report or act upon suspected cases of child abuse or neglect will be based on the preliminary investigation establishing such act has

been committed as defined by the Protection of Children from Sexual Offences (POCSO) Act, 2012 heeding to the prevailing laws of India.

This commitment means that the interests and welfare of children are our primary consideration when any decision is made about suspected cases of abuse or neglect.

The procedures outlined in the policy are in line with the Juvenile Justice (Care and Protection of Children) Act 2000 and The Protection of Children from Sexual Offences (POCSO) Act, 2012.

The Lamdon Model Senior Secondary School has as its mission the cultivation of a good heart, a balanced mind, and a healthy body for every student. In order to help fulfil this mission, Lamdon works assiduously to create a safe and protected environment in which children can grow and learn. Part of our work to create and ensure this safe environment is the implementation of a Child Protection Policy. While we recognize that prevention is always preferable, we understand that we cannot control what may have occurred or what may occur in a child's life outside the school community. As such, we need to be aware of any signs of abuse or neglect, and act ethically and compassionately to protect the children in our care.

Children are our future. Their well-being and safety are of utmost importance for every parent, schools and for all communities. Today's children are exposed to multiple kinds of man made threats ranging from physical to emotional to digital. Schools are an important component of a child's eco-system. All schools carry the responsibility of offering a safe and secure environment to its students. Schools also share the responsibility along with parents and society of shaping young children into capable young adults who are able to handle the possible threats that surround them in today's world environment. It indeed has to be a three way partnership as a child on an average spends only about 18% of his/ her time inside a school in a year.

All children spend a significant part of their childhood and formative years in schools. It is, therefore, imperative that the ambience in the school is positive and nurturing, and the child feels safe and secure on the premises and with care providers. Sense of safety and well being is instilled in students when action is taken against misconduct or abuse (e.g., corporal punishment, discriminatory practices, bullying or other

forms of verbal, emotional or sexual abuse) by teachers, other personnel and students. Whereas all children are susceptible to violations of their rights, vulnerabilities of certain categories like girl children, children in special needs and differently-abled children are critical areas of concern. However, it is important for the school to create an environment where children are given opportunity and space to share their grievances, concerns and fears as well as suggestions and views with regard to their safety.

This policy refers to the professional responsibility of any employee of the School relating to children as students in the School.

OBJECTIVES

1. To ensure a safe, secure and happy environment in which each student can unleash their potential to dream more, learn more, do more and become more.
2. Providing a child sensitive environment and creating within and around the premises an ambience to help our students feel safe and comfortable, and be themselves without any fear or inhibition.
3. Making all efforts to make itself as child-friendly as possible, which means that, in this school, all processes, interpretations, attitudes and treatments will be humane, considerate and non-discriminatory and in the best interest of the child.
4. We promote safe practice within the School community whereby all students will feel confident to bring their concerns forward and feel supported in those concerns.



SCOPE

This Policy will apply on every aspect of Lamdon administration and management including staff recruitment and review, trainings and teaching-learning transactions that would determine interactions between teachers, students, school environment and parents – rendering them more child-centric. It will apply to all personnel related to the school who come in direct or indirect contact with children. Direct contact means being with and in physical presence of children as part of professional or school related work (regular, occasional, temporary or long term). Indirect contact with children encompasses access to personal information and data on children (including photographs and case files). This Policy covers responsibilities of the School and its management towards safety and protection of children (a) within the premises, (b) in relation to transportation organised by the School and by private service providers and (c) off-site events organised by School management or when students represent the School in outside events.

PRINCIPLES

This CPP is guided by five non-negotiable and fundamental principles for realisation of children's rights:

1. Principle of the best interest of the child,
2. Principle of safety of the child,
3. Principle of equality and non-discrimination,

4. Principle of confidentiality,
5. Principle of participation (child's right to be heard, listened to and to take part in the processes and decisions affecting his/her interests).



LEGISLATIVE AND LEGAL FRAMEWORK

This policy takes into consideration the provisions of the following legislative/ legal arrangements as its guiding framework:

- a) **UN CRC (1989)**: 'The State (and the Society) has an obligation towards child protection in schools or any educational setting. The school authorities, teachers and other adults engaged in the process of schooling and teaching are, therefore, duty-bound to provide an environment that supports and promotes children's dignity, development and protection' (Article 19).
- b) **Constitution of India**: Article 14, 15(3) 21, 21 (A), 23 and 24, 39(c), 39 (f).
- c) **National Policy for children (2013)**: 'Safety and security of all children is integral to their well-being, and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings...'.

d) **Other**:

1. Protection of children from Sexual Offences (POCSO) Act of 2012.
2. Juvenile Justice Act (Care and Protection) of Children (2008) of J&K.
3. Child Labour (Protection and Regulation) Act (1986).
3. Commission on Protection of Child Rights Act (2005).
4. Prohibition of Child Marriage Act (2006).
5. Right of children to free and compulsory Education (2009).
6. Criminal Law Amendment Act (2013).
7. Persons with Disabilities Act (1995).
8. Integrated Child Protection Scheme.
9. National Action Plan for Children (2016).

The School management, therefore, has an obligation to ensure that all duty-bearers in the School are aware of various legal provisions related to protection of children. The School management will be responsible for coordinating and cooperating with parents, community institutions, the department of education, Legal Services Authority, District Child Protection Committee/Unit, JJB, CWC, SJPU and other institutions in the area/region on matters regarding child protection. The School management will also ensure sustained engagement with PTA/PTM as well as children's clubs in the school on issues concerning children's rights (and to get regular feedbacks on their situations) on ensuring adherence to child protection and safety standards.



DEFINITIONS

For the purpose of this Policy, following definitions will apply:

Terms	Definitions
Child Abuse	includes all forms of physical and emotional ill-treatment, sexual abuse, neglect and exploitation that results in actual and potential harm to the child's health, development and dignity' (WHO). Within this broad definition, five types of child abuse can be distinguished – physical abuse, sexual abuse, neglect, negligent treatment, emotional abuse, exploitation.
Sexual Abuse	Act or behaviour as defined in Protection of Children from Sexual Offences (POCSO) Act of 2012.
Neglect	A condition where there is failure to protect the child from exposure to any kind of harm or damage that results in significant impairment in the health and development of the child.
Corporal Punishment	Any action causing physical pain either through hitting or forcing the child to sit or stand in uncomfortable positions (or to stand up for long hours), beating, pinching or slapping, etc., leading to insult, humiliation, physical or mental harm. The term also includes wrongful confinement, threats or disrespect, used with impunity and in disregard to the law and principles of learning.
Bullying	Repeated negative acts committed by children against one another – physical or verbal. It includes hitting, kicking, teasing, taunting, etc. as well as indirect actions like manipulating friendships or purposely excluding from activities. Implicit in such acts is an imbalance in real or perceived power between the bully and the victim.
Violence	All forms of physical or mental/ psychological injury or harm, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.
Inappropriate behaviour	Any behaviour not in line with societal norms, standards and expectations.
Harm	An act or behaviour, often intentional, that hurts or causes grievous injury, pain or trauma.
Emotional Abuse	Failure to nurture a child and provide them with love and security that they require, where a child's environment and relationships with caregiver are unstable, coercive or unable to support the child's healthy development.
Exploitation	A wilful or coercive act or behaviour of an adult with children that places the child in a difficult, harmful or

	dangerous situation or impedes his/her overall development
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CHILD PROTECTION MECHANISM

- a) The School will have a Child Protection Committee (CPC) with the Principal (or his/her nominee) as the Chairperson and 5 members (with at least 2 females. One member of CPC, trained as a counsellor, will act as the nodal person and designated as the Child Protection Officer (CPO).
- b) The CPC will be responsible for ensuring the implementation of the CPP of the School on behalf of the School management. This would mean developing and putting in place adequate mechanisms and systems (and, as far as possible, spelling out methods and steps to follow in different scenarios) in order to:
 1. Promote positive action and behaviour on the part of all stakeholders (including children) in creating a safe school environment for children,
 2. Prevent all forms of child abuse in the school (with provisions for special attention to vulnerable categories of children), and

3. Effectively and expeditiously deal with cases of perceived or actual abuse of children, if any, and to initiate action (including legal action, if necessary).
- c) The CPC will conduct regular assessment of existing or potential risks of child abuse within the systems including a review of infrastructures (e.g., boundary walls, separate toilets for boys and girls, proper evacuation plans, improving vulnerable locations, etc.) and take (or negotiate with the School management for) effective measures in addressing all risk factors.
- d) The CPC will meet at least once every quarter, with provision for additional meetings as and when required. It will also make provisions for emergency meetings to be convened within 24 hours notice in the event of any case of child abuse in the school.
- e) The CPC will ensure that all stakeholders in the school (including children) are aware of the provisions of this CPP. For this purpose, CPC will develop IEC materials, conduct awareness activities and training programs, organise events and display key messages on specific issues (e.g., 'good touch' v/s 'bad touch', positive disciplining, etc.) as appropriate.
- f) The CPC will have for itself adequate systems for having regular interactions with various stakeholders (including children and parents) in order to get their views and suggestions on making the School a safer and more secure place for all children. These may include periodic meetings, feedback systems (including suggestion boxes), etc.
- g) The School management will be responsible for considering proposals and recommendations made by CPC for providing a safe environment for children within the School. It may also make appropriate budgetary provisions for CPC to enable it to carry out its functions effectively.
- h) The management will also undertake, with the CPC, ongoing monitoring and periodic reviews of the implementation of child protection standards, behaviour protocol, response and reporting mechanisms. It will review the CPP and functioning of CPC once in 2 years and bring necessary changes to them on the basis of feedbacks and in consultation with various stakeholders.

- i) The CPC and the School management will be duty-bound to ensure that confidential information concerning a child is not leaked or misused. The child's dignity will have to be preserved at all levels.

RESPONDING TO CASES OF CHILD ABUSE

In case of an incidence of child safety violation or child abuse, following steps will be taken by duty bearers/ CPC:

1. Informing the CPO or Chairperson of CPC immediately.
2. Ensuring safety of child victim and reassuring him/her.
3. Conducting immediate risk assessment.
4. Initiating medical intervention, if required.
5. Informing parents/ guardians.
6. Taking steps to preserve evidences.
7. Calling an emergency meeting of CPC.
8. Reporting to the police (in case of cognizable offence).

In case of sexual offence, confidentiality must be maintained (in accordance with POCSO Act and JJ Act). If the abuser is an adult, he/she should be removed from the premises till completion of inquiry. If the abuser is a child, he/she must be treated as a child in conflict with law (as provided for by JJ Act). CPC will process the case and the Principle will initiate disciplinary action against the abuser in proportion to the nature of offence, A report of the case will be prepared and the case closed. However, in case of a cognizable offence, the case file will be closed only after it is disposed by the court of jurisdiction. CPC will, in consultation with parents/ guardians, initiate rehabilitation measures for the child victim, if necessary. CPC and the School management will also evaluate the case in order to assess any shortcomings in systems and take measures required to prevent such cases from happening in future.

STAKEHOLDERS

The stakeholders under this Policy include:

1. School Management.
2. Lamdon Social Welfare Society
3. Permanent, temporary, contractual staff as well as inspecting and monitoring officials.
4. Volunteers, consultants, subject experts.
5. Service providers.
6. Persons or institutions visiting the school and entering into its premises.
7. Children.



ROLES AND RESPONSIBILITIES

- a) Stakeholders will be responsible for ensuring protection of every child from any form of harm or abuse.
- b) Stakeholders will take immediate and speedy response to actual or perceived harm or abuse to a child by reporting it to the CPO or Chairperson or any member of CPC (verbally or in writing).
- c) Sometimes, situation may warrant them to respond where there is no substantial evidence of harm or abuse. However, if the duty bearer is of the view that a child is in a vulnerable situation, he/she may report the case to the CPC to consider if any action is necessary. Central to any course of action lies the best interest of the child. However, caution must be exercised to avoid any hasty decision/ action leading to far-reaching consequences.

BEHAVIOUR PROTOCOL/ CODE OF CONDUCT

- a) Stakeholders must not fondle, hold, hug, kiss or touch children in inappropriate or culturally insensitive ways.
- b) Wherever possible and practical, the 'two-adults' rule (wherein 2 or more adults, with at least one female, supervise all activities where children are involved, and are present at all times) should be followed. Such activities include picnics, outings, exposure visits, events and activities before and after school hours, etc.

- c) Stakeholders must avoid being in a compromising or vulnerable positions with any child (even if the child may use a relationship to obtain 'special attention'). Duty bearer will always be held responsible (even if a child behaves in a provocative manner) for their behaviour which may lead to any form of child abuse.
- d) Stakeholders must not abuse or exploit a child or behave in a way that places the child at risk of any kind of harm.
- e) Stakeholders must not use language or behaviour towards a child in a way that is inappropriate, offensive, abusive, sexually provocative, demeaning or culturally inappropriate.
- f) Stakeholders must not discriminate against or show deferential or preferential treatment or behaviour towards any particular child or group of children to the detriment to them or other children.
- g) Stakeholders must not use computer, mobile phones, videos or digital cameras or any such media to exploit, harass or bully children.
- h) Stakeholders must, through their words, deeds and demeanour, contribute to creating in the School an atmosphere conducive for development of children. This includes listening to children and respecting them.

SCREENING AND RECRUITMENT

- a) The School Management will be responsible for thoroughly checking past history or antecedents of individuals and entities on child protection related issues (and to ascertain aptitude, interest and sensitivity in working with children as right-bearers) before entering into an agreement or contract with them.
- b) It will be mandatory for the contract/agreement to have an undertaking on the part of individual/ entity to strictly adhere to the principles and provisions of the CPP of the School. The statement must also specify that in case of violations of the provisions of CPP, the individual/ entity is bound by punitive action including termination of the agreement/contract as well as legal proceedings, if applicable.
- c) Annual staff appraisals will include, as an important consideration for renewal of contracts/ agreements, preventive and proactive measures taken by them in the implementation of CPP of the School and in adherence to its standards as Stakeholders for protection of the rights of children.



REVIEW

This policy will be reviewed and updated after every five year. The Principal will sign a copy of the revised policy and will share it with the Management.

REFERENCES

1. Draft Sample Child Protection Policy-Ladakh Civil Society Alliance
2. Child Protection Policies And Procedures Toolkit How To Create A Child-Safe Organisation Elanor Jackson ChildHope UK Marie Wernham Consortium for Street Children UK Produced by ChildHope UK Published by Consortium for Street Children
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6. Safety and Well-being First – Govt. of Karnataka (2004).
7. Towards a Child-friendly Education Environment – UNICEF (2009).
8. Child Protection: Operating Guidelines – World Vision (2010).
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