Manthan International School Child Protection and Safeguarding Policy

Table of Contents

COMMITMENT TO SAFEGUARDING AND PURPOSE

Manthan as a part of International School Partnership (ISP), recognizes the pivotal role of Safeguarding and Child Protection in fostering a positive and nurturing learning environment. Ensuring the well-being of our learners remains our utmost priority.

We are attuned to the unique and diverse needs of our learners to ensure they feel safe and protected within the school environment. Every conceivable measure will be implemented to uphold this commitment.

All staff members, contractors, partner agencies, attendants, and drivers are expected to prioritize the well-being and safety of learners. It is essential for everyone to remain vigilant, recognizing any signs of children at risk and promptly reporting such concerns without delay.

We believe:

- The welfare of every child is of utmost importance, and each student has the right to be shielded from harm and exploitation, irrespective of race, religion, ability, gender, or culture.
- Ensuring the safety and well-being of all students is a fundamental requirement within our school.
- Each student is entitled to a comprehensive and diverse curriculum that empowers them to safeguard themselves.
- Every adult in the school must demonstrate a firm commitment to protecting the students we serve.
- We actively collaborate with parents/carers and other professionals to ensure the safety of our students.
- Our guiding principle is always to act in the best interests of the students.
- While all students have equal rights to protection, we acknowledge the need for additional support for some due to special educational needs, disability, gender, religion, or sexual orientation.

AIMS AND OBJECTIVES

At Manthan, we aim to:
- Strive to create a secure and joyful environment conducive to student flourishing and learning.
- Streamline Systems and Processes for ensuring student safety
- Ensure staff awareness and roles in Safeguarding/Child Protection
- Educate all staff on safeguarding and child protection issues, defining their specific roles and responsibilities in promptly reporting any suspected cases of abuse.
- Identification of Students at Risk
- Implement measures to identify students who may be suffering or are at risk of harm, ensuring a proactive approach to their well-being.
- Effective communication among staff
- Facilitate open and effective communication among all staff members regarding child protection and safeguarding issues.
- Outline the procedures for reporting issues:
- Establish clear and effective procedures for staff, volunteers, or third-party individuals encountering child protection or safeguarding issues to follow.
- Encourage transparent approach to Safeguarding:
- Clearly communicate our approach to safeguarding and child protection to all parties, including students and their parents/carers, through well-defined and communicated policies.

DEFINITIONS

Safeguarding
Safeguarding and promoting the welfare of children encompass the vital processes of shielding students from harm, preventing the impairment of their health and development, and striving to enhance the overall health and well-being of all students under our care. Our aim is to enable each student to have the best life opportunities and transition successfully into adulthood.

Child Protection

Child Protection serves as the foundational component of safeguarding and is defined as our responsibility to shield children who are currently experiencing or are at risk of harm due to abuse or neglect

PRINCIPLES

"All children deserve a happy childhood and the opportunity to lead a dignified life safe from violence, exploitation, neglect, deprivation and discrimination."

Manthan in partnership with ISP is absolutely resolved and committed to safeguarding children against any kind of abuse or discrimination as well as their safety specified under the following Articles of the UN convention:

Article 3: which states that the best interests of children must be the primary concern in decision making about them.
Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.
Article 14: which states that children have the right to think and believe what they want and to practise their religion.
Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.
Article 34: which states that Governments should protect children from sexual exploitation and abuse.
Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.
Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.
Article 37: which states that no one is allowed to punish children in a cruel or harmful way.

Any offence against a child around abuse will be resolved as per POCSO regulation and Child Protection Guidelines generated by the Government of Bharat.

"The State Governments, the Child Welfare Committee, the Police, the Special Courts, all other Government functionaries as well as Non-Government

Organisations, and all professionals and experts assisting the child at the trial and pre-trial stages are bound to abide by these principles:

These principles are:

a. Right to life and survival: Every child has the right to life and survival and to be shielded from any form of hardship, abuse or neglect.

b. The best interests of the child: Every child has the right to protection and to a chance for harmonious development.

c. The right to be treated with dignity and compassion.

d. The right to be protected from discrimination.

e. The right to special preventive measures.

f. The right to be informed.

g. The right to be heard and to express views and concerns: Every child has the right to be heard in respect of matters affecting him/her.

h. The right to effective assistance: The child must receive the required assistance to address his/her needs and enable him/her to participate effectively at all stages of the justice process.

i. The right to privacy.

j. The right to safety.**"**

Refer to the following link for details:

https://www.nipccd.nic.in/file/reports/pocso12.pdf

https://ncpcr.gov.in/uploads/165650391762bc3e6d27f93_manual-on-safety-and-security-of-children-in-schools-sep-2021.pdf

https://nhrc.nic.in/sites/default/files/10_PROTECTION%20OF%20CHILDREN%20-%20SEXUAL%20OFFENCES.pdf

RESPONSIBILITIES

Principal/ Vice Principal and Senior Management Teams in Schools

The Principal/ Vice Principal and Senior Management Team in each school will:

- Ensure that the safeguarding policy is implemented across the school and followed by all staff and volunteers.
- Support the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out his /her role effectively.
- Promote the culture of raising concerns and handling them sensitively.

- Include safeguarding in school curriculum and activities.
- Ensure regular safeguarding and safety training, surveys across school.
- Allow staff who have passed all safeguarding procedures including safer recruitment process to participate in the teaching and learning process.
- Monitor all staff training in safeguarding and child protection.

Safeguarding & Child Protection Team

Designated Safeguarding Lead (DSL) is a trained senior leadership team member of the school who should be informed of all safeguarding issues in the school.
- It is the DSLs (Designated Safeguarding Lead) area of responsibility to take necessary actions on all safeguarding and child protection concerns.
- The DSL will be responsible for training the Manthan team (Staff, Support Staff, Volunteers) in addressing and reporting the safeguarding issues.
- The Designated Safeguarding Lead (DSL), seeking the support of the Deputy Designated Safeguarding Lead, will investigate and address the safeguarding concerns and escalate them to the ISP or external authorities or counsellors as deemed appropriate.
- The DSL will keep confidentiality of all information obtained for the child's welfare.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

Deputy Designated Safeguarding Lead: In carrying out the safeguarding measures, the DSL would be supported by the Deputy DSL Team. In Manthan, all Teacher Leaders function as the Deputy Designated Safeguarding Leads.
- The Deputy Designated Leads will ensure that concerns received in their segments are reported to the DSL
- Promote a culture of raising a concern form
- Support the DSL in implementing safeguarding measures and awareness of staff and students.

All Staff: All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care.
- To be vigilant and aware of the indicators of abuse
- Raise concern form and report to the DSL or Dep. DSLs
- Stay calm and listen to child's concern

- Maintain confidentiality of the concern shared and only disclose it to the DSL / Dep. DSL/ or the Principal or the Vice Principal in their absence.
- Follow safeguarding procedures.

TRAINING AND SUPPORT

Manthan with ISP will ensure that:
- All employees, volunteers and partner agencies in schools will have to undergo appropriate general safeguarding training on joining the organisation and then undertake annual refreshers. This training will be available through ISP authorised online courses e.g., Safeguarding Essentials on the Learning Hub or in-house training (following the ISP format within the DSL resources), whichever is appropriate, as well as face-to-face events which schools should secure the budget for each year.
- Employees and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools should have appropriate, up to date knowledge and access appropriate additional and specialist training (approved by the Group H&S Director). This will be refreshed every two years.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. All ISP schools will hold information in relation to local, regional, or national bodies that may be able to offer direct support in these circumstances.

Manthan's Safeguarding and Child Protection Team

1. **Designated Safeguarding Lead**: Ms. Priya Saxena
   priya.saxena@manthanschool.org
2. **Deputy Designated Safeguarding Leads**:
- Ms. Sweety Seenuvass
   sweety.sv@manthanschool.org
- Ms. Shanthi Kolli
   shanthi.kolli@manthanschool.org

- Ms. Vijyalakshmi Jayaprakasam
  vijayalakshmi.j@manthanschool.org
- Ms. Sunanda Choudhury
  sunanda.choudhury@manthanschool.org
- Ms. Vani Blusu
  vani.blusu@manthanschool.org

FORMS OF ABUSE

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.

The more commonly referred to types of abuse are:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.

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

Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.

Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development. While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas. Organizational and school employees need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

Specific Safeguarding Issues

There are specific safeguarding issues that can put children at risk of harm (listed below), all areas will be covered in ISP initial training courses and must be included in annual refresher training or during a safeguarding training programme delivered throughout the school year. This helps to ensure all employees are aware of the signs and indicators of these specific issues to enable early intervention support to be put in place within schools or referrals made to specialist outside agencies.

Peer on Peer abuse

We recognise that children are capable of abusing their peers. Where an allegation is made that

one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. This type of peer-on-peer behaviour will not be tolerated. It can happen both inside and outside of school and online. Peer on Peer abuse is most likely to include, but may not be limited to:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault;
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
• non-consensual sharing of nudes and semi nudes images and/or videos (sexting);
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals, this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Sexual violence and sexual harassment
This can occur between two children of any age and sex, from primary through to secondary stage. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All employees must maintain an attitude of 'it could happen here'.
Any report of peer-on-peer abuse should be taken seriously it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

All employees should be aware of the importance of:
• challenging inappropriate behaviors;
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
• challenging physical behaviors (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviors risks normalizing them.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial

advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic. There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- They may find it difficult to say no if somebody asks them for an explicit image, especially
- if the person asking is persistent or has groomed the child to gain their trust.
- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.

Students often do not realize that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting. Employees must report any incident of sexting to the DSL on the school concern form.

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School employees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that employees are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If an employee has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by capturing the concern on the school's concern form and speaking **to the Designated Safeguarding Lead or a deputy.**

Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way

for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings that these issues bring up can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

There are some common themes that may help employees identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If an employee suspects that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carer's to agree a course of action or referral to an organisation that may be able to support the student.

Radicalisation and Extremism

Children can be vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, employees should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

ISP values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document i.e., concerns and signs of FGM must be reported to the DSL.

FGM is potentially damaging to children both emotionally and in terms of health issues and is in breach of a number of articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK.

We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

Forced marriages (FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g., threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g., if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

In 2013, the first United Nations Human Rights Council also adopted a resolution against child and forced marriages. This resolution recognises child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

Children missing from education

All employees should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Employees should be aware of their school's attendance policy and unauthorised absence and children missing from education procedures.

Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Fabricated Illness

In fabricated illness the perpetrator (usually a parent or carer) does not directly harm the child but reports to doctors a clinical story which is eventually established to be fabricated. Whereas with induced illness the perpetrator inflicts direct (hands on) harm to the child. This can range from trivial injuries such as pricking the child to add blood to urine, through to suffocation. All schools must have a robust attendance policy to aid the monitoring of child illnesses. When a parent reports that a child has an illness which requires a health plan the school must work in collaboration with the medical practitioner treating the child.

Note:

The above is not an exhaustive list of all the potential forms of abuse which employees may have to deal with on occasions. For information, please see "Keeping Children Safe in Education" 2021.

All employees are required to read and acknowledge receipt of Part 1 of the document.

Corporal Punishments

The use of corporal punishment in schools has been a topic of considerable debate and has evolved over time. Corporal punishment involves the intentional infliction of physical pain or discomfort as a form of discipline.

Note: "As per the provisions of RTE Act 2009, corporal punishment may be identified as physical punishment, mental harassment or discrimination. Corporal punishment will also include all forms of sexual offences as per the Protection of Children from Sexual Offences Act. That means if an act of sexual abuse as defined in POCSO Act, 2012 and POCSO (Amendment) Act, 2019 is inflicted on a child as a means of corporal punishment, the provisions of violation of POCSO Act, 2012 and POCSO (Amendment) Act, 2019 shall also be applicable against the offender."

"Physical punishment" is any action that may causes pain, injury and discomfort to a child including causing physical harm to a child with hand or cane/ stick, making children assume and uncomfortable position e.g. standing on bench or holding ears through legs, detention in the classroom, library or any closed space in the school etc.

"Mental harassment" is any non-physical treatment that is detrimental to the psychological wellbeing of a child e.g. sarcasm that hurts or lower the child's dignity, calling names and scolding using humiliating adjectives, intimidation, using derogatory remarks on the child, ridiculing the child on background or status or parental occupation, belittling a child in classroom due to his/her inability to meet the teacher's expectations of academic achievement"

-Manual on Safety and Security of Children in Schools (Sep 2021)

E-Safety

E-safety for children is a critical aspect of parenting and education, focusing on protecting young individuals from potential risks and harms associated with digital technologies and the internet. Here are key considerations for ensuring e-safety in children:

1. **Education and Awareness:**

It is necessary to educate children about the potential risks they may encounter online, such as cyberbullying, inappropriate content, and online predators. Digital literacy will be promoted by teaching them how to critically evaluate online information and make responsible choices. Establish open and honest communication with children about their online activities.

2. **Supervision and Controls:**

The School will use firewalls to protect children. Besides this, at home, parental control and supervision is advised. Regular review and update privacy settings on devices and applications will be undertaken.

3. **Safe Online Behavior:**

The school will educate children about the importance of maintaining their privacy online, including not sharing personal information, such as full names, addresses, or school details. Emphasize respectful online communication and discourage the sharing of inappropriate content.

4. **Cyberbullying Prevention:**

The impact of cyberbullying and the need to report any instances of harassment or inappropriate behavior will be discussed. Students will be guided on strategies for dealing with online conflicts and when to seek help from a trusted adult.

5. **Safe Social Media Use:**

Children will be briefed on the responsible use of social media platforms, including appropriate content sharing and understanding the potential consequences of online interactions.

6. **Online Gaming Safety:**

Discuss the importance of respectful behavior in online gaming environments and the potential risks associated with interacting with strangers.

7. **Collaboration with parents:**
The school aims to work closely with parents to ensure a consistent approach to e-safety education and policies both at home and in the educational environment.

SAFEGUARDING MEASURES AND EARLY INTERVENTION

E-Safety: Monitoring Students' activities when online and placing filters: The teachers are requested to actively monitor the activities of the learner and report any concerning issue to the DSL or Dep. DSLs.

Whistleblowing: Vigilance of every member of the Manthan Team is expected towards safeguarding and child protection. Any indicators or smallest of information, unusual observation must be immediately shared with DSL or Dep. DSLs. Failing to do so will be deemed as negligence towards the job role.

Use of Mobiles and Social Media: Manthan in partnership with International Schools Partership (ISP) restricts its staff from using mobile phones to take images of children. These cannot be use on personal social media handles as profiles. If personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Principal of the school.

Visitor Guidelines: Any visitor: parent, trainer, vendor, or contractor cannot be allowed to move unsupervised on the school premises. They must seek an appointment before arriving. Additionally, it is necessary to read the visitor guideline available at the school gate and provide details as expected.

Children with Special Needs: The staff is expected to behave empathetically towards the students with special needs. Patience with such children is encouraged. These children may often not be able to inform or respond to abuse as actively as the others, which calls for extra supervision and immediate reporting of the simplest of changes.

Physical Intervention and restraints: There may be times when adults in schools have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation.
The DSL should be informed as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible. Notes on the need for intervention and circumstances must be shared with the Safeguarding team.

Safer Recruitment: Manthan, in association with ISP will take every measure to ensure that those working with students have a clear background check and verification. All employees will be recruited following the Safer Recruitment Policy.

Safer Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

At least one member of every interview panel at both the organisational and school level, who are interviewing for a post or posts that may have unsupervised contact with children, will have undertaken safer recruitment training. All schools will keep a central record of all the recruitment checks undertaken on all employees. This record will include details for each employee or volunteer of:

- Police background checks carried out ensuring the date completed, and number of the check is recorded.
- The relevant references received with dates obtained and details of who has checked that they comply with the ISP Safer Recruitment policy.
- Details of the safeguarding training carried out to the date of completion.

SAFEGURDING PROCEDURES

Manthan, in accordance with guidelines shared by International School Partnership (ISP) will adhere to the following Safeguarding procedure:

RAISING CONCERNS

- Raise a concern form as soon as any issue is identified.
- In the case of physical injury, body map must be used
- Next, the issue should be escalated to the DSL and Dep. DSLs
- The DSL will involve the authorities in rescue, support or treating the child.

HANDLING DISCLOSURES: When the child approaches any member of Manthan Team, he or she should:

Believe the child: Children rarely lie about abuse; what is more common is a child denying that abuse happened when it did. Tell the child you believe him/her.

Stay Calm and Listen: Calmly listen to the child. Avoid showing any distress or shock. Assure the child that he or she has done the right thing to approach you.

Do not interrogate or ask leading question: Allow the child to express himself/ herself freely, without putting words in the child's mouth. Use words like:
Tell me...
Explain...
Describe...

Reassure: Reassure the child that the abuse is not their fault. The child's greatest fear is that he or she is responsible for the abuse, so convey that prompt actions will be taken to stop the abuse.

Record: Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well (see the record of concern form).

Report: When a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written/typed account of the concern (ideally using the record of concern form) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map.
Where a child has made a disclosure and alleges abuse, *the Designated Safeguarding Lead (or Principal in the absence of the DSL), should be informed as soon as possible.* The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

MAINTAINING RECORDS
At Manthan, all records, disclosures, and information related to the child and family will be kept confidential. Information will be passed on to appropriate persons only at the discretion of the Designated Safeguarding Lead as required.

AUDITING AND REVIEWING
The safeguarding policy will be reviewed every year by Group Health and Safety, Regional Managing Directors at group level and by the Designated Safeguarding lead at school level.

REFERENCES
The following documents have been referred to while shaping the safeguarding policy:
https://www.nipccd.nic.in/file/reports/pocso12.pdf

https://ncpcr.gov.in/uploads/165650391762bc3e6d27f93_manual-on-safety-and-security-of-children-in-schools-sep-2021.pdf
https://nhrc.nic.in/sites/default/files/10_PROTECTION%20OF%20CHILDREN%20-%20SEXUAL%20OFFENCES.pdf