

Tula's international school recognizes that the safety and welfare of its students is the school's statutory and moral responsibility. We will provide a safe and welcoming environment where students are respected and valued by every staff member and by each other. The school will be alert to any forms of neglect, mistreatment, bullying or abuse of its students and will make sure that students receive the support, protection and justice that they and their families expect when they come to a values-based residential community through which generations of just and ethical citizens and wise and principled leaders have passed.

MANAGEMENT OF STUDENT PROTECTION

The Headmaster (HM) is responsible for safeguarding the students of the school. The HM will be assisted by the Deputy Headmaster (DHM), the Head Boardings (HB) the Head Pastoral (HP) and the Pastoral Care Team (Doctor and School Counsellors).

The HP is the designated Child Protection Officer who is directly responsible for child protection matters in school.

The Head of Boardings is responsible for the safety and care of the children. He/she set the tone for the care in the boarding houses and work closely with the house parents. Every house has a duty roster for its house staff and tutors which guarantees that there are a minimum of two vigilant adults present in the house at any time.

Every member of the teaching staff is a Mentor, and as such, they also have a responsibility in ensuring the safety and well being of the children in the house.

INTERNAL PROCEDURES

The school has various channels of communication for reporting children who are suffering harm or are at risk of suffering harm as a result of physical, emotional, social or sexual abuse or neglect. The Houseparent and the Pastoral Care team follows specific procedures once an incident or situation has been reported to verify, investigate and act on what is discovered.

CHILD WELFARE COMMITTEE AT Tula's

In accordance with the POCSO Act 2012, Users Guide 2017 published by the National Commission for Protection of Child Rights, the school has a Child Welfare Committee.

Child Welfare Officer (CWO)
School Doctor
School Counselors

The School also has an external advisor on issues related to Child Safety and Welfare,

DUTY AND RESPONSIBILITY OF STAFF

Every adult working at The Tula's International School has a responsibility to be vigilant and to act when they recognize or suspect that a child is suffering or at the receiving end of any form of abuse from anyone. Turning a blind eye to something that you know is wrong will undermine you, your professionalism and your credibility.

Children, just like adults are not always nice to each other. We should take every opportunity to support and encourage kindness and to call out and recognize unkindness for what it is. Children look to the adults around them to see how to behave and to learn what is acceptable. This requires us to be kind to each other.

Unkindness, like lashing out in anger, happens at the moment. Anything that is sustained, deliberate or premeditated is called bullying. Any form of bullying is unacceptable, in life as well as in school. People who bully are exercising some advantage or power that they have over others to hide some weakness or inadequacy of their own. As well as protecting others from the harm they cause, we need to help the bullies change their behaviour quickly before it harms them and their relationships. If the children in our care leave school with these behaviours we will be failing in our mission and damaging the reputation of The Tula's International School.

The Headmaster is responsible for ensuring that all members of staff are recruited in accordance with the school's Recruitment Policy. The HM will ensure that every new employee is aware of all school policies, including the Child Safety and Welfare Policy, and that they adhere to them. The HR department will also ensure that the recruitment checks on the backgrounds of all employees are kept on the school's single central register.

Every year the staff will be reminded of their duty and responsibility as set out in this policy and the school will organize training for the staff to keep their Duty of Care and Child Protection qualifications up to date.

The HP is responsible for monitoring of the relevant guidelines and Acts relating to Child Safety and Welfare, including the POCSO Act to ensure that the school is compliant and up to date with any review or change in the law.

The HB is responsible for making sure that the children in school understand the Child Safety and Wellbeing Policy and that they know their rights and responsibilities. The HB will work with Housemasters and their houses in this regard. **Children should know what constitutes bullying and abuse, and know what to look out for in themselves and others.** Children also need to know how to respond and how to report any incidents or examples of abuse. Parents also need to understand the policy.

ACTION BY STAFF

Any member of staff who is told of any incident or strong suspicion of physical, psychological or sexual abuse including attempts to radicalize or coerce individuals to hold extreme political or religious views occurring in the school, outside the school linked to members of school staff and their families or to a pupil of the school at home or outside the school, **must** report the information **immediately** to the HB and HP.

If the allegation concerns a member of staff, the HP should receive the initial report and the Headmaster will be informed immediately.

Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home which a pupil reports to staff, abuse by a stranger outside the school, and abuse of one pupil by another pupil. It is also possible that a parent, relative or sibling of a student or a staff member is responsible for the abuse of a child in school.

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse (rather than an isolated instance, a reaction, loss of temper or 'adolescent experimentation' which might be considered within normal bounds in the school community) are:

- The frequency, nature and severity of the incident[s].
- Whether the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than him or having power or authority over him.
- Whether the incident involved a potentially criminal act, and whether the same incident (or injury) had occurred to a member of staff or another adult, it would have been regarded as assault or otherwise actionable.

Pupils and staff should be aware of the necessity to report allegations or suspicions of child abuse following the procedures outlined **and must be trained to do so.**

Staff who are concerned about the behavior of a colleague towards a pupil or pupils are undoubtedly placed in a very difficult situation. They must remember that the welfare of the child is paramount. They **must** report their concern to the HB/HP or the Headmaster.

When they report a concern of this nature they can expect:

- To be listened to and have their concern treated without judgment.
- Their identity to remain confidential (if this is their wish) unless they are required to act as a witness in court proceedings.

When an allegation is made against a member of staff the following must be adhered to:

- School staff who are not members of the PCT **should not** investigate reports of abuse themselves, they must share what they know with the HB/HP.
- Alleged victims, perpetrators, that report abuse and others involved should not be interviewed by school staff who are not members of the PCT.
- The HB/HP must be informed immediately so that due process may be carried out.

Staff members, and other adults at the school, cannot give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious; **the rule with reports, declarations and counselling is that when there is reasonable suspicion of harm to self or other then the matter must be shared with those who need to know.** They should however guarantee that they will pass on information only to the minimum number of people who must be told in order to ensure that the proper action is taken, that they will never tell anyone who does not have a clear 'need to know', and that they will personally take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after disclosure of alleged abuse has been made.

Staff members should limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened.

Always stop and listen straight away to someone who wants to talk about incidents or suspicion of abuse.

Staff members should, if possible, make brief notes of what is said while they are listening. These original notes are much more valuable than an improvised version made later. Ask the person reporting if notes can be taken. These can then be read through together and, after any additions or corrections, can be signed and dated by both the speaker and the listener. **This record must be shared with the HB/HP and be kept as part of a case file.**

Stop asking any more questions once the pupil or adult has finished disclosing that he or she believes that something abusive has happened to him or her, or to someone else.

Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include, according to procedure, the HB/HP, School Doctor, School Counsellor and the Headmaster within the school, and the specialist Social Worker and the police Child Safety Officer outside school, as the case may warrant).

Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes. It may be that they wish for things that are unreasonable or impossible.

The school's Wellness Centre may be a place of safety that a child can stay in while a situation becomes clear. **They should not be left alone.**

THE RESPONSE PROCESS

We recognize that cases of bullying and abuse while sharing some common features, are different in nature and are often complex. While this policy and procedure document sets out what should happen and is essential to follow, it provides a blueprint for the process but cannot anticipate everything that might come up along the way.

Minor issues of unkind and antisocial behavior that cannot be categorized as bullying or abuse will be handled by the Housemasters and the Tutors of the House and will be recorded by the Housemaster. The School's counsellors should be informed of the situation so that they can ask questions and learn whether they can help.

Cases of bullying and abuse will be brought to the HB/HP.

The HB/HP will hear the case from the Housemaster before speaking in confidence to the student(s) involved to record the students' story and then make a decision on what the response and the consequences should be.

In **all cases**, the Headmaster will be kept informed by the HB/HP.

In very serious cases, which may involve suspension or expulsion, the Headmaster will be involved.

The HB/HP, on receiving an allegation of bullying, physical, sexual or psychological abuse should:

1. Take any steps needed to protect the pupil involved from the risk of immediate harm.
2. Provide immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made; each of these may be at risk.
3. Inform a pupil's parents after confirming the incidence of abuse.
4. Ask the School Doctor to carry out a medical examination or treatment for the pupil if required.
5. Provide counseling support of the School Counsellor.
6. Inform the Headmaster of the allegation and the action taken and decide necessary further action in line with the policy and legal standards.
7. Take any necessary steps for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. This may involve the pupil receiving continuing support and protection through a staff member chosen by him or changing boarding accommodation, or returning to his parents temporarily.
8. Take any necessary steps to protect and support a pupil who is alleged to have abused another. The allegation may not later be substantiated, but even if it is, the school continues to have a duty of care towards this pupil while he is boarding at the school.
9. Ensure that any pupil being interviewed by the police has available a parent or a supportive member of staff of his own choice to accompany him if this becomes necessary.
10. Make arrangements, where feasible, for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his parents where appropriate.

STAFF CODE OF CONDUCT WITH REGARD TO STUDENT PROTECTION

Introduction

A relationship between an adult and a child or young person is not a relationship between equals. As a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. There is potential for exploitation and harm of vulnerable young people. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

To meet and maintain our responsibilities towards pupils we need to agree on standards of good practice which form a code of conduct for all staff. Good practice must include:

- Treating all students with respect.
- Being prepared to listen.
- Setting the highest standards of personal conduct.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behavior among students at all times.
- Being alert to changes in students' behaviour that may indicate that they are having problems.
- Reading and understanding the school's policies relating to the welfare of its students.
- Asking the student's permission before initiating physical contact, such as physical support during PE, music or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualized, derogatory or stereotypical language.
- Referring all concerns about a student's safety and welfare to the HB/HP.

Maintaining Professional Boundaries

All adults should clearly understand the need to maintain appropriate boundaries in their contact with students. Adults should always maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. They should report and record any incident that has this potential to the HB/HP.

Inevitably Masters and other staff will need, on occasions to have one to one contact with students. In these circumstances ensure that the setting is appropriate and that the situation cannot be misinterpreted. For example if a member of staff intends to see a student in his/ her own home and perhaps give him tea it would be prudent to ensure that the student's Housemaster is aware. Similarly, offering a lift to a student in your car is acceptable for school business, for example a trip to the outpatients' clinic or for a form dinner in town but not for less formal purposes.

However, in general terms we must maintain professional boundaries by:

- Not engaging in gossip about other members of staff or other students.
- Not allowing a relaxed atmosphere outside of the Classroom to develop into an unprofessional informality.
- Sticking to the rules regarding alcohol and the entertainment of students.

Communication with Students (including the use of electronic technology)

Most of our new staff is of an age whereby they have grown up with new and emerging technologies. The use of smart phones means that access to the internet and social networking sites is available whenever and wherever we are.

Many students will search to see if staff have a social networking account such as Facebook and may attempt to contact them through this. Staff need to use their professional judgment in dealing with such contacts and explain to the student that they will not respond to friend requests from them as they are adults in a professional position, not their friend. **No staff member should be a friend or have any social networking contact with a current student. We all have our school email addresses to make contact with each other and we live on the same campus.** Staff should ensure that personal social networking sites are set at the highest levels of privacy and that students are never listed as approved contacts.

Staff uses new technologies on a daily basis to support and enhance the curriculum and use internal email systems to communicate with students and their parents. However, new technologies should never be used to start or encourage a friendship or relationship with a student and communication should never fall into a loose informality.

Staff also need to be very careful about maintaining friendships with former students who may themselves be friends with current students or parents. It is too easy to put ones self into difficult positions if we are not mindful of the consequences of a highly interconnected world; **these young adults and their parents are not our friends**, they are our professional responsibilities.

Adults should not share any personal information with a student unless it is relevant or absolutely necessary.

They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role or to help them fulfill their duty of care.

Adults should ensure that all communications are transparent and open to scrutiny; **assume that someone else will read it.**

Adults should also be careful in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

They should not give their personal contact details (other than those published as official school contacts) to pupils including email, home or mobile telephone numbers, unless the need to do so is agreed with senior management. For example this might be necessary for a school expedition.

E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and/or criminal investigations.

The use of personal living space

The close staff-student relationship has been a hallmark of The Tula's International School. Staff members sometimes have to work with students and their tutor group in their own homes or living spaces with good reason. When a student is away at a master's home he must inform the Housemaster in advance or the teacher who is visited should inform the Housemaster. Students should not be visiting staff homes during toye time or class hours. It is perfectly within the school rules for students to visit staff for academic work, during festivals, for personal problems or just to drop in for a casual chat. In all other cases, particularly entertainment of groups or individual support, the Housemaster of the student or students concerned should be made fully aware.

Under no circumstances should students assist with chores or tasks on a routine basis in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

Similarly, the rules regarding visitors (see Visitor Policy) should be followed without exception.

When students are in the homes of staff members, it is important that the staff concerned is aware that they must not smoke or drink alcohol with students present. Students may not be invited to masters' homes for private parties where their parents may be guests.

Favoritism

Staff should exercise care when selecting students for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favoritism or injustice. Similar care should be exercised when students are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria and evidence-based. We are a meritocratic community and we work to serve a meritocratic India.

Whilst the paragraph above puts emphasis on avoiding favoritism, it is equally important to acknowledge that exclusion from activity can be used as a form of humiliation and abuse.

Gifts and Rewards

The Tula's International School has a clear policy regarding the receipt of gifts and rewards and this should be followed very carefully.

The giving of gifts or rewards to children should be part of an agreed policy for supporting positive behavior or recognizing particular achievements, for example, prizes. In some situations, the giving of gifts as rewards may be accepted practice for a group of students for example a small reward from the Housemaster for outstanding performance in academic or non academic activity, whilst in other situations the giving of a gift to an individual student will be part of an agreed plan, recorded and discussed with senior management.

The guidance does acknowledge that there may be specific occasions when a member of staff may consider it appropriate to give a student a small personal gift of insignificant value but this should only happen after careful consideration.

If gifts are given it should be done openly and not based on favoritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a young person.

The receiving of gifts is also an issue to be addressed and staff must not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment (see the policy above).

Social Contact

Adults should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement in making a response and ensure that the Housemaster is aware. There will be occasions when there are social contacts between students and staff, where for example the parent and member of staff are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.

At The Tula's International School whenever the students and staff are together socially alcohol is never served.

The school is a no smoking zone and staff is allowed to smoke only in their homes when students are not around.

Infatuation

Occasionally, a child may develop an infatuation with or a crush on an adult member of staff. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach and that they keep the child's House Master and the HB/HP fully informed. It is important not to put one's self in danger by being drawn into the infatuation and giving the child more time, particularly time alone.

Grooming

All staff should be aware that a person intent on sexual abuse of children will groom children and the adults around them to ensure that they can carry out their abusive behavior and to ensure that they do not raise anybody's suspicion or that they make other people scared to blow the whistle.

Some of the behaviors described above have been employed by sex offenders to cover up or to explain away their behavior. It is important that staff do not behave in a way that could be misinterpreted, leaving themselves open to suspicion. Any doubts must be shared.

The Legal Position

All school staff are aware that inappropriate behavior towards children is unacceptable and that their conduct towards children must be beyond reproach. Breaches of this code may well result in serious disciplinary action and may fall into the category of gross misconduct resulting in dismissal.

In addition, staff should understand that, under the POCSO Act, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, even if the relationship is consensual. Any sexual activity between a member of the school staff and a child under 18 is a criminal offence, even if that child is over the age of consent, because our staff members are in a position of power. This offence has nothing to do with the legal age of consent; it deals specifically with the abuse of a position of trust. This means that whether the young person consented is not the issue that determines whether the offence is committed and even if it is shown that a young person did consent to the relationship this does not detract from the seriousness of the offence.

The legal definition of a child is a person under the age of 18 and all staff must be aware of this.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts, it may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. This description of sexual activity includes the sending of explicit sexual images, emails and texts.

BULLYING

Physical abuse:

Physical abuse is any form of non-accidental physical harm that results in the action of one person or a group of people hurting another. This may involve hitting, shaking, throwing, suffocating, 'muffing', burning or scalding, poisoning, drowning, torturing, or otherwise causing physical harm to a child. It may also include waking someone from sleep, depriving them of sleep or not allowing them to sleep. Physical abuse also involves the fabrication or inducing of illness.

Participating in training is not abusive, but being made to do certain things as part of training can be. Coaches and captains are responsible for the safety and wellbeing of their squads and teams.

Emotional abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may include teasing about something that happened in the past and not allowing a child to move on. Name-calling and labeling others with hurtful words, referring to other's caste, creed, color, religion or background are other examples of emotional abuse.

It may include creating anxiety out of the expectation that something will happen to a child based on a threat, perceived threat or threatening behavior.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction, isolating them or ostracizing them.

It may involve seeing or hearing the ill-treatment of another person, this can be especially harmful in a residential community as it creates a climate and culture of fear that can set in and last for many generations of students.

It may involve cyber bullying or other coercion causing children to feel frightened or in danger, or the exploitation or grooming of children requiring them to do things that they do not want to do or should not be expected to do.

This may also include coercion and indoctrination leading to radicalization, the vocal or active opposition to fundamental values, including democracy, the rule of law, mutual respect, individual liberty and tolerance of different faiths and beliefs.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse:

Sexual abuse involves forcing or enticing the student to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching, either outside or inside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Sexual abuse may take place in the same age group or across age groups.

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health, wellbeing or development.

Neglect may take the form of failure to:

- Provide adequate food, clothing and shelter.
- **Protect a child from physical and emotional harm or danger;**
- **Ensure adequate supervision (including the use of inadequate care-givers);**
- **Notice signs that a student may send out that point to unhappiness or loneliness.**
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Provide opportunities that are available to all students by denying the student the chance of taking part or excelling at an activity.

REPORTING BULLYING

Incidents of bullying may be self reported or reported by peers, other students or staff. Children may report to a staff member who they feel comfortable talking to. Whoever the child reports the bullying to **must** share the information with the appropriate Housemaster **and** a member of the Pastoral Care Team. If the bullying is reported to a senior student or a prefect, that student or prefect **must** share the information with their Housemaster **and** a member of the Pastoral Care Team.

We work from a position of trusting what is said, and listening. We record and listen without judgment and we do not leave a child alone who is suffering or feels in danger.

Failure to report a case of bullying that you have been told about contributes to the suffering of others and will make you negligent in any possible case against the school.

RESPONDING TO A REPORT OF BULLYING

The incident, once reported, will result in a first hearing and a recording of the incident by the Housemaster from the victim and the perpetrator that will be shared with the other members of the PCT that the incident was reported to. In the case that the HsM does the reporting, it will be the HB/HP that he or she works with.

The Housemaster and the member of the Pastoral Care Team will make the decision together as to whether the case is minor or more serious. Our aim is to handle cases at the lowest level appropriate.

Repeat incidents or incidents involving the same children will become more serious cases.

All serious cases will be reported to parents and to the DHM and HM.

The response to incidents of bullying will be educative and restorative for minor incidents. There may be a punitive response to serious incidents, this might include a suspension from school.

In the event of continued bullying by a person or group of people the PCT and the Housemasters will recommend one or more of the following actions:

- Ask the parents to take their ward(s) home for some time to get professional help /assessment, and to keep the school Counsellors informed.
- Ask the parents to sign an undertaking ensuring that the incident will not recur or that the safety of the others is not in any question.
- Ask the parents to withdraw the student from school.

SEXUAL ACTIVITY

The Protection of Children from Sexual Offences (POCSO) Act 2012 is applicable to the whole of India. The POCSO Act 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from sexual abuse. Sexual activity between an adult and a child is illegal and punishable under the POCSO Act. Non-consensual sexual activity between children is illegal and punishable under the POCSO Act.

The school does not permit sexual activity of any sort amongst its students. As such, any sexual activity in school, even normal consensual experimental sexual activity is not allowed and will be considered inappropriate.

Sexual activity is defined as any sexual contact or sexual acts carried out between two or more people. It would also mean group activity of a sexual nature. These acts include inappropriate touching, fondling, kissing, oral sex, penetrative anal or vaginal sex, forcing or asking the other (s) to perform sexual acts on another.

REPORTING INAPPROPRIATE SEXUAL ACTIVITY

Incidents of inappropriate sexual activity may be self-reported or reported by peers, other students or staff. Children may report to a staff member who they feel comfortable talking to. Whoever the child reports the inappropriate sexual activity to **must** share the information with the appropriate Housemaster **and** a member of the Pastoral Care Team. If the bullying is reported to a senior student or a prefect, that student or prefect **must** share the information with their Housemaster **and** a member of the Pastoral Care Team.

Failure to report a case of inappropriate sexual activity that you have been told about contributes to the suffering of others and will make you negligent and a co-complainant in any possible case against the perpetrator and the school.

RESPONDING TO A REPORT OF INAPPROPRIATE SEXUAL BEHAVIOUR

The incident, once reported, will result in a first hearing and a recording of the incident by the Housemaster. If the reporting child is the victim of the behavior then the first hearing and a recording of the incident will be done by whomever the child nominates plus one of our counsellors that they choose.

The report will be **immediately** shared with the PCT and a decision will be made about the nature of the incident. Some incidents will be handled in school and some, by their very nature, must be referred to the police in accordance with the POCSO Act.

If the matter is referred to the police it will be the HB/HP and the HM who will communicate with the Child Welfare Officer at our nominated police station.

If the incident is to be handled in school then the PCT will decide together on the response and coordinate the action of the Housemaster, reporting member of staff in dealing with the child and children involved.

- In the case of a first time minor indiscretion, the students may be let off with a warning, and will have to undergo some hours of consultation with the counsellor of their choice in school.
- In more serious cases the parents will be called in by the HB/HP and informed.

They may be asked to:

- Take their ward home for a period time for counselling before the school is ready to take the student back
- Or
- Sign an undertaking that this is the final warning and any future incident of a similar nature would result in an expulsion
- Or
- Withdraw their ward from school.

In the event that the incident is handed over to the police for investigation, the school will work with the police and Child Services, under the advice of our lawyer, to cooperate with their investigations while protecting all of the children in our care. The HB/HP will be the point person for the police and the parents. The HM will be the point person for all other communication.

ANXIETY, DEPRESSION, SELF-HARM AND HARMFUL BEHAVIOURS

Students may be experiencing things other than bullying and inappropriate sexual behavior that cause them suffering from anxiety and/or depression. They may have a family history of mental illness, they may be overwhelmed by some of the tasks ahead of them or they may be facing unreasonable expectations.

REPORTING PROCEDURE FOR ANXIETY, DEPRESSION, SELF-HARM AND HARMFUL BEHAVIOURS:

If anyone feels or recognizes that a student is prone to or affected by anxiety, depression or harmful behavior, including self-harm, they may report to a staff member who they feel comfortable talking to. Whoever the child reports the concern to **must** share the information with the appropriate Housemaster **and** one of the Counsellors. If the concern is reported to a senior student or a prefect, that student or prefect **must** share the information with their Housemaster **and** one of the Counsellors.

RESPONDING TO A REPORT OF ANXIETY, DEPRESSION, SELF-HARM AND HARMFUL BEHAVIOURS

The School Counsellor will carry out a risk assessment to determine the seriousness of the problem and the level of risk to the student concerned or to others and advise the Housemaster and the PCT on the next steps to be taken.

The decision of what constitutes serious (abnormal), moderately serious (unusual) or common behavior will be taken by the Counsellor. Serious cases would include threats of suicide, self-harm that is unsafe medically or any behaviors that are endangering oneself or others.

Sessions of counselling in school and the specified number and duration of sessions will be decided by the Counsellor. The Counsellor will keep people informed on a need-to-know basis in accordance with their professional code of conduct.

Parents will be informed by the HB/HP if the problem is determined to be serious or moderately serious and will be invited to the school if the counsellor and the child believe that is helpful. Parents may be asked to take their ward home for a period for professional help/therapy once the school's Counsellor and PCT have had a case meeting.

In the case that the PCT considerer it unsafe for a child to be in school or to return to school then the parents will be asked to take their child home for more care and treatment.

If, upon investigation or treatment, it becomes apparent that the anxiety or depression is the result of some bullying or inappropriate sexual activity that has taken place in school, the PCT will act in accordance with the policy above.

EMERGENCY PROTOCOL

At any time of day or night if a student needs to speak to someone regarding a medical, mental health or emotional issue, he can call on his Housemasters or Houseparent. The School's Wellness Centre is also open 24 hours a day and the school's doctor will be called. In case of very serious cases the HB/HP must be informed immediately.

The school doctor and nursing sister will treat an emergency medical situation in school and, if needed, take the student to a hospital in the city.

Serious issues will be handled by the Pastoral team (HB/HP, Doctor, School Counsellor) no matter what time of the day or night, once they are informed by the Housemasters, Dame or Wellness Centre staff. The HB/HP will be the point of contact for the parents in these cases.

