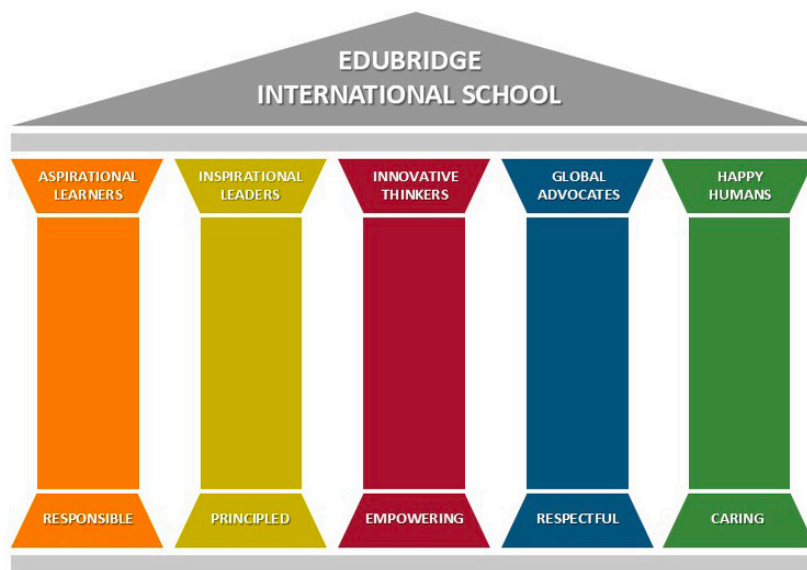




## EIS Child Protection Manual 2023- 24



### GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

#### EIS Vision

Aspirational Learners  
Inspirational Leaders  
Innovative Thinkers  
Global Advocates  
Happy Humans

#### EIS Mission

*Providing well-being  
and high-quality learning  
in pursuit of varied success  
and a better world for all*

#### EIS Core Values

Empowering  
Caring  
Principled  
Respectful  
Responsible



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## PART 1: WHO WE ARE

### INTRODUCTION

The EIS Child Protection Manual is an official school policy document and essential reading for all school personnel. It clarifies our core values, guiding principles and agreed-upon practices for helping every member of our learning community uphold the rights of the child. It is based on current best practices, relevant CIS Standards, and systematic input from EIS students, parents and staff. Additionally, it is congruent with Indian Law and the United Nations Convention on the Rights of the Child, which in Article 19 states: *“The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.”*

At EIS, we strive to uphold the ITFPC (International Task Force on Child Protection) statement of commitment to child protection that reads as follows in "Managing Allegations of Child Abuse by Educators and Other Adults- Protocols for International Schools, September 2018" by CIS:

1. All children have equal rights to be protected from harm and abuse.
2. Everyone has a responsibility to support the protection of children.
3. All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
4. All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

#### Central aims of the EIS Child Protection Manual

- ✧ Define our core beliefs and values about child protection and the rights of the child
- ✧ Provide background information on child protection and child abuse
- ✧ Lay bare our policies, programmes and codes of conduct for the prevention of child abuse
- ✧ Clarify our child protection training programmes for all stakeholders
- ✧ Make clear how we follow best practices in the handling of all child protection matters
- ✧ Describe how we monitor, review and improve our child protection practices.

### OUR CHILD PROTECTION RESPONSE TEAM

Child protection requires a whole school approach so that all components of the school organization work coherently together, engaging the entire school community. Therefore, our child protection team

comprises representative adults from all parts of the school. Together, we plan and coordinate the school's Child Protection Programme, guided by this manual.

For the academic year 2023-24, the EIS Child Protection Response Team (CPRT) consists of the following members:

- 🌿 Anjali Castellino - Child Protection Officer (CPO), School Nurse, Health & Safety Manager
- 🌿 Viral Parikh - Founder, Director
- 🌿 Arnaz Ranji Charna - Head of School
- 🌿 Ajit Charvat- IT Manager
- 🌿 Aashi Bhawnani/ Richa Shah - EIS Public Relations Officer (Communications Professional)
- 🌿 Tracy Waller/ Radha Trivady/ Chantelle Ferns/ Uzma Khan- Programme Coordinators
- 🌿 Sunita Agarwal - Well-being Coordinator
- 🌿 Apeksha Trivady/Aditi Khanna/Lajya Nayak - School Counselors
- 🌿 Emmanuel George- DP Teacher
- 🌿 Ranjana Deb- MYP Teacher
- 🌿 Priti Shah - PYP Teacher
- 🌿 Poonam Mothiar - EYP Teacher

Any 5-7 members from the above list will constitute a "Child Protection Response Team" depending on the nature of the allegation.

## OUR TEAM STATEMENT OF PURPOSE

We exist to make sure that Edubridge International School maintains a safe space for all students, upholding the highest standards in child protection. We strive to be: (1) proactive, preventing undesirable issues from occurring in the first place and (2) responsive, adjusting to emerging issues, (3) customized, meeting the needs of individuals, (4) reflective, seeking continual improvement and (5) communicative, keeping the entire school community well informed about the school's approaches for keeping children safe. We meet thrice a year and as needed with the HOS for reflection, planning and decision-making, using our standards & indicators as the basis for discussion (with a particular focus on [KPIs](#) and our handling of any recent cases).

## OUR DEFINITION OF CHILD PROTECTION














At EIS, we define child protection as the safeguarding of children from violence, exploitation, abuse, and neglect. Child abuse includes neglect and all forms of emotional, physical, and sexual maltreatment of a child by any person including, but not limited to, a parent, legal guardian, domestic employee, school teacher, staff member, coach, volunteer, and student. Detailed information on child abuse is provided in [Information on Child Abuse](#).


## THE IMPORTANCE OF CHILD PROTECTION

Child abuse is a universal problem with devastating consequences for the children who experience it. It can occur in any school, including our own. Therefore, child protection policies are imperative for preventing children from being harmed in the first place, and for giving them the best possible care and protection when maltreatment has been uncovered.

## PART 2: WHAT WE BELIEVE

### OUR CORE VALUES

-  **Trust** - We listen to students calmly and reassuringly - restating what the child has said to ensure the correct interpretation and letting them know that we believe them.
-  **Support** - We are here for all students because everyone needs a little help occasionally.
-  **Empathy** - We tell students that the abuse is not their fault. The child is never to be blamed.
-  **Diversity** - We uphold the rights of every child - no matter their culture, ethnicity, sexuality, gender identity, socio-economic background, personality or any other factor.
-  **Empowerment** - When students have a strong sense of voice, choice and ownership they are more likely to report concerns and disclose abuse. Therefore, we give students choices - to the extent possible - in how we move forward in our handling of child protection cases.
-  **Dignity** - We uphold the right of every student to feel loved, listened to, cared about and respected as an important human being with intrinsic value.
-  **Responsibility** - We accept the special parental authority that we have for the children under our care; protecting the health, safety and well-being of every child.
-  **Advocacy** - We are committed to educating all our stakeholders about child abuse - making them aware that it's a universal problem and helping them to understand that it violates children's rights by harming their physical, emotional and intellectual development.
-  **Protection** - We seek to be a haven for students who may be experiencing abuse or neglect in any aspect of their lives - reporting all concerns, identifying victims and giving care.
-  **Child-centeredness** - We place the child at the centre of all our educational programmes - upholding their right to feel safe, supported, cared about, happy and confident at school.
-  **Positive Discipline** - We empower students to navigate life effectively by i) establishing reasonable expectations of behaviour; ii) ensuring that students know and respect one another's rights; iii) having a tiered approach when responding to misbehaviour; and iv) modelling calm, respectful and constructive behaviour as adults.
-  **Data protection** - We do not share the student's identity or any information that may reasonably identify the student, whether the child is a victim or offender.
-  **Confidentiality** - We respect and protect each child's right to privacy unless doing so puts them or others at significant risk of harm. We also uphold employee confidentiality as far as the law allows.

 **Juvenescence** - All students deserve a childhood that is free of abuse and filled with love, friendship, learning and play.

## OUR GLOSSARY OF CHILD PROTECTION TERMS

Having a common language within a learning community is important for ensuring effective communication and establishing common understandings. Therefore, we created the [EIS Glossary of Child Protection Terms](#).

## PART 3: WHAT WE DO (Roles/Responsibilities)

### OUR CHILD PROTECTION APPROACHES (STANDARDS & INDICATORS)

[STANDARD 1: Maintaining a Positive Environment](#)

[STANDARD 2: Training All Stakeholders](#)

[STANDARD 3: Prevention of Child Abuse by Adults](#)

[STANDARD 4: Early Detection and Reporting](#)

[STANDARD 5: Case Management](#)

[STANDARD 6: Fidelity to Best Practices](#)

## PART 4: HOW WE IMPROVE

### OUR END-OF-YEAR SELF-EVALUATION

At the end of each school year, the Child Protection Team conducts a self-study using the following guiding questions, to self-reflect and determine the extent to which it has fulfilled its responsibilities and achieved its aims.

1. Has the Child Protection Manual been reviewed and updated?
2. What actions are needed, based on feedback/reflections from staff?
3. How impactful were our well-being approaches?
4. Were all of our meetings conducted/documentated properly?
5. Has our child protection meeting calendar been completed for next school year?
6. Did we work well as a team? What did/didn't go well? What are our recommendations/planned actions?
7. To what extent have our well-being practices been adhered to?
8. How effectively did our team fulfil its responsibilities? What went well? What didn't?
9. What specific well-being training/workshops did we/should we organize?
10. What are our recommendations/planned actions for the HOS in the context of staff well-being?

Using a list of [KPIs \(Key Performance Indicators\)](#) for each standard, the team will evaluate the extent to which protocol was adhered to and outcomes were achieved.

## OUR END-OF-YEAR TEAM REPORT

At the end of each school year, after completing its self-evaluation, the Child Protection Team writes an [annual report](#) for the Head of School, who includes this in the Annual Report to Stakeholders. The Child Protection Report includes the self-study results, which are written as i) commendations ii) recommendations, and iii) planned actions. These are submitted to the HOS for inclusion in the Annual School Report.

### Period of Review: August 2023 - August 2024

Name of the Reviewer	Role
Ms Anjali Castellino	Health and Safety Manager
Ms Lajya Nayak	Whole School Socio-emotional Counselor, DP Teacher
Ms Aditi Khanna	Whole School Counsellor and Learning Support Teacher
Ms Chhavi Tibrewal	Learning Support Teacher
Ms Sunita Agarwal	Well-being Coordinator
Ms Apeksha Trivady	Whole School Socio-emotional Counsellor, DP Psychology Teacher
Ms Aisha Mistry	I & S Teacher and Learning Support Teacher
Ms Rabab Bohra	Learning Support Teacher
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

