



SAFEGUARDING POLICY

Approved By : Sreenidhi Board of Directors

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2. WHAT IS SAFEGUARDING POLICY?

Sreenidhi International School is one school. It encompasses two sections - an international school and a sports school. Both sections are part of Sreenidhi International School and share facilities, staff and common term times. All policy documents are shared and used in each section, with some addendums to take into account the nature of sports coaching.

This policy document encompasses policies and procedures implemented to safeguard and protect students. The policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding, health and safety, and security concerns; clear reporting lines for students, staff, and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised.

The safeguarding policy at Sreenidhi International School is critical to ensuring the safety and well-being of students. It outlines the procedures, guidelines, and responsibilities for protecting students from harm and promoting their welfare. The safeguarding policy covers a range of areas, including child protection, safeguarding against abuse and neglect, online safety, health and safety, and staff training.

Some key elements included in our safeguarding policy:

- a. Child protection: clearly outlines the procedures for identifying, reporting, and responding to suspected or disclosed cases of child abuse or neglect. This includes information on how to recognize signs of abuse or neglect, the process for reporting concerns to designated safeguarding leads or relevant authorities, and the steps that will be taken to investigate and respond to such reports.
- b. Online safety: address online safety and provide guidelines for safe internet and technology use by students. This includes rules for acceptable use of school computers, devices, and networks, guidance on safe online behavior, measures for protecting against cyberbullying, and strategies for dealing with online safety incidents.
- c. Staff training and recruitment: detail the requirements for staff training and development related to safeguarding, including mandatory training on child protection, online safety, and other relevant areas. This includes an outline of the procedures for staff recruitment, including background checks and vetting, to ensure that only suitable and safe individuals are employed in the school.
- d. Risk assessments and health and safety: address health and safety concerns within the school environment, including conducting risk assessments for field trips in addition to on-campus requirements, maintaining safe premises, and implementing appropriate safety measures. This includes fire safety, first aid, and emergency evacuation procedures.

- e. Reporting and record-keeping: outline the process for reporting and recording safeguarding concerns, including how incidents are documented and stored securely in compliance with data protection laws. This includes maintaining confidentiality and sharing information only with relevant parties on a need-to-know basis.
- f. Partnership with parents/carers and external agencies: emphasize the importance of working in partnership with parents/carers and external agencies, such as social services, law enforcement, and other relevant organizations, to ensure the safety and welfare of students. This includes procedures for communicating with parents/carers, involving external agencies in safeguarding cases, and coordinating multi-agency efforts.
- g. Review and review: regular review and updating to reflect changes in legislation, best practices, and the school's specific needs. This includes conducting regular audits, seeking feedback from staff, students, and parents, and making necessary revisions to ensure the policy remains effective and up-to-date.

Our safeguarding policy depends on local laws, regulations, and school policies. It is in accordance with relevant guidelines and requirements and ensures that all staff, students, and parents are aware of and understand the policy to promote a safe and inclusive learning environment for all students.

This policy document will include the following areas:

- definitions;
- safer recruitment;
- staff conduct and student behaviour;
- child protection policy: (reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and trustees to manage and oversee safeguarding; and the role of the CPO and child protection team; staff training, student education and parental engagement);
- peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment);
- Online safety (including any acceptable use policies);
- safeguarding in remote and blended learning environments;
- data protection and information security;
- whistleblowing procedures for when someone suspects that the school is not following good safeguarding practice;
- security student and employee health and safety

Key definitions

- **Child Abuse:** a form of maltreatment of a child, which can be physical, sexual or emotional in nature. Neglect is a form of abuse and sexual exploitation is a form of sexual abuse. Somebody may abuse a child by inflicting harm or by failing to act to prevent harm. Children

may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **Child protection:** is a term used to describe the ways in which individuals and institutions prevent and respond to physical, sexual and/or emotional harm and abuse of children by adults or other children.
- **Child Protection Officer (CPO):** A member of staff appointed to take lead responsibility for safeguarding (including child protection) in school.
- **Child safeguarding:** A broad term used to describe the ways in which individuals and institutions promote the well-being of students and protect them from physical, sexual and/or emotional harm and abuse. This includes but is not limited to child protection.
- **Peer on peer abuse:** the 'physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships, including their intimate relationships, friendships and wider peer associations.'

3. SAFER RECRUITMENT POLICY

The safer recruitment policy is critical to ensure the safety and well-being of students, as well as to prevent any potential incidents of abuse or misconduct. At Sreenidhi we address safer recruitment through:

- a. **Comprehensive Background Checks:** we conduct thorough background checks for all employees, including teachers, coaches, administrators, and support staff. This includes verifying their educational qualifications, employment history, criminal record checks, and reference checks from previous employers or colleagues.
- b. **Child Protection Training:** All employees, including teaching, coaches and non-teaching staff, undergo comprehensive child protection training to raise awareness about child abuse, the signs of abuse, and how to report concerns. This mandatory training is provided regularly for all staff.
- c. **Code of Conduct:** we have a written code of conduct that outlines the expected behaviour and professional standards for all staff. This includes guidelines on appropriate boundaries, communication with students, use of technology, and social media usage, as well as consequences for violating the code of conduct. Much of this is addressed via the Staff Handbook.
- d. **Stringent Interview Process:** we have a rigorous interview process that includes multiple rounds of interviews, and leadership positions also include conducting interviews with students and parents. This can help assess the suitability of candidates and identify any potential red

- flags.
- e. Reference Checks: Three professional references are checked for all potential employees to verify their employment history, performance, and conduct in previous roles. This can help identify any past incidents of misconduct or red flags.
 - f. Written Safeguarding Policies: written safeguarding policies in place that clearly outline the procedures for reporting and responding to allegations of abuse or misconduct. This includes the designated reporting channels, the steps for investigating allegations, and the consequences for substantiated findings.
 - g. Ongoing Monitoring: we implement regular monitoring and supervision of staff to ensure compliance with the code of conduct and safeguarding policies. This includes classroom observations, performance evaluations, and periodic reviews of employees' adherence to policies and procedures.
 - h. Collaborative Partnerships: we have established collaborative partnerships with local law enforcement agencies, child protection organizations, and other relevant stakeholders to ensure effective coordination and response in case of any safeguarding concerns or incidents.

4. OVERSIGHT OF SAFEGUARDING

Sreenidhi International School has appointed the Executive Director as the Board member responsible for overseeing the safeguarding process, via the Head of School. This governance role has ultimate responsibility for well-being and child safeguarding. The role holder is aware of the legal, ethical, and cultural expectations and requirements regarding child abuse in India and the state of Telangana.

The Head of School leads the school safeguarding committee which meets monthly. Members of the safeguarding committee include: Head of School; Principal (Academics) - Sports School; Pastoral and Wellbeing Coordinator, Counsellor; Nurse; CPO; Senior Manager Operations; Head of HR; plus two teachers.

PSG (Parent Support Group) are to be invited to adopt an advisory role in addressing safety and wellbeing, according to individual expertise.

This committee keeps the school risk register updated and addresses issues as and when they arise. A report (described below) is prepared each month and discussed at the monthly Exec Board meetings, reporting directly to the Executive Director and the rest of the Board. The responsibility lies with the Head of School and the Executive Director to address issues and mitigate any concerns with appropriate actions. The Head of School is ultimately responsible for the management of safeguarding in school and the

implementation of the safeguarding policies. Although much of the work is delegated to members of the committee like the CPO. The Head of School has oversight of the process and takes steps to satisfy themselves that the process is working.

Role of the Exec Board

The Sreenidhi International School Exec Board is ultimately responsible for the way in which we safeguard young people from harm. It oversees and manages the school's strategic safeguarding risks. In order to carry out these responsibilities effectively, the Exec Board:

- has appointed the Executive Director to take leadership responsibility for the school's safeguarding arrangements
- receives and reviews a log setting out quantitative data in relation to the number of child protection-related matters we have received.
- oversees the safeguarding risk register which provides a high-level summary of the different safeguarding risks facing our students; and the risks to the school that may result from its safeguarding work
- receives and reviews a written report from the CPO on at least an annual basis.
- has safeguarding as a standing item on the agenda of every Board meeting.
- ensures that all staff know that safeguarding is everyone's responsibility and that all staff know who the designated safeguarding staff are.

The Executive Director oversees and manages strategic safeguarding risks as they apply to the board's overall responsibility to oversee governance responses, communication, and liability of the institution. The Executive Director has received training by CIS.

Safeguarding Report to the Board

The monthly safeguarding report to the Exec Board follows this structure:

- Substantial issues of which the Board needs to be aware
- Quantitative data and any commentary
- Safeguarding risk register
- Commentary highlighting key issues in quantitative data/risk register that the Board should be aware of where necessary
- Policy approval where relevant
- The Head of School is the direct reporting line from the CPO to the Exec Board and this report is completed by the CPO or safeguarding committee and reported on during every Exec Board meeting.

The Exec Board receives and monitors a summary of key safeguarding risks so that they understand what the risks are. The Exec Board maintains the safeguarding risk register which sets out:

- ❖ key safeguarding risks facing their students - for example, mental health, self-harm, bullying, sexual harassment etc. Any review of anonymized concerns segregated thematically feed into this, as would insight from any CPO and counsellors;
- ❖ key strategic, legal, reputational and/or financial risks related to safeguarding - for example, the financial implications of new safer recruitment checks, any legal exposure in not having the right policies, training or insurance in place.

The Child Protection Officer (CPO) is a crucial role that is held by a person with a depth of CIS and other training and is knowledgeable of local and national legal requirements. The CPO is a middle-level or senior leader in the school so that they have sufficient seniority to affect change. Given the sensitive nature of the role, the CPO is trusted and respected by members of staff, the Exec Board, the parent community and external partners.

5. STAFF CONDUCT AND STUDENT BEHAVIOUR

Staff conduct and student behaviour is laid out in the SIS code of conduct, Behaviour Policy, Staff Handbook and the Student and Parent Handbook to establish clear expectations and standards for both staff and students, promote a positive and safe learning environment, and prevent incidents of misconduct or inappropriate behavior.

- a. Code of Conduct for Staff: A written code of conduct outlines the expected behaviour and professional standards for all staff, including teachers, administrators, and support staff. This includes guidelines on professional integrity, confidentiality, communication, relationships with students and colleagues, use of technology, and social media usage.
- b. Reporting Procedures (Child Protection policy page no 11): Staff & students are informed about the procedures for reporting any concerns or incidents related to staff conduct or student behavior. This includes clear channels for reporting, such as designated personnel or reporting mechanisms, and the steps for handling and addressing reported concerns or incidents in a timely and appropriate manner.
 - Any child protection concerns regarding students must be reported to the CPO
 - Any safeguarding matters not involving Child Protection must be reported to the Head of School
 - Wellbeing concerns about students must be reported to the school counselor
 - Any allegations of abuse against adults in school must be reported to the Head of School
 - Any adult-related concerns, the grievance procedure must

- be followed
 - Any low-level concerns about adults in school must be reported to the CPO or Head of School
 - Any allegation of abuse against the Head of School must be reported to the Safeguarding Trustee (Executive Director)
- c. Professionalism and Ethical Behavior: Staff are expected to demonstrate professionalism and ethical behavior at all times, including maintaining appropriate relationships with students, adhering to school policies and procedures, and upholding the values and ethos of the school.
- d. Student Behaviour Expectations: Student behavior policies outline the expected behavior for students, including rules and regulations related to conduct, respect for others, attendance, punctuality, use of school facilities and resources, and consequences for violating the behavior expectations. This is all laid out in the Student and Parent Handbook.
- e. Disciplinary Procedures: The Student and Parent Handbook outlines the procedures for addressing and managing incidents of student misconduct, including the consequences for violating the behavior expectations, such as warnings, coloured reports, sanctions, or disciplinary actions.
- f. Bullying and Harassment Prevention: The pastoral and homeroom programmes address the prevention of, and addressing of bullying, harassment, discrimination, and other forms of inappropriate behavior among students, as well as the procedures for reporting and investigating such incidents. Additionally, the Student and Parent Handbook clarifies expectations.
- g. Consistent Enforcement: Teachers understand the need for consistent enforcement of staff conduct and student behavior expectations, with clear consequences for violations, and should ensure that all staff members are held accountable for their conduct and behavior.
- h. Multicultural Sensitivity: We emphasize the importance of cultural sensitivity and respect for diversity in staff conduct, considering the diverse backgrounds and cultures of students and staff in our context.
- i. Peer on Peer harassment & abuse, including bullying and sexual abuse are addressed in the Child Protection Policy.

6. EXTERNAL AGENCIES AND SUPPORT

Sreenidhi International School refers cases to external agencies when either expertise or resources at school are insufficient to meet the needs of the child or adult in question. Relationships have been developed over time with hospitals, psychologists, cyber-police, police, therapists and more. Each is called upon as and when needed, or families advised to arrange a meeting. They also deliver talks at school to students, teachers and parents. A

non-exhaustive list of agencies is below:

| Type of service | Name of provider or agency | Contact details |
|-----------------------|---|---|
| Medical | Click here for hospital names | Click here for hospital names |
| Cyber Police Helpline | | 1930(Tollfree number) https://cybercrime.gov.in/ Complain portal https://cybercrime.gov.in/webform/crmco ndi.aspx |

7. WHISTLE-BLOWING PROCEDURES FOR REPORTING SUSPECTED NON-COMPLIANCE WITH SAFEGUARDING PRACTICES

- a. Reporting Channel: We encourage all staff, students, parents, and stakeholders to report any suspected non-compliance with safeguarding practices through an established and confidential reporting channel. In this case the channel is through the email: safeguarding@sis.edu.in This reporting channel is communicated to all stakeholders and shown on the school's website. The recipients of this email are: HoS and Executive Director.
- b. Confidentiality: We ensure that all reports of suspected non-compliance with safeguarding practices are treated with confidentiality and will protect the identity of the whistleblower to the extent possible unless required by law or necessary for the investigation and resolution of the reported concern.
- c. Non-Retaliation: We prohibit any form of retaliation or adverse action against whistleblowers who report suspected non-compliance with safeguarding practices in good faith. Any act of retaliation against a whistleblower will be considered a serious violation of school policy and may result in disciplinary action, up to and including termination of employment.
- d. Investigation and Resolution: We promptly investigate and take appropriate action upon receiving reports of suspected non-compliance with safeguarding practices. The investigation is conducted in a fair, impartial, and objective manner, and involves interviewing relevant parties, gathering evidence, and seeking external expert advice, as necessary. The outcome of the investigation and any subsequent actions taken will be communicated to the whistleblower, to the extent possible and permitted by law.
- e. Escalation: If a whistleblower is not satisfied with the outcome or resolution of their reported concern, they may request further escalation to a higher level of management, the board of directors

(Executive Director), or an external regulatory authority, as applicable. We provide guidance and support to whistleblowers who wish to escalate their concerns, and will ensure that no whistleblower is retaliated against for seeking further escalation.

- f. Protection of Children: We take immediate and appropriate action to protect the safety and well-being of children involved in any reported concern or investigation, including notifying relevant authorities and taking steps to prevent further harm or risk to children.
- g. Record Keeping: We maintain records of all reported concerns, investigations, and actions taken in accordance with applicable laws and regulations, and ensure that such records are securely stored and accessible only to authorized personnel.

8. SECURITY AND HEALTH SAFETY POLICY

- a. General Statement: Sreenidhi International School is committed to providing a safe and secure environment for all staff, students, parents, and visitors. The school recognizes the importance of maintaining high standards of security and health & safety to protect the wellbeing of its community.
- b. Risk Assessment: We conduct regular risk assessments to identify potential security and health & safety risks in and around school premises, including buildings, grounds, facilities, transportation, and other areas. Risk assessments may be conducted by trained personnel or external experts, and the findings will be documented and used to implement appropriate measures to mitigate identified risks.
- c. Security Measures: We implement security measures, which may include but are not limited to:
 - Access control measures, such as controlled entry points, visitor management systems, and ID card systems.
 - Intruder response - the school acts quickly to protect students according to the policy when an intruder evades security, barriers or fences.
 - CCTV surveillance in appropriate areas for monitoring and recording purposes.
 - Regular security patrols and checks to ensure the safety and security of school premises and facilities.
 - Emergency preparedness and response plans, including drills and training for staff and students.
 - Collaboration with local law enforcement and other relevant authorities to enhance security measures.
- d. Health & Safety Measures: We implement health & safety measures, which may include but are not limited to:
 - Compliance with local health & safety regulations and guidelines.
 - Regular inspections of school premises, facilities, equipment, and transportation to identify and address any potential health & safety

- hazards.
- Implementation of health & safety policies and procedures, including emergency evacuation plans, first aid protocols, and risk assessments for school activities and events.
 - Provision of appropriate training and resources to staff, students, and parents/guardians to promote health & safety awareness and practices.
 - Collaboration with local health authorities and other relevant organizations to ensure compliance with health & safety requirements.
- e. Incident Reporting and Response: We have established clear procedures for reporting and responding to security and health & safety incidents. Staff, students, parents, and visitors are encouraged to report any security or health & safety concerns promptly to designated personnel. The school responds to reported incidents in a timely and appropriate manner, including conducting investigations, implementing corrective measures, and providing support to affected individuals.
- f. Communication and Education: We communicate security and health & safety policies, procedures, and guidelines to all staff, students, parents/guardians, and visitors. Training programs, workshops, and educational materials may be provided to promote awareness and understanding of security and health & safety practices. Regular reminders and updates on security and health & safety matters are shared through email, website, and social media.

9. Policies & Protocols

- Child protection policy:
- Anti Bullying
- Code of Conduct
- Teacher Handbook
- [Administrative Handbook](#)
- Risk register report
- Behaviour Policy
- Student and Parent Handbook
- Acceptable Use of Technology Policy