



## Protection Concept of the German Embassy School -New Delhi

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# DEUTSCHE BOTSCHAFTSSCHULE NEW DELHI

German Embassy School New Delhi  
Anerkannte Deutsche Auslandsschule

## 1. Discription of the location - New Delhi, India

India is a very diverse country, having a variety of cultures, religions, ethnic groups, and languages. The diversity of India can clearly be seen in the German School, New Delhi. Students across the nation visit our school. We are convinced that this diversity, particularly, is our strength, as it enables our students to get to know other cultures, the ways of life and thus gain a broader perspective of the world. The students profit and enrich their intercultural skills by interacting with the people of other countries. The school inculcates an environment of tolerance and respect for other cultures and opinions, however at the same time, this diversity could also raise the risk of discrimination and racism among the school community.

## 2. Goal discriptions

The German School, New Delhi is committed to provide a healthy school atmosphere to the school community which is characteristically known for its diversity and having a broad-minded approach. The school has developed the protection concept to guarantee a nondiscriminatory and non-violent environment in the school and to ensure that everyone here is treated in a uniform manner, in matters related to discrimination. It also serves to safeguard the child's welfare. The concept should help to create a non-discriminatory and non-violent work place.

It is the school's duty to protect and safeguard the well being of the children entrusted in their care against discrimination, violence, and abuse. The school should be a safe zone that gives the children not only freedom to develop age appropriately, but also at the same time does not ignore changes in the child's behaviour and its possible reasons behind it. All employees will contribute to a culture of appreciation and respect. The employees of all the groups will have a transparent approach and develop a culture of respect, where discrimination, violence and mobbing are taken seriously and attended to actively and self critically.

The aim of the concept is not to have prevention just as a guideline but to actively abide by its principles, that characterizes the school.

Like in all institutions, our school too, could be confronted with a situation of discrimination or a threat to child's welfare. In this case the school must implement the protection order. Should there be even the slightest hit of suspicion regarding discrimination or endangerment of child welfare, it becomes the responsibility of the teachers and school staff to be able to take the required actions and handle the situation appropriately.

**Status of the information:**

April 2024



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The protection concept not only explains what preventive measures should be followed but also explains how discrimination and behaviour that violates personal space can be recognized or detected at an early stage by being vigilant and by timely intervention.

### 3. Validity and obligations

All employees of our school will abide by the rules and obligations of the protection concept once they assume their employment here. The employee will have to commit themselves to protect and safeguard the wellbeing and safety of the children and youth.

All students will be age appropriately familiarized with the rights and rules of the protection concept and its relevant Code of Conduct. They will learn and practice appropriate behaviour in and outside the classroom.

The parents/legal guardians will acknowledge and adhere to the rules and obligations of the protection concept through their signature. The parents / legal guardians will always have access to the information and to the communication ways of the protection concept. The parents will also support and respect their children's personal space and have a non-violent interaction with them.

### 4. Preventive aspects of the human resource management

Selection of personnel is an important aspect of the protection concept. A responsible and appropriate selection of personnel, forms the basis for the school being a safe place for the children/youth, and its employees.

During the hiring process of new personnel, the HR head must discuss the following aspects and criterion with them:

- The protection concept and its code of conduct will be discussed with the candidates verbally and also given to them in writing. (The protection concept is available in written form in German, English and Hindi languages)
- By signing the protection concept and its code of conduct the new employee will undertake to always abide to protect and safeguard the well-being of the child. The employee will act in accordance to the code of conduct and set a good example.

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- New employees must submit a police clearance (or equivalent of home country) certificate to the school management when they start work.
- New employees must be informed that a breach of conduct against the code of conduct will have consequences under the public service and criminal law.

## 5. Code of Conduct for all those who are part of the school community

The German School New Delhi is a place where everyone should feel secure. The school should offer the children/youth a non-discriminatory and non-violent environment in which they can learn and develop constantly. This Code of Conduct is applicable to the entire staff, students and parents. The Code of Conduct is designed in such a way that it ensures a respectful, safe and productive learning environment is created for everyone at the school committee.

- We respect every ones right in our school.
- We treat each other with respect and dignity.
- We don't accept discriminations, violence, overstepping other's personal space (sexual) abuse in any form, words or deeds.
- We are against any form of violence be it physical or verbal.
- We take care not to offend, expose or humiliate anybody through inappropriate use of language and behaviour.
- We are sensitive to proximity and distance.
- The school staff will adhere to make sure that lessons and discussions are only held in the rooms which are assigned for lessons and discussions and which can be entered and left freely.
- We support and help each other.
- We solve conflicts without using verbal or physical abuse.
- We are vigilant and don't look away. Should we come across violation of personal space, discrimination or violent behaviour or be a victim we should be strong enough to get help.

**Status of the information:**

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## **6. Communication structures in the event of non-compliance with the terms of the Code of Conduct**

The communication options must be easily and timely accessible to the children/youth entrusted in our care. There must be a choice of variable communication options, since not the same option may suit the requirement of the child. To tackle behaviour that violates personal space, we have set up clear communication channels for help and support. Disregard of personal rights and non-compliance with the Code of Conduct should be reported to the contact persons listed below (in person, through an intermediary person, via email or by a note) Anonymous messages can be put into The grievance's box. These messages must be kept confidential and attended to seriously and promptly.

### **6.1 Contact person for students**

Friends, classmates, class teacher, designated teacher of trust /confidant teacher (voted by students) school psychologist, grievance's box, head of the protection committee of the DSND.

### **6.2 Contact person for teachers**

Colleagues, two designated officials of the teacher's council/employee representation (MAV), school head/deputy

### **6.3 Contact person for "housekeeping staff"**

Housekeeping representative, head of administration, two designated officials of the teacher's council/employee representation (MAV), school head/deputy

### **6.4 Contact details of the contact persons (in person, via email, anonymously)**

Designated teacher of trust (by the students)                      -Name and email address

designated officials of the teacher's council/employee representation (MAV):

Names and email addresses

Housekeeping staff

-Name and email address

**It is at the discretion of the headmaster to inform the Board.**



## 7. Guidelines (action plan) for those persons who need to intervene

Clear guidelines are available for taking action against cases of personal space violations, (sexual) assaults, suspected cases of neglect and child endangerment happening inside or outside school premises. These action guidelines are essential to ensure the protection and well being of children/youth and to ensure that all are able to take action appropriately and efficiently. In the framework of the intervention policy the following principles should be adhered to:

- **Be prudent but get active!**
- **Recognize, make notes and get help yourself!**
- **The protection and the welfare of the child is always the focus!**

### 7.1 Violation of personal space/assaults between those who come under the protection concept (Peer violence)

In an eventuality of an attack, immediately step in. Clarify what the provocation was and strongly condemn any type of discrimination, violence or sexist behaviour. Take the case up with the concerned team who is responsible for such cases and decide on the consequences for the offender. Bring the case to the attention of the study group/class! If required inform the parents and the principal's office.

### 7.2 Suspicion that a child /youth has been a victim of sexual harassment/assault

Take your own observation/perception seriously. Gently gain the child's trust and make the child/youth comfortable. Discuss your concern with a person of your trust, however do not confront the offender/perpetrator yourself. Get professional advice from the designated contact persons at the school, who will in return initiate the appropriate steps, if your suspicion is justified. In such an eventuality the school management or the deputy in charge and the members of the "Protection group" must be informed without fail. It is at the discretion of the principal to disclose in confidence the case information to its board of directors.

### 7.3 A child/youth reports about assaults or abuse

Everything under point 7.2 applies in accordance. In addition you must assume the young person is speaking the truth, you should take him/her seriously and give him comfort and reassurance. You should assure the person of confidentiality, but at the same time make it clear that you are seeking advice and help regarding this.



## 7.4 Suspicion of violation of space through an employee of the school

Take your own assumptions seriously and speak to the affected colleague or another person of your trust to clear your doubt and observations.

## 8. Preventive measures

Good preventive measures are essential to safeguard our kindergarten children, students and the staff of the German School, New Delhi. These measures will protect them from sexual assaults, racism, discrimination, mobbing and abuse. Prevention begins at our school at two levels.:

**Structural level:** Specifications that are based on the functioning of our school, are developed and decided upon by the corresponding working groups. The structural level should be regularly evaluated and revised for changes.

### Operational Level:

Measures and methods for substantive discussions of the content of the topic. Among other things, for those who are associated with the central topic, "Protection of Child welfare" there are trainings for the employees, project days for the kindergarten children/students through which they, can have interactive discussions. The children/ youth of the German School New Delhi should be informed about their rights and be made aware and briefed about the topic.

### Available Preventive Measures

- Mission Statement
- Communication Concept
- Teaching modules in biology and ethic subjects

### Preventive Measures which have to be introduced

- Code of Conduct for everybody who is a part of the school
- Criteria for hiring new employees
- Designation of Protection Heads.
- A teacher elected by the students as their confidant
- Teaching modules which work on the following topics:
  - Self-assertion and Children's rights
  - Racism / Discrimination



- Mobbing
- Sexual harassment
- e.g. Offer self-defence courses for students
- e.g. Workshops through professional counselling centres for students, employees and parents/guardians
- e.g. Mediator training for students and employees
- e.g. Introduction of a children's parliament

## 9. Appendix Explanation of Terms

### 9.1 Violation of Personal Space

A violation of personal space may be a one time or occasional offence. Using of inappropriate language verbally or physically often does not happen unintentionally. The inappropriateness of the offence is not measured by objective criteria but also by the subjective experience of those affected. Violation of personal space/ crossing of boundaries is not uncommon in relationships between adults and those in their care, hence one should be vigilant here. Potential offenders may deliberately use the "grey area" of violation of personal space/ crossing boundaries to test reactions and prepare for future attacks.

### 9.2. Assults (even sexual)

In comparison to violation of personal space/ crossing boundaries assults are never coincidently or unintentional. Offenders disregard social norms, institutional rules and regulations, professional norms and the resistance of the victims. The violator tries to violate the victim's dignity and modesty. For example: derogatory or sexist remarks, intentionally violating the modesty of the victim through pretending it to be an unintentional physical abuse. It is seen that amongst peers attacks are often violent and such violent abuses are forcefully suppressed.

### 9.3 Abuse

Abuse means the improper or illegal use of ones position of power or trust to harm a person. Abuse can be of more than one kind e.g. psychological, sexual or emotional abuse. Abuse can occur both in the family as well as in other relationships e.g. happen at school or at the work place.





## 9.4 Racism

Racism means that certain groups of people are seen as inferior because of their race, ethnicity or colour. Racism can manifest itself in a variety of forms, including discriminatory acts, hostile attitudes and stereotyping. Racism is a form of discrimination.

## 9.5 Discrimination

Discrimination refers to the unequal treatment of persons, or group based on specific characteristics such as gender, age, ethnic origin, sexual orientations or disabilities. Through this attitude these people or groups can be side lined, treated unfairly through usage of derogatory treatment or remarks.

Discrimination can be faced both at an individual level or in institutional structures and can be found in various forms. E.g. as in discrimination because of language, culture, political and economic backgrounds.

## 9.6 (Sexual ) Abuse

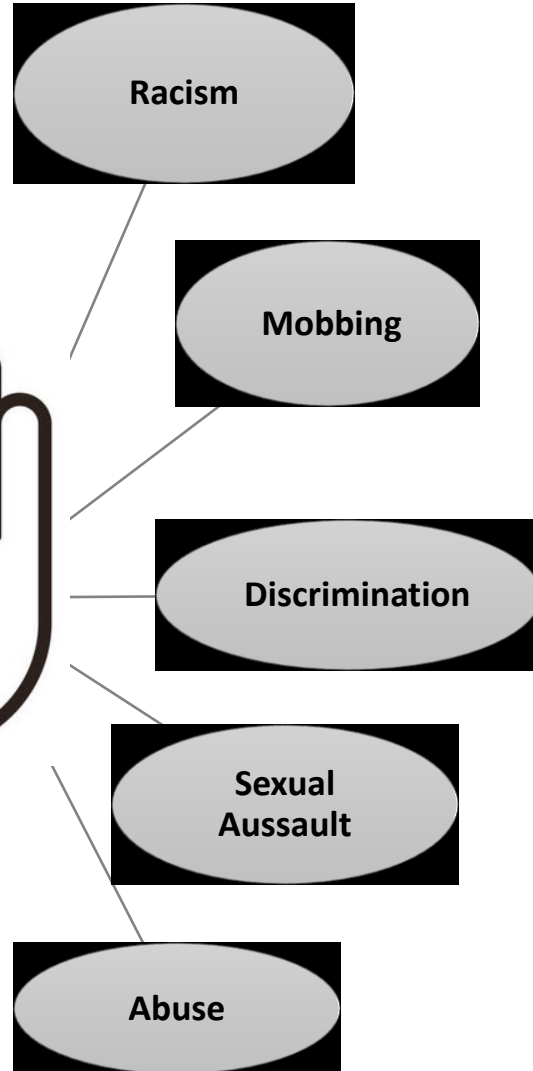
Violence is an act aimed at causing physical, psychological harm and to threaten a person. Violence is predominantly found in verbal, physical, psychological, sexual ,and in economic and structural aspects. Sexualized violence refers to any form of sexual activity or assault in which a person is forced to perform sexual acts or be sexually molested against their will.

## 9.7 Mobbing

Bullying/mobbing is defined as repeated, harassment and discrimination aimed against one person by another person. Here deliberately unethical acts are preformed to humiliate, isolate and hurt the victim. These actions can be both verbal and psychological and tend to occur over a period of time. Typical forms of bullying can be excluding somebody, spreading rumours or lies, constantly criticizingin, sulding, threatening somebody of physical abuse and digitally bullying via social medias( refer to the link: Media concept).

# Protection Concept DSND

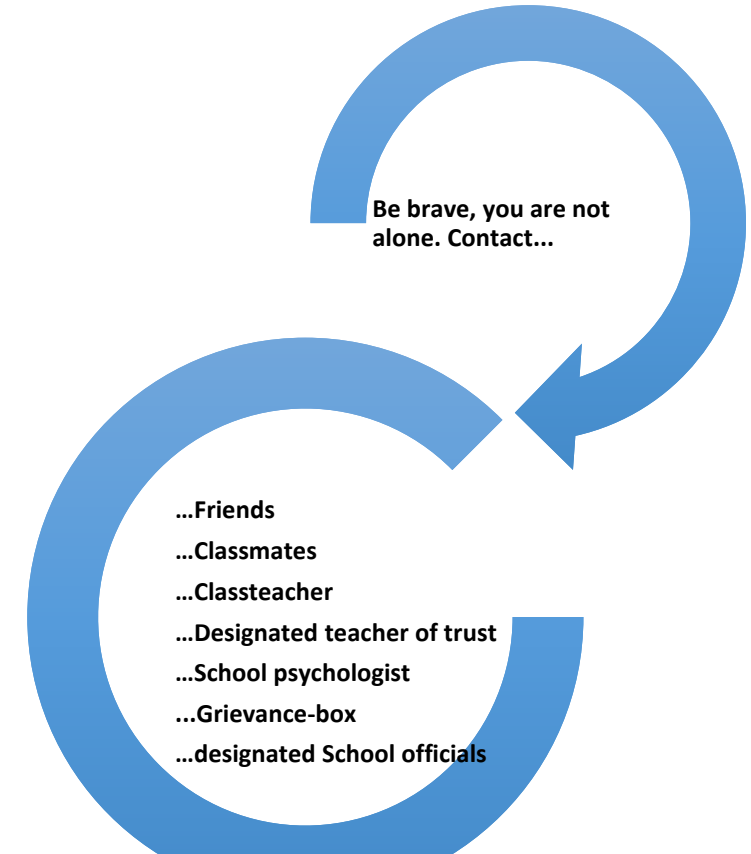
## Together We Are Against:



## Code of Conduct for all at School

1. We respect every ones right in our school.
2. We treat each other with respect and dignity .
3. We don't accept discriminations , violence, overstepping other's personal space (sexual) abuse in any form ,words or deeds.
4. We are against any form of violence be it physical or verbal.
5. We take care not to offend , expose or humiliate anybody through inappropriate use of language and behaviour.
6. We are sensitive to proximity and distance.
7. The school employees will adhere to make sure that consultations are only held in the spaces which are assigned for the same and which can be entered and left freely at any time .
8. We support and help each other.
9. We solve conflicts without using verbal or physical abuse.
10. We are vigilant and don't look away. Should we come across violation of personal space, discrimination or violent behaviour or be a victim we'll dare to get help.

## Where Will I Get Help From?



### Contact details of the contact partners:

- Designated teacher of trust: Maurice Textores (maurice.textores@dsnd.org)
- Two Designated School officials: Vera Demeyere (vera.demeyere@dsnd.org) and Kostas Katelouzos (konstantinos.katelouzos@dsnd.org)
- Housekeeping representative: Anja Shivhare (anja.shivhare@dsnd.org)