Safeguarding & Child Protection Policy

1. Purpose

Mandalika Intercultural School (MIS) is committed to working with children, parents and the community to ensure the safety and protection of children and to give them the very best start in life. This adheres to the school's vision and mission as stated in the school's Charter.

2. Scope

This policy applies to all members of the MIS community.

3. Scope Child Protection & Safeguarding statement

MIS believes that Child Protection and Safeguarding is the responsibility of all members of the school community. The school conducts background-checks on all staff and adults working in MIS prior to their appointment to ensure they are safe to work with children and have no criminal record. We are committed to ensuring that all MIS students are kept safe and free from harm as a result of neglect or abuse: employees, volunteers and parents are expected to share this commitment. MIS does not condone physical punishment in any way and promotes the use of alternative methods such as positive behaviour management.

Aims

Our aims are to:

- create an environment in MIS which is safe and secure for all children
- enable children to have the self-confidence and the vocabulary to resist inappropriate approaches
- encourage children to establish and sustain satisfying relationships within their families, with peers and with other adults
- encourage children to develop a sense of autonomy and independence
- work with parents to build their understanding of and commitment to the welfare of all our children.

4. Procedures

In order to fulfil these aims:

- Our staff have received training in Safeguarding & Child Protection
- Our teaching staff and staff that interact on a daily basis with students will receive updated training annually
- All members of staff know the school's procedures for recording and reporting incidents
- The appropriate members of the MIS Safeguarding Committee (MSC) must be notified of any incident or accident which affects the wellbeing of children
- We have procedures of action (see flowchart) for safeguarding children
- If a report is to be made to the MSC, it must be ascertained as to when is the best time for the school to inform the child's parents.

What is Child Protection?
Child Protection is the process of protecting individual students identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

What are the forms of Abuse/Neglect?

Physical abuse
Definition: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Possible signs/examples: (*These are not exhaustive)*

- bite marks
- unusual/unexplained bruises or marks on skin, particularly on fleshy parts
- lacerations
- burns or scalds
- fractures
- students trying to cover up
- inappropriate clothing for the weather.

Sexual abuse
Definition: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible signs/examples: (*These are not exhaustive)*

- Abdominal pain, difficulty walking or sitting
- Unexplained pain or swelling in genitals or mouth
- Changes in normal behaviour
- Self harming, threatening or attempted suicide
- Drawings that show sexual acts
- Displays of sexual knowledge beyond what would be normal for a child of their age or maturity level
- Sexually orientated play with students, toys or themselves
- Flinching from teacher/adult contact.

Emotional abuse
Definition: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. it may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs/examples: (*These are not exhaustive)*

- Delay in a child's emotional and social development
- Low self esteem and anxiety
- Withdrawal from others
- Self harming
- Highly aggressive towards others
- Compulsive nervous behaviours.

Neglect
Definition: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs/examples: (*These are not exhaustive)*

- Child is constantly hungry
- Weight issues
- Poor personal hygiene
- Frequently or inadequately supervised for long periods of time
- Drowsiness
- Untreated illnesses or physical complaints
- Sustained and repeated absences from school
- Cries easily and frequently.

Peer on peer abuse
We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship

abuse and physical abuse.

All forms of peer on peer abuse are unacceptable and will be taken seriously. The school will therefore:

- Create a whole school protective ethos in which peer on peer abuse will not be tolerated.
- Provide training for staff about recognizing and responding to peer on peer abuse
- Ensure that staff do not dismiss instances of peer on peer abuse, including sexual harassment as an inevitable part of growing up.
- Include within the curriculum, where possible, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

Responding to Concerns or Allegations of Peer-on-Peer Abuse

It is essential that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

All responses will:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) - depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police to carry out this investigation,

- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The school should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it,

- **take into account:**

  - that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts i.e. peer group, family, school environment,

  - the potential complexity of peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting,

  - the views of the child/children affected. Unless it is considered unsafe to do so, the proposed action should be discussed with the child and their parents, and obtain consent to any referral before it is made. MIS aims to manage the child's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is

particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

Possible sanctions by the school

In cases where an internal investigation deems a situation to be serious, but not to require police involvement, the school may apply a combination of sanctions and support for the student(s) involved as necessary.

In cases where disciplinary measures are called for, MIS may use the following measures:

- Meetings with the staff in a position of responsibility such as MSC members, Coordinators, Heads of Department, Head of School and Director of School. Parents may also be included.
- Discipline entry in school record systems
- Detentions or exclusions as are deemed appropriate
- Withdrawal of privileges
- Permanent exclusion

How we ensure that children are safe and protected

- **Working together with the MIS Safeguarding Committee (MSC)**- we have named people who coordinate safeguarding children issues:
    - Mr. Mark - Director of School
    - Mr. Habibi – Head of School
    - Mr Lingga – Head of Primary
    - Ms. Audry – Head of Early Years

- We provide adequate and appropriate staffing resources to meet the needs of MIS.
- All applicants for employment within MIS are background checked and references are carefully checked before employment can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- References and police checks for other staff and volunteers coming into the school on a more infrequent basis must be carried out to

ensure that no disqualified person or unfit person works at the school or has access to the children.
- We abide by our school policies and Indonesian Regulations in respect of any person who is dismissed from employment, or resigns in circumstances that would otherwise lead to dismissal for reasons of safeguarding children.
- We have procedures for recording the details of visitors to the school.
- We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children.

Training

All teaching staff and teacher aides receive training on Children Protection issues. This is updated annually and staff sign to indicate their attendance and understanding.

Training for all adults at the school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the procedures for reporting and recording their concerns.

Curriculum

- We aim to create a culture of value and respect for each individual.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.
- We have introduced key elements of safeguarding children into all levels of our curriculum from Toddlers to Grade 6 through our Wellbeing/MBSEL programmes so that children can develop an understanding of why and how to keep safe (e.g. safe touch, road safety, drug awareness).

Complaints

- We have a procedure for dealing with allegations made against a member of staff.
- We follow all the disclosure and recording procedures when investigating an allegation against a member of staff.

If we suspect abuse

- Any investigation is carried out with sensitivity. Members of staff take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs or symptoms of neglect, we make appropriate referrals, using the expertise on campus and seeking external advice, when required..
- We seek parental permission before making a referral unless by seeking this permission we are putting the child at risk.
- We work co-operatively with the parent unless this is inconsistent with the need to ensure the child’s safety.

Disclosures made to us
Where a child makes a disclosure to a member of staff, that member of staff, we follow the LISTEN, EXPLAIN, RECORD, PASS ON guidance.

LISTEN

- Let the child know that you will do everything in your power to help. Allow the child to talk and **listen** to them
- Tell them that you may make notes, if necessary, or do this immediately afterwards
- Do not ask leading or closed questions (e.g. Did he hit you? Was it Daddy that did this?). "And what happened next?" is a good question to ask.

EXPLAIN

- Do not promise confidentiality (be clear that you may have to share things with some other special people who will know what to do and be able to help)
- Refer to the MIS procedures for recording a concern.

RECORD / PASS ON
Fill in a disclosure form and ensure that this is forwarded to the Director of School at the earliest opportunity. Records are important for evidence, concerns, discussions and actions taken.

Recording and reporting suspicions of abuse and disclosures of abuse
Members of staff make a record of:

- The child's name, address and date of birth (available in school offices or on the school's management system)
- The date and time of the observation or disclosure
- An OBJECTIVE record of the observation or disclosure
- The exact words spoken by the child
- The name of the person to whom the concern was reported, with date and time.
- The names of any other person present at the time

These records are signed and dated. They are then given to the Head of MSC and kept in a separate, secure and confidential file. These records should NOT be made and stored on the management system.

If a child's safety is at risk, we will contact the MSC immediately. We will take advice from them regarding what information is given to parents.

Where a child is not in any immediate danger we try to discuss the matter with parents BEFORE making any referrals. However, it is the welfare of the child that is paramount and this is at the forefront of all our actions. We shall use our professional judgement in sharing information with others and in being open and

honest with parents and children as to why we feel we need to share the information.

Full records of conversations will be maintained when any referrals or discussions are held with parents prior to any referral. These records will include dates and times of any conversation, who we speak to and the advice given.

Informing Parents
We will always aim to involve parents in any referrals BEFORE they are made. However, if a suspicion of abuse is recorded and the child is considered at risk, an immediate referral will be made to a relevant child protection agency (or similar, where such authorities exist) from which we will take advice on informing parents.

Confidentiality
All suspicions and investigations are kept and shared only with those who need to know. If there are concerns within the school it is important that the MIS Head of School is aware of them. However, children will work with a number of different adults at the school and they should all be made aware if there are concerns about an aspect of well-being. The sharing of information must be done with care and members of staff are instructed NOT to use generic e-mail addresses for this.

Support to Families
The school takes every step in its power to build trusting and supportive relations among families, staff and volunteers. The school will continue to welcome the child and the family while investigations are being made in relation to abuse in the home situation. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility only if appropriate under the guidance of the Local Child Protection Agency (or similar, where such authorities exist). With the proviso that the care and safety of the child is paramount, we do all in our power to support and work WITH the child's family.

What should a staff member do if there is a concern related to a member of staff? (Whistleblowing)
We operate an 'open-door' policy for reporting concerns about a member of staff (whistleblowing).

An allegation is any information which indicates that a member of staff/volunteer may
have:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in such a way that indicates he or

she would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life. Should you have a concern over a member of staff you should report directly to the Principal. Should you have a concern about the Principal, this should be reported to the Chair of the Yayasan.

Disciplinary Action

Where a member of staff or a volunteer is dismissed or internally disciplined as a result of misconduct relating to a child, we are in a position to notify other international schools and relevant child protection agencies (or similar, where such authorities exist) so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

How should staff safeguard themselves?

Staff should aim to avoid situations whereby they are alone with students in concealed areas. Sensible precautions include:

- Depending on the circumstances, a member of staff may wish for a member of the opposite sex to be present if a student begins to disclose sensitive information. This applies equally to male and female students.
- Use of toilets: Use toilets designated for staff or adult use only.
- Cleaners should not be in toilets when students are using them. If a toilet is being cleaned, a sign must be displayed stating the toilet is closed.
- Ensure you are not alone with a child if entering a changing room.
- Classroom windows should not be covered and a clear line of sight from outside into the room maintained at all times.
- If alone with a child in an office - it is advisable to ensure there is a clear line of sight from outside or a door is left open.
- Appropriate touch - human interactions sometimes require touch to aid communication, for example comforting a child, placing a hand on a shoulder as a signal etc. Staff are advised to avoid unnecessary touch.
- Restraining a child - if a child presents a danger to themselves or others, it may be necessary to provide restraint. For those students who are known to occasionally require this, a sensible precaution is to obtain written permission from a parent and always inform them if restraint has been necessary for any reason.
- Any adult in a position of responsibility should not enter into any form of over-familiarity or inappropriate relationship with a child.

False or malicious allegations

Where an allegation by a student is shown to have been deliberately invented or malicious, the Director of School and Head of School will decide the appropriate disciplinary action to take. This may result in parents being asked to withdraw their child, a period of exclusion and/or the involvement of external professional help. All decisions will be guided by the school's behaviour and discipline policy as well as the MIS Safeguarding Committee (MSC), as appropriate.

Where a parent has made a deliberately invented or malicious allegation the

Director of School will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

Details of allegations found to be malicious will be removed from staff personnel records and will not be referred to in employer references.

Appendices:

1- Procedure

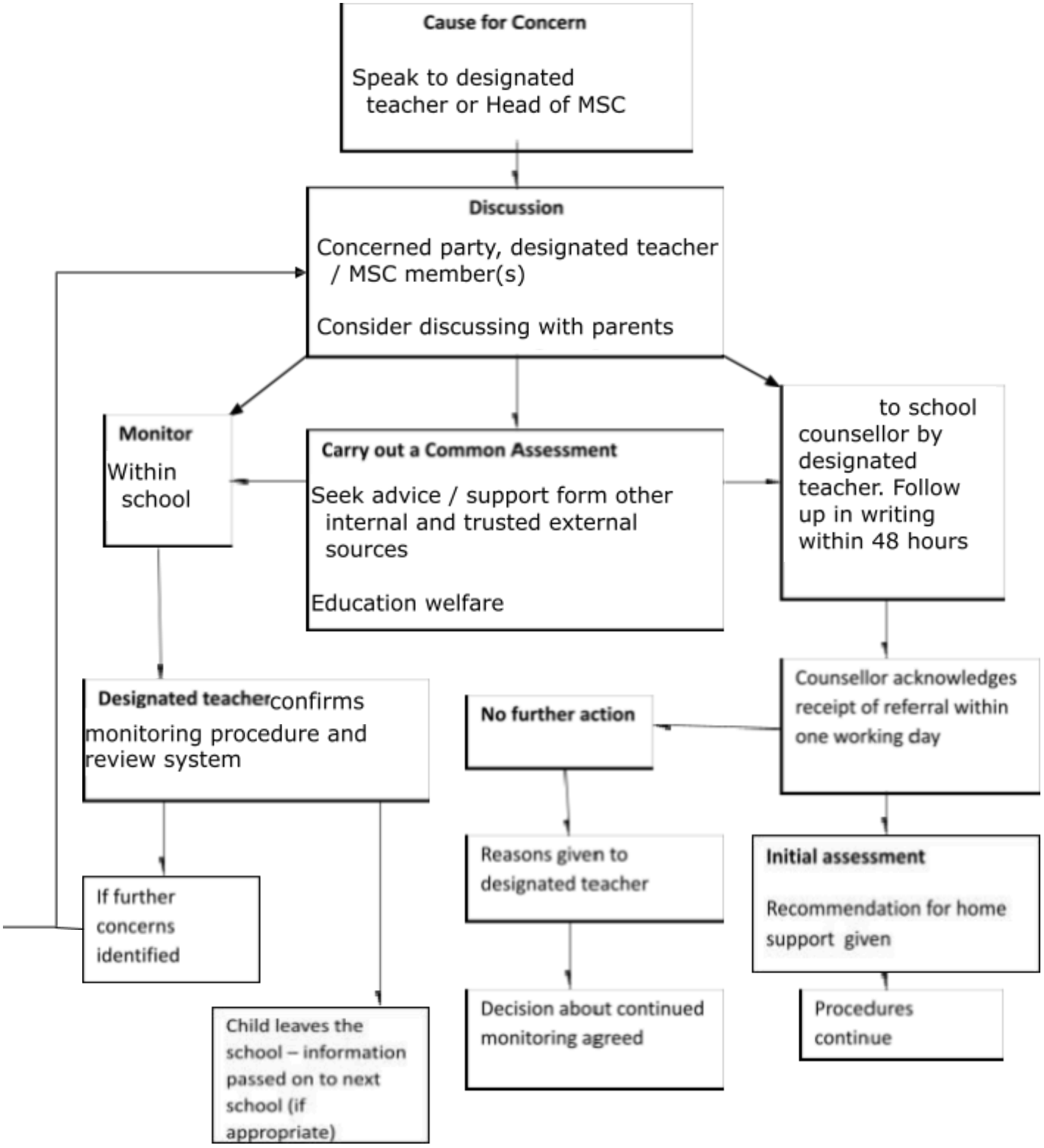
2 - Code of conduct English

Change History

Version	Approved by	Date of issue
2	School Board	21st January 2026

APPENDIX 1:
Procedure

Summary of in-school procedures to follow where there are concerns about a student



APPENDIX 2:

Child Protection
Acknowledgement of Code of Conduct

(To be signed annually as part of the annual contract renewal process)

I undertake to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children participating in Mandalika Intercultural School (MIS) programmes.

I will:

- Participate in all Child Safeguarding training that is required of me by the school.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with a child at school activities in a secluded space without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations set out in MIS' Child Protection Policy and report suspected child abuse or observed inappropriate behavior towards a child.
- Cooperate fully in any investigation of abuse of children.

I will not:

- Touch or speak to a child in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliation, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride home alone.
- Accept gifts from or give gifts to children without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Use profanity in the presence of children at any time.

I understand that as a person working with and/or providing services to children under the auspices of MIS I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from MIS.

Name: _____ Signature/Date: _____