

**Safeguarding Policy of Children and Vulnerable Adults
Loyola Extension Services (LES)**

First adoption in 2015

**Loyola Extension Services, Loyola College of Social Sciences, Sreekariyam-
695017**

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1. Introduction

1.1. Preamble

Loyola Extension Services (LES) recognizes the multitude of risks faced by children and vulnerable adults in today's evolving development landscape, including mental, physical, emotional, and sexual abuse and threats. LES reaffirms its commitment to the philosophy and values that every child and vulnerable adult holds inherent rights. This policy is binding for all associated with the organization, emphasizing the protection, promotion, and securing of these rights. LES adopts a zero-tolerance stance against any form of abuse or violation of child and vulnerable adult rights within its jurisdiction, aiming to make all interventions child and vulnerable adult sensitive, protective, and empowering. All staff and associates (including partners) are required to adhere to this policy.

1.2. Rationale for the Safeguarding Policy

Citing statistics from the Childline India Foundation (2014) and recognizing legislative responses such as the Protection of Children against Sexual Offences (POCSO) Act, LES underscores the urgency for heightened standards in child rights and protection. With a history of engagement through various social services, LES acknowledges the evolving risks faced by vulnerable individuals and the imperative to advocate for their rights and protection.

1.3. Policy Statement

LES upholds children's rights as enshrined in the United Nations Convention on the Rights of the Child (UNCRC) and national laws, along with commitments outlined in the Code of Canon Law (795). The Safeguarding Policy is a tangible commitment to protect, promote, and preserve childhood against all possible threats and risks across all operational processes and interventions. LES pledges to create and maintain an environment conducive to the rights of all children and vulnerable adults, empowering them while preventing and addressing any form of abuse or exploitation.

1.4. Aim and Scope of the Policy

The Safeguarding Policy aims to ensure the protection of children and vulnerable adults within LES's operational areas from physical, sexual, emotional, and other forms of abuse or inappropriate behavior. It emphasizes the priority of protecting and promoting the rights of these individuals, including their rights to survival, health, education, development, participation, and protection. Additionally, the policy underscores adherence to national and international legal frameworks governing child protection.

1.5. National and International Legal Framework on Child Protection

Drawing from international agreements such as the UNCRC and national legislation like the POCSO Act, LES aligns its practices with established standards for child protection. This includes provisions ensuring protection from all forms of violence, exploitation, and abuse, as well as promoting access to education and safeguarding against child labor and trafficking.

1.6. Definitions of Terms

The policy provides clear definitions for terms such as "child," "vulnerable adult," "allegation," and "perpetrator," ensuring clarity and consistency in understanding and addressing child protection concerns.

1. **Child or juvenile:** A "child" or "juvenile" means a person who has not completed eighteenth year of age, as per section 2(k) of the Juvenile Justice (Care and Protection of Children) Act, 2000 as amended in 2006. This is in conformity with the UNCRC, 1989 (Article 1) to which India is a signatory.
2. **Child Protection:** Child protection is the protection of children from violence, abuse, exploitation and neglect, in and out of the home (Article 19, UNCRC). For Indian Social Institute, child protection is a non-negotiable to secure and promote all the four fundamental rights of children as enshrined in UNCRC viz. Right to Survival; Right to Development; Right to Protection; and Right to Participation.
3. **Child Sexual Abuse:** Protection of Children from Sexual Offences Act (POCSO), 2012, defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as sexual harassment and pornography. It deems a sexual assault to be "aggravated" under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority like a family member, police officer, teacher, or doctor,
4. **Adult:** An 'Adult' means a person aged 18 years and above. **Allegation:** a statement which says that someone has done something wrong or illegal but has not yet been proven to be true or otherwise.
5. **Alleged Perpetrator:** person thought, but yet to be proven responsible for the actions that are the subject of the concern or incident that is being reported.
- 7 **Child Victim:** Child who has suffered or may be suffering or is at risk of suffering as a result of the issue that is being reported.
8. **Complainant:** Person reporting the issue. Note that the complainant may also be the rapporteur/recordist if they are the same person recording or writing up the issue.
9. **Complaint:** a formal statement verbal or written that something is wrong or unsatisfactory or of suspected, potential, alleged or actual abuse.
10. **Concern:** something that causes worry or is of worry
11. **Incident:** the event which is being reported
12. **Issue:** the child protection concern, complaint or incident being reported
13. **Vulnerable Adult:** A 'Vulnerable Adult/s' means a person who is unable, or unlikely to report sexual assault, sexual exploitation, and/or sexual harassment unless assisted in doing so due to impairment of a mental or physical function, or due to unequal power relationships with a person in a position of power, authority, or in control of resources who seeks or accepts to provide protection, assistance or service in exchange for sexual acts or favours. It also includes taking advantage of a position of vulnerability, differential power, or trust for sexual purposes.

1.7. Types of Abuses

The policy delineates various forms of abuse, including physical, sexual, mental/emotional, economic, neglect, exploitation, child-to-child abuse, bullying, abuse using the internet or media, historical allegations of abuse, and violation of children's and vulnerable adults' privacy. Each type of abuse is defined to guide the identification and response to such incidents.

- 1. Physical Abuse** is the actual or potential physical harm caused by an action or lack of action, which is reasonably within the control of the parent or person in a position of responsibility, power or trust.
- 2. Sexual Abuse** is evidenced by an activity between a child or an adult or vulnerable adult and other adults who, by age or development, is in a relationship of responsibility, trust or power; the activity being intended to gratify or satisfy the needs of the other person (Ref to POCSO, 2012).
- 3. Mental/Emotional Abuse** is the persistent emotional ill treatment of a child or vulnerable adult that adversely affects his or her self-perception and development. It includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child or vulnerable adult can develop a stable and full range of emotional and social competencies commensurate with her or his personal potential, and in the context of the society in which the child dwells. There may also be acts toward the child or vulnerable adult that cause or have a high probability of causing harm to the child's or vulnerable adult's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment (WHO, 1999).
- 4. Economic abuse** refers to use of the child or vulnerable adult in work or other activities for the benefit of others. This includes, but is not limited to, child labour, child prostitution and trafficking. These activities are detrimental to physical or mental health, education, moral or social-emotional development of children (WHO, 1999) and vulnerable adults.
- 5. Neglect and negligent treatment:** the persistent or severe neglect of a child or vulnerable adult or the failure to protect a child or vulnerable adult from exposure to any kind of danger, including severe weather conditions and starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's or vulnerable adult's health or development, including non-organic failure to thrive. This includes the failure to properly supervise and protect children and vulnerable adults from harm as much as is feasible by the family or care giver.
- 6. Exploitation** consists of the commercial or other use of the child or vulnerable adult through activities that the child or vulnerable adult performs for the benefit of a third party. These activities include exploitative child labour, child prostitution, trafficking as well as any other activity that leads to the economic exploitation of the child, that is to the disadvantage of the child's and vulnerable adult's physical or mental welfare, that prevents the child from receiving an education or damages the child's moral and psycho-social development.
- 7. Child to child abuse** is allegation or concern regarding the abuse of a child by another child need to be responded to, with particular sensitivity, nevertheless, they have to be dealt with through the legal child protection procedures. All work with young people who have committed abuse requires

an effective approach which ensures the protection of people affected, while at the same time supporting the young person in challenging and changing his/her behavior.

8. Bullying is understood to be a significant and very common form of harm that children and vulnerable adults experience. This may take the form of physical or verbal intimidation, aggression, violence, or exclusion on the part of a person — typically a peer or another child/young person, who is more powerful than the victim of the bullying. Bullying may happen for a number of reasons and includes expressions of racist and sexist attitudes.

9. Abuse using the internet or other media and abusive images of children which is commonly referred to as child pornography, is defined as any representation, by whatever means of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes.

10. Historical allegations of abuse: Historical abuse in this policy refers to abuse which an adult report as having suffered as a child or young person while in contact with Indian Social Institute/associates. It is often the case that an individual does not report abuse until many years after the event.

- Any such allegations are raised as a child and vulnerable adult protection concern through the protection procedures. Indian Social Institute is prepared to handle historical allegations of abuse transparently and responsibly.

11 Violation of Children's and Vulnerable Adult's Privacy relates to the protection of a child's and vulnerable adult's privacy that refers to private data of the child and vulnerable adult as well as pictures, texts, films etc. about children and vulnerable adult which are produced for publicity purposes. Any information about a child's and vulnerable adult's history, medical condition and family background has to be stored carefully in LES/partners administration. These data are to be handled confidentially and with discretion. Children and Vulnerable Adults and even their parents or caregivers might not always be aware of a specific form of emotional abuse which might occur in fundraising, public relations or communication. LES and partners should not produce unauthorized publicity material (pictures, films, texts, etc.) featuring boys or girls; or by presenting sensitive information within a context that reveals the child's and vulnerable adult's identity and violate children's and vulnerable adult's right.

12. Perpetrator is a person who is proven guilty of child or vulnerable adult abuse within the meaning and context of Indian Social Institute Safeguarding Policy.

13. Recordist is a person recording or writing up the issue being reported. Note that the recorder can also be the complainant if they are the same person reporting the issue.

1.7.1. Effects of Sexual Abuse:

- **Psychological Effects:** Include lower self-esteem, higher rates of depression, anxiety and eating disorder, substance abuse disorders, Post-Traumatic Stress Disorder (PTSD) and sometimes, suicide
- Interpersonal Effects:** The ones that effect the victim's ability to form

effective and meaningful relationships, disorganized attachments in adult relationships and increased rates of separation and divorce.

- **Behavioural Effects:** These often emerge as violations of social values and abused children and vulnerable adults tend to display higher rates of academic and conduct problems, are at greater risk for committing property offences, domestic violence, among others.

1.7.2. Trauma Counselling: In case of abuse, both victim and abuser need trauma counselling. Victims need counselling to understand the complex and confusing emotions experienced while the sexual abuse was taking place and can be helped to lead healthier and happier lives in the future. Specialist counselling for men, women, children (and/or vulnerable adults) can offer guidance and clarity for a person to start to explore this sensitive subject without feeling any pressure. Issues to be addressed among victims are anger, trust gaining, withdrawal, guilt, among others. Abusers too need trauma counselling in order to be free of their compulsive behaviours which may be harmful to themselves and others. Issues to be addressed among abusers are denial, anger, empathy deficits, etc.

2. Guidelines for Child and Vulnerable Adult Protection at Loyola Extension Services (LES)

2.1. Code of Conduct for Employees

LES outlines a Code of Conduct for all employees, emphasizing respect, non-discrimination, non-engagement in abusive behaviors, and proactive safeguarding measures. Employees are expected to comply with national laws on child protection and prioritize the best interests of children and vulnerable adults.

1. Employees will treat children and vulnerable adults with respect regardless of caste, gender, language, religion, political, national, ethnic or social origin, disability, birth or other status and recognise their right to personal privacy.
2. Employees will not engage in any form of physical (corporal) punishment to children and vulnerable adults, harassment, discrimination, physical or verbal abuse, intimidation, favouritism or exploitative (physical, mental, sexual) relations.
3. Employees will ensure their actions are open and non-secretive with the child and vulnerable adult.; and they don't do things for children and vulnerable adults of a personal nature that they can do for themselves.
4. Employee will ensure that the partner, staff, associates, and visitors who work with the children and vulnerable adults or come in contact with the children and vulnerable adults keep a safe and respectable distance when interacting with children and vulnerable adults; and refrain from expressing their affection by holding, kissing, embracing, cuddling, touching or maintaining eye contact with a child or vulnerable adult in an inappropriate, unnecessary or culturally insensitive way.
5. Employees will ensure that no child or vulnerable adult is employed at the office or providing any service to the office/staff through its vendors.

6. Employee will ensure the partner, associates, and visitors do not use inappropriate, offensive or discriminatory language/local slang or remarks when speaking with a child or vulnerable adult or surrounded by a child or vulnerable adult; and will never make suggestive remarks or gestures, even in fun.
7. Employees will ensure that it is aware of situations that may expose children or vulnerable adults to any protection and development challenges and threats and pro-actively develop strategies to create safeguards to protect the interests, safety and wellbeing of children and vulnerable adults.
8. Employees will dialogue with children and vulnerable adults in programme areas with adequate scope for receiving children's and vulnerable adults' views on the decisions and actions taken on their behalf.
9. Employees will comply, be guided and be bound by national laws on child protection as mentioned above.
10. Any employee who does not adhere to the code of ethics and/or safeguarding policy will be subject to dismissal, suspension or transfer of employees depending on the gravity of incident.

2.2. Guidelines for Visitors and Volunteers

1. LES provides specific guidelines for visitors and volunteers, emphasizing respect, appropriate boundaries, transparency, and adherence to protocols regarding interactions, photography, social media, outings, and discipline. Volunteers are expected to prioritize the rights and safety of children and vulnerable adults and refrain from any behavior that violates their dignity or rights. LES expects all its Volunteers to treat with respect and dignity all children and vulnerable adults associated with the work of LES.
2. LES Volunteers involved in projects having direct contact with Project children and vulnerable adults must sign a statement to say that they have read the policy, will respect and abide by it and understand that action will be taken in cases where behavior is not in accordance to the policy. This will lead to disciplinary action and possible dismissal of volunteers breaking these protocols.
3. LES Volunteers are not to take selfies / photographs with children and/or vulnerable adults on their own mobile phones or any other photographic gadgets or children's and vulnerable adult's phones unless for official purposes and with prior permission of the authorized staff.
4. LES Volunteers should not invite children and vulnerable adult or accept their invitation on the social media like Facebook, WhatsApp, Twitter etc.
5. LES Volunteers should not take or invite Project children and vulnerable adults to their homes or any family celebration or functions without prior permission from the Management.
6. LES Volunteers must never be alone with children and vulnerable adults who are not their own offspring in a private place that cannot be readily seen or accessed by other responsible adults.

7. LES Volunteers should not go out for picnics/outings with the Project children and vulnerable adults unless it is part of the organization's exposure visit or after prior permission from the Management.
8. Where possible and practical, the two - adult' rule, wherein two or more adults supervise all activities where minors or children or vulnerable adults are involved and are present at all times, should be followed.
9. LES Volunteers will not discipline a child in a way that is against the Convention on the Rights of the Child. This effectively means no tolerance to any form of violence against the child
10. LES Volunteers' inappropriate behavior toward children and vulnerable adults, including failure to follow Indian Social Institute Behavior Protocols or sexual abuse of a child or vulnerable adult is grounds for discipline, up to and including dismissal from volunteering services and further legal actions.
11. LES Volunteers must be concerned about perception and appearance in their language, actions and relationships with minors and children and vulnerable adults. And avoid inviting or allowing children and/or vulnerable adults to stay with you at your home
12. LES Volunteers must dress appropriately and be culturally sensitive when they visit children and/or vulnerable adults, families, communities and programs or work with children and/or vulnerable adults.
13. LES Volunteers should seek to live up to LES Mission Statement and' core Values in all relationship with others in any circumstances.

2.3 Guidelines for Engaging in Activities with Children and Vulnerable Adults

1. **Acknowledge Developmental Needs:** Respect the developmental needs of children and vulnerable adults, avoiding excessive pressure or competition.
2. **Adhere to Schedules:** Follow designated time schedules for activities.
3. **Appropriate Attire:** Wear suitable clothing and shoes for activities, avoiding tight or revealing attire.
4. **Equal Treatment:** Treat all individuals with respect and sensitivity, especially those from marginalized backgrounds or with disabilities.
5. **Maintain Distance:** Maintain a safe and appropriate distance from children and vulnerable adults.
6. **Authorized Activities:** Conduct activities only with authorization from the Indian Social Institute.
7. **Photography Permissions:** Obtain permission before taking photographs of participants.
8. **Counselling Authorization:** Conduct one-on-one counselling only if authorized.
9. **Personal Information:** Avoid sharing or requesting personal contact information from children and vulnerable adults.

10. **Social Media Boundaries:** Refrain from connecting with participants on personal social media platforms.
11. **Respectful Behaviour:** Use appropriate language, avoid teasing or bullying, and report any issues promptly.
12. **Emergency Interventions:** Only intervene in emergencies with full knowledge and consent of responsible authorities.
13. **Avoid Alone Time:** Minimize time spent alone with participants, especially away from others.
14. **Prevent Inappropriate Behaviour:** Avoid any form of inappropriate touching, language, or behaviour.
15. **Group Activities:** Conduct all activities in group settings.
16. **Supervised Sessions:** Never conduct sessions with individual children or vulnerable adults; ensure supervision by authorized personnel.
17. **Encourage Participation:** Prioritize group activities and use child-friendly language.
18. **Engage through Games:** Encourage participation through engaging activities and games.

3. Recruitment of Human Resources

3.1 Job Advertisements:

Craft job advertisements to attract candidates committed to child and vulnerable adult protection.

3.2 Reference and Background Checks:

Thoroughly check references and previous conduct, ensuring alignment with child and vulnerable adult protection policies.

3.3 Responsibility of Loyola Extension Services (LES):

1. Preventive Actions:

- Raise awareness on protection issues.
- Provide capacity building for staff and partners.
- Strengthen government protection systems.

2. Whistleblower Protection:

- Protect whistleblowers from retaliation.
- Ensure legitimate concerns are investigated without repercussion.

4. General Standards for Communication

4.1 Use of Children's and Vulnerable Adults' Images:

1. **Privacy Protection:** Respect the privacy of participants, avoiding individual image use.
2. **Identifying Participants:**
 - Conceal identities of vulnerable individuals.
 - Use false names if necessary to protect identity.
3. **Image Acquisition:**
 - Secure appropriate rights for images obtained.
 - Ensure consent for image use in various media forms.
4. **Consent Procedure:**
 - Obtain informed consent for image use.
 - Educate parents/guardians about image use and obtain their consent.
5. **Exceptions to Consent:**
 - No consent needed for images of public scenes.
 - Obtain consent for images taken in private settings.
6. **Image Storage:**
 - Adhere to data protection laws regarding image storage and usage.

Storage of Consent Forms

1. **Confidential Storage:** After signing, consent forms must be securely stored to maintain confidentiality and adhere to data protection regulations.
2. **Secure Handling:** Hard copies of unpublished images are kept in locked storage, and electronic copies are password-protected.
3. **Accompanying Documentation:** Consent forms must accompany any images or videos involving children or vulnerable adults, stored in accordance with relevant laws.
4. **Privacy Protection:** Consent forms should not be shared with third parties.

Reporting Concerns

1. **Immediate Notification:** Staff, partners, and associates must promptly report any concerns regarding the inappropriate use of a child's or vulnerable adult's image to the Director/Protection Committee.

2. **Scrutiny of Correspondence:** All correspondence with children or vulnerable adults by volunteers must be screened for inappropriate content. Discovery of such content may lead to termination of the volunteering relationship.

4.2 Guidelines for Photographer/Videographer

Editorial Principles

1. **Welfare Protection:** Ensure the physical and emotional welfare and dignity of children and vulnerable adults during program creation and broadcast.
2. **Anxiety Minimization:** Avoid causing unnecessary anxiety or distress to participants.
3. **Protection from Unsuitable Content:** Protect children and vulnerable adults from exposure to unsuitable content while respecting their rights to expression and information.

Consent from Participants

1. **Informed Consent:** Obtain informed consent from participants and their guardians, ensuring understanding of the project's nature.
2. **Respect Refusals:** Respect any refusal to participate in activities.
3. **No Financial Inducements:** Do not offer financial inducements for consent; only reimburse legitimate expenses.
4. **School Permission:** Obtain permission from school authorities for filming or interviewing on school premises.

Contributions from Participants

1. **Impact Consideration:** Carefully consider the impact of material involving children and vulnerable adults, seeking expert advice when necessary.
2. **Presence of Third Party:** Whenever discussing sensitive issues, ensure the presence of a familiar third party to safeguard the interests of the participant.

Anonymity

1. **Ethical Consideration:** Consider ethical implications when deciding whether to identify or maintain anonymity for children and vulnerable adults in projects.

4.3 Guidelines for Print and Electronic Media

1. **Permission for Interviews:** Obtain prior permission from LES for interviewing children and vulnerable adults in program areas.
2. **Contact Restrictions:** Visiting journalists should refrain from exchanging contact details with children and vulnerable adults.
3. **Compliance with Safeguarding Policy:** Journalists should adhere to the Safeguarding Policy and consult the Protection focal point person when uncertain about appropriate behavior or when reporting concerns.

5. Case Management System

5.1 Protection Committee (PC)

1. **Composition:** The PC comprises three members, including at least two women, with experience in handling children and vulnerable adult issues and one of them will be the senior most members in the Organization.
2. **Responsibilities:** The PC is responsible for investigating alleged cases of abuse, maintaining confidentiality, and ensuring compliance with prevailing laws. The PC also has to report the relevant cases to the concerned authorities based on the gravity of the incident.

5.2 Procedures for Reporting and Investigation

1. **Immediate Action:** Any instance of abuse must be reported to the Committee, which will conduct a thorough investigation regardless of the complainant's wishes.
2. **Confidentiality:** Maintain confidentiality of all involved parties and ensure timely notification to parents or guardians.
3. **Inquiry Process:** Conduct fair and thorough inquiries within a reasonable timeframe, involving the child or vulnerable adult in a comfortable setting.

Disciplinary Action

1. **Based on Findings:** Take appropriate disciplinary action based on the inquiry report's findings, ranging from warnings to termination of service, depending on the gravity of the offence.
2. **Mandatory Reporting:** Report serious offences to civil authorities promptly and in accordance with the law. Serious incidents (a crime under local law, such as incidents of sexual abuse, exploitation, domestic violence or child abuse) need to be reported to the appropriate authorities and Porticus, along with immediate actions taken to safeguard the victim and to prevent further escalation of the incidents.

Disciplinary Action for Innocent Accused

Acquittal Process

- **Charges Dropped:** If the accused is found innocent, all charges are dropped, and a note is made in their personal file to that effect.
- **Malicious Complaints:** Complaints made maliciously or with mala fide intentions warrant strict disciplinary action by the Protection Officer. This includes imposing a fine of Rs. 10,000/- on the complainant, payable to the accused through the Protection Officer.

The Ombudsperson

- **Role:** The Ombudsperson, appointed by the board members, resolves cases of abuse and maltreatment noticed at the management level or within the protection team.

- **Involvement in Investigations:** The Protection Officer informs the Ombudsperson and involves them in investigations. The Ombudsperson may provide legal counsel in assessing conduct relevant to criminal proceedings.

5.3 Other Functions of the Protection Committee

Continuous Improvement

- **Complaint Mechanisms:** Facilitate simple complaint reporting mechanisms at all levels of operations and among partners.
- **Counselling Support:** Provide counseling to victim children, vulnerable adults, and their families as a moral responsibility.
- **Policy Development:** Design, develop, publish, distribute, and regularly review organizational and partner safeguarding policies, procedures, protocols, and guidelines.
- **Whistleblower Policies:** Ensure partners have robust whistleblower policies in place, disseminating and ensuring understanding among practitioners and managers.
- **Key Issues Focus:** Develop policies addressing key issues such as disability, trafficking, sexual abuse, disaster situations, online safety, and missing children and vulnerable adults.
- **Policy Transparency:** Publish and regularly review the safeguarding policy, reflecting national and local policy developments.

6. Mandatory Partnership Requirements and Standards

6.1 Partner Organizations Requirements

- **Safeguarding Policy Adoption:** Partners must sign and adopt the institute's safeguarding policy and develop their own within an agreed timeframe.
- **Respectful Treatment:** Treat children and vulnerable adults with respect, regardless of background, and recognize their right to personal privacy.
- **Non-Abusive Practices:** Refrain from physical or verbal abuse, harassment, discrimination, or exploitative relationships with children and vulnerable adults.
- **Safe Interaction:** Maintain a safe and respectable distance when interacting with children and vulnerable adults, refraining from inappropriate physical contact or gestures.
- **Awareness and Compliance:** Comply with relevant child protection laws and international conventions, ensuring staff are knowledgeable about child protection issues.

6.2 Standards for Child and Vulnerable Adult Protection

- **Safeguarding Policy Elements:** Partners must incorporate essential elements of a safeguarding policy and ensure accessibility of reporting mechanisms within their premises.

- **Project Integration:** Ensure project activities contribute to protecting children and vulnerable adults and empower them to safeguard themselves.
- **Participation and Empowerment:** Involve children and vulnerable adults in devising and implementing protection activities, empowering them to protect themselves.

6.3 Declaration of Commitment

Partners must sign and submit a declaration of commitment to adhere to the institute's safeguarding policies.

7. Policy Audit and Feedback Mechanisms

7.1 Policy Review

- **Annual Evaluation:** Conduct annual staff evaluations to assess adherence to protection procedures and behavior protocols.
- **Feedback Process:** Establish ongoing feedback mechanisms for staff to share learnings, challenges, and concerns related to child and vulnerable adult protection.
- **Inclusive Programmes:** Integrate child and vulnerable adult protection measures into project designs, facilitating and recording their and their caregivers' views for adaptation and effectiveness.

By implementing these guidelines, LES aims to create a safe, inclusive, and empowering environment for children and vulnerable adults, fostering their well-being and development while preventing and addressing instances of abuse or exploitation

ANNEXURE -1

Possible Indicators of Abuse

Physical Abuse

Possible physical signs:

- Bruises, bruising which looks like hand or finger marks, burns, cigarette burns, scalds, sprains, dislocations, human bites, cuts
- Injuries that the child and vulnerable adult cannot explain or explains unconvincingly
 - Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen

Possible behavioral signs

- Becoming sad, withdrawn or depressed
 - Having trouble sleeping
 - Behaving aggressively or being disruptive
 - Showing fear of certain adults or children and vulnerable adults
 - Fear of returning home or of parents being contacted
 - Showing lack of confidence and low self-esteem
 - Being very passive and compliant
 - Using drugs or alcohol
- Chronic running away

Emotional Abuse

Possible signs:

- Physical, mental and emotional development delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing

Sexual Abuse

Possible physical signs

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections

Possible behavioral signs

- A marked change in the child's and vulnerable adult's general behaviour. Unusually quiet and withdrawn, or unusually aggressive.
- Showing unexpected fear or distrust of a particular adult/s or children or vulnerable adults.
- Child or vulnerable adult starts using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.
- The child or vulnerable adult may describe receiving special attention from a particular adult or refer to a new "secret" friendship with an adult or young person.

Neglect I Negligent Treatment

Possible signs:

- Dressed inappropriately for the season or the is weather (exposure symptoms might include recurrent colds, pneumonia, sunburn, frostbite, etc).
- Poor personal hygiene
- Is inadequately supervised or left in the care of an inappropriate care giver.
- Untreated medical problems
- Frequently hungry
- Is malnourished (this may be seen as being undersized, having low weight and a sallow complexion, lacking body tone, and being constantly tired).
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Compulsive stealing
- Drug or alcohol abuse

Note:

- ✓ A child or vulnerable adult may be subjected to a combination of different kinds of abuse
 - ✓ It is also possible that a child or vulnerable adult may show no outward signs and hide what is happening from everyone
 - ✓ This is only a suggestive list not a comprehensive list. The child or vulnerable adult could always come up with any other behavior — the caretakers/guardians need to observe the child or vulnerable adult carefully.

ANNEXURE-2

COMPLAINTS REPORTING FORMAT

Part 1- About You (Informant)

Name:

Your Role in Loyola Extension Services (LES)

Details of any other organization involved

Your relationship to the concerned child or vulnerable adult

(Your identity as an informer will be kept confidential. In spite of that if you may, for personal reasons, not want to disclose your identity, you are requested to cooperate fully in sharing the rest of the following information.)

Part 11-About the child or vulnerable adult

Sex.....

Age.....

Address.....

Who does the child, vulnerable adult or young person live with?

Part III-About your concern

Please give as much detail as you can regarding your concern of abuse or danger to a child or vulnerable adult. Eg of details could be related to

- a) Did the child or vulnerable adult disclose abuse?
.....
- b) Was abuse observed or suspected?
.....
- c) Nature of concerns/allegation
.....
- d) Date, time, & place of any incident(s)
.....
- e) Observation made by you (Child's or vulnerable adult's Emotional status, physical evidence)
.....
- f) Write down/share exactly what the child or vulnerable adult said and what you said
.....
- g) Any other relevant information
.....
- h) Were other children or vulnerable adults involved, aware?
.....
- i) Have you reported this to the parents or caregiver or any other protection personnel or agencies?
.....
- j) Time and date of reporting
.....
- k) Person(s) to whom report was made.
.....
- l) Advice given
.....
- m) Action taken.

.....

