

PART B

Comprehensive Guidelines and Procedures For Implementation of Child Protection

CHAPTER 1: SAFE SCHOOL ENVIRONMENT

SAFE SCHOOL CONCEPT

When ensuring safety within schools a holistic approach is imperative to create an environment which looks at the multiple dimensions of vulnerability faced by the child, be it mental, emotional, cognitive, social, cultural, geographical or physical, keeping in mind the child's entire cycle of engagement with the educational environment and the system. A robust preventive and pre-emptive safe school environment is one which is free of violence and based on respect to children, working in partnership with schools, teachers, parents, community and most importantly, children themselves.

A safe school environment makes children's rights a reality, restores hope, eliminates bias, upholds dignity in the child's life and creates an enabling environment that supports a child's positive personality development. The processes hence defined within the policy are directed to be enabling and empowering rather than restrictive, prohibitive measures (such as surveillance and regulation based methods). This implies that participation is central to the enabling of all other rights (especially for the marginalised) and becomes essential to a vibrant child centric school and should be the underlying principle in a school system that wishes to understand and respond qualitatively to children's needs to feel safe and protected.

VALUES OF A SAFE SCHOOL

- **Child centric approach:** This is a key value wherein one looks at a child holistically and recognises that each child can contribute through their experiences and opinions. This enables all children to access, participate in and benefit fully from learning opportunities. Also, it implies that in the case where the abuser is a child, the response should be reformative.
- **Enables the right to self-determination:** Children have a right to self determination. This shall be respected and protected. Adults shall create an environment where children are respected and listened to. They shall ensure that children are encouraged to express their own opinions even when they differ from the opinions held by adults or others. Self-determination within a safe school environment enables better engagement and reporting on issues of concern. It would ensure that children have a qualitative space to share in decisions regarding their own well being.

- **Child participation:** Child participation is the active involvement of learners in various school activities. It can be defined as listening to children, giving them space to articulate their own concerns, taking into account their maturity and capacities which enable them to take part in the planning, conducting and evaluating activities, within or outside the school.
- **Child friendly language and methodology:** Care shall be taken to see that all communication related to children shall be in a child-friendly, age appropriate and should not be intimidating or offensive in any manner. Methods used should be along similar lines.
- **Non-discriminatory space:**As highlighted in Part A of this document, adults shall ensure that no preferential treatment is provided to some children. They shall ensure that any discrimination of children by other children or adults shall also be addressed.

SAFE SCHOOL ACTORS AND INDICATORS

Holistic safety needs to be the task of all actors involved, directly or indirectly, with the child through her/his journey through the landscape of education. Through all of these, active participation and involvement of children is essential as it benefits children's development of life skills including empowerment, self esteem and confidence, language ability especially oral language skills, social skills like sharing, leadership skills.

Below, we list a few indicators which showcase the nature of actions required to be taken by specific actors in order to create a safe school environment.

Sl. No.	Actors	Indicators
1.	School Management Committee	School policy, as prescribed by the state Effective school administration Functioning and effective PTAs and CPC Establish and enforce school rules and regulations Establish qualitative functioning children's clubs/ sangha
2.	Teacher	Uses child-friendly language Uses participatory child centric methods of teaching Makes child friendly instructional materials Equitable allocation of co-curriculum activities Uses non-biased methods, including aids and texts

Sl. No.	Actors	Indicators
		<p>Adheres to Code of Conduct</p> <p>Observes and understands child behaviour - note any changes in behaviour and report accordingly</p> <p>Periodically engages children/conducts sessions on safety and protection aspects</p> <p>Encourages child participation and decision making</p> <p>Enrols and train for continuous professional development</p>
3.	Community involvement	<p>Parents attend PTA meetings</p> <p>Community protects school property and facilitates safe access to school</p> <p>Local leadership contribute to school development and safety</p> <p>Alert to protection issues and supports school in issues</p>
4.	Parents	<p>Inform on the pupil's learning and other needs</p> <p>Participate and monitor school programmes</p> <p>Monitor any type of abuse against pupils (such as sexual abuse defilement), harassment, discrimination, etc)</p> <p>Talk and listen to their children on safety and protection issues</p> <p>Participate and initiate conversations on child safety as part of PTA</p> <p>Participate in monthly meetings to monitor the reporting mechanisms and referral</p> <p>Take care of school resources/property</p>
5.	Head of Institution	<p>Effective management and administration (planning, staff meeting, supervision, guidance and counselling of teachers)</p> <p>Reporting and record keeping</p> <p>Reporting mechanisms in place with meetings with PTA, teaching and non-teaching staff to monitor any child rights violation in the school</p> <p>Referral systems in place to refer any case of child abuse to the near health centre, police and probation officer, District administration Officer, psychosocial support, etc.</p>
6.	State and Local Government	<p>Ensuring functional complaints mechanisms at various levels of governance - District Child Protection Units (DCPUs), Child Protection Committees, Children's Commissions, Special Juvenile Police Units etc.</p>

STRATEGIES TO PROMOTE SAFE SCHOOL

Children as Primary Constituents in their own safety.

While ensuring participation of children it is important to note that

1. There are many issues that children might be facing that are not apparent or visible, often subtle and require sensitivity of the adult around. .
2. It would often be very difficult for children to be able to communicate openly, especially under duress.

In order to promote active child participation in all school activities, one must understand the basic requirements of ethical participation (Excerpts from the M&E Toolkit Published by Save the Children, 2013):

These requirements have been elaborated in the *Committee on the Rights of the Child General Comment, No.12*, 'the right of the child to be heard'. It demands that all processes in which a child or children are heard and participate must be:

1. **Transparent and informative**– children must be provided with full, accessible, and age-appropriate information (that is also sensitive to children's diversity) about their right to express their views freely; information should include how their views will be given due weight, how the participation will take place, and its scope, purpose and potential impact.
2. **Voluntary**– children should never be coerced into expressing views against their wishes and they should be informed that they can cease their involvement at any stage.
3. **Respectful** – children's views have to be treated with respect and children should be provided with opportunities to initiate ideas and activities.
4. **Relevant**– the issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, children need to have opportunities to highlight and address the issues they themselves identify as relevant and important.
5. **Child-friendly**– environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views.
6. **Inclusive**– participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalised children (girls and boys) to be involved. Programmes must be culturally sensitive to children from all communities.
7. **Supported by training**– adults need preparation, skills and support to facilitate children's participation effectively – for example, they need to develop listening skills, and to know how to work with and engage children in accordance with their evolving capacities.
8. **Safe and sensitive to risk**– Children must be aware of their right to be protected from harm and must know where, when and whom to go for help if needed.
9. **Accountable** – a commitment to undertaking regular follow-up and evaluation of participation activities is essential. Children must receive feedback on how their views have been interpreted and how their participation has influenced outcomes. Monitoring and evaluation of children's participation needs to be undertaken with children themselves at

the centre of the process.

For a school to provide appropriate and timely responses, the essential systems such as the formation of SDMCs, the PTA bodies etc alongside mechanisms for reporting and responding to different situations need to be in place and is covered in this document.

The methods for mapping issues of safety in depth are elaborated below:

A **Safety Checklist** is given in PART C. While retaining the mandatory sections of the Checklist, modifications based on the unique situation of the school need to be made in order for it to be an effective tool for monitoring.

In order to further customize our understanding to the unique situation and needs of children of each school, annexed (Tool 1, 2 and 3) are two examples of the kinds of **participatory methodology based tools** that schools can use for situations as varied as – danger zone mapping for children's journey from their houses to the school and in and around school; access mapping for the school; understanding how children, view themselves; how children cope with different situations etc.

Also, an example (Tool 4) has been annexed which gives the details of an exercise carried out by children in creating a child friendly post box or suggestion box. The entire process of the kind of box required, what for, where it would be kept, how it would be managed etc is best decided by children with adult facilitation. This increases ownership and responds to the sensitivities of the children, establishing with success, a suggestion box for children which enables them to express their views freely without fear.

Additionally, some simple ways in which schools can promote child participation and increase involvement and awareness are (excerpts from Ugandan Handbook):

- Facilitating children to establish their own child rights club/ sangha where the children can discuss their rights and responsibilities, reporting mechanisms and other issues of concern.
- Promoting parents' active involvement in the school activities.
- Ensure that child protection issues are included in regular formal staff evaluations and appraisals.
- Ensure that the guidance and counseling programme focus on child protection and safety, among others.
- Reporting Mechanisms/Procedures are in place and clearly utilized (PTA, suggestion box, children meetings, general assembly, etc).

CHAPTER 2: GUIDELINES FOR PREVENTION AND RESPONSE TO CHILD SEXUAL ABUSE WITHIN SCHOOLS

A. RECRUITMENT OF HEAD OF THE SCHOOL, TEACHERS AND STAFF

- a. Screen all applicants for all positions
- b. Have written application and personal interview
- c. Ask questions pertinent to child sexual abuse screening.
- d. Obtain verbal—not just written—references for applicants. Ask previous employer and reference provider if he/she feels that there is any reason for this person to not work with children or come in contact with children in the work place.
- e. Do criminal background checks and internet search where required
- f. Check applicant details against internal records
- g. On recruitment, provide CPP and ensure acceptance of the Code of Conduct / ethics through a signature of the recruited employee.

For positions where the institution is outsourcing manpower, ensure that the agency providing the manpower have recruitment guidelines that encompass the above.

B. INTERACTIONS BETWEEN ADULTS STAFF, ADOLESCENTS AND CHILDREN

- a. **Balance positive and negative interactions:** Carefully balance the benefits of appropriate interactions with the risks associated with inappropriate interactions.
- b. **Responsibility for children:** Consider who is responsible for children before and after activities officially begin. Identity cards with photos of students should be given to parents. Parents should give a specific cell phone number for contacting during emergencies. Identity cards should be given to staff, office-bearers of management, security guards, attendants, volunteers, contract staff, consultants. **Everybody should be directed to display ID cards while in school.**
- c. **Ratios of employees to child/ children:** There is no standard ratio for all situations. Consider contextual variables such as age and developmental level of child and employees, risk of the activity and location of the activity.
- d. **One-on-one interactions:** As far as possible there should be at least two adults present at all times with child. Maintain more stringent screening if the mission of the school requires one-on-one time between staff and child (e.g., mentoring programs).
- e. **Sensitive to risk in interactions between children:** Address all situations where unsupervised child can sexually or physically abuse another child.
- f. **Out-of-program contact restrictions:** Schools should limit contact between teaching and non-teaching staff and child to school related/approved activities and programs and/or to certain locations, such as activities within school premises etc.
- g. **Responding to what is observed:** All personnel should be prepared to respond immediately to inappropriate or harmful behavior, potential risk situations and report these behaviors if necessary. Create a climate that encourages students and adults to question confusing or uncertain behaviors and practices
- h. **Clear reporting structure within School:** School should have a well-defined reporting

structure (Template provided). Establish direct-line and back-up reporting systems within schools.

C. ENSURING SAFE ENVIRONMENT

- i. **Visibility:** Building or choosing spaces that are open and visible to multiple people. Ensure safety of children while using toilets or bathrooms, and adult supervision in laboratories, sports equipment rooms etc, to address risk of adult sexual abuse, but also the risk of inappropriate or harmful contact among children.
- j. **Access control:** Develop and follow visitors' rules, with visitors register in place, gates monitored for comings-in and goings of service providers, consultants, marketing personnel etc. Also ensure which people outside of the school are allowed in and under what circumstances.
- k. **Off-site activity guidelines:** When trips outside the school are undertaken including excursions, picnics, educational tours the following are to be mandatorily followed – written permission of parent/guardian, safety orientation to students prior to departure, contact numbers of parents/guardian for emergencies, student adult ratio for supervision, at least one adult trained in CPR, First Aid, handling of off-site bathroom breaks, use of public transportation etc. .

D. TRANSPORTATION POLICIES

The school should clearly spell out who is in charge of the transportation and the responsibilities for daily and special events transportation. While adopting the Supreme Court Guideline referenced in the Policy Document, these additional aspects have also to be adhered to

- a. Appoint a female staff to accompany students till all are dropped off.
- b. Buses should have GPS & CCTV facilities, which should be functional always
- c. School Managements should verify driving licenses of drivers and get information about their antecedents from police.
- d. School Managements should have written agreements with vehicle owners that owners would be solely responsible for violation of norms by drivers.
- e. School Managements should issue strict instructions to drivers to stay in vehicles. They should be warned against unnecessary movement in school premises and engaging in needless conversations with children.

E. PREVENTION PROGRAMS

Child abuse prevention programs must be held for students of all grade levels. A repetition of the material with the children for more than a single day is highly recommended.

- a. **Life Skills and Personal Body Safety sessions for students from pre-nursery to 12th standard¹.** The student needs to learn how to recognize, resist and report abuse.
- b. **Capacity enhancing sessions for teachers and parents** that bring out the limitations of punishment as a disciplining tool, and help teachers develop non-violent, assertive and effective ways of expressing their disapproval of a student's behaviour.
- c. **Training of all school personnel:** The school management will provide the necessary resources and direction for training school personnel on child protection policy, POCSO, JJ Act and child rights.
- d. **Committee for Child Protection:** As mandated by the Department of Public Institution through their Notification No:.....dated... comprising the principal, senior teaching and one senior non teaching staff, student representatives in ratio to the school strength, parents and an external person with standing from the local neighbourhood to look into the issue of safety and security of children. The members of the committee should be well versed with the Protection of Children from Sexual Offences Act, 2012 (POCSO Act) and the child protection policy of the school.
- e. **Child sexual abuse and POCSO awareness sessions for parents, all teachers, staff and contract staff, to ensure they are aware of the key provisions, the redressal mechanism, media relation and above all maintaining confidentiality.**

F. REPORTING ABUSE

CSA – Reporting flow chart

¹ Enfold Trust has prepared age and class appropriate curriculum for Life skill sessions including Personal safety sessions from pre-nursery to 12th standard. His can be accessed at.....

CHAPTER 3: PREVENTION AND RESPONSE TO CHILD SAFETY VIOLATION

Safe environment requires vigilance and quick response to child safety violations and has mechanisms that address these violations promptly and effectively. Every initiative must ensure it is in child's best interests, and that the views of children, particularly those who are more mature, must be sought and taken into consideration. The following are the structures and mechanisms that must be in place in every school.

PREVENTION OF CHILD SAFETY VIOLATIONS

- The CP Policy and Procedures shall be displayed prominently at the main entrance to the institution, along with the contact numbers of the Child Helpline, the CPC, CPO, CWC and CPMs.
- The institution's Human Resource policy shall incorporate information about child protection measures by the institution. The consequences for personnel who abuse or violate a child should be spelt out clearly. With regard to government schools and hostels, the guidelines on child protection shall be incorporated into their staff policy service rules.
- Recruitment procedures as defined in Chapter 2 (A) should be followed for all recruitment. In case of those personnel recruited before the implementation of the CPP, criminal background checks must be performed.
- All school personnel shall undergo an induction program periodically related to CP and procedures related to CP.
- The institution shall demonstrate its commitment to CP through a policy statement in the School Diary, Parents Handbook, any information pack, and on its website.
- Parents should acknowledge that they have understood the CP policy and structures through signing the child's diary in the relevant page or separate written acknowledgement.
- Children shall be made aware of the CP Policy and Procedures and the people whom they have recourse to in case of need. Such information shall be provided to all children in the institution at least once a month either in the morning Assembly or other special session conducted for the purpose.
- Every class in the institution must be oriented on CP policy and structures at least once during each semester.

RESPONSE TO CHILD SAFETY VIOLATIONS

Every institution must nodal persons responsible for Child Protection and form a Child Protection Committee.

Nodal Persons responsible for Child Protection

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

Head of the Institution: The Head of the Institution 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 Child Protection Policy.
- That the school personnel follow the prescribed procedure for documenting safety violation and provides support & guidance.
- Training on CP to all teachers, non-teaching staff and contractual staff is planned and conducted
- Annual review of the CPP with the School Management, Child Protection Committee, Child Protection Officer (CPO) and the staff of the institution

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 institution 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:

- Receiving all complaints of child abuse
- 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 Child Protection Policy.
- Ensuring confidentiality

Child Protection Committee (CPC):

As mandated by the Department of Public Institution through their Notification No:....dated... comprising the principal, senior teaching and one senior non teaching staff, student representatives in ratio to the school strength, parents and an external person with standing from the local neighbourhood to look into the issue of safety and security of children. The members of the committee should be well versed with the Protection of Children from Sexual Offences Act, 2012 (POCSO Act) and the child protection policy of the school.

- All incidents of child abuse within the institution, while participating in activities organized by the institution or representing the institution in activities or using transportation organized by the institution will be taken up by the CPC.
- The CPC and the School Management shall extend all cooperation to the police, judiciary and local administration in investigation of the child abuse.
- The institution shall not attempt to cover up the incident, or influence the child's parents/guardian or other authorities to do likewise. Any incidence of child abuse in the institution, if unaddressed, can possibly lead to similar such incidents, thus violating the nature of the institution as a place of care & protection for children in the process of schooling.

A review of working of the CPC should be held once in 3 months. The meeting needs to have on its agenda review of the previous quarter, any threats/risks discovered during that period, and additional measures to be taken to strengthen CP measures in the institution.

COMPLAINTS MECHANISM - From children, teachers school personnel and parents/guardians

- Verbal complaints made by a child alleging abuse within the institution or on the way to the institution or home, need to be taken seriously
- The school personnel to whom the complaint is made must report the complaint immediately to the CPO.
- Complaints by parents/guardians need to be made in writing to the CPO.
- The CPO must record the complaint in the Report of Suspected Child Abuse immediately.
- The CPO must inform the CPC of the complaint before the close of the day.
- The CPC, in its deliberations shall arrive at the nature of the violation, extent of injury/abuse and impact on the child.
- The CPC must inform the parents/ guardian of the child on the same day and, if the allegation of abuse constitutes a cognizable offence, support the parents in lodging a complaint with the nearest Police Station.
- Any adult working in the institution, who might need to go to the police station to provide information or clarification regarding the complaint, or to court to provide evidence shall be deputed on special paid leave for the purpose by the institution.
- If the CPO is not available on a particular day, the tasks of the CPO will be carried out by the person designated by the CPC.
- In the event of a suspected child abuse the school personnel, may seek the advice of a professional social worker/counsellor, either within the institution or from outside on the same day and report it to the CPO who shall determine whether the child is at risk or has been subject to abuse.
- Confidentiality has to be maintained at all times.
- In case of a child has been abused at home and if it is a non-sexual abuse, the CPC shall in turn refer the same to the government-constituted Child Welfare Committee (CWC) of the district, who will direct appropriate action to be taken. In case of child sexual abuse, the CPC will report to the Police.

According to the Code of Criminal Procedure 1973, in a **Non-cognizable offence** the Police cannot arrest a person without orders of the court, i.e. without a Court Warrant; and can investigate into the case only on the express directions of the court to that effect. Therefore, the Police Station officer records the complaint as a non-cognizable offence, commonly referred as a N.C., and advises the complainant or victim to approach the court for further directions.

Cognizable offence means a police officer has the authority to take cognizance of the offence on its own, i.e., it need not wait for the court orders as the law envisages that in such offences, permission of the court to the police to investigate the crime is implicit. The Police Station officer can make an arrest without a warrant or court order in case of a CO. The police are also allowed to start an investigation with or without the permission of a court. Such cases are mainly, murder, attempt to murder, robbery, rioting, rape and in heinous offences such as kidnapping, trafficking, inducement to take drugs and/or alcohol and child sexual abuse.

Source: www.lawyersclubindia.com

RECOGNISING THE NATURE OF VIOLATION

Child abuse may be physical, sexual, emotional or just plain neglect. Trained school personnel, especially teachers are in an excellent position to notice indicators of possible abuse by observing children's behaviour at school, noticing physical signs, and noticing family dynamics during interactions with parents at the PTA. Physical signs are readily observable.

Teachers must also be alert to behavioural indicators. These may exist independently or may accompany physical indicators. Children who witness domestic violence or violence in the community may also demonstrate this through their behaviour. Young children may exhibit certain sexual behaviour which could indicate sexual knowledge inappropriate to the child's age. A child victim of sexual abuse may also behave inappropriately with other children.

Children with special needs may not be able to recognize or express verbally if they are being abused or were abused. School personnel need to be particularly alert to such children

It also is very important to remember that some indicators, both physical and behavioural, may be indications of something other than abuse. However, any suspected child safety violation must be reported by the school personnel to the CPO.

First steps to be taken

- The child who has complained of child abuse must be taken to a safe place and given professional counseling.
- Ensure confidentiality so that the child is not subjected to further trauma and public scrutiny.
- Encourage the child to narrate his or her own story without probing for information that the child appears unwilling to give. Do not harass the child by asking probing questions, telling the child nothing has happened, ignoring the child or attempting to hush up the matter. Do not lead the child
- Reassure the child that her problem will be attended to.
- Evidence of the child's abuse must be protected in the event the case is taken up by police and the courts.
- Inform the parents/guardians of the child.
- Administer first aid/CPR if required.
- The school's doctor (Registered Medical Practitioner in Pediatrics) needs to take the child to the nearest hospital for tests/investigative procedures, preferably after the parents arrive. In cases of medical emergency, the medical assistance/treatment could start before the parents arrive.
- The institution's qualified social worker/counselor needs to counsel and reassure the child till the child's parents arrive and take custody of the child.
- Reassure the parents of the child that all possible steps are being taken to provide speedy conclusion to the problem/bring the perpetrators to book.

- In case other children are involved in the abuse of the child, their parents too need to be informed of what has happened, how their children have been involved, and asked to take their wards home till further notice.

Identifying the perpetrators of the abuse, possible causes and assessing extent and impact of the abuse

- School personnel who suspect a child safety violation must report to the CPO or CPC immediately and definitely within 24 hours. They should not attempt to resolve the matter themselves.
- CPC shall meet to discuss the matter of the abuse, identify the perpetrator/s of the abuse and determine the possible causes.
- The CPC shall summon adults and children within the institution for inquiry to determine the nature of abuse and the persons responsible for it. If there has been a lapse in procedure, this shall be corrected immediately.
- The institution shall ensure that the perpetrator/s is strictly kept out of the premises for the safety of the child as well as other children.
- At all stages, the child shall be kept informed, as to what action is being taken, in such a way as to not threaten or overwhelm the child. The parents shall be involved as much as possible.
- No transfer of teachers unless the legal proceedings are concluded, especially in the case of government schools

Documenting available information about the violation, ensuring confidentiality

- The CPC shall record facts, reportage, overheard comments and opinion of the child and the other persons involved in the abuse, in the Case Report
- The Head shall make a report of the case to the Block Education Officer within 15 working days of the abuse being reported.
- The child's name and photograph, and family details will not be revealed to the media and/or other agencies.
- The Case Report file shall be kept confidential, in the custody of the CPO, and contents shared only with law enforcement, counseling or judicial authorities or the child's parents.
- If the child is withdrawn from or transferred to another institution, the Case Report file must be kept open, if the matter has not been resolved by that time.
- The Case Report file shall be kept open for at least a period of 6 months.
- The parents/guardian shall not be penalized financially if they want to withdraw the child from the institution, and any fees for remaining period of the academic year shall be refunded in full to them within one month of such request.

Flow chart for responding to child safety violation/child abuse

Adult in the school (teaching/non-teaching staff, assistants, parent/student volunteers) has learnt of an incident of child abuse or has suspicions that a child is being abused

OR

Child comes to the CPC/CPO in the institution (as above) and reports that s/he has been abused/is being abused



CPC in the institution brings the matter to attention of the CPO by close of the same day

AND

CPO records the same in Initial Case Sheet and also reports to CPC by close of the same day

AND

The child is counseled by a counselor for emotional support in dealing with the abuse

AND

Parents/guardian of the child is informed immediately, but not later than close of the same day

AND

School Doctor contacted and advice sought if child needs to be taken to a hospital for examination and report (medico-legal case)

AND

The parents are supported to file an FIR at the nearest police station if the matter involved is a cognizable offence (CO)



Head of Institution meets parents within 3 working days and assures them of institution's cooperation and support in addressing the matter of child abuse



Head receives media persons (if matter has gone to press and electronic media) and assures them of institution's stand, cooperation and support to the affected child & parents/guardian, and cooperation to the police and other authorities in dealing with the case.



Head makes report of the matter to the Block Education Officer including update on where matters stand.



CPO meets with the child or adult reporting abuse, and with other adults and children (if necessary) to document the facts, reportage, observations and opinions of these persons within 3 working days of abuse being reported. CPO prepares detailed Case Report for the CPC.



Child Protection Committee meets immediately to discuss the institution's stand, progress of case filed (if any) with police/courts, and to assess risks to child/other children/institution.



CPC meets quarterly for review on CP in the institution. CP also meets before the close of the academic year to review the institution's CP policy and procedures; child protection-related risks and management of these risks, and submits report to the Head before close of the academic year.



CPC keeps the Case Report confidential in the institution's office. Case Report kept open for a period of 6 months.

Head assists parents/guardian of the child and issues transfer certificate if called for. Head refunds to parent/guardian balance of fees for rest of the academic year without any penalty within 1 month of such request for transfer.

Guidelines for School Personnel

School personnel shall keep in mind the following guidelines:

- 1) Contact should not be of a nature that the child experiences as threatening, probing, sexual or ambiguous
- 2) Physical contact shall be need-based, and take into account the child's gender, age, stage of development and background
- 3) Privacy and minimal contact with the child must be ensured for the child while bathing, changing, use of toilet, etc.
- 4) Working with the child should be generally in visible settings (door open or room with semi-transparent doors) and with at least one other adult present
- 5) Volunteers, visitors, helpers, etc. should not have any physical contact with the child. Any activity that requires physical contact with the child needs to be supervised by a staff member
- 6) No child shall be allowed to leave the institution premises alone or with an adult other than a parent/guardian as per school records
- 7) Staff/other adults in the school shall be given a copy of the CPP and Procedures and acknowledge receipt of and having read the same
- 8) Adults entrusted with accompanying a child to police station, court, hospital, school or other place shall ensure that such travel occurs during the day before sunset. In case this is not possible then an adult woman shall accompany them
- 9) Photographs shall not be taken of children in the institution with mobile phone/ camera/video recorder or other device except by staff in the institution with the permission of the Head, the consent of the child and the child's parents and for the express purpose of the child's developmental records and/or events in the institution. The purpose of taking the photographs must be explained to the parent/ child clearly. Photos thus taken must be stored on a secure computer with password protection and must not leave the institution for any purpose whatsoever.

Monitoring and Evaluating the trend of the violation

Along with assisting the police and other child protection and law enforcement authorities in their investigation of the case of child abuse, the CPC shall also explore the impact of the incident on the other children, adults working there and the institution as a whole. The CPC shall recommend, in its

wisdom, a refresher training for the institution (adults, students, children, Board/management team, service providers) if certain risks have not been foreseen which have led to the child abuse.

Risk management thus needs to be an integral part of the role of the CPC in child protection. Anticipating and managing risks in the area of child protection will enable the school to respond to major risks that can impact the institution:

- 1) Internal CP compliance and control systems and procedures are properly followed
- 2) Review the major risks to the safety of children in the institution and the institution as a whole. These could include (not exhaustive list) physical and emotional, psychological and safety risks (affecting children). It could also include relating to the market (client base), goodwill and reputation, human resources, security & fraud (integrity risk), legal and compliance, political and governance risks
- 3) Monitor and review the CP policy and practice in the light of the external environment and societal changes and report the same to the Board/Management team
- 4) Advise the institution on allocation of resources, if required, for CP activities

The CPC shall undertake such a review on annual basis and submit a report to the Management team/Board/Governing Body of the school, recommending steps to increase and secure child protection and safety within the institution.

MECHANISMS FOR PROTECTION WITHIN SCHOOLS

1. **SCHOOL MONITORING COMMITTEE² AND PARENTS TEACHERS ASSOCIATION³** shall be set up and where existing strengthened, as a forum for community participation in school development while simultaneously promoting accountability of the government or management. The participation of parents and children's representatives will not only look at academic progress but also the safety and protection standards and issues that come up. Overall safety and protection aspects, behaviour and attitude of staff and other personnel, other safety concerns of the students and parents should necessarily be discussed in the periodic meetings and resolved to create a positive environment. School Management shall communicate information about the CPP to all members, parents and students providing details about the redressal measures, response system, the referral service and also action taken for false reporting.
2. **MANDATORY REPORTING** Schools shall ensure mandatory reporting of suspected or reported incidences without delay or any form of cover up, bearing in mind the best interest of the child. Based on the gravity of the incidence the report shall be filed within the Institution for disciplinary action; or to the concerned authority such as the Police, Department of

²Mandatory body under the Right of Children to Free and Compulsory Education Act, 2009 for every government school in the country

³ Guidelines for the PTA – Ref Annexure

Education, Women and Child Development, Children's Commission. Childline or Child Welfare Committee support can also be sought wherever required. All measures must be taken to protect the identity of the child and family and uphold right of the child and family to protection from unwanted media exposure.

Board with contact numbers of Childline, nearest Police Station, Children's Commission, Child Welfare Committee must be prominently displayed in the institution for easy access by children. Likewise children should be given access to telephone for emergency or distress reach out.

3. COMPLAINT/SUGGESTION BOX WITH EXTERNAL REVIEW MECHANISM

This has been covered in Chapter 1 and annexure No:

EXTERNAL MECHANISMS FOR REDRESSAL

State mechanism for child protection comes to the fore when (a) When the systems or mechanisms to respond to or protect children from within the institution or school is absent or fails and (b) The gravity of abuse or harm is such that it warrants legal intervention or is of nature beyond what the school can handle.

Sexual assault of a child, death of child/children or accidents due to negligence of the school authorities and attempt at cover up, emergency evacuation situation such as break out of fire in the school premises, repeated misuse of school premises by local miscreants for anti-social activities with potential for harm are some instances when intervention from external statutory or legal bodies and support systems are required.

All cases of sexual assault and other abuses, maltreatments that are offences under law have to be mandatorily reported to the police and FIR registered specifically with the **Special Juvenile Police Unit**⁴ whose mandate is to respond to and prevent any form of violence against children. Two police officers are designated as Child Welfare Officers in every police station and trained to deal with child related cases, especially child abuse with sensitivity. There is anSJPU set up at every one of the 30 districts, 3 Commissionrates and 7 Zones of Bengaluru city with the Sr. Child Welfare Officer⁵ in charge of all crimes and issues related to children.

Statement under Sec 164 of the Criminal Procedure Code, shall be taken only by the Magistrate of the Special Court or any other lady magistrate if the SC magistrate is not available. The sole aim of this is

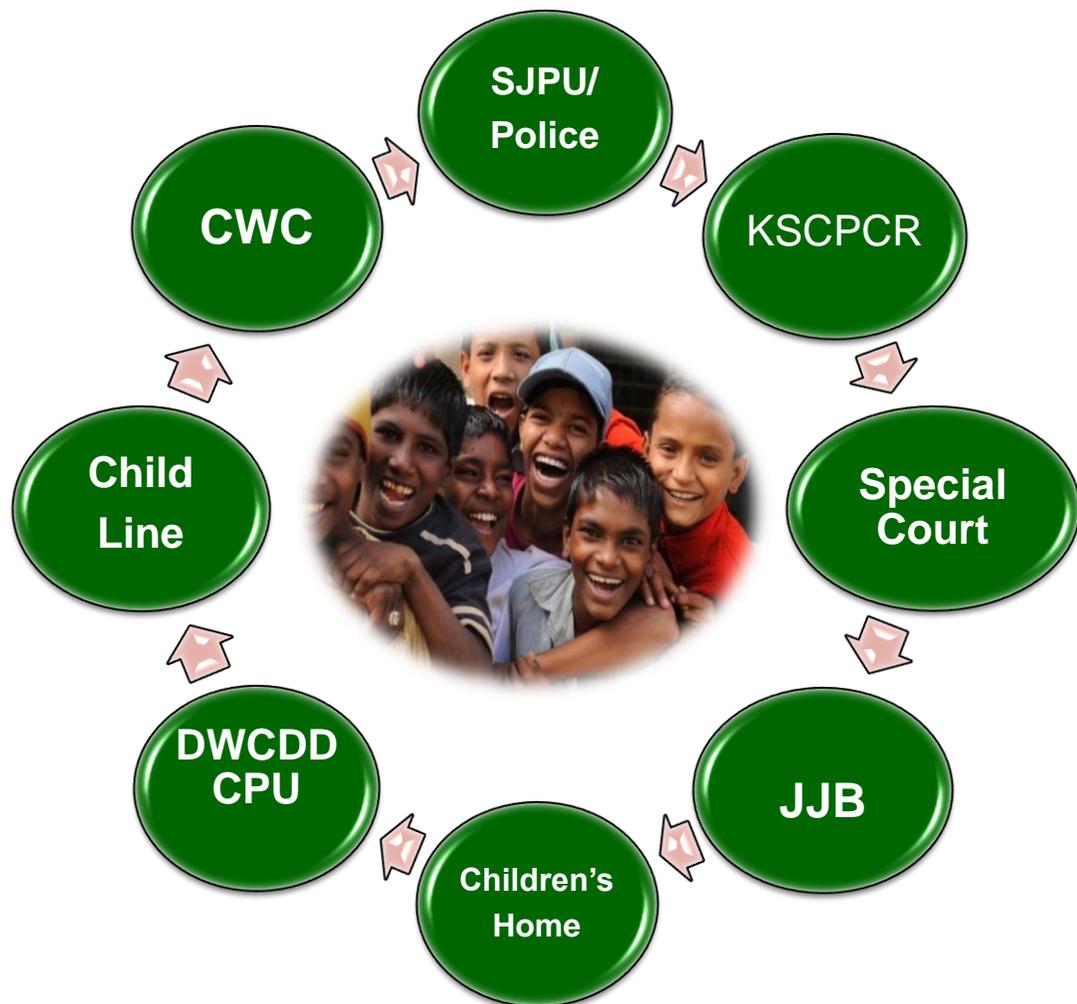
⁴ SJPU are set up under the Juvenile Justice Act 2000 and Amendment 2006, by the Karnataka State police. There are 40 such Units – 30 districts at the office of the SP, 3 in the Commissionrates of Mysore, Dharwad-Hubli and Mangalore and 7 in the 7 city zones of Bengaluru. Each SJPU has a Senior Police 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. For more info please refer annexure.

⁵ Sr. Child Welfare Officers are Police Inspector of DCIB in district and ACP in City

the reduction of trauma and secondary victimization of the child. The Special Court will also ensure in camera hearing and trial in a child sensitive surrounding.

Karnataka State Commission for Protection of Child Rights⁶, set up under the Commission for Protection of Child Rights Act 2005 shall be approached for action against any form of violation, as they are the main body to initiate fact finding and inquiry into the incidence and recommend appropriate action against the violating institution or persons. **Childhelp line number 1098** shall be popularised among all children and given access for emergency or distress reach out.

STATE MECHANISMS FOR CHILD PROTECTION



⁶ KSCPCR – Address and contact

The Department of Women and Child Development and the Nodal Authority for Educational Institutions such as the Department of Primary and Secondary Education, and Collegiate Education of Karnataka, CBSE, CICSE, etc shall be responsible for the setting compliance systems in place and for review and monitoring of the standards of care and protection in all institutions under their jurisdiction.

Children who need the state to step in or whose family/guardian is not able to provide the required care and support shall be produced before the **Child Welfare Committees**, while those children who have committed offences under law shall be produced before the **Juvenile Justice Boards**⁷.

CHAPTER 4: MONITORING AND REVIEW

The problems and difficulties being faced by children today may change over time. Current challenges may be overcome and new issues could emerge that require new approaches not covered by this policy. This necessitates that the policy be an evolving document that is periodically reviewed both in approach and implementation methods. The review will be done with reference to issues put forth in this document/ check lists and others - emerging and relevant to the care and protection of children. The child protection policy has to be implemented, monitored, and reviewed at the levels of the School Management, CPC, PTA and children.

School Management and CPC level:

- There shall be a **person** with special responsibility for dealing with the overall implementation of the school's child protection policy and the co-ordination of school procedures. *This person should have experience in the field of working with the children.*
- Screening and selection of teachers and staff policies updated or amended as school requires.
- The background and personal conduct of the staff should be checked periodically, including the contract workers who are appointed in the school.
- **Mandatory signing of the Child Protection Policy by all the teaching and non teaching staff.**
- Ensure periodical Mentoring programmes for the teaching and the Non teaching staffs regarding the child safety and protection.
- Monitoring the interactions between staff and children.
- For the better safety of children, public contact restrictions have to be enabled in the school.
- Mentoring classes and awareness classes can be arranged both the teachers and the children.
- A complaint box has to be established in the school and a Committee to address the child abuses. Every month complaint box must be checked and each complaint has to be addressed, ensuring the protection of the child.

⁷ CWCs and JJBs are set up in all the 30 districts of the state under the Juvenile Justice Act 2000 and Amendment 2006, and function as bench of Magistrates to address issues of care and protection and of children in conflict with law respectively. The philosophy behind is to free children from the negative experience of the adult justice system

- Continuous counseling has to be given to children who are rescued from the different child abuses.
- Group counseling has to be given to the children where more than one child is involved in one case or if a child is finding difficult to express openly.
- Establishing the child protection committee in each school is mandatory.

PTA Level

- Members of PTA have to be selected and they must be called in for the internal assessment of the CPC
- Awareness classes to be organized on Child Protection during parents meeting ensuring the participation of all the parents.

Child Level

- 'Anti- abuse team' similar to the club like drama club or literary club can be initiated in the school incorporating both the teachers and the students.
- Open houses conducted in every semester to get the collective opinion of the children on the implementation of the child protection in the school.

Monitoring:

- Monitoring has to be done periodically based on the Self Assessment checklist attached to the child protection policy.
- The mandatory fields of the checklist have to be strictly monitored for its implementation and feed back to the concerned authority in the absence of non compliances.
- The CPC has to take measures to implement the recommended fields.
- The CPC, School management, PTA has to ensure that proper monitoring is done at the schools.

To delineate severity of measures depending on the severity of violation

- No transfer of teachers unless the legal proceedings are concluded

Reporting:

- School authority has to make it mandatory for its staff immediate reporting of any abuses on children. Strict actions have to be taken against the staff if not reported.
- Reporting of the abuse to the local Police/ Special Juvenile Unit of Police has to be ensured by the Child protection committee.

Mandatory Reporting

- POCSO Act 2012 requires mandatory reporting of cases of child sexual abuses.
- The principle of Confidentiality has to be ensured in each child abuse case, even though references have to be made properly.

Assessment:

Assessment has to be done both internal and external levels.

Internal Assessment at school level:

- Weekly meetings of the CPC could be organized. Evaluation of the programmes and initiatives done under CPC will be reviewed in these meetings. Child abuse cases are presented and its follow up has to be ensured by CPC
- Core Committee meeting of the CPC has to be carried out in every month. All the members of CPC have to be present in this meeting.
- Reports of the programmes and child abuse case reports have to be present in these meetings.

External Assessment:

It has to be done by authorities other than the school authority.

- Officers from Educational Department, SDMC Members and other responsible and related organizations can carry out external evaluation on the implementation of the CPC.

MONITORING AND REVIEW BY THE STATE

The Monitoring and Review of Child Protection in Schools shall be a **Two fold mechanisms**

- a) To ensure that systems are in place and
- b) To assess the response (procedures, mechanisms, legal aspects ect)

Reporting and redressal systems shall be kept as simple as possible in the interest of parents and children and punitive measures will depend on the severity of violation

State Level

The Monitoring and Review of the CPP in schools, adherence and compliance shall be reviewed annually under the **chairmanship of Additional Chief Secretary** to the Government of Karnataka, with Secretaries of key departments of Education, Police, WCD, RDPR, Health, Social Welfare, Labour, Urban Development, Backward caste and Minorities, Tribal Welfare along with the Karnataka State Commission for Protection of Child Rights and two NGO representatives. The facilitation will be by the DWCD through Karnataka State Child Protection Society and report submitted to the Chief Secretary and Chief Minister.

All schools in Karnataka irrespective of their affiliation to any Board such as CBSE, CICSE, IGCSE, International Bachelorette shall come under the purview of the monitoring and review.

District Level (Rural)

There shall be Quarterly review of child protection violation cases as well as compliance of norms and standards set as per the CPP, at the District level under the chairmanship of the DC/CEO and facilitated by the District Child Protection Unit (DCPU). Members present will be the SP & Sr.CWO of

the SJPU, ZP President, DDPI, DCPO, Chairperson CWC, Childline Nodal, member JJB and other departments such as Social Welfare, Labour, Town/Municipal Development, Backward Caste and Minorities, Tribal Welfare as the case requires, and shall submit quarterly report to the State Officer.

Importantly, to arrest and prevent sexual offences against children and women there be a separate one day or half a day Crime Review by the police in every district, as is being experimented in Raichur and Koppal.

Karnataka shall set a Model for the Country.

There Standard Operating Procedures developed for different stakeholders such as the CWC, SJPU, Childline, DCPU (to be developed) shall be conformed to and the review shall also take this into consideration.

Taluk Level (Rural)

There shall be monthly review of child protection violation cases as well as compliance of norms and standards set as per the CPP, at the Taluk level, headed by the BEO and facilitated by the Protection Officer of the DCPU⁸, Taluk President of the Standing Committee for Education, ACP where there are IPC cases, and other officials such as Social Welfare, BCM, Minorities, Labour, Tribal Welfare, if there are violations in the Hostels/residential schools. The BEO shall be supported by the Education Inspectors, BRPs and CRPs, and shall submit quarterly report to the District Officer.

Gram Panchayat Level (Rural)

All cases of safety violations and sexual abuses at school level shall be reported to the SDMC and GPs whose responsibility it is to ensure appropriate actions are initiated by the concerned officer and duly ensuring that the confidentiality and identity of the child and family is safeguarded, especially in the case of sexual offences, and shall submit quarterly report to the Taluk Officer.

City and Town Levels (Urban)

There shall be monthly review of child protection violation cases as well as compliance of norms and standards set as per the CPP, at the City, BBMP and Town level, headed by the BEO and facilitated by the Protection Officer of the DCPU, along with Education Officer (BBMP schools)/BEO (government schools)/Education Standing Committee, the Corporator, Ward Councilor, DCPs & Sr.CWOs of SJPU where there is IPC violations, members of SDMC/PTA as required and submit report to the State.

⁸ The three protection officers in a DCPU under DWCD/KSICPS such as for Institutional, non-institutional, and legal – cum – probation officers could be assigned across the Taluks in a District

Redressal Mechanisms – Proposed Committee/Responsibility Holders

RURAL

Taluk Level

→ BEO + Protection Officer (DCPU can be anchor) + Taluk President + (ACP in case of IPC violation) + (Social Welfare officer at Taluk level in case of residential schools, ACP or Circle Inspector in cases of IPC violations)

(The three protection officers in a DCPU (Institutional, non-institutional, and legal – cum – probation) could be assigned across the Taluk) **(Monthly Review)**

District Level

→ DCPO + DDPI + ZP + Childline (Nodal) + (SJPU in case of IPC violation) **(Quarterly Review)**

URBAN (Quarterly Review)

City/Township Level

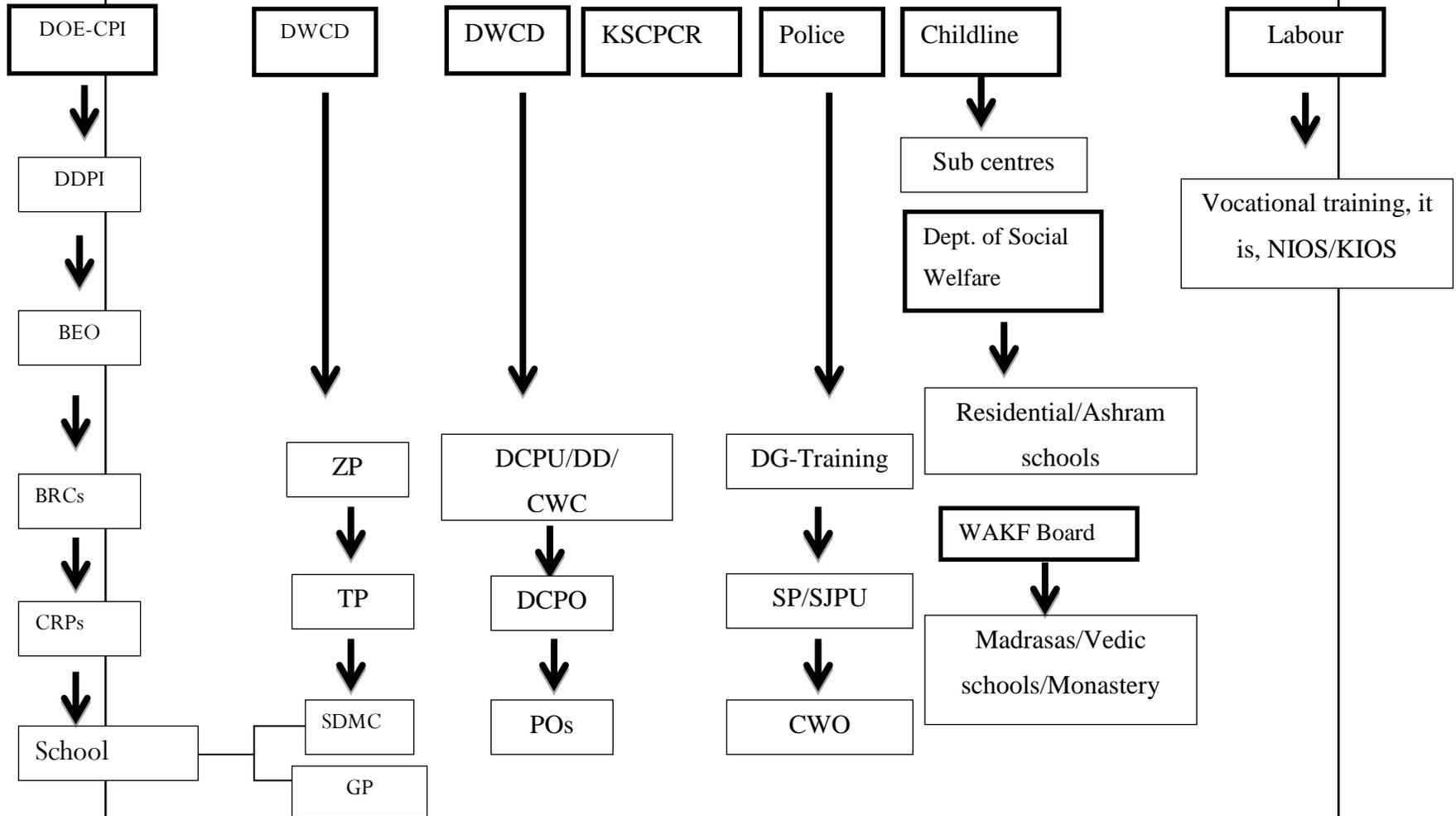
→ Corporator + Ward Councilor + SDMC/PTA+ Education officer (BBMP schools)/BEO (government schools)/Education standing committee + (SJPU/DCPs in case of IPC violation)

OVERALL REVIEW (Quarterly Review)

State Level

→ Director – DWCD + PD – ICPS + KSCPCR + SPD/CPI-Education + DG Training – Police + Dir - RDPR + (Rural) + DMA (Urban) + (Departments of Social Welfare, Labour and Health on call)

Departmental Structures From State to Local Level for Convergence on Child Protection for Schools



The Chart below delineates the Roles and Responsibilities of Key Departments and statutory Bodies and CP Mechanism in dealing with Sexual Offences, Safety Violation and Prevention Programs. (The draft is under preparation)

SL. NO	DEPARTMENT	RESPONSE TO CASES OF SEXUAL OFFENCE	RESPONSE TO CASES OF SAFETY VIOLATION	PREVENTION INITIATIVES
1	DWCD	Suo Motto cognisance of the case Ensure FIR Ensure confidentiality of the child/family		Sensitisation Facilitate Annual review under Chairmanship of Add CS Display IEC – Posters Materials developed jointly with DoE in all spaces occupied by children
2	EDUCATION	Ensure		Ensure CP Mechanism within the Dept from state to Taluk level Ensure CPP by every school Ensure CRC set up as per guidelines Ensure PTAs and SDMCs in every school as per Guidelines issued Display IEC – Posters Materials developed jointly with DWCD in all spaces occupied by children
3	POLICE	Registering of FIR Statement u/s 164 before Magistrate of Special Court		Registry of Child Sexual Offenders Facilitate reference check of persons being appointed by

Annexure No: 1 TEMPLATE FOR A CHILD PROTECTION POLICY FOR A SCHOOL⁹

Title	Components	Remarks
1. Vision and Mission Statement VALUE OF BELIEF ABOUT CHILD SAFETY	<p>The vision of School AAA is to create a safe, nurturing, supportive and responsive environment that upholds rights and dignity of every child in the school. We strive towards a conducive and child sensitive learning environment. We engage with children and young people to ensure, as far as possible, safe environments for those entrusted to our care. This is to be achieved by establishing effective prevention and early intervention measures, strengthening response mechanisms, support services and building partnerships with concerned agencies and child protection mechanisms.</p>	<p>We strive towards zero tolerance to abuse of children in any form</p>
2. Statement of Commitment United Nations Convention on the Rights of the Child (UNCRC)- CHARTER (1989)	<p>We are committed to uphold the rights and development of all children in our care, uphold equity and equality and practice non-discrimination, as outlined by the UN Convention on the Rights of the Child</p> <p>We oppose all forms of child abuse, including sexual abuse, exploitation, emotional abuse, corporal punishment, and neglect.</p> <p>AAA is committed to upholding the rights of children as mandated under various legalisation in India and work within the legal ambit.</p>	<p>India is a signatory to the UNCRC and the state of Karnataka is committed to the protection and safeguard of every child.</p>

⁹The CPP for Child Safety of the School can be made available on the School website and also information about it provided to Staff – both teaching and non-teaching, Students, Parents etc.

CHILD SAFETY COMPONENTS	<p>Section I – Physical Safety – Health, Infrastructure, Sports and Transportation</p> <p>Section II – Emotional and Personal Safety</p> <p>Section III –Social Safety</p> <p>Section IV – Emergency Preparedness and Disaster Management</p> <p>Section V – Cyber Safety</p>	Refer Checklist provided as part of the CPP for Self-Assessment.
3. Child Protection Committee and Child Protection Officer	As per the direction of the Department of Education, Government of Karnataka AAA has set up the Child Protection Committee (CPC) for the school that includes management, teachers, parents and senior student representatives wherever possible (Middle School upward). The CPC is headed by a Senior Lady Teacher of the School designated as the Child Protection Officer	<p>The constitution and roles and responsibilities of the School Child Protection Committee is provided as Annexure: of the CPP</p> <p>The Roles and responsibilities of the CPO is provided in Annexure: of the CPP</p>
4. Behavior Protocols	Protocols to be followed by the teaching and non-teaching staff including temporary teachers or staff, service providers etc at school – Conduct and etiquette to be customised	This can be developed by the school in consultation with Teachers and senior students
5. Recruitment and Screening of Personnel	Procedures for Recruitment and conditions that apply with regard to child safety to be specified – PLs refer annexure:	Background/reference check is a Must for every person recruited, especially those dealing directly with children
6. Procedures for reporting Safety violation/child abuse	<p>AAA has clearly laid out procedures to be followed in the event of any complaint received.</p> <p>Develop procedures and make it available on the based on the suggested</p>	Refer flow chart provided in Part B of the CPP – Guidelines and Procedures. Reporting channel has also been provided
7. Procedures for reporting of child sexual abuse	As per POCSO Act, Rules and Guidelines	Refer Annexure No:

8. Responses to allegations of staff offences		As per procedures to be spelt out by the School	As per POCSO Act and The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 and Rules have procedures that can be adopted for school context
9. Communication about and to children		As per School Management Guidelines that includes - Age and class appropriate communication to children about the CPP, through Notice Board, school website, addressing in Assembly, sessions/workshops on sexuality and life skills etc	Every child, parent and staff/personnel should be aware of the CPP. Ignorance of the Policy will not absolve a person of the offence committed.
10. Training plan for management /teaching and non-teaching staff		<p>AAA is committed to prevention of any form of violation of safety norms and abuse of children in our care. Building capacity of the management, personnel – both teaching and non-teaching is a priority area.</p> <p>Training calendar/Schedule drafted for the academic year with regard to child safety issues, policy/measures</p>	
11. Monitoring and evaluation procedures		<p>Specified protocol to be followed as school management with regard to child safety.</p> <p>Information of the CP Mechanism within school and outside through government will be provided and made accessible.</p>	
12. Responses to allegations of non-teaching staff/community members/visitors/vendors/volunteers/family on contract employees/etc offences		As per GUIDELINES developed and provided	
13. Declaration of commitment		To be signed by all - Board Members, Management, members of the Child Protection Committee, staff - teaching and non-teaching, permanent and temporary, volunteers, consultants visitors and partner	

		<p>organizations. A copy will be kept on file in the office.</p> <p>I declare that:</p> <ol style="list-style-type: none"> 1. I have read and understand the Child Protection Policy and have attended/will attend the [date]child protection training. 2. I will work within the procedure as laid out in the Child Protection Policy. 3. I have not been accused or convicted of any offence involving physical or sexual abuse of children or young people. 4. I understand that if a complaint is brought against me regarding the abuse of children while engaged in activities, the allegation will be thoroughly investigated with my full cooperation with the appropriate authorities. <p>Signature: _____</p> <p>Date: _____</p>	
<p>12.ANNEXURES TO BE ENCLOSED IN THE</p>		<p>Copies of the JJAct/POCSO Act attached</p>	

POLICY FILE

Child Protection Policy of the by the state government
List of Emergency numbers
Forms and Format for reporting Guidelines for Conduction Inquiry
Guidelines for Child Protection Committee
Forms and Formats for various above mentioned protocols



RELATED ANNEXURE:2

Child Abuse Reporting Form

(Adapted from Tejus Home – Sample CSA Prevention Policy and Training Manual for Kindergarten)

1. Name of Child:
2. Age & Birth date:
3. Sex:
4. Address:
5. Class:
6. Name of Parent (s) or Guardian:
7. Parent's Address (if different):
8. Home Phone:
9. Parent's Work Place:
10. Work Phone:
11. Family Composition: (i.e., child lives with grandparents and the Cousin-Brother of Father)
12. Check items that apply:
 - Bruises, bleeding
 - Dislocation/Sprains
 - Lack of Supervision
 - Emotional Neglect
 - Twisting/Shaking
 - Abandonment
 - Educational Neglect
 - Malnutrition
 - Burns, Scalds
 - Physical Neglect
 - Exposure to Elements
 - Medical Neglect
 - Sexual Abuse
13. Description:

14. Briefly describe the reporter's concern for the child:

15. Describe the child's account of how the incident occurred and name possible witnesses:

16. Describe any previously known or suspected abuse or neglect to child or siblings:

17. Provide name(s), address(es), and relationship to child of person(s) responsible for suspected abuse or neglect (if known):

Reporting to local Police/ Special Juvenile Unit of Police:

1. Date:
2. Name of Person Reporting to Police:
3. Time:
4. Name of Person who Prepared Written School Report:
5. Designation: (i.e. teacher, parent, other)
6. School recommendation:

Annexure:**Redressal Mechanism for Child¹⁰ Protection Related Issues¹¹**

S.No.	Child Protection Issue	Redressal Mechanism & Procedure	Remarks
1	When a child goes Missing	<ul style="list-style-type: none">◆ Lodge FIR with the jurisdictional Police station at the earliest and take the help of the Child Welfare Officer¹² at the PS (or)◆ Contact CHILDLINE - 1098 for support◆ To provide information for search through Track Child¹³ through Police and also provide information to the Missing Child Bureau wherever available	<ul style="list-style-type: none">◆ To popularize the CHILDLINE -1098 and Child Welfare Officers (CWO) of police station contact numbers◆ CHILDLINE - 1098 is active in 19 districts of Karnataka – Blore Urban, Rural, Ramnagara, Mysore, Mangalore, Tumkur,
2	When a child is ‘Found’	<ul style="list-style-type: none">◆ Hand over the child to the CWO of nearest Police station, who will produce the child before the Child Welfare Committee(CWC)¹⁴ (or)◆ Call CHILDLINE - 1098◆ Contact Child Welfare Committee(CWC) of the district◆ Contact District Child Protection Unit (DCPU)	<ul style="list-style-type: none">◆ Insist on registering with Track Child as the child may be reported missing somewhere else
3	When there is Abuse(Physical, Emotional, Verbal) of a child	<ul style="list-style-type: none">◆ Call CHILDLINE - 1098◆ Contact Child Welfare Committee(CWC) (or)◆ Contact District Child Protection Unit (DCPU)◆ Lodge an FIR where required and take the support of the Child Welfare Officer of the Police station	<ul style="list-style-type: none">◆ Ensure medical examination is done at the earliest and evidences preserved◆ Psychosocial / Counseling support can be sought through CHILDLINE – 1098◆ Psychosocial / Counseling support can be sought through NIMHANS

¹⁰ A child, as defined by the Juvenile Justice Act *is any person up to the age of 18yrs*

¹¹ This Table is a modified and improved version of the information provided in the web site of the Department of Women and Child Development, Government of Jharkhand

¹² Contact numbers of Child Welfare Officers of every Police Station and the Sr. CWOs at District level is available on the Department website - www.dwcd.kar.nic.in

¹³ Track Child is the National Child Track System to trace missing children and also has data of found children – this is jointly managed by the Department of Police and Women and Child Development

¹⁴ Contact numbers of Child Welfare Committee(CWC) and District Child Protection Units (DCPU) of all districts is available on the Department website - www.dwcd.kar.nic.in

S.No.	Child Protection Issue	Redressal Mechanism & Procedure	Remarks
5	When there is Sexual Abuse of a child	<ul style="list-style-type: none"> ◆ Lodge FIR with the jurisdictional Police station at the earliest and take the help of the Child Welfare Officer at the PS ◆ Contact CHILDLINE - 1098 for support (or) ◆ Contact District Child Protection Unit (DCPU) for support 	<ul style="list-style-type: none"> ◆ Ensure medical examination is done at the earliest and evidences preserved ◆ Psychosocial / Counseling support can be sought through CHILDLINE – 1098 ◆ Psychosocial / Counseling support can be sought through NIMHANS
4	When there is any form of Violence or emergency situation - at home, school or any other place that affects the child/children	<ul style="list-style-type: none"> ◆ Contact the nearest Police station and take support of the CWO ◆ Lodge a complaint if necessary (or) ◆ Contact CHILDLINE - 1098 ◆ Inform Child Welfare Committee(CWC) (or) ◆ Contact District Child Protection Unit (DCPU) for support 	<ul style="list-style-type: none"> ◆ Ensure the children are removed from the place of violence to a place of safety through the proper channel ◆ Psychosocial / Counseling support can be sought through CHILDLINE – 1098 ◆ Psychosocial / Counseling support can be sought through NIMHANS
5	Abandoned Infants/new born	<ul style="list-style-type: none"> ◆ Lodge an FIR at the nearest Police station and take support of the CWO (or) ◆ Contact CHILDLINE – 1098 (or) ◆ Contact Child Welfare committee(CWC) 	<ul style="list-style-type: none"> ◆ It is important that the baby is provided immediate medical care
6	Abandoned Children (same as in Sl.No 2, children found) or any child found, unaccompanied by an adult, especially during school hours	<ul style="list-style-type: none"> ◆ Hand over the child at the nearest Police station and lodge an FIR and take support of the CWO (or) ◆ Contact CHILDLINE – 1098 (or) ◆ Inform Child Welfare committee(CWC) 	<ul style="list-style-type: none"> ◆ Insist on registering with Track Child as the child may be reported missing somewhere else
S.No.	Child Protection Issue	Redressal Mechanism & Procedure	Remarks

6	When a child is Victim of Trafficking or Sale	<ul style="list-style-type: none"> ◆ Contact the nearest Police station and take support of the CWO ◆ Lodge an FIR if necessary (or) ◆ Contact CHILDLINE - 1098 ◆ Inform Child Welfare Committee(CWC) (or) ◆ Contact District Child Protection Unit (DCPU) for support 	<ul style="list-style-type: none"> ◆ Insist on registering with Track Child as the child may be reported missing somewhere else
7	When a child is found Working or Employed (Child Labour)	<ul style="list-style-type: none"> ◆ Lodge a complaint at the nearest Police station and take support of the CWO (or) ◆ Contact CHILDLINE – 1098 (or) ◆ Contact Child Welfare committee(CWC) 	<ul style="list-style-type: none"> ◆ No child below the age of 14yrs can be employed for any work/purpose ◆ Children rescued from work and above the age of 14yrs can be provided relief under the Juvenile Justice Act of 2000, Minimum Wages Act etc
8	When a child is a victim of Child Marriage	<ul style="list-style-type: none"> ◆ Lodge a complaint at the nearest Police station and take support of the CWO (or) ◆ Contact CHILDLINE – 1098 (or) ◆ Contact Child Welfare committee(CWC) 	<ul style="list-style-type: none"> ◆ Marriage of girls below the age of 18yrs and boys below 21yrs is a cognizable and non-bailable offence as per the Prohibition of Child Marriage Act 2006 ◆ The marriage can be stopped by bringing a Court Injunction from a First Class Judicial Magistrate of Civil or Sessions Court.
9	When a child is conflict with Law (Any child found or alleged to have committed any offence such as theft, dacoity, assault etc) or in contact with law	<ul style="list-style-type: none"> ◆ Hand the child over to the CWO of nearest Police station (or) ◆ Contact CHILDLINE – 1098 (or) ◆ Contact the Juvenile Justice Board¹⁵ (JJB) member of the district 	<ul style="list-style-type: none"> ◆ Ensure the child is not ill-treated, beaten or abused by anyone of in the Police station even if he/she has committed an offence ◆ Ensure the parents/guardians are contacted immediately

¹⁵ Contact numbers of Juvenile Justice Board (JJB) of all districts is available on the Department website - www.dwcd.kar.nic.in

Annexure: Reference material to formulate PTA

**As per the
GOVT. OF NCT OF DELHI
DIRECTORATE OF EDUCATION (ACT BRANCH)
OLD SECRETARIAT, DELHI - 110054.
No. 1913 Date: 12/4/2010**

(P.KRISHNAMURTHY)
DIRECTOR OF EDUCATION

Model guidelines issued by the above authorities

GUIDE LINES FOR CONSTITUTION OF PARENTS TEACHERS ASSOCIATION IN AIDED/UNAIDED SCHOOLS

It's an undeniable fact that parents are major stakeholders in functioning of a school. The need for a parent Teacher Association in all schools, be it Govt., Govt, Aided Private unaided recognized schoolman play a very potential role in bringing parent and teachers together to understand each other and co-operate in the task of total development of young impressionable minds. The two agencies must make a concerted effort in evolving a conducive atmosphere in school for children to attain their optimum potential. The following guidelines are issued for compliance by Govt.Aided and private unaided schools.

Aims and objectives

1. To promote the welfare of the children at home, in school and in the community.
2. To bring about a better understanding between parents and teachers.
3. To create consciousness among parents and teachers about the welfare of the school and children.
4. To advise parents and create consciousness among them about their responsibility towards the children.
5. To work for a harmonious relationship between school and community.

II. Functions.

1. To make parent-teacher consolation possible individually as well as in group.
2. To arrange for parents to visit the school an appointment days and discuss the progress of the children.
3. To mobilize community resources for the welfare of children.
4. To provide opportunities to teacher and parents to meet on equal footings and discuss problem oftheir children in order to ensure their welfare.

5. To increase co-operation and better understanding between parents and teachers.
6. To arrange for social get together and program of recreation for parents and teachers.
7. To organize activities for the welfare of the children.

The PTA shall comprise of two bodies.

A. General Body B. Executive Committee

A. General Body:

- a) All the parents of the student studying in a school shall be enrolled as the member of the General Body.
- b) The principal and teacher shall be the ex-office memThe PTA shall comprise of two bodies.

A. General Body B. Executive Committee

A. General Body:

- a) All the parents of the student studying in a school shall be enrolled as the member of the General Body.
- b) The principal and teacher shall be the ex-office members

B. Executive committee

1. The executive Committee shall consist of the following elected members of the General body.
 - a) Chairman-Head of the school (Ex-Officio).
 - b) Vice-Chairman two elected (I Male, I Female) One from among parents and one from teachers
 - c) Hony. Secretary –elected from among the parents.
 - d) Hony. Joint Secretary –two, elected from among the parents and teachers (1) Male, 1(Female).
 - e) Hony. Treasurer–elected from among the teachers.
 - f) Member –nine (5 from among parents and 4 among teachers).
 - g) Members may be co-opted in place of outgoing members.
2. One of the Vice-chairman shall preside over the meeting of the association in the absence ofthe chairman
3. Hony. Secretary shall be responsible for all the correspondence on behalf of the association and shall call meeting and arrange for programmed approved by Executive Committee.
4. Hony. Joint Secretary shall help Hony. Secretary
5. Hony. Treasurer shall maintain the records of the association including the income and expenditure.
6. One of the elected members shall be nominated to the managing committee of the public school.

III. Membership

All parents of the students shall be the member of the PTA and all teachers shall be its ex-officio members.

No parents should continue as a member or office bearer of the PTA of the school of his/her ward has left the school.

IV. Fee

All the members shall pay an annual fee of Rs. 10/- or more as decide by the General Body.

V. Deposits and operation of funds

The PTA accounts may be opened with a scheduled bank or post office and shall be jointly operated by Treasurer along with Chairman / Secretary.

Fund shall be spent on the activities of the association subject to control of the Executive Committee Accounts shall be subjected to annual audit.

VI. Election

Election of the bearers (Executive Committee) shall be held in the last week of April of every alternate year beginning from the academic session 2010-11.

VII. Meeting

General Body Meeting (GBM) should be held at least once a year Executive Committee can meet as often as necessary but at least once in two months. Quorum for the GBM will be 50 members of 1/3 of the total strength which even is less and for the Executive Committee, 5 members. No quorum is required for adjournment.

VIII. Maintenance and upkeep of records

1. All payment received through PTA should be against valid receipt. Receipt should be numbered and issued by the authorized official.
2. The students' annual contribution for unaided recognized schools the amount shall be decided by general body. If in case of emergency, the annual fee to be collected is to be increased further, a resolution to this effect will have to pass by the General Body. It will further require approval of the managing committee of the School.
3. The maximum limit for expenditure out of PTA fund may be decided by the general body of PTA.
4. The accounts of PTA should be maintained separately i.e. ledger, expenditure, and vouchers should be audited by a Chartered Accountants and be opened for inspection team.
5. The Executive Committee of the PTA must meet once in two month and the expenditure during the period should be ratified by the committee and the Committee and the total expenditure incurred should be got approved by the general Body of the PTA.

Annexure No: TOOL 1: Child-led tours or transect walk (From the M&E Toolkit)

Child-led tours can also reveal interesting information from children and young people about programme activities and their outcomes in their local communities or schools. Children can be asked to take members of the M&E group on a tour around their community, to show and to explain where and how children have participated, and changes that have been brought about by children and young people through their participation. For example, children from NCN India reported how they “noticed both the positive and the negative changes in their villages. They identified new facilities that have been set up as a result of their parliament; they pointed out the impact of tree planting, maintenance of environment and sanitation, improvement in functioning of youth club etc. achieved because of their participation”.

Virtual child-led tour: In situations where children’s representatives are brought together in a workshop outside of their own communities, a ‘virtual child-led tour’ can be facilitated. In this context, children form pairs. One child is asked to close their eyes and the other child guides them through an imaginary walk of their community explaining what it looks like, how children have been involved in the programme, and what outcomes they can see as a result of children’s participation.

TOOL 2: Body Mapping (From the M&E Toolkit)

At the start of the programme, a body mapping exercise can be facilitated in groups of girls and boys (of similar ages and backgrounds) to explore existing attitudes and practices; and also to explore children’s likes and dislikes.

60–90 minutes

Resources

A3 paper with a body image drawn on it flip chart paper

different colour pens

crayons

tape

What to do

Inform children about the planned new programme. Introduce the 'before' body mapping exercise to enable girls and boys individually and collectively to explore existing attitudes and practices towards children; and things that girls and boys like and dislike doing in their community. At regular intervals – for example, every

6–12 months or after two years – they will explore changes in children 'after' the programme.

Method:

- Place large sheets of flip chart paper together on the floor, and ask all the children to come together and sit in a circle around the flip chart. Ask for a volunteer to lie down on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pens.
- Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from their community. The left-hand side represents the child now, BEFORE the programme in their community, and the right-hand side will represent the child AFTER the programme.
- Use the body parts to explore existing attitudes and practices towards girls and boys; and things that girls and boys like and dislike doing in their community. Record children's suggestions visually or through writing on the left-hand (BEFORE) side of the body. For example:
 - The head: What knowledge do girls and boys currently have about children's rights/child protection/health (tailor the questions depending on the focus of the programme)?
 - The eyes: How do adults see children? What are adults' expectations of children? Do community elders/headteachers see girls and boys as people who should be involved in decision-making on matters affecting them? What do girls and boys see that they like and dislike?
 - The ears: How do adults (local officials/community elders/teachers/parents/ caregivers) listen to girls and boys? To what extent are children's views taken seriously? What do girls and boys hear that they like and dislike?
 - The mouth: How do girls and boys communicate with their peers, their parents, their teachers or others? How do adults (local officials/community elders/teachers/parents/caregivers) communicate with girls and boys? To what extent are girls and boys scolded by parents/caregivers/teachers?
 - The shoulders: What responsibilities are taken on by girls or boys (of different ages and backgrounds)? Which responsibilities do girls and boys like and dislike? Why?
 - The heart: How do girls and boys feel about themselves? What are adults' attitudes towards children? How do parents/caregivers/teachers/community elders/local government officials show they value/do not value children's needs and ideas?
 - The stomach: What do girls and boys (of different backgrounds) currently eat in an average day?
 - The hands and arms: What are girls and boys (of different backgrounds) doing on a regular basis (study/what types of work/how much time playing, etc.)? What activities do they like and dislike doing? Why?
 - The body: To what extent do girls and boys feel protected? To what extent are girls and boys beaten by parents/caregivers/teachers?

- The feet and legs: Where do girls and boys (of different backgrounds) go on a regular basis and for which activities? What activities do girls and boys like and dislike doing?
- Think about and draw any other significant likes or dislikes they have considering their daily lives.

Then, in plenary, discuss:

- Whether there are girls or boys who face discrimination from other children or adults due to their gender, age, disability, ethnicity, religion, family income, or any other factors.
- Whether there are any differences in the way children are listened to or involved in decision-making due to their gender, age, sibling order, disability, ethnicity, religion, family income, or any other factors.
- Ask children and young people about what changes they would like to see as a result of the programme. Such discussions can help inform relevant indicators for ongoing monitoring of positive outcomes on children.

TOOL 3: Footsteps (Hejje) (from the M&E Toolkit)

Footsteps (Hejje)¹² is a method to determine various steps that have been taken to reach a goal. You can use this tool for planning (looking forward) as well as monitoring (looking back). The description below shows how this activity can be used to identify the key steps taken by children in order to help them analyse the scope of their involvement in different stages of the programme.

45–60 minutes

Resources

- flipchart paper
- scissors
- Post-it notes
- pens and paper
- What to do

Before introducing the activity to the children, cut some paper or a chart into the shape of a footprint. The tool may need 10–15 such footsteps.

Introduce the activity to the children. Ask them to consider why they have been participating in any particular programme. What is its main goal?

Once they have decided on the goal, one child is asked to write this as a statement of the goal on a sheet of paper. This sheet is placed on the ground at a spot far away from the children.

The children will now have to lay the footsteps one at a time, with each footprint corresponding to a stage in their path to reach their goal. Ask children what practical steps they have taken or been involved in to work towards the goal.

The first 'cut out footprint' is placed on the ground. One child puts her/his foot on it. This signifies the first stage towards achieving their goal. Now all children discuss what this first stage was. How were they initially involved in this programme? What did they do first? This is then written down on a sheet of paper and placed next to the first footprint.

This exercise is repeated until all the key stages of children's involvement and action towards reaching the goal have been completed. Children and young people can be encouraged to reflect and to discuss

the following:

- The extent to which they were involved from the earliest stages (for example, were girls and boys involved in identifying and assessing the problem(s)/ concern(s)? Were children involved in discussions and decisions about how to solve the problem(s)?
- Which children (girls, boys, ages, backgrounds) were involved?
- Which stages of the activity were hardest or easiest to do? Why?

TOOL 4: MakkalaAnchePettige (Children's Post Box) (Excerpts from the Protocol of MakkalaPanchayats in Karnataka, The Concerned for Working Children, 2004)

MakkalaAnchePettige is a facility for children to write about problems they face physically, mentally, educationally that they cannot express with the MakkalaMitra directly. Children can also write about their experiences to other children. They can even use this facility to share their skills with others. The MakkalaPanchayat shall place this post box in each Ward/area.

Why MakkalaAnchePettige?

- To find solutions to personal problems that cannot be shared in public
- To write about issues and put them in the box
- To write stories, poems and put in the box

- To solve problems like eve-teasing
- To find solutions to educational and other problems faced by children

Where should Post Box be placed?

- It should be placed in each Ward where it can be accessed by all children
- Children should decide on the actual location of the Post Box
- The elected members of the respective Ward are responsible for the operation of the Post Box
- It should be opened every week

Who will open the Post Box?

- MakkalaMitra should open the Post Box
- MakkalaMitra should keep the names in the letters confidential
 - Children can also give a letter directly to the MakkalaMitra