PARENT & GUARDIAN EDITION | NOVEMBER 2026

CHILD SAFEGUARDING

& ONLINE SAFETY

A detailed guide to how Superior Chess Academy protects children in online chess learning

OUR SAFEGUARDING COMMITMENT

A safe, respectful and accountable learning environment - on every class, every platform and every interaction.

For students aged 5+ and their parents or legal guardians

Superior Chess Academy is a live online chess academy based in Bangalore, India, providing group, semi-private and one-to-one coaching to students worldwide. This guide explains the safeguarding standards and operating practices that form part of our online learning environment.

SAFE & ACCOUNTABLE COACHES Identity, reference and appropriate background screening; professional conduct and safeguarding training.	**PARENT PARTNERSHIP** Guardian details, parent communication, consent and transparent lesson information.
CONTROLLED ONLINE CLASSES Enrolled-student access, teacher supervision, attendance and platform permissions.	**PRIVACY & RESPONSIBLE RESPONSE** Restricted access to student data, separate media permissions and documented concern handling.

The academy's parent contact point

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This document describes the academy's current safeguarding practices. It is written for parents and guardians and should be read alongside applicable law and the academy's other terms and privacy information.

00 How to use this guide

This guide explains the safeguards that apply before enrolment, during lessons, across academy communications and when a concern is raised. The sections are arranged so parents can quickly find the information they need.

01 **Safeguarding principles, purpose and scope** - What the policy covers and the standards that guide decisions.

02 **Safeguarding leadership and accountability** - Who is responsible for keeping children safe and how accountability works.

03 **Coach and staff screening** - Identity, qualifications, references, appropriate checks and access decisions.

04 **Safeguarding training and professional conduct** - Expected adult behaviour, boundaries, confidentiality and prohibited conduct.

05 **Student registration, parent verification and consent** - Information collected, guardian involvement, consent and contact arrangements.

06 **Safe delivery of online chess lessons** - Standards for group, semi-private and one-to-one classes.

07 **Communication rules and digital boundaries** - Approved channels, messaging, contact times and escalation.

08 **Student conduct, bullying and peer interaction** - Respectful behaviour, moderation and how student concerns are handled.

09 **Technology, classroom access and account security** - Access controls, meeting settings, permissions, logs and reporting tools.

10 **Privacy, student records and data protection** - What information is used, who can access it, security and retention principles.

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12 **Recognising, receiving and responding to concerns** - How disclosures, complaints and safeguarding concerns are handled.

13 **Incident records, escalation and external reporting** - Documentation, protective action and referral to appropriate authorities.

14 **Parent and student safety responsibilities** - Practical steps families can take before, during and after a class.

15 **Review, quality assurance and continuous monitoring** - How the academy reviews implementation and maintains standards.

16 **Parent quick-reference checklist and key contacts** - A concise summary to keep or share.

17 **Legal context, definitions and reference sources** - Jurisdiction notes and official resources for further information.

A NOTE FOR PARENTS

No online environment can remove every possible risk. Our safeguards are designed to reduce risk, make interactions accountable, protect personal information and ensure that concerns receive an appropriate response.

01 Safeguarding principles, purpose and scope

Child safeguarding is part of the academy's day-to-day delivery of online chess education. It applies to all academy-managed learning activities, communications and student-related information.

1.1 Our safeguarding commitment

Superior Chess Academy places children's safety, dignity, privacy and well-being alongside their chess education. Every student is treated with respect. Lessons are conducted in a professional, age-appropriate and supervised learning environment. The academy does not tolerate abuse, exploitation, harassment, bullying, discrimination, grooming, intimidation or inappropriate adult-child communication.

1.2 Who and what the policy covers

- **Students:** Children and young people enrolled in group, semi-private or one-to-one chess coaching, including trial lessons and academy-organised learning activities.
- **Adults:** Coaches, assistant coaches, administrators, moderators, contractors and any other person who has authorised access to students or student information.
- **Interactions:** Live lessons, waiting rooms, class chats, official messaging, homework or learning submissions, online tournaments and any academy-related communication.
- **Information:** Registration details, parent and emergency contacts, attendance, lesson history, progress notes, communications, reports and any authorised class recordings or media.

1.3 The principles used in decisions

Principle	How it is applied
Child-centred approach	The child's safety, dignity, best interests and ability to speak up guide decisions.
Prevention and transparency	Risks are reduced through screening, clear rules, parent visibility, controlled access and supervision.
Professional boundaries	Adults maintain appropriate roles and communicate through approved academy channels.
Confidentiality with safety	Information is shared only with people who need it, while safeguarding concerns are escalated when necessary.
Fairness and inclusion	Students are treated respectfully regardless of age, skill, background, nationality, language, disability or personal circumstances.
Accountability	Concerns are documented, reviewed and acted upon through established procedures.

1.4 What this guide does not promise

The academy does not claim that online learning is risk-free, that every incident can be predicted, or that this guide replaces local child-protection authorities, law enforcement, emergency services, professional advice or the academy's complete contractual and privacy documents. The academy's role is to maintain practical safeguards, respond appropriately and cooperate with lawful safeguarding processes.

02 Safeguarding leadership and accountability

Safeguarding is a shared responsibility, with clear internal ownership so that concerns do not remain unaddressed or depend only on an individual coach's judgement.

2.1 Designated Safeguarding Lead (DSL)

The academy assigns a Designated Safeguarding Lead (DSL) or safeguarding lead who is responsible for coordinating the academy's response to child-safety matters. The safeguarding lead is the central point for receiving concerns, maintaining the incident register, coordinating immediate protective steps and deciding when external advice or reporting is required.

- **Receiving concerns:** The safeguarding lead receives reports from students, parents, coaches and other staff through official academy channels.
- **Risk assessment:** The lead considers the nature, urgency and potential impact of the concern, including whether a child may be in immediate danger.
- **Protective steps:** The lead coordinates proportionate steps such as restricting access, changing class arrangements, preserving relevant evidence or involving another responsible adult.
- **Record keeping:** The lead ensures that key facts, decisions, actions, dates and outcomes are documented securely.
- **External escalation:** The lead coordinates referral to relevant child-protection services, police or other authorities when required or appropriate.

2.2 Responsibilities by role

Role	Responsibility
Academy management	Ensures safeguarding arrangements are maintained, resources are available and staff follow the policy.
Safeguarding Lead	Coordinates concern handling, risk assessment, records, protective action and external referrals.
Coaches and assistants	Follow the code of conduct, supervise learning, maintain boundaries and report concerns promptly.
Administrators / moderators	Use student information only for authorised duties, protect access credentials and escalate suspicious activity.
Parents / guardians	Provide accurate contact and consent information, supervise age-appropriate online access and report concerns.
Students	Follow class rules, respect others and tell a trusted adult or academy contact when something feels wrong.

2.3 No retaliation for raising a concern

A student, parent or staff member who raises a concern in good faith is treated respectfully. Retaliation, intimidation or pressure to withdraw a concern is not acceptable. Reports are considered on their facts and handled as discreetly as safety and applicable law allow.

2.4 Conflict of interest

Where a concern involves the safeguarding lead or another person who would ordinarily receive the report, the concern is escalated to academy management or an alternative responsible person. The person who is the subject of the concern does not control the review of that concern.

03 Coach and staff screening

People who interact with children or can access child-related information are screened before being given the relevant responsibilities or system access.

3.1 Identity and eligibility checks

- **Identity:** Government-issued identity documents are checked to establish the person's identity.
- **Role suitability:** The person's experience, responsibilities and suitability for working with children are reviewed.
- **Qualifications and chess credentials:** Relevant chess qualifications, playing credentials, coaching background or professional history are reviewed where applicable.
- **Address and work history:** Address and previous work information are checked where relevant and proportionate to the role.
- **References:** Professional references are sought and reviewed, with attention to reliability, conduct and suitability for child-facing work.

3.2 Criminal-record and police checks

Appropriate criminal-record, police or equivalent background checks are carried out where they are available, legally permitted and relevant to the person's role and jurisdiction. The exact name, scope, eligibility and renewal process for such checks differ between countries. A check is one part of safer recruitment and is not treated as a guarantee that a person can never present a risk.

3.3 Reference and history review

References and relevant employment or coaching history are reviewed for unexplained gaps, inconsistencies or concerns that may affect suitability. Any discrepancy is assessed before access is granted. Where information cannot reasonably be verified, the academy considers the risk and may limit, defer or decline child-facing responsibilities.

3.4 Access is role-based

A person is given only the access needed for their duties. Teaching access, administrative access, student records and safeguarding records are separated as appropriate. A person does not receive unrestricted access simply because they are associated with the academy.

3.5 Ongoing suitability

- **Changes in circumstances:** Staff are expected to disclose relevant changes that may affect their suitability or ability to work safely with children.
- **Concerns and allegations:** Any safeguarding concern or allegation involving a coach or staff member is referred for review rather than being handled informally or ignored.
- **Access changes:** Access can be restricted, suspended or removed when needed to protect students, preserve a fair review or comply with an authority's direction.
- **Periodic review:** The academy reviews staff records and suitability in a manner appropriate to role, risk and local requirements.

A CHECK IS NOT A GUARANTEE

Background checks are important safeguards, but they cannot identify every possible risk. That is why the academy also uses conduct rules, supervision, parent visibility, reporting routes and ongoing review.

04 Safeguarding training and professional conduct

Every adult involved in student-facing work is expected to understand child-safety risks in online teaching and follow the same professional standards across every class format.

4.1 Safeguarding knowledge

Student-facing team members complete safeguarding and online-safety training appropriate to their role. Training covers professional boundaries, recognising concerning behaviour, safe online communication, bullying and harassment, handling a disclosure, reporting a concern, privacy and the need to act promptly when a child may be at risk.

4.2 Coach code of conduct

Required conduct	What it means in practice
Respect and dignity	Use respectful, patient, age-appropriate language. Do not shame, humiliate, threaten or belittle a student.
Learning-focused contact	Keep conversations relevant to chess, class participation, learning progress and appropriate student support.
Professional boundaries	Do not seek personal, romantic, financial or secret relationships with students.
Transparency	Use academy-approved channels and keep parent/guardian communication available for class-related matters.
Appropriate supervision	Do not create unnecessary private or unobserved interactions. Follow the lesson and platform controls.
Confidentiality	Do not discuss student details with unauthorised people or disclose private information casually.
Prompt reporting	Report boundary violations, suspicious behaviour, disclosures and safeguarding concerns through the official route.

4.3 Prohibited behaviour

- **Secret communication:** Asking a child to hide messages, lessons, gifts or conversations from a parent or guardian.
- **Personal social-media contact:** Privately contacting students through a coach's personal Instagram, Facebook, gaming or other social account.
- **Personal photographs or information:** Requesting personal images, home details, passwords, location information or unrelated private details.
- **Inappropriate conversation:** Sexualised, discriminatory, degrading, threatening or otherwise adult/inappropriate discussion or jokes.
- **Personal benefit:** Seeking money, gifts, loans, favours or commercial activity from a student.
- **Unapproved meetings:** Arranging private in-person meetings or moving a student to an unapproved platform without academy and parent authorisation.
- **Retaliation or favouritism:** Punishing a child for reporting a concern, or creating inappropriate dependency through special private treatment.

4.4 Gifts, praise and physical contact

Coaches use fair, age-appropriate encouragement and recognition connected to learning. Personal gifts, money or special favours are not exchanged with students outside approved academy arrangements. As lessons are online, physical contact is not part of coaching. Any rare in-person academy activity is subject to separate supervision and parent arrangements.

4.5 Breaches of the code

A breach is reviewed and may lead to coaching, retraining, restricted duties, removal of access, suspension or termination of the working relationship. Where the behaviour raises a safeguarding concern or may involve an offence, the matter is escalated as appropriate; internal action does not replace external reporting duties.

05 Student registration, parent verification and consent

A parent or legal guardian is part of the enrolment and safeguarding process. Student accounts and class participation are connected to verified adult contact information.

5.1 Registration information

The academy collects information needed to identify the student, organise appropriate chess instruction, contact the responsible adult and respond to an emergency or safeguarding concern. Information is kept proportionate to the purpose for which it is collected.

Information category	Why it is used
Student name and age / date of birth	To identify the learner, organise an age-appropriate class and apply relevant child-protection and privacy processes.
Parent / legal guardian name	To identify the adult responsible for the student and confirm who may receive information or give permission.
Verified parent email and mobile	For enrolment confirmation, scheduling, class updates, important notices and safeguarding communication.
Emergency contact	To contact a responsible adult if an urgent issue arises during an academy activity.
Country and time zone	To arrange lessons and consider the relevant location-based rules and emergency context.
Learning and attendance information	To deliver coaching, monitor participation and communicate progress or attendance issues.
Permissions and preferences	To record consent for class participation, platform features, recording or publicity where applicable.

5.2 Parent or guardian verification

- **Adult contact confirmation:** The academy verifies the parent/guardian contact route and uses it for important student-related communication.
- **Authority:** The person giving consent confirms that they are the student's parent or legal guardian, or otherwise authorised to act for the child.
- **Emergency details:** The academy records an appropriate emergency contact and asks families to update it when details change.
- **Updates:** Parents notify the academy when custody, guardianship, contact permissions or other relevant arrangements change.

5.3 Consent is specific

Permission to attend chess lessons is not treated as blanket permission for every other use of a child's information or image. Where an optional activity requires a separate permission - such as recording, photography, testimonials or promotional publication - that permission is obtained separately and is recorded distinctly.

5.4 Parent access and student participation

Parents receive relevant information about class format, schedule, attendance and learning progress. Parents can raise questions, request clarification about the student's information and contact the academy about safety concerns. The academy communicates with the child in an age-appropriate manner while keeping the parent or guardian involved.

5.5 Changes and withdrawal

Parents are asked to keep contact information and permissions current. Where consent is withdrawn, the academy reviews the request and explains any practical or legal consequences, including whether a particular feature or activity can continue without that permission. Withdrawal of optional publicity consent does not automatically mean that lesson participation consent is withdrawn.

06 Safe delivery of online chess lessons

The academy's safeguarding standards apply to group classes, semi-private classes and individual coaching. One-to-one tuition is permitted within transparent, parent-aware arrangements.

6.1 Before the lesson

- **Approved schedule:** Lessons are arranged through the academy's official enrolment and scheduling process.
- **Secure invitation:** Class links or access details are provided through approved channels and are intended only for the enrolled student and authorised adults.
- **Waiting room / admission:** Where the platform supports it, admission controls are used so the teacher can admit expected participants and prevent unknown visitors from entering.
- **Attendance context:** The coach knows which students are expected and records attendance or absence.
- **Parent awareness:** Parents know the class format, expected duration, platform and contact route for class-related questions.

6.2 During the lesson

- **Teacher-led environment:** The coach leads the session, supervises student participation and keeps interactions relevant to chess learning.
- **Appropriate camera use:** Video participation is managed in an age-appropriate way. Students are not pressured to reveal private areas of their home or personal surroundings.
- **Screen sharing:** Screen-sharing permissions are managed by the teacher or authorised host. Students are not asked to display unrelated private material.
- **Chat and reactions:** Chat, reactions and interactive features are supervised or restricted according to the class format and platform controls.
- **Breaks and comfort:** The coach responds appropriately to a student who needs a short break, feels uncomfortable or is unable to participate.
- **No unsupervised side sessions:** The lesson is not moved into an unapproved private call, direct message or separate platform.

6.3 Group classes

Group classes are supervised by the teaching team. Students are told how to take turns, ask questions, share positions and interact respectfully. Group participants are not given access to another student's private enrolment details, contact information or progress records. Class chat and student interaction remain subject to moderation and academy rules.

6.4 Semi-private classes

Semi-private classes combine shared instruction with individual feedback. Coaches manage turn-taking and attention so that no student is singled out, embarrassed or excluded. A student's personal information or learning difficulties are not disclosed to other participants unless the information is necessary for the lesson and appropriate to share.

6.5 One-to-one lessons

Individual coaching is delivered in a transparent and accountable way. Parents are informed of the schedule and may observe the lesson or remain within earshot. Communication remains on approved academy channels. The coach does not use an individual lesson as a reason to establish private personal contact or to ask a child to keep the session secret.

6.6 After the lesson

- **Attendance and completion:** The class outcome, attendance or rescheduling information is recorded through the academy's process.
- **Learning communication:** Progress feedback and homework or practice instructions are shared through the approved parent/student channel.
- **Class access:** Meeting access is not left open for unrelated or unauthorised use.
- **Concerns:** Any incident, unusual interaction or safeguarding concern noticed during the session is reported promptly.

ONE-TO-ONE TEACHING IS NOT UNMONITORED PRIVATE ACCESS

Parents may observe or remain within earshot. The academy's communication, scheduling and professional-boundary rules apply just as they do in group classes.

07 Communication rules and digital boundaries

Student-related communication takes place through official academy channels and remains professional, proportionate and visible to the parent or guardian where appropriate.

7.1 Approved channels

Coaches and staff use academy-approved communication channels for class scheduling, lesson links, learning updates, homework, attendance and other student-related matters. Personal social-media accounts are not used for private student contact. Parents are given a clear route to reach the academy and raise questions.

7.2 Communication standards

Standard	Academy practice
Purpose	Messages are about classes, chess learning, scheduling, student progress, safety or necessary administration.
Tone	Messages are polite, clear, age-appropriate and non-threatening.
Parent visibility	Parents are included in or can access relevant class-related communication, subject to the child's age and appropriate privacy.
Timing	Contact is made at reasonable times, with urgent safety matters handled promptly.
Personal information	Staff do not request passwords, private photographs, home address or unrelated sensitive information from children.
Platform changes	Any change to the usual class or communication platform is handled through academy-approved arrangements and parent awareness.
Recordability	Official communication is handled in channels that support appropriate organisational oversight and record keeping.

7.3 WhatsApp and messaging

Where WhatsApp or another messaging service is used for academy coordination, it is used as an official contact route rather than a private social channel between an individual coach and a child. The parent/guardian is the primary contact for important administrative and safeguarding communication. Group messaging is moderated and limited to the intended educational purpose.

7.4 Video and voice calls

Calls are limited to scheduled lessons or approved class-related communication. Staff do not initiate personal or secret calls with students. Class links are not publicly posted, forwarded for unrelated use or reused outside the intended session.

7.5 If a student receives an inappropriate message

1. **Do not reply or continue the conversation.** The student should stop engaging and tell a parent or trusted adult.
2. **Preserve what happened.** Where safe, keep the message, sender details, date/time and relevant screenshots; do not circulate them publicly.
3. **Tell the academy.** The parent or student reports the matter using the official contact route.
4. **Follow the response.** The academy assesses the concern, restricts access where appropriate and makes external referrals where required.

08 Student conduct, bullying and peer interaction

Students learn best when the online classroom is respectful. The academy supervises peer interaction and does not accept bullying, harassment or discriminatory behaviour.

8.1 Expected student behaviour

- **Respect:** Students speak to coaches and other learners politely and allow others to participate.
- **Fair play:** Students respect chess rules, opponents and different skill levels.
- **Safe chat:** Students use chat and classroom tools only for the class and do not share offensive, threatening or personal content.
- **Privacy:** Students do not share another student's messages, personal details, photographs or contact information.
- **Reporting:** Students can tell a parent, coach or academy representative if something feels wrong or uncomfortable.

8.2 What the academy treats as bullying or harmful behaviour

Behaviour	Examples
Bullying	Repeated teasing, humiliation, exclusion, intimidation or targeting of a student.
Harassment	Unwanted repeated messages, insults, threats or conduct that makes a student feel unsafe.
Discrimination	Derogatory or exclusionary conduct based on personal characteristics, identity, disability, nationality, language or background.
Cyberbullying	Using chat, social media, gaming platforms or shared content to threaten, shame, impersonate or target a student.
Privacy violation	Sharing private screenshots, images, contact details, class links or personal information without permission.
Impersonation or misuse	Pretending to be another student, disrupting a class, sending malicious links or misusing an account.

8.3 Moderation and response

Teachers and moderators supervise group interaction and use platform controls to stop disruptive or inappropriate conduct. Depending on the concern, the academy may warn a student, remove harmful content where possible, restrict chat or classroom privileges, separate students, notify parents, review the incident or suspend participation. Serious concerns are escalated through the safeguarding process.

8.4 Responding without humiliation

Behaviour concerns are addressed calmly and proportionately. Coaches do not shame a student in front of peers or use public humiliation as discipline. Where a child may be affected by bullying or harassment, the academy considers the child's safety and emotional well-being while determining the appropriate action.

8.5 Parent support

Parents are encouraged to tell the academy about peer interactions that happen during or arise from an academy class. Families should preserve relevant evidence where safe and avoid posting screenshots or accusations publicly, since doing so may expose children's information or complicate the response.

09 Technology, classroom access and account security

Technology safeguards support the human safeguards. They are used to limit access to authorised participants, protect student information and make online lessons easier to supervise.

9.1 Classroom access controls

- **Enrolled participants:** Classrooms are intended for enrolled students and authorised coaches or administrators.
- **Unique or controlled links:** Meeting invitations and access details are shared through approved routes and are not published for unrestricted entry.
- **Admission:** Waiting-room or equivalent admission controls are used where available to verify expected participants.
- **Host permissions:** Teacher/host controls govern entry, muting, removal, screen sharing and other classroom functions.
- **Attendance:** Attendance is maintained so the academy can identify who joined a lesson.
- **Session end:** The teacher closes or ends the classroom session when the lesson is complete.

9.2 Account and access security

- **Individual accounts:** Staff use their own authorised accounts and do not share credentials.
- **Strong authentication:** Administrator and staff accounts use appropriate authentication controls, including multi-factor authentication where supported.
- **Least privilege:** Access is limited to the systems and records needed for a person's role.
- **Access review:** Access is reviewed when a staff member changes duties, leaves the academy or no longer needs access.
- **Secure recovery:** Account recovery is controlled so that a child's or parent's account cannot be casually taken over.
- **Auditability:** Relevant administrative and classroom activity is logged where the platform provides such records.

9.3 Classroom feature controls

Feature	Safeguard
Screen sharing	Controlled by the teacher/host or authorised staff; students are not asked to expose unrelated personal content.
Chat	Restricted or moderated according to lesson format; private student messaging is not an unmonitored academy feature.
File sharing	Restricted to appropriate chess learning materials and authorised class purposes.
Student profiles	Public display of personal contact details or location information is not part of the learning experience.
Reporting tool	Parents and students have a route to report concerns to the academy; platform tools are used where suitable.
Session history	Attendance and lesson history are maintained for class administration and accountability.

9.4 External platforms

Online lessons may use third-party classroom, chess or communication services. Those services have their own terms, privacy settings and technical controls. The academy manages its use of those services for lesson delivery, explains the relevant platform to parents and uses available access and privacy settings appropriate to the class.

9.5 No public exposure of class links

Parents and students should not post lesson links, passwords, access codes or class screenshots in public places. If a class link is accidentally shared or an unknown person enters a session, the parent or student should inform the academy promptly.

10 Privacy, student records and data protection

The academy handles student information for defined educational, administrative, communication and safeguarding purposes, and limits access to authorised people.

10.1 Types of information

Information may include the student's name and age, parent or guardian details, contact and emergency information, country/time zone, class schedule, attendance, learning progress, chess level, communications, consent records, incident reports and authorised media. The academy seeks only information relevant to the service or a safeguarding need.

10.2 Purposes of use

- **Enrolment and administration:** Register students, confirm class format, schedule sessions and manage payments or account administration.
- **Teaching and learning:** Prepare lessons, track attendance, record progress and provide feedback.
- **Parent communication:** Send class details, schedule changes, learning updates and important notices.
- **Safety and safeguarding:** Verify responsible contacts, handle reports, protect students and meet applicable legal obligations.
- **Service security:** Protect accounts, detect misuse, administer platform access and maintain relevant records.
- **Optional media use:** Use photographs, recordings or testimonials only under the separate permissions described in this guide.

10.3 Access and confidentiality

Student information is available only to authorised people who need it for their academy responsibilities. Coaches see information needed to teach their students. Administrators see information needed to manage enrolment and classes. Safeguarding records are handled with additional discretion and are not treated as ordinary teaching notes.

10.4 Data security

- **Access management:** Accounts and records are protected by role-based access and appropriate authentication.
- **Secure handling:** Staff are expected to use approved systems and avoid sending student data through informal or public channels.
- **Minimisation:** The academy avoids collecting or circulating personal information that is not needed for the stated purpose.
- **Third-party services:** Where service providers process information for the academy, their role and relevant privacy/security terms are considered.
- **Incident response:** Suspected loss, unauthorised access or disclosure of student information is reported and reviewed through the academy's incident process.

10.5 Retention and deletion

Records are retained for as long as reasonably needed for the purpose for which they were collected, including teaching administration, safeguarding, dispute handling, security and applicable legal requirements. When information is no longer needed, it is deleted or disposed of securely in line with the academy's retention practice and any legal hold or reporting requirement. Different record types may have different retention needs.

10.6 Parent requests

Parents or guardians may contact the academy to ask what student information is held, correct inaccurate contact details, raise a privacy concern or ask about access, deletion or consent options. The academy verifies the requester's authority and considers the request under the law that applies to the student, the academy and the processing activity.

10.7 Data breach or suspected disclosure

A suspected breach is treated as a security incident. The academy takes steps appropriate to contain the issue, secure accounts or records, assess what information may have been affected, document the response and make notifications or reports where required by applicable law. Parents are informed when required or when communication is appropriate to protect the child.

11 Lesson recordings, photographs and publicity

A child's image, voice, lesson recording or testimonial is treated as personal information and is not assumed to be available for marketing merely because the child attends classes.

11.1 Separate permission for recordings

Where a lesson or class is recorded for an authorised educational, quality or safeguarding purpose, appropriate parent or guardian permission is obtained where required. The purpose of the recording is explained, access is restricted and the recording is not treated as public content.

11.2 Recording safeguards

- **Purpose limitation:** Recordings are made only for an identified academy purpose, not simply because a platform offers a recording button.
- **Notice:** Parents are informed when recording is planned and what the recording is intended to support.
- **Restricted access:** Recordings are available only to authorised people with a legitimate need.
- **No casual circulation:** Recordings are not forwarded to unrelated people, posted publicly or used as informal examples without appropriate permission.
- **Retention:** Recordings are retained only as long as the purpose and applicable requirements justify.
- **Withdrawal or questions:** Parents can contact the academy to ask about a recording, its use or the applicable permission process.

11.3 Photographs and promotional content

The academy obtains separate permission before using a child's image, video, voice or testimonial for publicity, marketing, social media, website content or promotional material. Permission for one use does not automatically authorise a different use, platform or campaign. The academy does not condition ordinary chess lesson participation on agreeing to promotional use.

11.4 Student names and identifying details

Where a student achievement is shared with permission, the academy considers whether the post can be made without disclosing unnecessary personal details. Home address, private contact details, exact daily schedule and other sensitive information are not included in public student profiles.

11.5 Parent choice

A parent or guardian may decline optional publicity permission while continuing the child's ordinary lessons. Any separate recording needed for an essential class or safeguarding purpose is explained as such and is not treated as marketing permission.

TWO DIFFERENT PERMISSIONS

Class participation consent and optional publicity consent are separate. Saying yes to chess lessons does not mean saying yes to social-media posts, testimonials or promotional videos.

12 Recognising, receiving and responding to concerns

The academy treats safeguarding concerns seriously, including concerns that arise in messages, video calls, group classes, student interactions or outside the lesson but connected to academy activity.

12.1 What should be reported

Concern type	Examples
Adult conduct	Inappropriate messages, boundary violations, requests for secrecy, sexualised conversation, intimidation or private contact outside approved channels.
Peer conduct	Bullying, harassment, threats, discriminatory remarks, exclusion, impersonation or sharing private content.
Online safety	Unknown person joining a class, suspicious links, account compromise, requests for personal information or unwanted contact.
Privacy	Unauthorised sharing of student data, images, recordings, contact information or class access details.
Student welfare	A disclosure or observation suggesting that a child may be unsafe, exploited, abused, neglected or distressed.
Operational failure	A serious failure of supervision, access control, consent, reporting or another safeguarding practice.

12.2 How the academy receives a disclosure

When a child shares something concerning, the adult receiving it listens calmly, takes the child seriously and avoids blame or judgement. The adult does not promise secrecy, ask leading questions, repeatedly interview the child or attempt to investigate the allegation. The child is told that the information will be shared only with people who need to help keep them safe.

12.3 First response steps

1. **Check immediate safety.** Consider whether the child is in immediate danger or needs urgent support. If there is immediate danger, contact local emergency services or the relevant authority.
2. **Listen and reassure.** Allow the child to explain in their own words. Thank them for speaking up and tell them it was right to ask for help.
3. **Do not investigate.** Do not make promises, confront the alleged person, suggest answers or ask the child to repeat the account unnecessarily.
4. **Record the facts.** Make a factual note of what was said or observed, when it happened, who was present and what immediate action was taken.
5. **Escalate promptly.** Pass the information to the safeguarding lead or alternative responsible person through the academy's official route.
6. **Protect the child.** Take proportionate steps to reduce further contact or exposure while the concern is assessed.

12.4 When a concern involves a coach or staff member

Any allegation or concern about an adult is escalated and documented, even where the behaviour may initially appear minor. The person who is the subject of the concern is not asked to manage the complaint. The academy considers immediate safeguards, access restrictions and the need for external referral, while avoiding actions that could prejudice a competent authority's work.

12.5 Anonymous reports

A parent, student or staff member may raise a concern even if they are unsure whether it amounts to a safeguarding issue. Where a report is anonymous, the academy reviews the information available and takes reasonable steps based on the details provided. More detail can help the academy assess and respond, but a person should not delay reporting an urgent concern because they do not have every detail.

13 Incident records, escalation and external reporting

A safeguarding response is documented so that the academy can understand what happened, what was decided, what action was taken and whether further protection is needed.

13.1 What an incident record includes

- **Reference and chronology:** A unique record or reference, date and time the concern was received, and the dates of relevant events.
- **Source:** Who reported the concern and how the academy received it, while protecting identities where appropriate.
- **Facts:** The child's words where relevant, observations, messages, screenshots, class details and other available evidence.
- **Risk:** Any immediate safety issue, people potentially affected and steps needed to reduce exposure.
- **Decisions:** What was decided, who made the decision and the reason for it.
- **Action:** Access restrictions, parent communication, referral, support, review or other steps taken.
- **Outcome and follow-up:** What happened next, whether further action is required and when the record was reviewed.

13.2 Evidence preservation

Relevant messages, access logs, screenshots, recordings or other records are preserved where lawful and appropriate. Evidence is not edited, publicly circulated or copied more widely than necessary. The academy does not ask a child to conduct their own investigation or to obtain further evidence by engaging with the person who caused concern.

13.3 Internal protective action

Depending on the risk, the academy may stop a class interaction, remove an unknown participant, disable a communication route, restrict or suspend an account, change a coach assignment, pause a staff member's student access, notify a parent/guardian or separate students. Protective action is based on safety and does not require the academy to reach a final conclusion about fault first.

13.4 External reporting

Where a concern may involve abuse, exploitation, an offence or a child in immediate danger, the academy follows applicable reporting obligations and contacts the relevant child-protection authority, police or emergency service. Internal review does not replace any legal duty to report. The relevant authority and process depend on where the child is located and which law applies.

13.5 Cooperation and information sharing

The academy cooperates with lawful requests from competent authorities and shares relevant information when necessary and legally permitted or required to protect a child. Data privacy is handled carefully, but confidentiality is not used as a reason to withhold information where a safeguarding duty requires disclosure.

13.6 Support and follow-up

The academy considers what support, class adjustment or communication may be appropriate for the child and parent/guardian. Follow-up may include checking that protective measures remain in place, reviewing access, updating staff guidance and considering whether the underlying process needs improvement.

IMMEDIATE DANGER

If a child is in immediate danger, do not wait for an academy response. Contact the emergency service or child-protection authority in the child's current location first, then inform the academy when it is safe to do so.

14 Parent and student safety responsibilities

Safeguarding works best when the academy and family communicate. The academy maintains its controls, while parents provide age-appropriate supervision and help children use online services safely.

14.1 Before class: parent checklist

- **Confirm the session:** Check the class time, platform and that the invitation came through an official academy channel.
- **Choose a suitable space:** Help the child join from a reasonably quiet, shared or appropriate space where an adult can remain nearby if needed.
- **Protect private information:** Avoid showing home address, school details, personal documents or unrelated family information on camera or screen.
- **Keep access private:** Do not post or forward meeting links, codes or passwords publicly.
- **Check the device:** Keep the device and software updated and use appropriate parental controls and network settings.
- **Update contacts:** Tell the academy when parent, guardian or emergency contact information changes.

14.2 During class: parent checklist

- **Stay available:** For younger children, remain within reach or within earshot as appropriate to their age and needs.
- **Observe when appropriate:** Parents may observe or remain within earshot during one-to-one lessons.
- **Encourage speaking up:** Remind the child they can stop and tell a parent if something feels uncomfortable.
- **Respect other students:** Do not record, photograph or share another child's screen, voice or personal information without permission.
- **Avoid unnecessary exposure:** Help the child keep unrelated apps, personal messages and sensitive material off screen.

14.3 After class: parent checklist

- **Ask how it went:** Invite the child to talk about the lesson without pressure.
- **Report concerns:** Tell the academy about any uncomfortable interaction, unexpected participant or concerning message.
- **Keep evidence private:** Preserve relevant information without posting it publicly or forwarding it widely.
- **Review learning communication:** Use official channels to ask about attendance, progress, homework or lesson arrangements.

14.4 Child-friendly safety rules

FIVE SIMPLE RULES FOR STUDENTS

1. Be kind and respectful. 2. Do not share your address, passwords or private photos. 3. Do not move to private chats or calls with a coach or another student. 4. Tell a parent if someone asks you to keep a secret or makes you uncomfortable. 5. Stop, speak up and ask for help - you will be taken seriously.

14.5 Parent communication

Parents can contact the academy for clarification about class access, coach conduct, privacy, consent, attendance or any safeguarding concern. The academy encourages early reporting: families do not need to decide whether something is serious enough before asking the academy to review it.

15 Review, quality assurance and continuous monitoring

Safeguarding is not a one-time form. The academy reviews its people, processes, communications and online classroom arrangements as part of ongoing operations.

15.1 Periodic review

- **Policy review:** This guide and related safeguarding procedures are reviewed periodically and when a material change in services, platform, law or risk makes an update necessary.
- **Staff review:** Staff suitability, training and access are reviewed in a manner appropriate to role and risk.
- **Platform review:** Classroom settings, account permissions, communication controls and available security features are reviewed.
- **Incident learning:** Reports and incidents are reviewed for patterns, recurring risks or process gaps.
- **Parent feedback:** Parent questions and feedback are considered as part of improving clarity and safeguarding communication.

15.2 What the academy checks

Review area	Examples of review questions
Recruitment	Are identity, references, role suitability and appropriate checks documented before access?
Training	Do student-facing staff understand online risks, reporting routes and professional boundaries?
Classes	Are links controlled, expected students known, attendance captured and sessions supervised?
Communications	Are staff using approved channels and are student messages appropriately bounded?
Privacy	Is student information access limited, used for defined purposes and retained appropriately?
Consent	Are participation, recording and publicity permissions kept distinct and current?
Incidents	Are concerns recorded, escalated and followed up? Are protective measures effective?

15.3 Changes to the guide

The academy updates this guide when its safeguarding arrangements or the legal and operational context materially change. Parents may request the current version through the academy's official contact route. The date on the cover identifies the version prepared for parent information.

15.4 Parent questions

Parents are welcome to ask how a particular safeguard works in practice, what platform is used for a class, how to raise a concern or how their child's information is handled. Clear questions are encouraged and are not treated as a lack of trust.

16 Parent quick-reference checklist and key contacts

This page is designed as a quick reminder. The detailed procedures are set out in the preceding sections.

16.1 At a glance: the academy's current safeguards

Area	What parents can expect
Coach screening	Identity, relevant history, references and appropriate role/jurisdiction-based background checks.
Staff conduct	Safeguarding training, signed professional expectations and clear adult-child boundaries.
Enrolment	Parent/guardian details, verified contact route, emergency contact and documented permissions.
Class access	Controlled invitations, authorised participants, supervision and attendance records.
One-to-one lessons	Parent awareness and option to observe or remain within earshot; official channels remain in use.
Messaging	Academy-approved channels; no personal social-media contact or secret communication.
Student interaction	Supervised group conduct, anti-bullying standards and restricted private messaging.
Platform security	Managed permissions, role-based access, account controls and appropriate logging.
Privacy	Purpose-limited use, restricted access, secure handling and appropriate retention/deletion.
Media permission	Separate parent permission for recording or promotional use of a child's image, voice or testimonial.
Concern handling	A safeguarding lead, official reporting route, incident documentation and external escalation where required.
Ongoing review	Periodic checks of staff, platform settings, incidents and policy implementation.

16.2 How to raise a concern

1. **Contact the academy through its official route.** Tell us the student's name, the class/date if known and a clear description of what happened.
2. **Preserve relevant evidence.** Keep messages or screenshots private and avoid editing or publicly circulating them.
3. **Tell us whether the child is safe now.** Flag urgent danger immediately. Do not wait for an academy reply if emergency help is needed.
4. **Use local emergency services when necessary.** For immediate danger, contact the emergency service or relevant child-protection authority where the child is located.

16.3 Official academy contact

SUPERIOR CHESS ACADEMY
WhatsApp / Call: +91 84015 33777
Website: https://superiorchessacademy.com
For a safeguarding concern, clearly state that the message is a child-safety matter so it can be directed to the responsible person.

For emergencies, immediate danger or suspected criminal conduct, contact the competent local emergency or child-protection authority first. The academy contact is not an emergency-response service.

17 Legal context, definitions and reference sources

Superior Chess Academy serves families across countries. The law that applies can depend on the child's location, the academy's location, the service and the type of information or incident. The following are signposts to official sources, not a complete legal opinion.

17.1 India

The Protection of Children from Sexual Offences Act, 2012 (POCSO) is an important child-protection law in India. Section 19 addresses reporting of offences under the Act to the Special Juvenile Police Unit or local police. The academy follows applicable reporting duties and does not treat an internal process as a substitute for statutory reporting.

Official source: India Code - POCSO Act, 2012

India's Digital Personal Data Protection Act, 2023 and the Digital Personal Data Protection Rules, 2025 have staged commencement provisions. The commencement notification dated 13 November 2025 phases different provisions over time. Families and the academy should refer to the current notified text and applicable commencement dates rather than assume every provision took effect on the same day.

Official sources: DPDP Act, 2023 - Gazette | Commencement notification - 13 Nov 2025 | DPDP Rules, 2025

17.2 United States

The Children's Online Privacy Protection Rule (COPPA) may apply to operators of websites or online services directed to children under 13 and to certain other services with actual knowledge that they collect personal information from children under 13. The FTC explains parental notice and consent, parent access and deletion rights, data security and retention requirements. Applicability depends on the service and its data practices.

Official sources: FTC - COPPA FAQ | FTC - COPPA Rule

17.3 United Kingdom

In England, the Department for Education's Keeping Children Safe in Education 2026 guidance applies to schools and colleges and includes safeguarding, staff conduct, record keeping and online safety expectations. Government guidance on safeguarding and remote education also emphasises approved communication channels, clear reporting routes and parent awareness. These materials are useful reference points; they do not automatically apply to every independent online tutor in the same way as they apply to schools and colleges.

Official sources: Keeping Children Safe in Education 2026 | Safeguarding and remote education

17.4 Definitions

Term	Meaning in this guide
Child / student	A person under 18 for the purposes of this parent guide, subject to the definition in the applicable law.
Parent / guardian	A parent, legal guardian or other adult with lawful authority to act for the child.
Safeguarding	Actions and procedures intended to protect children from abuse, exploitation, neglect, harassment and other harm, and to promote their safety and well-being.
DSL / safeguarding lead	The person appointed by the academy to coordinate safeguarding matters and incident responses.
Personal information	Information that identifies a child or can reasonably be linked to them, including contact, account, image, voice and learning information.
Verifiable consent	A consent process that meets the standard required by the applicable law; a simple checkbox may not be sufficient in every jurisdiction or circumstance.

IMPORTANT LEGAL NOTICE

This guide is an operational parent-information document, not legal advice and not a certification of compliance with every law in every country. Specific legal obligations depend on facts and jurisdiction. Where a legal duty or immediate safety issue arises, the academy follows the applicable authority and legal process.

SUPERIOR CHESS ACADEMY

Every child deserves a safe place to learn chess.

We believe a strong learning environment is built on good coaching, clear boundaries, respect, parent partnership and accountability.

OUR COMMITMENT TO FAMILIES

We treat child safety, privacy and well-being as essential parts of online chess education. Our safeguarding practices apply to our coaches, classrooms, communications, student information and response to concerns.

DOCUMENT CONTROL

Document detail	Information
Document title	Child Safeguarding & Online Safety - Complete Parent & Guardian Guide
Organisation	Superior Chess Academy
Version	1.0 - Parent information edition
Issue date	14 November 2026
Review approach	Reviewed periodically and when material operational or legal changes require an update.
Primary contact	WhatsApp / Call: +91 84015 33777
Website	https://superiorchessacademy.com

Thank you for partnering with Superior Chess Academy to make online chess learning safe, respectful and rewarding.