

## **CHILD PROTECTION POLICY**

SY 2023-2024

### **INTRODUCTION**

Schools play a big role in ensuring the safety and protection of all children. It is the responsibility of schools not only to provide a nurturing and caring environment but also to shelter children from all sorts of harm. As a school, we share in this responsibility and commitment to our families and the children we serve.

In connection to this, schools also play a big role in nurturing in our children to become responsible adults and citizens. Rights and responsibility go together and it is our duty to the next generation to value their rights and to train them to become responsible citizens.

As a school, we take a stand that rights and responsibility go hand in hand. Knowing their rights is their protection, but knowing their responsibility will empower them to use their rights responsibly. We take a stand to do our part to ensure that both are nurtured in the children we serve.

### **OUR GUIDING PRINCIPLES:**

1. The safety and protection of children is the responsibility of all persons who enter our school. These include our administrators, teachers, nonteaching staff, parents, students and visitors.
2. In providing a safe and nurturing environment for our children, the school must set standards, which place the child and his welfare and development as the highest priority.
3. As a school, we realize our limitations. We collaborate with others who are involved in the welfare of children and families.
4. We fully understand that procedures are set and followed to ensure the protection of our children. This entails that all stakeholders are trained and advised on the SOPs and protocols in the referral procedures, dissemination of information, proper documentation and assurance of confidentiality.

5. As stated in the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development(Article XV, Section 3(2)).

6. The Bible is our manual for life. It also states there the love and care we must give our children. A few Bible verses include:

- 1Cor13:6-7-“Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.”
- Ephesians 6:4-“Fathers, do not exasperate your children, instead, bring them up in the training and instruction of the Lord.”
- Colossians 3:21-“Fathers, do not exasperate your **children**, so that they will not lose heart.”
- Deuteronomy 4:9-“Do not forget the things your eyes have seen or let them slip from your heart as long as you live. Teach them to your children and to their children after them.”

7. The Bible also states that as stewards of our children, we need to diligently teach them God’s Word. In Deut. 6:6-9, it says, “and these words which I am commanding you today, shall be in your heart; and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. And you shall bind them as a sign on your hand and as frontals on your forehead. And you shall write them on the doorposts of your house and on your gates.” The implication of this is that we need to tell our children about God at all times. In addition to this, Jesus says, “If you love me, you will keep my commandments.” We not only have to teach them God’s commandments but that they are to keep them. Knowing what is right and what is wrong is everyone’s protection and it is God’s Word that must be our standard.

8. In the context of the school, the protection of their rights entails that they must learn to follow the rules and regulations of the school, because its main objective is for their good, to train them to become responsible adults where there are rules and regulations to be followed and respected. The impact of this is that it teaches them to respect others and to respect the institution that places them as top priority.

9. Lastly, this Child Protection Policy was developed to ensure that the school maintains a stand that truly empowers our children in their understanding of their rights and responsibilities, to assure them that the goal of the policy is the freedom to live with one another in the context of building a foundation of respect and living in freedom from fear because our children have come to understand that rights and responsibilities truly go hand in hand.

## DEFINITION OF TERMS

(Terminologies may have changed but definitions are taken from DEPED Child Protection Policy)

1. **Child-** a person below 18 years old who are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental

disability or condition. The term also refers to students who may be 18 years old of age or older but are currently enrolled in a school.

2. **Children in school**- refers to bona fide pupils, students or learners who are enrolled in the basic education system.

3. **Pupils, Student, Learner**- a child who regularly attends classes in any level of the basic education system.

4. **School Personnel**-a person or persons, singly or collectively, working in a public or private school. They are classified as the following:

i. **School head**- refers to the principal

ii. **Administrators**- refers to persons who occupy a supervisory position and are involved in policy formulation or implementation in a school

iii. **Teachers**-all school personnel who are formally engaged in actual teaching service either in a full time or part time basis.

iv. **Nonteaching staff**-refers to all other non-teaching personnel in the school whatever may be the nature of their appointment and status of employment.

v. **Parents**- refer to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent.

vi. **Guardians** or custodians- refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.

vii. **Guest/Visitor**- refers to any person who visits the school and has any official business with the school and any person who does not have any official business but is found within the premises of the school. These may include student teachers, service providers, suppliers, parents and guardians of other children.

*The following definitions are taken from DepEd Order No. 40, s. 2012:*

2. **Child Abuse**- refers to the maltreatment of a child, whether habitual or not, which includes any of the following:

i. psychological abuse, physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;

ii. any act by deed or word which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;

iii. unreasonable deprivation of the child's basic needs for survival, such as food and shelter, and/or

iv. failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child's development or in the child's permanent incapacity or death(Sec. 39b), RA 7610).

3. **Child exploitation-** refers to the use of children for someone else's advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child's normal physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

i. **Sexual exploitation-** refers to the abuse of position of vulnerability, differential power, or trust, for sexual purposes. It includes, but is not limited to forcing a child to participate in prostitution or the production of pornographic materials as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability.

ii. **Economic exploitation-** refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but is not limited to, illegal child labor, as defined in RA 9231.

4. **Violence against children committed in schools-**refers to a single act or series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It include, but is not limited to, the following acts:

i. **Physical violence-** refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.

ii. **Sexual abuse-** refers to acts that re sexual in nature. it includes, but is not limited to:

a. rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body.

b. acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion or through inducements, gifts or favors, and

c. forcing a child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of films, indecent publications or material.

iii. **Psychological violence-** refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment and repeated verbal abuse.

5. **Bullying or peer abuse-** refers to willful aggressive behavior that is directed toward s a particular victim who may ne outnumbered, younger, weak with disability, less, confident or otherwise vulnerable. More particularly:

i. Bullying is committed when a student commits an act or series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:

a. threats to inflict a wrong upon a person, honor or property of the person or on his or her family;

b. stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;

a. taking of property;

b. public humiliation or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;

c. deliberate destruction or defacement of or damage to the child's property;

d. physical violence committed upon a student, which may or may not result to harm or injury with or without the aid of a weapon. such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;

e. demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student, and

f. restraining the liberty and freedom of a pupil or student.

ii. **Cyber-bullying-** is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation through electronic means or other technology such as, but not limited to texting, email, instant messaging, chatting, internet, social networking, websites or other platforms or formats.

2. **Other acts of abuse** by a pupil, student or learner- refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school not falling under the definition of bullying in the preceding provisions, including but not limited to acts of physical, sexual or psychological nature.

3. **Corporal punishment-** refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. IT includes physical, humiliating or degrading punishment, including, but not limited to the following:

- i. Blows such as beating, kicking, hitting, slapping, or lashing with or without the use of an instrument
- ii. striking of a child's face or head,
- iii. pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child,
- iv. forcing a child to perform physically painful or damaging acts such as but not limited to holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects.
- v. deprivation of a child's physical needs as a form of punishment
- vi. deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- vii. tying up a child;
- viii. confinement, imprisonment or depriving the liberty of a child;
- ix. verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- x. forcing a child to wear a sign, to undress or disrobe. or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;
- xi. Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others, and
- xii. other analogous acts.

4. **Positive and Nonviolent discipline of children-** a way of thinking and a holistic, constructive and proactive approach to teaching discipline that helps children develop appropriate behavior in the short and long term and fosters self-discipline.

#### ROLES AND RESPONSIBILITIES

As a school, we realize that there are many things need to be done, instituted and implemented. The following are important basics as we begin this journey:

1. ***Institute, implement and integrate the following:***

- a. **Code of Conduct** for teachers, students, parents and other stakeholders must be developed and put in place.
- b. **Positive and nonviolent discipline** plan for children must be developed, put in place and replace traditional forms of discipline that are punitive in nature.

- c. **Peacemakers Club** must be instituted as a venue for resolving conflict.

2. ***Provide education, orientation and training on the following:***

- a. **Child Protection Policy Orientation-** All stakeholders must be oriented on the Child Protection Policy of the school.
- b. **Awareness education-** All stakeholders must be trained to spot and detect possible signs of child abuse of any kind.

**Protocols and Procedures Education-** All stakeholders must know the proper step by step process in the incidence of a child abuse/bullying report. This includes knowing how to respond to people who may be reporting an incident or knowing how to respond in a sensitive manner to someone who may be confiding possible child abuse/maltreatment/bullying/etc. This also includes training on proper documentation of

- a. such reports. Lastly, this also includes knowledge of who to go to for help whether it is a person or government agency.
- b. **Confidentiality Education-** There must be assurance of confidentiality for the victims and families involved.
- c. **Prevention Education-** There are many ways that incidents of child abuse may be prevented. All stakeholders must continuously find ways of preventing child abuse and ensuring that all are aware of these measures.
- d. **Law Awareness-** All stakeholders must be aware of the law involving children's rights and how we can protect them.

1. ***Commit to:***

- a. **Promote** a positive climate where children's development are of primary concern;
- b. **Provide** a physical setup wherein the safety of children is of primary concern;
- c. **Practice** good manners and right conduct.

2. ***Delegate duties and responsibilities to all stakeholders.***

- a. The principal:
  - 1. Ensure the institution and adoption of an effective child protection policy and procedures and to monitor compliance thereof;
  - 2. Educate and orient all pupils, students or learners, school personnel, parents, guardians or custodians and visitors and guests on information and protocols and procedures regarding the child protection policy.
  - 3. organize and convene the Child Protection Committee for the school;
  - 4. conduct capacity building activities for the members of the Child Protection Committee and teachers;
  - 5. conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;
  - 6. ensure the participatory rights and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
  - 7. maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division office the report and the copy of the intake form;

8. ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds, or when travelling to and from school, or during school sponsored activities, and during lunch or recess, whether on or off campus;
9. adopt conflict resolution mechanisms that respect the rights of indigenous peoples, provided that they conform to the child protection policy and they uphold the rights of the child;
10. coordinate with appropriate offices and other agencies for apt assistance and intervention as may be required in the performance and functions;
11. ensure that all incidents of abuse, violence exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions of the Child protection policy.

b. Administrators

1. Conduct information dissemination and campaign on violence prevention programs;
2. Formulate a system of standard reporting, procedures for monitoring and evaluation and maintain records on the incidents and cases of child abuse.
3. Assist the school head in the responsibilities assigned to her.

c. Teachers and staff

1. Designated Teacher

- a. Avail of training towards a responsible and committed Child Protection Committee
- b. Ensure that others also avail of the trainings
- c. Act as a point of contact for classroom teachers, staff, parents and students regarding reports of child abuse cases
- d. In charge of the Peacemakers' Club
- e. Maintain records of all the Child Protection cases and concerns
- f. Keeps the principal informed
- g. Provide written annual reports for the principal and administrators to be submitted to DepEd Division Office.
- h. Always observe confidentiality.

2. Classroom teachers

- a. Avail of trainings towards a responsible and committed Child Protection Committee
- b. Listen to what is being said and support the student
- c. Make a written report of the child's disclosure using actual words of the child and submit to the designated teacher.
- d. Keep the designated teacher informed and provide input regarding student's attendance record, performance in class, and other behaviors that have been observed.
- e. Always observe confidentiality.

3. Staff



- a.* Avail of trainings towards a responsible and committed Child Protection Committee
  - b.* Listen to what is being said and support the student
  - c.* Make a written report of the child's disclosure using actual words of the child and submit to the designated teacher.
  
- a.* Keep the designated teacher informed and provide input regarding student's attendance record, performance in class, and other behaviors that have been observed.
  - b.* Always observe confidentiality.
- b.* Parents/guardians
  - 1.* Inform the teacher through SMS or a short message in the handbook if the student is absent for the day.
  - 2.* Inform the teacher if another person, other than the usual person, intends to pick up the child after school.
  - 3.* Get training on the school's Child Protection Policy
  - 4.* Raise any concern they may have in relation to their child to the designated teacher.
  - 5.* Picks up students in a timely manner.
  - 6.* Observe confidentiality.
- c.* Students
  - 1.* Designated student(President of SBO)
    - a.* Acts as the leader for the Peacemakers Club and provides venues for other students to have a voice through regular group meetings and circles
    - b.* Attends trainings and orientation regarding the Child Protection Policy of the school
    - c.* Reports directly to the Designated Teacher regarding possible child abuse cases.
    - d.* Ensures that he/she is a role model for other students for the Code of conduct that must be established in the school
    - e.* Lives out being peacemakers
    - f.* Observes rules and regulations set by the school
  - 2.* Peacemakers Club(Student Body officers)
    - a.* Acts as lookouts and contact persons for other students for possible conflicts which may occur among students.
    - b.* Attends trainings and orientations regarding the Child Protection Policy of the school
    - c.* Acts as role models for other students for the Code of Conduct that must be set in the school
    - d.* Lives out being peacemakers.
    - e.* Observes rules and regulations set by the school
    - f.* Reports directly to the Designated Teacher regarding possible child abuse cases.

2. School Child Protection Committee

- a. Principal: Amabelle B. Caritos
- b. Designated Administrator: Melicyn Higoy
- c. Designated Teacher: Maricar Labay
- d. Designated Parent:
- e. Designated Student:
- f. Barangay Contact Person:
- g. DSWD Contact person: \_\_\_\_\_
- h. Police Station Contact #: \_\_\_\_\_

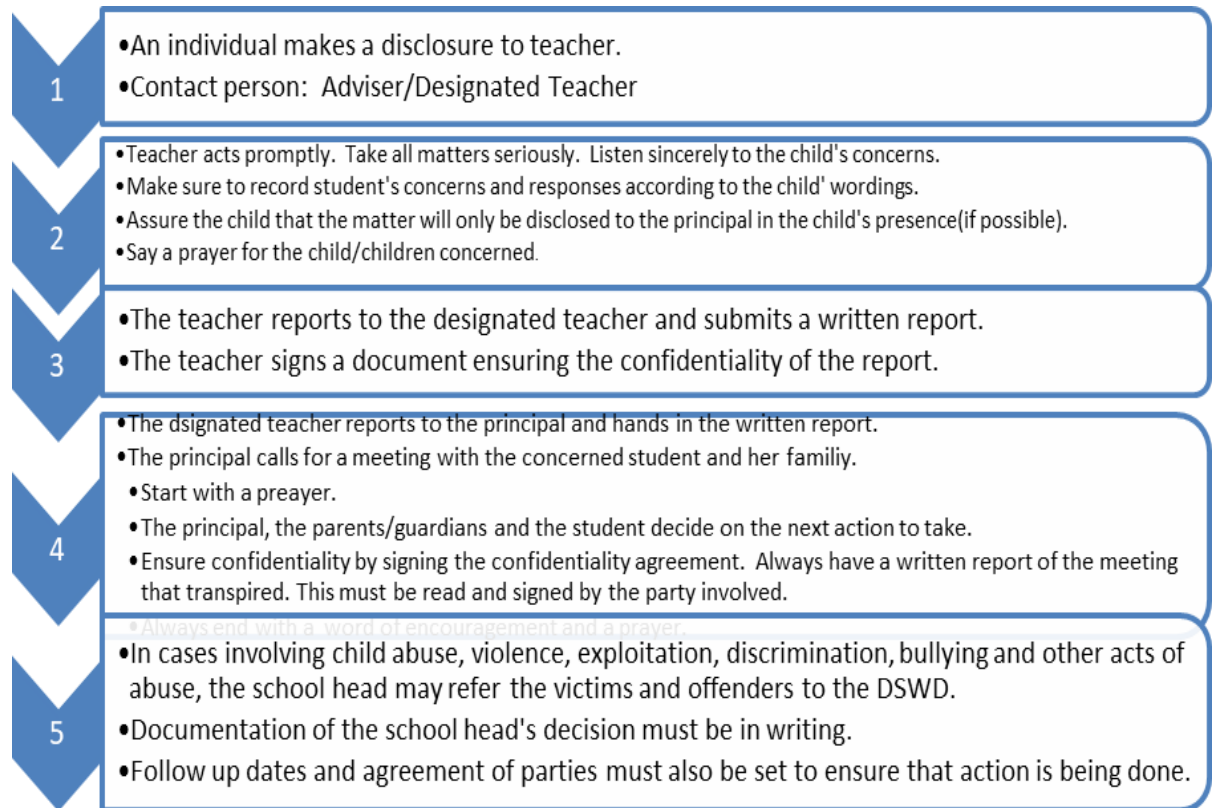
3. Guidelines to use in case of a disclosure related to child protection:

Do's	Don'ts
1. Stay calm.	1. Panic.
2. Listen.	2. Ask leading questions.
3. Accept.	3. Promise to keep secrets.
4. Reassure.	4. Make the child repeat the story unnecessarily.
5. Explain what you are going to do.	5. Delay.
6. Record accurately.	6. Investigate.
7. Seek support of designated personnel.	7. Do nothing.

(taken from Kirkstown Primary School Child Protection Policy)

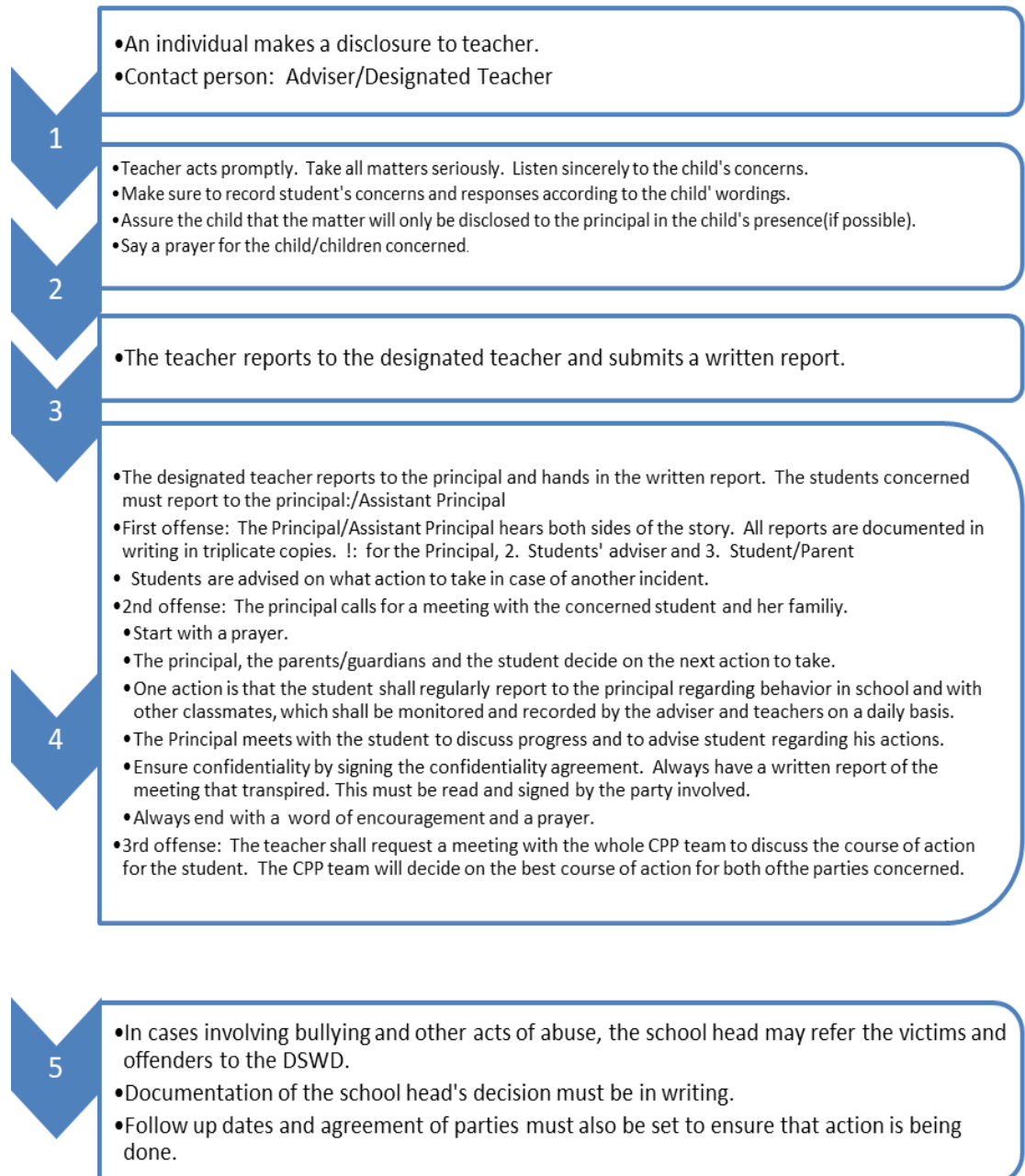
4. Flowchart:

a. What to do in case a child/parent/teacher reports case of child abuse:



## B. Bullying

What to do when bullying incidents are reported:



Our activities in the prevention of bullying in the school:

1. Promote cooperation, camaraderie, and unity among students and teachers through team building and Vacation Bible School activities, both to be done at least twice a year or every quarter.
2. Train the students and teachers to be peacemakers in each classroom and to have representatives for the whole school through the Student Body Organization as the Peacemakers Club.
3. Develop in our students a helping mindset through outreach activities.
4. Promote the use of respectful, positive and encouraging words in our students.
5. Have a regular classroom meeting where problems are discussed and possible solutions are made using God's Word as the basis for the solution.
6. Promote responsibility in our students through commitment in the enforcement of rules and regulations.
7. Encourage students to make posters and slogans in the prevention of bullying in and out of the school.
8. Encourage activities that promote personal growth and responsibility for the classroom and for the school through Clean as You Go and Clean and Green School.

We hope these activities will help in the prevention of violence and bullying in the school.

Appendix 1  
Intake Sheet

Information:		
A. Victim		
Name:		Birthday:
Grade level:	Adviser:	Sex:

Parents:		
Mother:		Age:
Address/Contact number:		Occupation:
Father:		Age:

Address/Contact number:		Occupation:
B. Complainant		
Name:		Relationship to victim:
Address:		Contact number:
Respondent: Circle one: Teacher/ student/ Parent/Other school personnel		
Name:		Age:
Address:		Contact number:
Details of the case:		
Action taken		
1.		
2.		
3.		
Recommendations:		
1.		
2.		
3.		
Prepared by:		
Signature over printed name	Designation	Date

Submitted to:		
Signature over printed name	Designation	Date:

### Appendix 2

Report of cases of abuse, violence, exploitation, discrimination, bullying or peer abuse and other related offenses:

School: \_\_\_\_\_  
 Division: \_\_\_\_\_  
 Region: \_\_\_\_\_  
 Period covered: \_\_\_\_\_  
 Person submitting report: \_\_\_\_\_  
 Designation: \_\_\_\_\_ Date: \_\_\_\_\_

Victims:			Respondents:					
Name:	Age:	Sex:	Name:	Age:	Sex:	Nature of complaint	Action taken	Recommendation

### Appendix 3

#### CODE OF CONDUCT

##### PRIVATE MEETINGS WITH PUPILS

Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognized that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but is not advisable to use signs prohibiting entry to the room.

Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

#### PHYSICAL CONTACT WITH PUPILS

As a general principle, staff are advised not to make unnecessary physical contact with their pupils.

It is unrealistic and unnecessary, however, to suggest staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.

Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

Physical punishment is illegal, as is any form of physical response to misbehavior, unless it is by way of necessary restraint.

Staff who have to administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her principal.

Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of schools activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

#### CHOICE AND USE OF TEACHING MATERIALS

If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the principal before using it.

#### RELATIONSHIPS AND ATTITUDES

Within the Child Protection Policy is the understanding of all parties that staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.



## CONCLUSION

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

From time to time it will be prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young children, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.

## Appendix 4

### Indicators of abuse and neglect

#### General Indicators

In assisting staff to identify suspected cases of child abuse, indicators of abuse or neglect include, but are not limited to, the following:

- history of previous harm to the child
- abuse or neglect of a sibling
- social or geographic isolation of the child or family
- family history of violence including injury to children
- domestic violence
- physical or mental health issues for the parent or caregiver
- the parent or caregivers' abuse of alcohol or other drugs
- a developmental disability of the parent or caregiver
- parent or caregiver experiencing significant problems in managing the child's behaviour
- a history of injury which is vague, bizarre or variable
- marked delay between injury and presentation for medical assistance
- the child tells you he or she has been abused, or he or she knows someone who has been abused and may be referring to themselves
- a friend, relative etc. tells you that the child may have been abused

#### Specific Indicators

### ***Sexual Abuse***

Indicators of sexual abuse in children include:

- direct or indirect disclosures
- describing sexual acts
- age inappropriate behaviour and/or persistent sexual behaviour
- self destructive behaviour (e.g. self mutilation, suicide attempts)
- overtly sexual themes in play, artwork or writing
- persistent running away from home
- anorexia, over eating
- unexplained accumulation of money or gifts
- adolescent pregnancy
- injuries to the breasts, buttocks, lower abdomen and thighs
- Other child stress indicators (e.g. poor concentration, nightmares and bedwetting, marked changes in behaviour, complaints of stomach aches and headaches with no physical findings)

### ***Physical Abuse***

Indicators of physical abuse include:

- bruising and other injuries to the face, head and neck
- lacerations and welts
- explanation offered by the child inconsistent with the injury
- bruising and marks which takes the shape of an object (belt buckle etc)
- bite marks and scratches
- multiple injuries or bruises
- burns and scalds

### ***Emotional Abuse***

Indicators of emotional abuse include:

- feelings of worthlessness about life and themselves
- inability to value others
- lack of trust in people and expectations
- extreme attention seeking behaviour

- behavioural disorders
- persistent hostility in parents or caregivers or constant criticism of the child

### *Neglect*

Indicators of neglect include:

- poor standards of hygiene
- scavenging or stealing food
- extended stays at school, public places, others' homes
- being focussed on basic survival
- untreated physical problem.

Developed and prepared by

Amabelle B. Caritos

Principal