

# Child Protection & Safeguarding Policy

Updated August 2020, Amended November 2022

*This policy outlines guidance on whole school child protection procedures at Global Jaya School.*

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## Staff Involved in the development of this policy:

- Cory Carson (Head of School)
- Steve Spannring (Secondary Expat Principal)
- Elena De La Rosa (Primary Expat Principal)
- Yohanes Edi Sunarya (Designated Child Protection Co-Lead)
- Vicki Gardner (Designated Child Protection Co-Lead)
- Aninditya Hartarie Andaninggar (Primary Child Protection Officer)
- Yohana Natalia Tryastuti (Secondary Child Protection Officer)
- Oscarina Dewi Kusuma (Primary Child Protection Officer)

## 1. Rationale

Global Jaya School (GJS) is committed to promoting and protecting the safety and the well-being of the children in its care. GJS believes that all children have a right to feel safe and to be safe, not only when they are at school, but also when they participate in school activities outside the school and when they are learning online; therefore, it is our belief that all students have equal rights to protection from acts of abuse whether they occur at school or off campus.

GJS believes that child protection reflects its core values and everyone working at the school is responsible for ensuring that the right to protection and access to confidential support systems are available to all community members.

If any person at GJS knows or suspects a child is in immediate risk of an act of abuse, or is a victim of an act of abuse, they will take necessary action and contact the designated Child Protection Officer.

## 2. Principles

All services provided by GJS adhere to the principle of child protection practices as described in:

- Indonesian law (Law No. 23 of 2002 concerning Child Protection, as amended by Law Number 35 of 2014, and the Ministerial Decree Number 82 of 2015);
- The UN Convention on the Rights of the Child (1989) that has already been ratified by the Indonesian government;
- Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence, World Health Organisation, 2006.

## 3. Purpose

The purpose of this policy is to provide the GJS school community with guidelines by which to:

- promote school culture on child safety
- protect students from the acts of abuse
- identify and respond appropriately to the concerns of child protection
- understand everyone's role in keeping students safe
- understand action that will be taken in the event of a disclosure, or acts of abuse suspected to have occurred within or outside of the school
- document and report suspected acts of abuse

#### **4. Scope**

This policy covers all members of the GJS community who have direct or indirect contact with children. This includes those staff, paid or voluntary, employed directly by GJS, as well as those professionals contracted or invited to provide services to children in the care of GJS. This includes teaching and non-teaching staff. In some cases, it will also include parents, guardians or caregivers.

#### **5. Consistency of Policies**

This policy should be read alongside the following school policies:

- Policy on Providing a Safe, Supportive School Environment.
- Staff Hiring Policy
- ICT Usage Policy
- Code of Conduct
- Primary Parent Handbook    Secondary Parent Handbook
- Digital Viewing Policy
- Crisis Response Procedures
- Teacher Parents and Teacher Procedures

#### **6. Definitions**

##### **6.1.**

For the purposes of this policy, the following are the definition of terms used in this policy:

- Child protection means all activities to guarantee and protect children and their rights in order to live, grow, develop, and participate optimally in accordance with human dignity and values, and be protected from abuse and discrimination. (Indonesian Law No. 23 of 2002 concerning Child Protection, article 1 number 2)
- Child means a boy or girl under the age of 18 years, including those who are still in the womb. (Law No. 23 of 2002 concerning Child Protection, as amended by Law Number 35 of 2014, article 1 number 1).
- Student means a child who is enrolled and seeks to develop their potential through the learning process provided at Global Jaya School.
- Staff means all those employed by GJS, whether paid or voluntary, full time or part-time. This includes interns, student teachers, teacher exchange, and other individual or groups of a similar nature.
- Outside providers refers to any outside group or any other individual whose function means that they might come into contact with GJS students, including after school instructors, guest speakers, contractors and their employees.
- Child Protection and Safeguarding Team means a core group of individuals whose members are drawn from relevant areas of the school community. Leaders of the team

include the Head of School, the Secondary team, the Primary team, and the two Designated co-chairs. Additional members of the team are drawn from Primary and Secondary leadership, the Board as well as from Human Resources.

- School means Global Jaya School, a formal education institution. This includes Primary and Secondary.

## **6.2: Definitions of Acts of Abuse**

Acts of abuse are behaviours that are performed physically, psychologically, sexually, or on an online platform, that reflect aggressive actions that result in fear, trauma, damage to property, injury, disability, and or death. (Ministerial Decree Number 82 of 2015, article 1 number 1).

Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity. (World Health Organization/International Society for Prevention of Child Abuse and Neglect, 2006).

Further definitions of different kinds of abuse, and their possible indicators, can be found in the [appendices](#) of this document

## **7. Roles and Responsibilities**

### **7.1**

All Global Jaya School staff have a responsibility to keep students safe and have a role in reporting concerns of potential or actual acts of current or historical abuse.

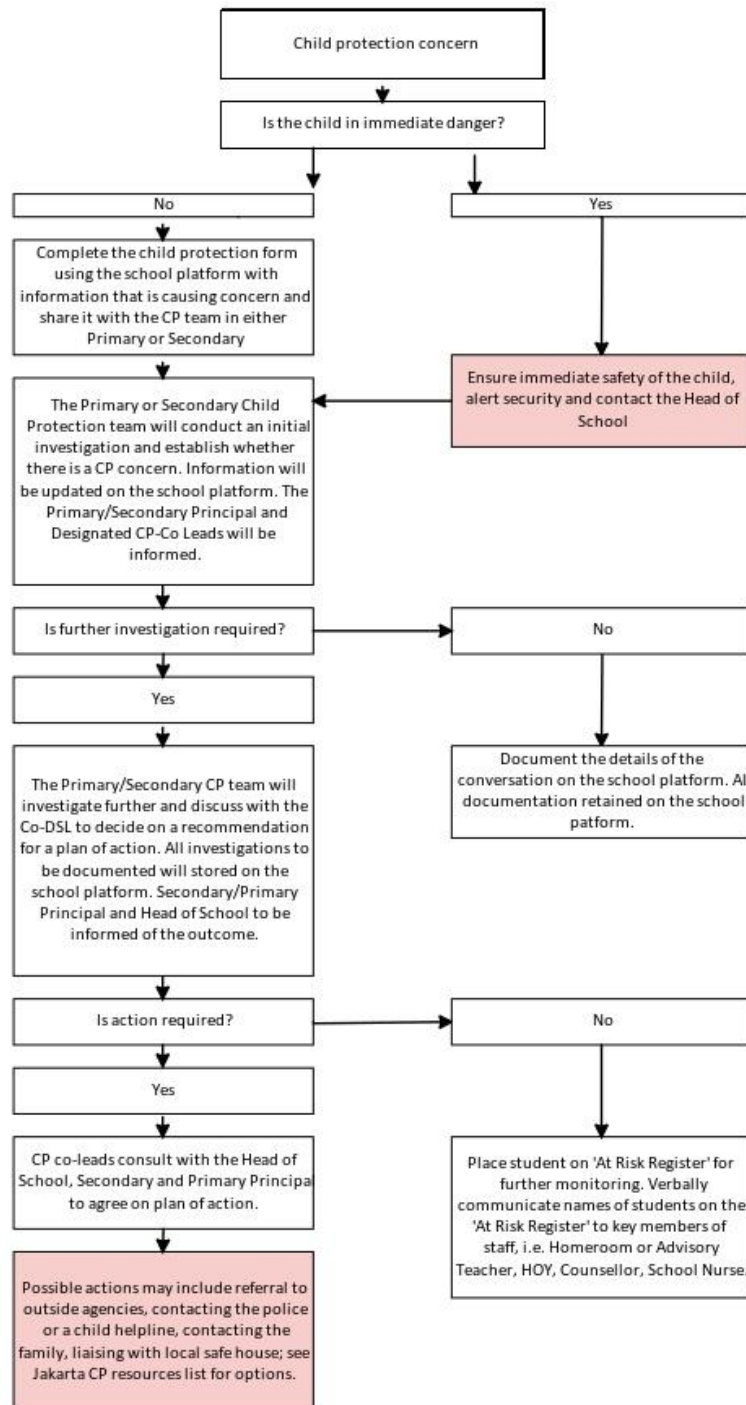
It is the responsibility of staff to be vigilant, to have knowledge and awareness of the indicators of potential or actual acts of abuse and to report any concerns, suspicions or allegations of suspected acts of abuse immediately. All staff must ensure that the student's disclosure is taken seriously and reported to the designated Child Protection Lead in line with procedures outlined in this policy.

Additionally:

- All concerns of suspected or alleged acts of abuse must be brought to the attention of the designated Child Protection Lead, who will follow the procedure outlined below in deciding the most appropriate response.
- Every step of the child protection referral process should be documented on the appropriate form, linked in the referral procedure below.

- Wherever possible and appropriate, the family should be kept informed of the allegation, the response and intended action.
- All child protection concerns, disclosures and referrals must be treated with the utmost confidence by all staff and only shared on a need to know basis and upon agreement by the Child Protection team.

## 7.2: Flowchart for Child Protection Referrals



### 7.3: Role of the Head of School

The role of the Head of School is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Delegate to the designated person for child protection appropriate action and responsibilities as concerns are raised.
- Ensure that all allegations are managed appropriately.
- Ensure that the Child Protection policy is effectively implemented throughout Global Jaya School.
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting suspected child abuse.
- Ensure that all staff are recruited and employed in accordance with the safe recruitment guidelines identified in this policy in order to identify those people who are safe to work with children.
- Ensure that all staff receive annual child protection training.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases involving allegations against a member of staff. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept separate from the student's records for the purpose of confidentiality, and stored within the school platform and through the updating of the [At Risk register](#).
- Lead the investigation into allegations against members of staff
- Lead all communication in the case of a Child Protection crisis (see Crisis Response Procedures)

### 7.4: Role of the Designated Child Protection Co-Leads

The role of the Designated Child Protection Co-Leads is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept

- separate from the student's records for the purpose of confidentiality. These records will be kept separate from the student's records for the purpose of confidentiality, and stored within the school platform and through the updating of the [At Risk register](#).
- Establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Global Jaya School for agencies to contact regarding concerns.
- Be a point of contact for all staff who are reporting child protection concerns
- Coordinate the Child Protection team in order to ensure the investigation stage of a child protection concern is collaborative, objective, coherent and documented.
- Ensure that all staff are supported appropriately when dealing with child protection concerns.
- Establish a close working relationship with the school nurse in order to ensure frequent and clear communication of students who may potentially be at risk
- Maintain a current awareness of the children identified on the [At Risk Register](#), and regularly highlight these children to the appropriate staff.
- Consult with the Head of School and Primary and Secondary Principals regarding all child protection concerns.
- Ensure the delivery of all Child Protection training

### **7.5: Role of the Child Protection Officers**

The role of the Child Protection Officers is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept in the school platform, separate from the student's records, for the purpose of confidentiality.
- Maintain a current awareness of the children identified on the At Risk Register, and regularly highlight these children to the appropriate staff.
- Be a point of contact for staff reporting child protection concerns
- Collaborate with the Child Protection team in order to investigate Child Protection concerns

- Consult with the Designated Child Protection Lead regarding all child protection concerns.
- Complete an investigation into the suspected child abuse and ensure that all aspects of this procedure are documented fully on the school platform.
- Lead Child Protection assemblies and presentations for both students and parents
- Take a leadership role in ensuring the comprehensive coverage of CP related content in the Advisory / PSHE curriculum

### **7.6: Role of the Board Member**

The role of the Board Member is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Support the Head of School in the case of an allegation against a member of staff.
- Act as a member of the Crisis Response Team, as outlined in the Crisis Response procedural document.
- Replace the Head of School in the event that the Head of School is incapacitated.

### **7.7: Role of the Business Manager**

The role of the Business Manager is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Participate in any investigation into an allegation against a member of staff



### 7.8: Child Protection Team 2022-2023

CP Role	Name	Role	Email address
Designated CP Co-Lead	Pak Edi	Secondary Indonesian Principal	<a href="mailto:edi@globaljaya.com">edi@globaljaya.com</a>
Designated CP Co-Lead & Secondary CP Officer	Ms Vicki	Secondary Dean of Students	<a href="mailto:vicki@globaljaya.com">vicki@globaljaya.com</a>
Secondary CP Officer	Ibu Joanne	Secondary Guidance Counsellor	<a href="mailto:joanne@globaljaya.com">joanne@globaljaya.com</a>
Primary CP Officer	Ibu Ninggar	Primary Guidance Counsellor	<a href="mailto:ninggar@globaljaya.com">ninggar@globaljaya.com</a>
Primary CP Officer	Ibu Dewi	Primary Indonesian Principal	<a href="mailto:dewi_oscarina@globaljaya.com">dewi_oscarina@globaljaya.com</a>
<b>Child Protection Extended Team</b>			
Extended CP Lead	Pak Cory	Head of School	<a href="mailto:headofschool@globaljaya.com">headofschool@globaljaya.com</a>
Extended CP Officer	Pak Steve	Secondary Principal	<a href="mailto:stevens@globaljaya.com">stevens@globaljaya.com</a>
Extended CP Officer	Ibu Lavesa	Primary Principal	<a href="mailto:lavesa@globaljaya.com">lavesa@globaljaya.com</a>
Extended CP Officer	Ibu Lien Lien	Business Manager	<a href="mailto:lienlien@globaljaya.com">lienlien@globaljaya.com</a>
Extended CP Officers	Pak Edmund Sutisna - Board Chair Pak Okky Dharmosetio - Board Member	Board Chair Board Member	<a href="mailto:edmundsutisna@gmail.com">edmundsutisna@gmail.com</a> <a href="mailto:okky@jayakonstruksi.com">okky@jayakonstruksi.com</a>

## 8. Child Protection Procedures

### 8.1

All staff will respond to concerns of child abuse by following the procedures outlined in the flowchart on page 6 of this policy.

### 8.2

The procedures set out below will help staff with:

- the identification of abuse
- handling disclosures, whether verbal or behavioural
- reporting procedures

### 8.3: Identification of Abuse

The role of all staff is to be aware of potential indicators that a child might be at risk from, or already have suffered from child abuse and to report that in line with the Child Protection procedures, as outlined in 7.2

*\*Further information regarding signs and indicators of abuse is included in the [Appendix](#)*

### 8.4 : Handling Disclosures from a Child

If a child makes a verbal disclosure to a member of staff it is important that the member of staff take what the child says seriously. This applies irrespective of the setting, or the member of staff's own opinion on what the child is saying.

In line with the CP procedures outlined in this policy, any staff member who receives a disclosure regarding a potential Child Protection issue must complete and submit this immediately to the Child Protection Team for that school section through the school platform.

Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone.

*\*Further information regarding responding to a disclosure is included in the [Appendix](#).*

### **8.5: Suicidal Concerns or Self-Harming Behaviours**

It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thoughts of suicide, or self-harming behaviour, this is considered a child protection issue and must be immediately notified to either the Primary or the Secondary Child Protection team, using the following group email addresses: [PrimaryChildProtection@globaljaya.com](mailto:PrimaryChildProtection@globaljaya.com) or [SecondaryChildProtection@globaljaya.com](mailto:SecondaryChildProtection@globaljaya.com)

### **8.6: Reporting Procedures**

All concerns of potential, suspected or alleged abuse or self-harm must be brought to the attention of the Child Protection Team. If the Designated People for Child Protection are unavailable then consultation should occur with the Principals.

When reporting an incident staff should:

- Inform the Child Protection Team as soon as possible
- Record in writing all conversations and actions taken on the school platform.

### **8.7: Documentation**

Effective documentation, including referrals and notifications, must include the following:

- Record of facts, including observations, with time and date
- What was said and by whom, using the person's words
- What action has been taken, by whom and when

Specifically, the following comprise the documentation suite for Child Protection at GJS:

- School platform: Completed and submitted by the teacher in order to make the initial referral about one student as well as by any member of staff who has identified a potential area of the school that may lead a student to be vulnerable to possible harm during the school day.
- School platform: Completed by the divisional Child protection team in order to document the internal CP investigation and consequent action points
- [At Risk Register](#): Completed by the Designated Co-Leads in order to highlight students who may be vulnerable and therefore should be monitored

## **8.8: Keeping the Child's Family Informed and Involved**

Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:

- the parent or caregiver is the alleged perpetrator
- it is possible that the child may be intimidated into silence
- there is a strong likelihood that evidence will be destroyed

## **8.9: Sharing Information and Confidentiality**

The safety of a child is paramount. At times, a child may be unable to speak up or to protect themselves. Therefore all staff at Global Jaya School have a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of children.

In the case of Child Protection cases, it is the responsibility of the Child Protection team to make any referrals to outside agencies.

## **8.10**

Giving information to protect children better is not a breach in confidentiality. Wherever possible the family should be kept informed of what information has been shared and to which agency, and for what purpose.

## **8.11**

Should Global Jaya School be contacted with a request for information or access to interview a child then the following procedure will be followed:

- Confirm identity and credentials of person requesting information
- Notify the Principal and Designated Child Protection Lead
- Identify specific information required and purpose
- Check information held – does GJS have the information requested
- The Head of School to identify the way forward and provide or refuse permission
- Depending on the reason for the request, and risk to children as judged case by case. The family should be informed that information has been requested, by whom and seek their permission. If this is a child protection issue, permission from the family is not required.

Document all steps in the process. Ensure that all documentation is placed on the school platform.

## 8.12

In the case of a referral that involves the child of a member of staff, the Child Protection processes and procedures outlined in this document must still be adhered to. The guidance outlined in the '[Teacher Parents](#)' procedures should be read and followed in conjunction with the Child Protection processes outlined in this document.

## 9. Safe Recruitment of Staff

- At GJS, all appointments (permanent, fixed term, student, casual or volunteer) are conditional on a safety check. The safety check involves a video call reference between the Head of School/HR and the previous employer.
- Systematic and vigilant background/police checks are in place when hiring local and expatriate staff. Each expatriate and Indonesian or outside sourced staff and leadership member is required to produce a criminal and/or police check from their home country. In addition, a police check may be required from any other countries in which they have taught or resided.
- A [signed personal statement](#) from the candidate is required indicating that they have never been convicted of a crime or dismissed from a previous position due to a child safety/welfare issue. Failure to disclose pertinent information of this nature may lead to dismissal.
- In addition, the HR manager will cross-check submitted records and conduct inquiries directly with an applicant's past HR and Leadership teams to verify that he/she has been truthful in regard to his/her employment, dossiers and other supporting education and application documents.

## 10. Safeguarding in Connection with External Service Providers

As part of day to day general affairs, Global Jaya School contracts its security, cleaning and catering services to outside agencies.

Routine safeguarding procedures involved with external service providers include the following protocol:

- All external staff working on the school premises have to provide a police clearance certificate.
- All external staff working on the school premises are provided with child protection guidance that is pertinent to their role.

## 11. Training of all Staff

- GJS is committed that all staff, volunteers and contractors who have contact with children, whether directly or indirectly, must promote and adhere to the child protection and safeguarding policy.
- All staff, volunteers, contractors who have contact with children will receive annual child protection training at the level appropriate to their role.
- The GA personnel, supported by the Child Protection Team, will keep detailed records of all staff child protection training and will issue reminders when training updates are required.
- New staff complete an online Educare Child Protection training as part of the induction process
- All staff receive updated Child Protection training every year and are made aware of how to access the school's most recent version of the CP policy and procedures.
- The Child Protection Team will undertake training every two years to keep his or her knowledge and skills up to date.
- Below is the annual CP training and the allocated trainer:

Trainer	Allocated Groups Requiring Training		
Child Protection Team	All teachers	All students	All parents
Business/HR Manager	Admin staff		
GA Manager	All local staff; nurses, cleaners, gardeners, tea ladies, technicians All external service providers; canteen staff, security, cleaning		
Events Coordinator	ASA outside coaches & facilitators	Trip Coordinators	
External Sources	CP team	All teachers	

- The Head of School has overall responsibility for ensuring that all child protection training is administered in accordance with the parameters stated in this policy.

## **12. Safe Working Practices**

### **12.1**

A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

### **12.2**

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice.

### **12.3**

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Accordingly, adults should not accept communication from students via any platform other than the school authorised G-Suite.

Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communication is transparent and open to scrutiny.

### **12.4**

Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary and legal action.

### **12.5**

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary. Any physical contact should be such that it is transparent and not open to mis-interpretation by others.

## **12.6**

All staff are expected to behave in accordance with expectations outlined in the Global Jaya School Teaching Roles and Job Descriptions found in the staff handbooks.

## **12.7**

During times of school based learning, all members of staff should avoid being alone with a child in a closed room or in a room that is difficult for others to see into.

## **12.8**

All bathrooms at GJS are allocated for either adult or student use. Under no circumstances should an adult use a student allocated bathroom.

# **13. Dealing with Allegations Against Members of Staff**

## **13.1**

Global Jaya School has a duty of care to the children it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.

## **13.2**

It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be responded to in accordance with this policy.

In case of a retraction of a disclosure, the retraction does not necessarily prevent further follow up action from the Child Protection team.

## **13.3**

It is NOT the responsibility of staff to investigate allegations of child abuse.

## **13.4**

In all child protection cases Global Jaya School will cooperate fully with both the family (where appropriate) and the police in their investigations and assessments.



### **13.5**

If the Police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no further internal investigation is undertaken, and no evidence gathered by the school that might prejudice the criminal investigation.

### **13.6**

If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

### **13.7**

All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns regarding a breach of professional boundaries or reasonable suspicions of abuse should be reported to the Head of School.

### **13.8**

A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up on, in accordance with these procedures.

## **14. Whistleblowing**

This guidance is written for staff working with children and young people in the school setting and for staff who are concerned that the highest professional standards are not being maintained and that the school is likely to be discredited as a result.

Staff must acknowledge their responsibility to bring matters of concerns to the attention of senior leadership and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of children may be at risk.

As a member of staff you may be the first to recognise that something is wrong but may not feel able to express your concerns out of feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however

natural, must never result in a child or young person continuing to be unnecessarily placed at risk. Similarly, a colleague must not suffer harassment in the workplace.

***Don't think what if I'm wrong – think what if I'm right***

#### **14.1: Reasons for Whistleblowing**

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

#### **14.2: What stops people from whistle blowing**

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

#### **14.3: How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach the 'Designated Child Protection Lead' or your supervising Principal.
- If your concern is about your immediate manager/Principal, or you feel you need to take it to someone outside the school, you should contact a member of the School Board.
- If you have a personal interest in the matter, it is important to disclose this at the outset.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- In voicing their concerns, a member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

#### **14.4: What happens next?**

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.

- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

#### **14.5: Self-reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know is impinging on their professional competence. Staff have a responsibility to discuss such a situation with their section Principals so professional and personal support can be offered to the member of staff concerned.

Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare and safety of children.

#### **14.6: Further advice and support**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from any member of the Senior Leadership team.

### **15. Child Protection During Distance Learning**

This guidance is written for situations that require learning to take place via digital platforms, due to the school switching to a distance learning format. The '*Professional Boundaries*' and '*Communication*' parameters outlined in section 12, '*Safe Working Practices*' in this document are equally relevant for consideration in the distance learning format.

Given that any distance learning scenario may have resulted from a traumatic event or some sort of global or local emergency, expectations of students may need to be adjusted to reflect these extenuating circumstances.

#### **15.1: Professional boundaries**

*"Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice."*

When learning takes place solely via digital platforms, the potential for blurred boundaries is significant. The following guidance, for parents, students and teachers, outlines expectations for dress code, location and content.

- All staff, parents and students should be guided by the usual dress code for school based interactions
- The online learning should be given and received in areas of the home that are appropriate for studying and that are within earshot of other members of the household. Criteria for appropriate home study places are as follows:
  - The study place is free from distractions
  - The study place is quiet, but within earshot of other family members
  - The study place captured in the background of video calls is school appropriate

During any distance learning scenario, all parents, students and teachers must be reminded of these boundaries through regular, schoolwide communication.

### **15.2: Communication**

*“Adults should ensure that all communications are transparent and open to scrutiny.”*

All digital communication should take place within clear and explicit professional boundaries; including the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Therefore, all student - teacher communication during a distance learning scenario should be via the digital platforms agreed upon by the school and outlined on the [Home Based Learning google site](#).

Additionally, adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role.

Except for special circumstances, all communication should take place during school hours.

- Occasionally, a 1:1 video call between a teacher and a student may be necessary for educational purposes. The student should be made aware that such calls will be recorded.
- Similarly, Year 11 and 12 students leading 1:1 sessions as part of the Student Ambassador programme must record any such video calls.
- In order to maintain effective 1:1 counselling services during a distance learning scenario, Counsellors must ensure that all 1:1 interaction is transparent. In order

to safeguard the child and increase the transparency of this communication, the details of such 1:1 interactions must be shared with the Dean of Students, prior to the call. These details must include the time, the date, the student name, the reason for the call and the access code/link to the meeting so that the Dean of Students has the option of joining the interaction unannounced.

- In order to safeguard students from inappropriate content, teachers are expected to maximise any security measures available for both prior and during the call. Global Jaya School uses Google Meet as the primary technological platforms for video call communication during distance learning. Updated security features for G Suite can be found [here](#).
- If inappropriate content is heard or seen during the course of the call, teachers are expected to use functions that allow them to exit a person from the call, mute them or cut off their video.
- If inappropriate content is inadvertently shared during a video call, the teacher must immediately report the incident to both the Child Protection team as well as the Primary & Secondary Principals for follow up action.
- Video calls may be recorded by teachers, only with the knowledge and permission of all participants. The following text is attached to all google meet conversations in order to alert students that the call will be recorded:

“Face-to-face lessons will be recorded (video and/or audio) for viewing by students who were unable to attend the lesson or those students who would like to revisit the lesson content. Your participation in this lesson is considered an acceptable form of consent. This lesson, including any audio, video or attachments, may contain confidential, proprietary, privileged and/or private information. If you are not an intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.”

- Parents and students may not take screenshots without the knowledge and consent of all participants

### **15.3: Investigating and following up with child protection allegations during a lockdown situation**

During a distance learning situation in case of lockdown, partial lockdown or PSBB, there may be an increased likelihood of students needing to make a child protection disclosure, due to the increase in pressure on family units.

An important consideration for the child protection team is how to best support the ongoing welfare and wellbeing of a child who might be living in an abusive household, at a time where a family is forced to spend all of their time together and resources for external intervention are extremely limited.

When deciding how best to proceed after a disclosure, the child protection team needs to carefully balance the need for immediate response by attempting to assess the imminence and severity of any abuse allegation. Such deliberations will be made in collaboration with the student, the CP team and the Principal of the respective school.

Disclosures that are deemed severe or imminent and require immediate action will be acted upon, in consultation with the Head of School, the Designated Child Protection Lead and the section Principals.

Upon return to school, the child protection referral procedure will be activated and any child protection disclosures put on pause during the school closure period will be immediately investigated and followed up on, in line with the procedure outlined in this document.

The child protection team will regularly contact students who are on the 'At risk' register, in order to monitor safety and wellbeing during a distance learning scenario.

As an additional, preventative measure during any lockdown scenario, the school will send out [communication to the community](#) that raises awareness about possible negative impacts of lockdown on families and relationships; that reminds parents of the Indonesian law regarding child abuse and shares local resources that may be of support to families who are in crisis.

#### **15.4: In consideration of student wellbeing**

Due to the nature of video calls and the way in which these virtual platforms function during a group meeting, students can often feel an increase in self-consciousness and social anxiety when asked to turn on their camera or sound. In turn, this can then impact upon work completion, self-esteem, social relationships, motivation and overall mood.

Additionally, [research on the toll of video conferencing](#), has concluded that this kind of communication demands an increase in focus and is more mentally draining than face to face communication.

Whilst a key component of teaching and learning relies on the relationships that build from responding to facial expression and body language cues, teachers should be mindful of the extra drain that requiring students to turn on their video camera has on student energy and wellbeing.

The Learning Diversity Specialist can organise inclusive access arrangements for any students who need to keep off their video cameras during a video call in order to participate in the lesson. Teachers may also want to consider affording students the flexibility to contribute to the lesson by sharing any written answers privately to the teacher. This level of flexibility will ensure that all students are able to fulfil their obligation to contribute to the lesson whilst maintaining a level of social profile that they are comfortable with. These measures may provide additional support for student wellbeing during an emotionally demanding time.

#### **15.5: Specific guidance for parents**

Child protection guidelines should be regularly shared with parents in order to support them in making school appropriate choices in their home environment. Parents should be reminded about not photographing or video recording other children who may be in a video call with their child. Reminders might also include the need for them to provide a quiet home environment that is appropriate for study, supervising siblings so that they are not a distraction during video calls, ensuring that any family members that might be captured on camera are wearing clothing, or a consideration of what aspects of the home environment can be seen in the background of their child's video call.

#### **15.6: Specific guidance for students**

During distance learning, the Child Protection team should maintain communication with the student community. It may be useful to send timely reminders about the definition of online bullying or distribute information about local resources that are available in case of abuse. Students should also be made aware of how to make a disclosure during any period of school closure.

Guidance will also be communicated to students for what to do if they feel unsafe at any time during a virtual classroom. See appendix for a template of the student child protection email that might be sent.

## Appendices

### Appendix One: Definitions of Abuse

#### Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes seeing or hearing the ill treatment of others.

#### **Physical Indicators:**

- Bed wetting or bed soiling with no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Non-organic failure to thrive
- Pale, emaciated
- Prolonged vomiting and/or diarrhoea
- Malnutrition
- Dressed differently to other children in the family

#### **Behavioural Indicators:**

- Severe developmental lags with obvious physical cause
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Running away from home, avoiding attending at school
- Nightmares, poor sleeping patterns
- Anti-social behaviours
- Lack of self esteem
- Obsessive behaviours
- Eating disorders

#### **Caregiver Indicators:**

- Labels the child as inferior or publicly humiliates the child (e.g. name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child



- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of child
- Involves child in adult issues such as separation or disputed over child's care
- Exposes child to witnessing situations of arguing and violence in the home

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

### **Physical Indicators:**

- Dressed inappropriately for the season or the weather
- Often extremely dirty and unwashed
- Severe nappy rash or other persistent skin disorders
- Inadequately supervised or left unattended frequently or for long periods
- May be left in the care of an inappropriate adult
- Does not receive adequate medical or dental care
- Malnourished - this can be both underweight and overweight
- Lacks adequate shelter
- Non-organic failure to thrive

### **Behavioural Indicators:**

- Severe developmental lags without an obvious physical cause
- Lack of attachment to parents/caregivers
- Indiscriminate attachment to other adults
- Poor school attendance and performance
- Demanding of affection and attention
- Engages in risk taking behaviour such as drug and alcohol abuse
- May steal food
- Poor social skills
- No understanding of basic hygiene

### **Caregiver Indicators:**

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life - does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Drug and alcohol use
- Depressed

### **Physical Abuse**

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

### **Physical Indicators (often unexplained or inconsistent with explanation given):**

- Bruises, welts, cuts and abrasions
- Burns - small circular burns, immersion burns, rope burns etc
- Fractures and dislocations - skull, facial bones, spinal fractures etc
- Multiple fractures at different stages of healing
- Fractures in very young children

### **Behavioural Indicators:**

- Inconsistent or vague explanations regarding injuries
- Wary of adults or a particular person
- Vacant stare or frozen watchfulness
- Cringing or flinching if touches unexpectedly
- May be extremely compliant and eager to please
- Dresses inappropriately to hide bruising or injuries
- Runs away from home or is afraid to go home
- May regress (e.g. bedwetting)
- May indicate general sadness
- Could have vision or hearing delay
- Is violent to other children or animals

### **Caregiver Indicators:**

- Inconsistent or vague explanations regarding injuries
- May appear unconcerned about child's wellbeing
- May state the child is prone to injuries or lies about how they occur
- Delays in seeking medical attention

- May take the child to multiple medical appointments and seek medical treatment without an obvious need

### **Sexual Abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

### **Physical Indicators:**

- Unusual or excessive itching or pain in the genital or anal area
- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or stools
- Sexually transmitted infections
- Pregnancy
- Urinary tract infections
- Discomfort in sitting or fidgeting as unable to sit comfortably

### **Behavioural Indicators:**

- Age-inappropriate sexual play or language
- Bizarre, sophisticated or unusual sexual knowledge
- Refuses to go home, or to a specific person's home, for no apparent reason
- Fear of a certain person
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Dresses inappropriately to hide bruising or injuries
- Eating disorders
- Compulsive behaviours

### **Caregiver Indicators:**

- May be unusually over-protective of the child
- Accuses the child of being sexually provocative
- Misuses alcohol or drugs
- Invades the child's privacy (e.g. during dressing, in the bathroom)
- May favour the victim over other children

### **Intimate Partner Violence or Family Violence**

Intimate Partner Violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

While some men experience violence from partners and family members, women and children are the most likely victims of family violence.

#### **Indicators in the Child:**

- Physical injuries consistent with the indicators of Physical Abuse
- Absenteeism from school
- Bullying or aggressive behaviour
- Complaints of headaches or stomach aches with no apparent medical reason
- Talking or describing violent behaviours

#### **Indicators in the Victim:**

- Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
- Depression and/or anxiety
- Inconsistent explanations for injuries
- Fearful
- Submissive

#### **Indicators in the Perpetrator:**

- Isolates and controls partner and children
- Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

### **Online Abuse**

Online abuse is any kind of abuse that happens on the web. It can include cyber-bullying, grooming, sexual abuse, sexual exploitation and emotional abuse. Online abuse can happen just online, or in both the online and the real world. The challenge with online abuse is that it can come into safe spaces, arrive at any time of the day or night, can be shared or stored by other people.

## Potential Indicators

- Spends much more, or much less time online, texting, gaming or using social media
- Are withdrawn, upset, or outraged after using the internet or texting
- Are secretive about who they're talking to and what they're doing online or on their mobile phone
- Have lots of new phone numbers, texts, or e-mail addresses on their device

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/signs-symptoms-effects/>

## Appendix Two: Responding to Child Abuse

### Guidelines for responding when a child tells of his or her abuse

It is important that you as the adult remain calm and confident when a child tells you what has been happening to him or her. Every child is different in how, when and where they will tell an adult about abusive experiences so it will most likely happen when you are least expecting it! Your facial expressions and your tone of voice are as important as what you actually say to the child.

Stay calm, listen, reassure the child and at times you may need to clarify what the child has said so that you can take the appropriate action. If a child sees that you are upset or not able to cope with what he or she is telling you he or she may not continue to tell you what has been happening or take back (i.e. retract) the original statements they have made.

### Do

- Listen, allow the child to tell as much as they want without interrupting (remember listening is not questioning)
- Respond reassuringly to the child
- If you do ask a question avoid asking leading questions, ask only open questions that seek clarification so that you can decide what action you need to take
- Most importantly "BELIEVE WHAT THEY SAY"
- Document what the child said and the responses that you made and any clarifying questions asked (word for word and remember to put the date, time, place and who was present)

### **Don't**

- Question in a way that introduces words, phrases, people's names or concepts
- Indicate that you disbelieve the child
- Try to correct, confront, change, challenge or influence what they say
- Respond by saying "You should've told me sooner" or "Why did you let him/her do that?"

### **Disclosures that indicate an abusive experience**

Questions should not be asked if the child makes what could be considered a "clear disclosure" of abuse e.g. "Mum punched me in the head and made my nose bleed", or "Uncle got into my bed and put his hand in my bum". These types of disclosures require (1) a reassuring response by an adult and (2) the adult to take immediate action by contacting the Child Protection Lead

### **Appendix Three: Example of General Child Protection Email to Parents During Distance Learning**

Dear Families,

We hope everyone is well.

As the Child Protection Team, we wanted to highlight some additional challenges that could apply to families during this difficult time. It is possible that the stresses of life can be exaggerated or multiplied now that families are unable to leave home for extended periods of time and children are not at school.

All family members are dealing with an unusual and, probably, uncomfortable situation and this means that tempers can be short and relationships can be tested. Although we know that our role doesn't often extend into the home, we wanted to offer some advice for families to help families remain emotionally healthy. We also wanted to remind families that physical punishment is illegal in Indonesia - we are here to offer help with alternatives to this.

#### **Be patient**

If a family member is feeling overwhelmed, allow them some time to themselves in order to calm the situation.

#### **Avoid criticism**

Try to be generous with your communication. By understanding that people could be very stressed due to the lockdown, consider that negativity might cause someone to become frustrated or angry quicker than normal.

### **Allow family members to talk about fears and worries**

If parents are feeling anxious, imagine how children are feeling given that they probably have even less information about COVID-19. Allow everyone an open opportunity to talk about their concerns - talking without necessarily offering solutions can help to make people feel better emotionally.

### **Think about how others are feeling**

There is a saying in English that goes: 'put yourself in their shoes'. If someone is acting differently to how they normally do, then that means something is affecting their mood. For example, if a family member is currently more argumentative than normal, it's probably because they are struggling with the lock down situation in some way. Take time to consider their situation and understand what they need to feel better.

### **Maintain routines**

As difficult as it is, keeping routines consistent is a great way to manage emotions. No one's routine is normal at the moment because so much is out of our control. However, focusing on even small things can help you and the family feel more positive. For example, have meals at consistent times, get dressed into day-clothes every day and take regular breaks from work.

### **Find out each other's triggers**

A 'trigger' is something that might cause someone to get angry or upset. It could be the final thing before someone feels they cannot contain their emotions. It's useful to know what the family's triggers are in order to avoid them. If one person becomes angry at another, this can easily escalate when everyone is experiencing stress and anxiety.

### **Keep work separate**

Try to designate an area of the house where you complete work from which you can walk away at the end of the day. Many students work in their bedrooms, which is very normal. However, working in bed can confuse your body when you're trying to sleep and can contribute to a bad night's sleep. For more advice on sleep, [click here](#).

### **Be kind to yourself and others**

This situation is not normal and although it's been going on for a long time now, ultimately we're not used to it. There is no right or wrong way to feel - if you're feeling sad, anxious or angry, that's OK. The difficulty is in how we act when we're experiencing these negative or challenging feelings. Simply being conscious of these feelings and accepting that they are normal can help us to regulate our mood... that will help the overall mood of the household.

If you need any advice or support, please contact any member of the Child Protection Team.

### **Appendix Four: Example of a General Child Protection Email to Secondary Students During School Closure**

Dear students,

One definition of cyberbullying is, “ ... bullying that takes place over digital devices like cell phones, computers and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can also include sharing personal or private information about someone else causing embarrassment or humiliation.”<sup>1</sup>

During any time of distance learning, where we are all using devices to learn from home, there may be a greater possibility of students experiencing cyberbullying.

We want you to know how to prevent this from happening and what to do if this happens to you, or if you feel unsafe at any point during a video call.<sup>2</sup>

- **Privacy!** Protect your personal information, including addresses, telephone numbers, passwords etc.
- **Identity!** How do you know that who you are talking to is who they say they are?
- **Permanence!** Think twice before you share something online - you might not be able to control who sees it and some things cannot ever truly be deleted afterwards

And if you find yourself on the receiving end of cyberbullying?

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<sup>1</sup> <https://www.stopbullying.gov/cyberbullying/what-is-it>

<sup>2</sup> <https://online.maryville.edu/blog/what-is-cyberbullying-an-overview-for-students-parents-and-teachers>



- **Use the 'blocking' function if possible:** most social media platforms provide some way of being able to stop somebody from contacting you if you are feeling harassed or targeted. You might also want to consider changing your contact information.
- **Report:** don't suffer in silence - tell somebody what is happening to you; parents, siblings, friends, teachers, the counsellor, homeroom teachers etc.
- **Try not to engage or retaliate:** we know it's difficult, but getting drawn into an abusive dialogue will only make the situation worse. Calmly ask the person to stop, but do not engage any further
- **Exit:** if you are in a call or a chatroom and you do not feel safe, calmly exit the communication. If you exit a video lesson for this reason, please let your teacher know afterwards so that we are aware of what is happening
- **Keep a record:** take a screenshot of any posts or messages and keep them somewhere safe. They may be helpful when you report the cyberbullying

Distance learning situations might also mean that you are having to stay home a lot more than you usually would. Often, where families have to spend a lot more time together than they usually would, this can be a source of tension and conflict.

We would like to remind you that, in Indonesia, it is illegal for parents to discipline their children with physical punishment. Even if you feel that you deserve it, it's never ok to be punished with physical violence.

If you are in a home situation where you are being physically harmed, you could contact any member of the school's child protection team by emailing one of the following:

[PrimaryChildProtection@globaljaya.com](mailto:PrimaryChildProtection@globaljaya.com)

[SecondaryChildProtection@globaljaya.com](mailto:SecondaryChildProtection@globaljaya.com)

Just because the school building is closed does not mean that there is no help available.

We continue to be here for you!

The GJS Child Protection Team

<https://online.maryville.edu/blog/what-is-cyberbullying-an-overview-for-students-parents-and-teachers/>

## **Appendix 5: CP Self-Declaration**

An employee of Global Jaya School is subject to criminal record/police checks. He/she will uphold the GJS Child Protection Policy; this applies to each employee in his/her designated capacity as Support Staff, HR Personnel, GA Personnel, Security Officer, Assistant Teacher, Junior Teacher, Primary Teacher, Secondary Teacher, Coordinator, Principal or Head of School.

I, ....., as an employee of Global Jaya School, have read the GJS Child Protection Policy and understand the high standard of care and attention given to GJS students and parents.

By signing below, I confirm that I have never been convicted of a crime and have never been dismissed from any previous position as a result of child safety/welfare issues.

I understand that I may be subject to background checks before signing or renewing contracts and at any point during my employment period at Global Jaya School in Tangerang, Indonesia.

By signing below, I confirm and acknowledge having received and read this policy, and agree to uphold its requirements.

Employee (full name): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Location (City & Country): \_\_\_\_\_

Witnessed by:

Business Manager (sign): \_\_\_\_\_ Date: \_\_\_\_\_

HR Head (sign): \_\_\_\_\_ Date: \_\_\_\_\_

Head of School (sign): \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 6: Guidance for Supporting Toileting for Younger Students**

From time to time our students, particularly the younger students, need assistance with toileting. Instances where students might need additional assistance include; if a student has messed themselves; if a student has not cleaned themselves properly after visiting the bathroom or if a student cannot do/undo the buttons on their clothing in order to use the bathroom.

In such circumstances, the following should be adhered to:

- Any assistance given should either be in the sight of two adults or in the sight lines of a camera. Ideally, this second adult should be a member of the Global Jaya staff community.
- The parameters laid out in 12.5 of this document apply equally here as a guiding statement:
  - “When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary. Any physical contact should be such that it is transparent and not open to mis-interpretation by others.”
- The purposes of toileting assistance are solely to restore or to facilitate hygiene and all actions taken must be with this in mind.

## **Appendix 7: Text for Counsellor Google Meet Invitations**

All conversations between a student and the counsellor will be treated with the strictest of confidence, apart from in the following circumstances:

- If you are experiencing some kind of abuse
- If you are hurting yourself, or express a plan to hurt yourself
- If you are hurting somebody else, or express a plan to hurt somebody else

In these situations, it may be necessary to involve the GJS Child Protection team in order that we have a team approach in supporting you to overcome these problems.

Any decisions made by myself and/or the child protection team, will be taken with your wellbeing as our highest priority.