

- Title** ▶ Protection & Support to children from abusive situations
- Purpose** ▶ To provide personal, social and health education to Children which helps making a difference in them and make Them grow in a caring and loving environment to bring the best out of them and assure them a promising future.
- Scope** ▶ This covers all children who are identified to be amongst Situations of neglect, abuse, poor financial group.

Policy :

In general children are hurt because they -

- Lose their temper when they think about their own problems.
- Don't know how to discipline a child.
- Expect behaviour that is unrealistic for a child's age or ability.
- Have been abused by a parent or a partner.
- Have financial problems.
- Lose control when they use alcohol or other drugs.

Also, children are hurt because of neglect of the following types

- Not meeting a child's need for food, clothing, shelter or safety.
- Leaving a child unwatched.
- Leaving a child in an unsafe place.
- Not seeking necessary medical attention for a child.
- Not having a child attend school.

Such abused and neglected children often experience

- Frequent injuries.
- Learning problems.
- Fear or shyness.
- Bad dreams.
- Behaviour problems.
- Depression.
- Fear of certain adults or places

The effects don't end when the abuse or neglect stops. When abused or neglected children grow up, they are more likely to:

- Abuse their own families.
- Use violence to solve their problems.
- Have trouble learning.
- Have emotional difficulties.
- Attempt suicide.
- Use alcohol or other drugs.

For such children in school, the school is required to create a safe, assuring, learning environment. Such children need to be identified and appropriate training and sessions need to be taken to support them psychologically. To ensure support is extended to children the school has:

- staff who are trained to identify signs of abuse including what to do if they or someone else is worried about a child
- a designated teacher responsible for dealing with child protection
- procedures for checking staff before they work with children
- a child protection policy which includes procedures to be followed if a teacher or other member of staff is accused of harming a child.
- Private counselling support given to pupils during their difficult and vulnerable times and days. Such counselling provides support for those facing personal trauma, bereavement, difficult home circumstances, stress, bullying or abuse. It also contributes to the broader agenda of improving educational outcomes for all pupils by tackling their barriers to learning.

Process

- A designation Committee for Children Safety, Protection and Counselling is formed.
- The committee comprises of members from the management, school head, admin head, staff from admin, academics, wellness officer, counsellor and special educator with balanced participation of both the genders.

- The entire committee was briefed about their role and the need of the committee.
- Safeguarding and child protection training is given to all staff and care takers including refresher training regularly.
- Relevant safeguarding information and guidance is disseminated to all staff and care takers with the opportunity to discuss requirements and impact on roles and responsibilities.
- The school has an Anti-Bullying Policy which is reviewed at intervals of no more than four years and maintains a record of all incidents of bullying or alleged bullying.
- The school also has guidance and counselling committee which works closely with all the stakeholders
- The school ensures that other safeguarding policies, are reviewed at least every three years, or as specified in relevant guidance.
- There is a code of conduct for all adults working in the school.
- All school staff are recruited in line with the policy
- The school
- The maintain record of
 - Allegations against staff and actions taken to investigate and deal with outcomes.
 - Staff induction and training.
- Designated teachers for child protection need to be appointed.
- School staff will listen to and work closely with parents to ensure that children feel safe and protected in the school environment.
- If required school will arrange to report acute abuse to police authorities who will take suitable action based on procedures set out. Once such reporting is done, school's role becomes limited. School staff will not take part in an investigation, though they may be called to give an information. They may also be called to give support to the child.

Review: The School Management will review the policy periodically and as needed.

Protection of Children from Sexual Offences (POCSO):

| MEMBERS | DESIGNATION |
|----------------------|--------------------------|
| MR. M. SUBRAMANIAN | CORRESPONDENT |
| DR. K. R. MAALATHI | ADVISOR |
| MS. S. BHUVANESHWARI | PRINCIPAL |
| MS. VIJAYALAKSHMI | VICE PRINCIPAL ACADEMICS |
| MR. RAJKUMAR | AO |
| MS. GEETHA | VICE PRINCIPAL ADMIN |
| MR. NAMBI S | HOD, PHYSICAL EDUCATION |
| MR. SELVA KUMAR | PET |
| MS. S USHA NANDHINI | NURSE |
| MS. MEENA B | NURSE |
| MS. ESWARI | SPECIAL EDUCATOR |
| MS. AJITHA | ENGLISH EDUCATOR |
| MS. MAHESHWARI | COUNSELLOR |
| MS. VVYJANTHI | SENIOR COORDINATOR |
| MS. SHEELA | PRIMARY COORDINATOR |
| MS. RATHI | PRE-PRIMARY COORDINATOR |

Responsibilities:

- Understand that adolescence is a tumultuous time for children and handle sensitive issues with care.
- Help children identify a safe adult on campus, one who is readily available and accessible.
- Create awareness through relevant videos and workshops.
- Keep matters in strict confidence and not make it public knowledge.
- Work out strategies to help young ones overcome any difficulties they might face. Interact with parents as required.
- Conduct sessions on the changes that take place during adolescence and how children can effectively handle their changing situations.
- Keep a gentle and calm demeanour so that children are comfortable to approach the committee whenever required.