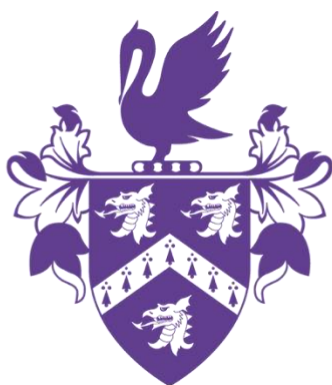


Policy on Safeguarding and Child Protection



THE PERSE
SCHOOL
SINGAPORE

Updated on: 22/01/2020 by Roger Teng

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KEY SCHOOL CONTACTS

CESC

Kathryn Lui (SVP)

(tel) 65 6801 0088

Designated Safeguarding Lead

Deputy Designated Safeguarding Lead

Peter Whitmell (Head of Well-Being)

(tel) 65 6971 8210

(email) pete.whitmell@perse.edu.sg

Claire Bell (Principal)

(tel) 65 6971 8210

(email) claire.bell@perse.edu.sg

Roger Teng (Deputy Principal)

(tel) 65 6971 8210

(email) roger.teng@perse.edu.sg

Designated Teacher for Looked After Children:

Peter Whitmell (Head of Well-Being)

(tel) 65 6971 8210

(email) pete.whitmell@perse.edu.sg

Prevent Lead:

Peter Whitmell (Head of Well-Being)

(tel) 65 6971 8210

(email) pete.whitmell@perse.edu.sg

Domestic Violence Lead:

Peter Whitmell (Head of Well-Being)

(tel) 65 6971 8210

(email) pete.whitmell@perse.edu.sg





KEY EXTERNAL CONTACTS

Please call the police at 999 immediately if the child's life is in danger.

Child Protective Service Helpline: 1800-777 0000

(Monday to Friday, 8.30am-5.30pm and Saturday, 8.30am-1pm)

Child Protective Service

SLF Podium

#01-01 to #01-09

512A Thomson Road

Singapore 298137

Child Protection Specialist Centres

Big Love Child Protection Specialist Centre

6445 0400

<http://www.biglove.org.sg/>

contact@biglove.org.sg

Monday - Friday 9.00am - 6.00pm

HEART@Fei Yue Child Protection Specialist Centre

6819 9170

<https://www.fyccs.org/our-work/children/community-based-child-protection-specialist-centre/>

heartadmin@fyccs.org

Monday - Friday 9.30am - 5.30pm

Safe Space Child Protection Specialist Centre

6266 0171

<https://www.pave.org.sg/our-services-cpsc.php>

intakeCPSC@pave.org.sg

Monday - Friday 9.00am - 1.00pm; 2.00pm - 6.00pm

ComCare Hotline

1800-222 0000

Daily 7.00am - 12 midnight

Investigation and action against child abuse

The Children and Young Persons Act is the legal basis for the protection and intervention by relevant authorities for a child (below the age of 14) or a young person (from 14 years to below 16 years of age) that is abused or neglected.

Ministry of Social and Family Development (MSF) co-ordinates the professionals involved in the child abuse investigation. MSF organises case conferences for discussions and knowledge sharing to make informed decisions on cases.

Child protection and welfare services

MSF also arranges the protection and welfare plans for the child. Professional assistance is provided to the family at the same time.

MSF places victims under a care programme to help them cope with the trauma. In some cases, this involves placing children into Children's Homes or under foster care.



As far as possible, children should stay with their families in a stable and conducive environment. Only when families become dysfunctional or unsafe for their members, intervention is needed to ensure that the children are put in a safe and secure place for their well-being.

For more information

Download [Family Violence Destroys Lives. Seek Help Early. Stop Child Abuse.](#)





1 **Aims**

- 1.1 This is the *safeguarding and child protection policy* and procedures of the Perse School Singapore (**School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to actively promote and safeguard the welfare of children, staff and others who come into contact with the School;
 - 1.2.2 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and allegations of abuse;
 - 1.2.3 to raise the awareness of all staff of their safeguarding responsibilities and how to report concerns;
 - 1.2.4 to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and feel supported in this role;
 - 1.2.5 to ensure consistent good safeguarding practice throughout the School.

2 **Scope and application**

- 2.1 This policy applies to the whole School.
- 2.2 This policy applies at all times including where pupils or staff are away from the School.
- 2.3 This policy applies to core School activities and to out of hours and commercial activities.
- 2.4 This policy is designed to:
 - (a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
 - (b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;
 - (c) have adequate safeguarding policies, procedures and measures to protect people;
 - (d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the Charity Commission; and
- 2.4.1 the specific obligations on the School to safeguard and promote the welfare of children, as defined below.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Children and Young Persons Act (Chapter 38) 2001
 - 3.1.2 Internal Security Act (Chapter 143)
 - 3.1.3 Personal Data and Protection Act 2012



- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 [Keeping children safe in education \(DfE, September 2018\) \(KCSIE\);](#)
 - 3.2.2 [Working together to safeguard children \(HM Government, July 2018\) \(WTSC\)](#) (For Reference only;)
 - 3.2.3 [Revised Prevent duty guidance for England and Wales \(HM Government, July 2015\);](#) (For Reference)
 - 3.2.4 Ministry of Social & Family Development: Guidelines for Student Care Centres 2013;
 - 3.2.5 Family and Adult Support Tool (FAST) Guideline 2014
- 3.3 The following policies and procedures are relevant to this policy:
- 3.3.1 Code of Conduct
 - 3.3.2 Acceptable Use of IT Policy for Staff
 - 3.3.3 Staff Guidance on Using Social Media
 - 3.3.4 Whistleblowing Policy
 - 3.3.5 Recruitment Selection & Disclosure Policy and Procedure
 - 3.3.6 Online Safety Policy
 - 3.3.7 Preventing Extremism and Radicalisation Statement
 - 3.3.8 Behaviour and Discipline Policy
 - 3.3.9 Anti-bullying Policy (Pupils)
 - 3.3.10 Acceptable Use of ICT Policy for Pupils
 - 3.3.11 Visitors and Visiting Speakers Policy
 - 3.3.12 Risk Assessment Policy for Pupil Welfare
 - 3.3.13 Missing Pupil Procedure
 - 3.3.14 Additional Needs Policy (SEND)
 - (a) Learning Difficulties Policy
 - (b) Disability Policy (Pupils)
 - 3.3.15 Health and Safety Manual - Policy and procedures
 - 3.3.16 Administration of Medication Policy.
- 4 **Publication and availability**
- 4.1 This policy is published on the School website.
 - 4.2 This policy is available in hard copy on request



- 4.3 A copy of the policy is available for inspection from the school office during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.
- 4.5 This policy and all policies referred to in it are also available to staff in the school policy folder on SharePoint.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working.
 - 5.1.2 **Safeguarding is** promoting well-being and welfare by safeguarding and promoting the welfare of children (as defined below) and protecting the rights of adults to live in safety, free from abuse and neglect.
 - 5.1.3 **Safeguarding and promoting the welfare of children** is defined in KCSIE as:
 - (a) protecting children from maltreatment;
 - (b) preventing impairment of children's health or development;
 - (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - (d) taking action to enable all children to have the best outcomes.
 - 5.1.4 **DSL** means the Relevant School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.
 - 5.1.5 **Reference to staff includes reference to all those who work for or on behalf of the School, regardless of their employment status, including contractors, volunteers and CESC unless otherwise indicated.**

6 **Responsibility statement and allocation of tasks**

- 6.1 The Directors of CESC and Kathryn Lui have overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of KCSIE.
- 6.2 The Directors of CESC has nominated Kathryn Lui to take leadership responsibility for the School's safeguarding arrangements. Contact details are set out in the School contacts list at the front of this policy.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Directors of CESC and Kathryn Lui have allocated the following tasks:



| Task | Allocated to | When / frequency of review |
|---|---------------------------------------|------------------------------------|
| Keeping the policy up to date and compliant with the law and best practice | Designated Safeguarding Lead | As required |
| Monitoring the implementation of the policy | Designated Safeguarding Lead | As required, and at least annually |
| Maintaining up to date records of all information created in relation to the policy and its implementation as required by the PDPA | Designated Safeguarding Lead | As required, and at least termly |
| Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy | Designated Safeguarding Leads | As required, and at least annually |
| Formal annual review | The Directors of CESC and Kathryn Lui | At least annually |

6.4 Designated Safeguarding Lead

- 6.4.1 The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection (including online safety).
- 6.4.2 The DSL has the time, funding, training, resources and support to enable him / her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSLs are set out in Appendix 5.
- 6.4.4 The DSL takes lead responsibility for all aspects of safeguarding throughout their individual School. The DSL together with Kathryn Lui will meet at least three times a year in a fully minuted meeting to discuss recent trends and updates (see also section 21).
- 6.4.5 The DSL has a written job description describing the responsibility and activities related to the role.

7 Safeguarding principles

- 7.1 The School will take reasonable steps to ensure that its pupils and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.



- 7.2 Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- 7.3 Any safeguarding concern raised by any person will be taken seriously and action taking in accordance with the Relevant School policies and procedures.
- 7.4 **Specific duties in relation to children**
- 7.4.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- 7.4.2 Every pupil should feel safe and protected from any form of abuse and neglect. The indicators of abuse and examples of specific safeguarding issues are set out in Appendix 1.
- 7.4.3 The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.
- 7.4.4 The School will:
- (a) follow the Ministry of Social and Family Developments FAST guidelines;
 - (b) be alert to signs of abuse both in the School and from outside and take steps to protect individuals from any form of abuse, whether from an adult or another child;
 - (c) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with his / her agreed child protection plan;
 - (d) design and operate procedures which, so far as possible, ensure that staff and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;
 - (e) prepare staff to identify children who may benefit from Early Help;
 - (f) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect;
 - (g) encourage a culture of listening to pupils and taking account of their wishes and feelings in any measure put in place by the School to protect them;
 - (h) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
 - (i) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - (j) identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified;
 - (k) identify pupils who might be vulnerable to being drawn into gang activities; and
 - (l) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area.



7.4.5 Contextual safeguarding

- (a) Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School.
- (b) All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare.
- (c) Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

7.5 Staff may follow the School's *whistleblowing policy* to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously.

8 Responsibilities of staff in relation to safeguarding

8.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

8.2 All staff have a duty to:

8.2.1 report any concerns they may have about the safety and/or wellbeing of pupils;

8.2.2 report any concerns they may have about the safety and/or wellbeing of other persons associated with the School;

8.2.3 report any safeguarding concerns about staff or anyone else associated with the School.

8.3 The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or directly to Child Protective Service or police in their absence for guidance.

What to do if staff have a concern about a pupil

8.4 If staff have **any concern** about a pupil's welfare, action should be taken **immediately**.

8.5 The member of staff must report the concern to the **DSL** or the **DDSL** in the DSL's absence.

8.5.1 The contact details of the DSL and DDSL are set out in the Key School Contacts section at the beginning of this policy.

8.5.2 See Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

8.6 If the concern involves an allegation against staff, this must be reported in accordance with the procedures set out in Appendix 3.

8.7 What if the DSL is unavailable?

8.7.1 The DSL should always be available during school hours or when a school activity is taking place to discuss safeguarding concerns and may be contacted via the number given in the



Key School Contacts section above in relation to any safeguarding concerns. As staff availability cannot be guaranteed out of school hours or when a school activity is not taking place, at such times urgent safeguarding matters should be referred direct to Child Protective Service. During these times, non-urgent matters may be emailed to the relevant DSL

- 8.7.2 If in exceptional circumstances the DSL is unavailable, staff must not delay taking action. Staff should speak to their senior line manager or a member of the senior leadership team and / or advice should be taken from Child Protective Service.
- 8.7.3 Where a child is suffering, or is likely to suffer from harm, a referral to Child Protective Service and / or the police should be made immediately. Staff should be aware of the process for making referrals direct to Child Protective Service and / or the police in these circumstances. See section 11 below for details on making a referral.
- 8.7.4 Any action should be shared with the DSL, or a member of the senior leadership team, as soon as is practically possible.

Action by the DSL

- 8.7.5 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the FAST guidelines. Such action may include:
 - (a) managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from Child Protective Service where required (see 9 below);
 - (b) an Early Help assessment (see 10 below); or
 - (c) a referral for statutory services (see 11 below).
- 8.7.6 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.
- 8.7.7 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

9 Managing support for pupils internally

- 9.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. See section 20 and the School's risk assessment policy for pupil welfare.
- 9.2 At the Prep School, form teachers provide immediate support for pupils. More specialist support is provided by Head of Well-being. Specific concerns are discussed at a variety of weekly staff meetings so that everyone is aware and knows how best to support a pupil wherever they are in school.

10 Early help

- 10.1 Early Help means providing support as soon as a problem emerges at any point in a child's life. The School understands that providing Early Help is more effective in promoting the welfare of children than reacting later.



- 10.2 The School's safeguarding training includes guidance about the Early Help process and prepares all staff to identify children who may benefit from Early Help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for Early Help for a child who:
- 10.2.1 is disabled and has specific additional needs;
 - 10.2.2 has special educational needs (whether or not they have a statutory education, health and care plan);
 - 10.2.3 is a young carer;
 - 10.2.4 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - 10.2.5 is frequently missing / goes missing from care or from home;
 - 10.2.6 is at risk of modern slavery, trafficking or exploitation;
 - 10.2.7 is at risk of being radicalised or exploited;
 - 10.2.8 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
 - 10.2.9 is misusing drugs or alcohol themselves;
 - 10.2.10 has returned home to their family from care;
 - 10.2.11 is a privately fostered child.
- 10.3 A member of staff who considers that a pupil may benefit from Early Help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the FAST guidelines and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 10.4 If Early Help is appropriate, staff may be required to support other agencies and professionals in an Early Help assessment and will be supported by the DSL in carrying out this role. In some cases, staff may be required to take a lead role.
- 10.5 The matter will be kept under review and consideration given to a referral to Child Protective Service for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.
- 11 Making a referral**
- 11.1 Where a child is suffering, or is likely to suffer from harm, a referral to Child Protective Service (and if appropriate the police) should be made immediately. The contact details for Child Protective Service are set out at the front of this policy.
- 11.2 Anyone can make a referral and parental consent is not required for referrals to statutory agencies.
- 11.3 **Statutory assessments**



11.3.1 Child Protective Service may undertake a statutory assessment into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

- (a) **Children in need:** A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed by Child Protective Service.
- (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under the Children and Young Person Act 1993 (revised 2001) if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

11.4 Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

11.4.1 personal details of the child;

11.4.2 detailed information about the concern;

11.4.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

11.5 If the referral is made by telephone, this should be followed up in writing.

11.6 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

11.7 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact Child Protective Service again.

12 Allegations against pupils - peer on peer abuse

12.1 Allegations against pupils should be reported in accordance with the procedures set out in this policy (see section 8 above). If sexual violence or sexual harassment is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and take into account the local response of the Police and Child Protective Service to these issues. The views of the alleged victim will be taken into account but will not be determinative.

12.2 A pupil against whom an allegation of abuse has been made may be excluded from the School as a neutral measure during the investigation and the School's *behaviour and discipline policy* will apply. The School will take advice from Child Protective Service and / or the Police, as appropriate, on when and how to inform the pupil and his / her parents about the allegations and how investigation of such allegations will be conducted. The School will carry out risk assessments and take all appropriate action to ensure the safety and welfare and continued education of all pupils including the alleged victim and perpetrator of the abuse.

12.3 If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Police and Child Protective Service, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's education guardian



will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her as a neutral measure during the investigation.

- 12.4 All those involved in such allegations, both victim and perpetrator, will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

13 What to do if staff have a concern about someone else's welfare

- 13.1 Staff who have concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- 13.2 In the absence of an express procedure about reporting, they should report such concerns to their senior line manager in the first instance.

14 Allegations against staff

- 14.1 The School has procedures for dealing with allegations against staff:

14.1.1 The procedures in this policy apply to staff who pose a risk of harm to children and aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations. These procedures are set out in Appendix 3 and follow Part 4 of KCSIE.

14.1.2 The School will follow its employment procedures for dealing with any other concern raised about staff, involving external agencies as appropriate.

- 14.2 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the code of conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

15 Informing parents

- 15.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult, Child Protective Service, the police and / or the pupil before discussing details with parents. In all cases, the DSL will be guided by the FAST guidelines and the Children and Young Persons Act.
- 15.2 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent / guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 15.3 See also Appendix 3 for details about the disclosure of information where an allegation has been made against a member of staff.

16 Additional reporting

- 16.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation.



16.1.1 Insurers

- (a) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers and, if so, the time-scale required by the relevant policies. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.
- (b) In any event, care should be taken to ensure this is done before renewal to ensure that the School complies with its duties. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer and/or the extent of report required, professional advice should be sought.

17 Safer recruitment and supervision of staff

- 17.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate *recruitment, selection & disclosure policy and procedure*.
- 17.2 The School maintains a single central register of appointments for all staff.
- 17.3 The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate *visitors and visiting speakers policy*.

18 Use of mobile technology

- 18.1 The School's policy on the use of mobile technology in the School is as follows:
 - 18.1.1 Pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises;
 - 18.1.2 staff should use mobile phones and cameras in accordance with the guidance set out in the code of conduct;
 - 18.1.3 parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.
 - 18.1.4 visitors may bring mobile phones onto the premises but may not take photographs or videos under any circumstances. The only exception is where a commercial third party is permitted to take photos or videos of pupils with the consent of a senior member of staff and with appropriate supervision.
- 18.2 The School's approach to online safety is set out in the School's online safety policy.

19 Training

- 19.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 19.2 The level and frequency of training depends on the role of the individual member of staff.
- 19.3 The School maintains written records of all staff training.



19.4 Induction

- 19.4.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- (a) this policy;
 - (b) the *behaviour and discipline policy* for pupils;
 - (c) the code of conduct including the *whistleblowing policy*, staff/pupil relationships and communications, *staff guidance on using social media* and *acceptable use of IT policy for staff*;
 - (d) the safeguarding response to children who go missing from education;
 - (e) the role of the DSL and his / her identity and contact details together with that of his / her Deputy;
 - (f) the School's approach to online safety;
 - (g) safeguarding training (Educare Safeguarding Certification);
 - (h) a copy of Part 1 and Annex A of KCSIE¹; and

19.5 Safeguarding training

- 19.5.1 All staff including the Head will receive a copy of this policy and Part 1 and Annex A of KCSIE, and will be required to confirm that they have read and understand these.
- 19.5.2 The Principal and all staff members will undertake appropriate safeguarding training which will be updated at least every three years. In addition, all staff members will receive safeguarding and child protection updates via email and / or staff meetings on a regular basis and at least annually.
- 19.5.3 Where assessed by the School as appropriate for the role, staff training will also include training on online safety, and searching pupils for prohibited and banned items.
- 19.5.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, , cyberbullying, gangs and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 19.5.5 The Directors of CESC and Kathryn Lui will receive safeguarding and child protection updates at least annually.
- 19.5.6 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings, twilight training and professional development reviews. This includes information on how staff can report concerns occurring out of hours / out of term time.



19.6 Designated Safeguarding Lead (DSL)

- 19.6.1 The DSL will undertake training to provide himself or herself with the knowledge and skills required to carry out the role.
- 19.6.2 In addition, his or her knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 5.

19.7 Teaching pupils about safeguarding

- 19.7.1 The School teaches pupils about safeguarding through PSHEE, tutorials, assemblies and throughout the curricular and extra-curricular programme. This includes guidance on adjusting behaviour to reduce risks, particularly online, and fostering healthy and respectful relationships with others.
- 19.7.2 Pupils are introduced to well-being, emotional, physical and mental health in order to develop resilience and self-esteem in an age appropriate manner. Resilience is particularly important in safeguarding to mitigate against the risk of being drawn into extremism. Parental advice is also offered through the newsletter and parent association talks.
- 19.7.3 Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education appropriate to their age and stage of development. Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised. Pupils are encouraged to tell an adult whenever they are worried or upset about anything. This may be their teacher or teaching assistant but may also be any member of staff with whom they feel comfortable or who is on duty e.g. music teacher, playground supervisor, PE coach etc.
- 19.7.4 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the *online safety policy*) and is mindful that this should not lead to unnecessary restrictions on learning.

20 Risk assessment

- 20.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 20.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 20.3 The Principal has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
 - 20.3.1 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.



21 **Monitoring and review**

- 21.1 The DSL and DDSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Directors of CESC and Kathryn Lui as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 21.2 Where an incident involving a member of staff occurs, the Designated Officer will be asked to assist in reviewing the School's procedures to determine whether any improvements can be made. Any shortfalls in regard to safeguarding arrangements at any time will be remedied without delay.
- 21.3 The DSL will report to the Directors of CESC and Kathryn Lui to raise any topics of interest and summarise the School's safeguarding practices over the year.
- 21.4 The DSL will work with Kathryn Lui to prepare a written annual monitoring report commissioned by the Directors of CESC. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 21.5 The Directors of CESC will review the report, this policy and the implementation of its procedures, including good cooperation with local agencies and the efficiency with which the related duties have been discharged. The Directors of CESC should also consider independent corroboration, such as:
- 21.5.1 inspection of records or feedback from external agencies including the Designated Officer;
 - 21.5.2 reports of Perse Cambridge inspections;
 - 21.5.3 the outcome of any relevant parental complaints; and
 - 21.5.4 press reports.
- 21.6 The Directors of CESC and Kathryn Lui will consider the proposed amendments to this policy before giving the revised policy its final approval. Detailed minutes recording the review by the Directors of CESC will be made.

22 **Record keeping**

- 22.1 All records created in accordance with this policy are managed in accordance with the School's *records management policy* and *records retention schedule*.
- 22.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- 22.3 Staff must record all concerns about a pupil's welfare on the Child Protection Logging Form which is available on the Child Protection section of SharePoint. Guidance on record keeping is set out in Appendix 2.
- 22.4 The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.
- 22.5 **The records** created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of



pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *data protection policy* and *information security and sharing data guidance*, which are contained in the *Data Protection and Information Security Handbook*.

22.6 Information sharing and multi-agency working

22.6.1 The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others. When a child leaves the School before the age of 18 their Child Protection File (should one exist) is transferred securely to the new school.

22.6.2 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety of pupils which is always the School's paramount concern. The School understands that the Personal Data Protection Act 2012 provides a framework to ensure that personal information is shared appropriately.

22.6.3 The School will co-operate with Child Protective Service, and where appropriate the police, to ensure that all relevant information is shared for the purposes of Early Help assessments, and assessments and child protection investigations under the Children and Young Persons Act 1993 (Revised 2001).

22.6.4 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and Child Protective Service to agree the information that should be disclosed and to whom.

22.6.5 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

23 Version control

| | |
|-------------------------------------|---|
| Date of adoption of this policy | 3 rd January, 2020 |
| Date of last review of this policy | 3 rd January, 2020 |
| Date for next review of this policy | 3 rd January, 2022 |
| Policy owner (SLT) | Designated Safeguarding Lead |
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Appendix 1 Indicators of abuse

1 Types of abuse

- 1.1 Part 1 of KCSIE defines the following indicators of abuse and neglect, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
- 1.2 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect 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. They may be abused by an adult or adults or by another child or children.
- 1.3 **Physical abuse:** 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.
- 1.4 **Emotional abuse:** 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 feature age or developmentally inappropriate expectations being imposed on children. These may include **interactions** that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. 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.
- 1.5 **Sexual abuse:** 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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- 1.6 **Neglect:** 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.

2 Signs of abuse

- 2.1 Possible signs of abuse include, but are not limited to:
 - 2.1.1 the pupil says they have been abused or asks a question or makes a comment which gives rise to that inference;
 - 2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
 - 2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - 2.1.7 the pupil is reluctant to go home, or has been openly rejected by their parents or carers; and
 - 2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.2 The Family and Adult Support Tool (FAST) and the Ministry of Social and Family Development (MSF) Singapore provides guidelines in identifying child abuse.

3 Specific safeguarding issues

- 3.1 Statutory guidance acknowledges the following as specific safeguarding issues:
 - 3.1.1 children and the court system;
 - 3.1.2 children missing from education (see section 3.3 below);
 - 3.1.3 children with family members in prison;
 - 3.1.4 child sexual exploitation (see section 3.4 below);
 - 3.1.5 child criminal exploitation and gang activities (see section 3.5 below);
 - 3.1.6 domestic abuse;
 - 3.1.7 homelessness;



- 3.1.8 so-called 'honour-based' violence (see section 3.6 below);
 - 3.1.9 preventing radicalisation (see section 3.7 below);
 - 3.1.10 peer on peer abuse (see section 3.8 below);
 - 3.1.11 sexual violence and sexual harassment between children in schools and colleges (see section 3.9 below).
- 3.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE 2018. Staff should be particularly aware of the safeguarding issues set out below.
- 3.3 **Children missing from education**
- 3.3.1 Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.
 - 3.3.2 Where reasonably possible the school will hold more than one emergency contact for each pupil in order to ascertain whether a child is missing.
- 3.4 **Child sexual exploitation (CSE)**
- 3.4.1 Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:
 - (a) in exchange for something the victim needs or wants; and / or
 - (b) for the financial advantage or increased status of the perpetrator or facilitator.
 - 3.4.2 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
 - 3.4.3 Signs of potential CSE include:
 - (a) going missing or regularly returning late
 - (b) regularly missing school or opting out of education
 - (c) appearing with unexplained gifts / possessions
 - (d) associating with others involved in exploitation
 - (e) older boyfriends / girlfriends.
 - 3.4.4 **Reporting CSE:** Report cases to Child Protective Service and local police.
- 3.5 **Child criminal exploitation**



3.5.1 Criminal exploitation of children is a geographically widespread form of harm: drug networks or gangs groom and exploit children and young people to carry drugs and money. Key to identifying potential involvement are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Forms of abuse and exploitation:

- (a) can affect any child or young person (male or female) under the age of 18 years;**
- (b) can affect any vulnerable adult over the age of 18 years;**
- (c) can still be exploitation even if the activity appears consensual;**
- (d) can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;**
- (e) can be perpetrated by individuals or groups, males or females, and young people or adults; and**
- (f) is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.**

3.5.2 Signs of potential involvement with gangs are:

- (a) Persistently going missing from home/school and/or being found away from their local area.**
- (a) Unexplained acquisition of money, clothes or mobile phones.**
- (b) Multiple mobile phones and/or excessive receipt of texts/calls.**
- (c) Relationships with controlling, usually older, individuals or groups.**
- (d) Leaving home/care without explanation.**
- (e) Unexplained injuries.**
- (f) Carrying weapons.**
- (g) Significant decline in school attendance and achievement.**
- (h) Gang association or isolation from peers or social networks.**
- (i) Significant changes in emotional well-being.**

3.6 Honour-based violence

3.6.1 All forms of so-called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which



should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

- 3.6.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and Child Protective Service.

3.7 **Radicalisation and the Prevent duty**

- 3.7.1 The School has a duty to have due regard to the need to prevent people from being drawn into terrorism.

- 3.7.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

- 3.7.3 There is no single way of identifying an individual who is likely to be susceptible an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through may different methods (such as social media) and settings (such as the internet).

- 1.1.2 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the local authorities.

- 3.7.4 Details of the Prevent lead contact and details of sources of advice and support at set out in the Key Contacts sections at the front of this policy. The School also has a separate *policy on preventing extremism and radicalisation*.

3.8 **Peer on peer abuse**

- 3.8.1 The conduct of pupils towards each other will, in most instances, be covered by the School's Behaviour and Discipline Policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

- 3.8.2 Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:

- (a) bullying (including cyber-bullying);



- (b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- (c) sexual violence and sexual harassment;
- (d) upskirting;
- (e) sexting (also known as youth produced sexual imagery); and
- (f) initiation / hazing type violence and rituals.

3.8.3 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviours can occur online and offline (both physical and verbal), are never acceptable and may be criminal. See also 3.9 below.

3.8.4 The School recognises the gendered nature of peer on peer abuse (ie that it is more likely that girls will be victims and boys will be perpetrators).

3.8.5 All peer on peer abuse is unacceptable and will be taken seriously. The School takes steps to minimise the risk of all types of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's *anti-bullying policy (pupils)*) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability (see the School's *risk assessment policy for pupil welfare*).

3.8.6 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter", "just having a laugh" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

3.9 **Sexual violence and sexual harassment between children**

3.9.1 Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

3.9.2 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

3.9.3 The School is aware of the importance of:

- (a) making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;



- (b) not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- (c) challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

3.9.4 References to **sexual violence** are references to sexual offences under Singapore's Penal Code Act, specifically rape, assault by penetration and sexual assault.

3.9.5 References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and / or make them feel intimidated, degraded or humiliated; and / or create a hostile, offensive or sexualised environment.

1.1.3 The Sexual Assault Care Centre provides further detailed advice.

3.10 **Sexting**

3.10.1 "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

3.10.2 The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

3.10.3 Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

3.10.4 The DSL may in exceptional circumstances view images with the prior approval of a Director of CESC or Kathryn Lui and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- (b) it is necessary to report the image to a website or agency to have it taken down; or
- (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

3.10.5 Where viewing an image is unavoidable:

- (a) viewing should take place on School premises wherever possible;
- (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;



- (d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
 - (e) any member of staff who views an indecent image should be given appropriate support.
- 3.10.6 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 3.10.7 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.
- 3.10.8 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 3.10.9 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided).
- 3.10.10 Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- 3.10.11 Advice for pupils and parents is available from:

The Media Literacy Council at <https://www.betterinternet.sg/>

4 **Special educational needs and disabilities**

- 4.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's *policy on special educational needs and learning difficulties and learning support*, and *policy on disability (pupils)*.
- 4.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - 4.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
 - 4.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and



- 1.1.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

5 Looked after children and previously looked after children

- 5.1 **The Directors of CESC and Kathryn Lui ensure that staff have the skills, knowledge and understanding to keep looked after children safe and that appropriate staff have the information they need in relation to a child's looked after legal status, for example:**
- 5.1.1 **whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;**
 - 5.1.2 **contact arrangements with birth parents or those with parental responsibility;**
 - 5.1.3 **information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.**
- 5.2 **The DSL maintains these details, including contact details of the child's social worker.**
- 5.3 **The Directors of CESC and Kathryn Lui have appointed the Head of Well-being to work with local authorities and promote the educational achievement of looked after children.**

6 Care leavers

- 6.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

7 Mental health

- 7.1 A member of staff has been trained in mental Health First Aid. The School is committed to promoting wellbeing and resilience alongside raising awareness of and eliminating the stigma attached to mental illness. Incidences of depression, self-harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health.
- 7.2 Advice for pupils and parents is available at:

https://www.healthhub.sg/live-healthy/419/boosting_childs_mental_wellbeing

<https://www.chat.mentalhealth.sg/get-the-facts/eating-disorder/>

<https://www.healthhub.sg/live-healthy/1179/helping-youth-fight-depression>

<https://www.chat.mentalhealth.sg/get-the-facts/self-harm/>



Appendix 2 Concerns about a child - guidance for staff

8 Receiving a disclosure

- 8.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 8.2 Do not ask leading questions, i.e. a question which suggests its own answer.
- 8.3 Reassure the pupil but do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken. This will involve professional judgement, but where doubt exists, the information must be passed on in accordance with this policy.
- 8.4 Keep a sufficient written record of the conversation completed at the earliest possible time (see 9 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 8.5 Pass on the record when reporting the concern in accordance with this policy.

9 Recording a concern

- 9.1 Staff must record all concerns in writing.
- 9.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 9.2.1 the pupil's details: name and date of birth;
 - 9.2.2 date and time of the event / concern / conversation;
 - 9.2.3 the action taken and by whom with reasons for decisions made;
 - 9.2.4 the name and position of the person making the record.
- 9.3 The School has a Child Protection Logging Form which should be completed and passed on when reporting the matter in accordance with this policy. This logging form is available on SharePoint. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.
- 9.4 Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed on to a third party. If, after due consideration, the School decides to pass the information on to an outside agency in accordance with this policy, the DSL will contact the disclosing party (unless the School is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.

10 Receiving a report of harmful sexual behaviour

- 10.1 Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:
 - 10.1.1 Only record the facts as the child presents them.



1.1.5 Where the report includes an online element, do not view or forward illegal images of a child. See paragraph 3.9 of Appendix 1 above and The Sexual Assault Care Centre provides further detailed advice.

10.1.2 *Manage reports with another member of staff present (preferably the DSL or), if possible.*

10.2 *Inform the DSL as soon as practically possible if the DSL is not involved in the initial report.*

11 **Use of reasonable force**

11.1 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. 'Reasonable' in these circumstances means using no more force than is needed.

11.2 Staff should refer to the School's *behaviour and discipline policy* and the *code of conduct* for more detailed guidance about the use of reasonable force.





Appendix 3 Dealing with allegations against staff

1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff has:
 - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2 possibly committed a criminal offence against or related to a child; or
 - 1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 1.2 Any allegations not meeting these criteria will be dealt with in accordance with Singapore's Penal Code Act. Advice from the Designated Officer will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority without delay. The local authorities will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the local authorities.

2 Reporting an allegation

- 1.5 An allegation or complaint against **any member of staff** should be reported immediately to the Principal. If the Principal is unavailable, the allegation or complaint should be reported to the Directors of CESC and Kathryn Lui.
- 1.6 An allegation or complaint against **the Principal of the School** should be reported immediately to the Directors of CESC and Kathryn Lui.
- 2.1 If it is not possible to report to any of the individuals set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Principal of the School. or, where appropriate, the Directors of CESC and Kathryn Lui.
- 2.2 The person taking action in accordance with the procedures in this Appendix is known as the **Case Manager**. In all cases, the Case Manager will discuss the allegation immediately with the local authorities before further action is taken.

3 Disclosure of information

- 3.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer has been consulted.
- 3.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.



3.3 Where the local authorities advise that a strategy discussion is needed, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

5 Ceasing to use staff

5.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to human resources will be made promptly. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Directors of CESC and Kathryn Lui without delay.

5.2 If a member of staff tenders their resignation, or ceases to provide their services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to human resources. The appropriate agencies will also be informed. promptly.

6 Malicious allegations

6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's *behaviour and discipline policy*.

6.2 Where a parent has made a deliberately invented or malicious allegation the Principal 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.

6.3 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 local authorities to determine whether any action might be appropriate.

7 Record keeping

7.1 Details of allegations found to be malicious will be removed from personnel records.

7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

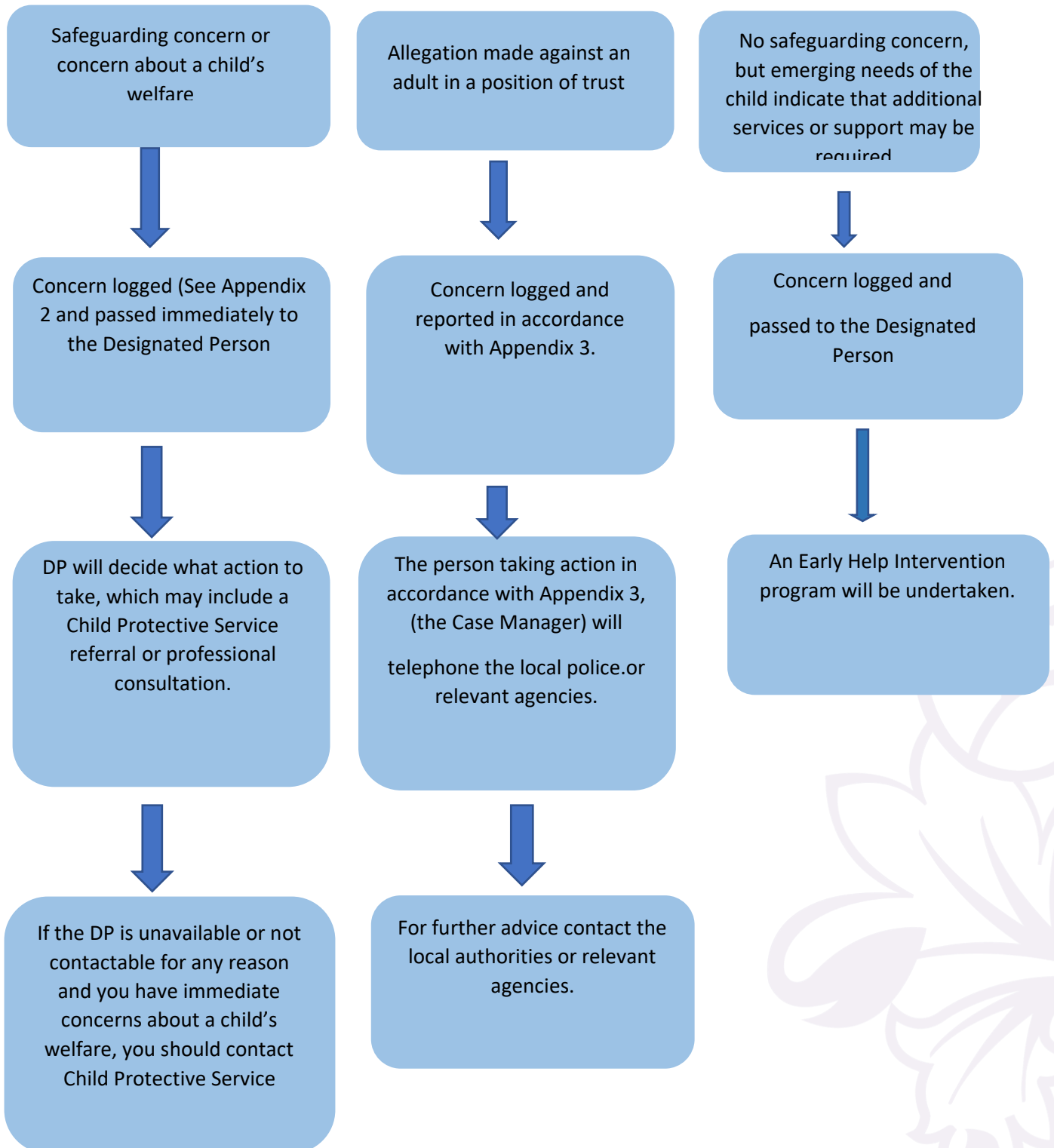
7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.



Appendix 4 Safeguarding Flowchart

Safeguarding Flowchart





Appendix 5 Responsibilities of the Designated Safeguarding Lead (DSL)

8 The name and contact details of the DSL is set out in the contacts list at the front of this policy.

9 In accordance with Annex B of KCSIE, the main responsibilities of the DSL are:

9.1 Managing referrals

9.1.1 The DSL is expected to:

- (a) refer cases of suspected abuse to Child Protective Service or relevant agencies as required;
- (b) support staff who make referrals to Child Protective Service or relevant agencies;
- (c) refer cases to the relevant agencies where there is a radicalisation concern as required;
- (d) support staff who make referrals to relevant agencies where there is a radicalisation concern as required; and
- (e) refer cases where a crime may have been committed to the police as required.

9.2 Work with others

9.2.1 The DSL is expected to:

- (a) act as a point of contact with relevant agencies;
- (b) liaise with the The Directors of CESC and Kathryn Lui to inform him / her/them of issues especially ongoing enquiries from Child Protective Service and police investigations;
- (c) as required, liaise with the Case Manager (see Appendix 3 of this policy) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- (d) liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs / named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- (e) act as a source of support, advice and expertise for staff.

9.3 Raise awareness

9.3.1 The DSL should:

- (a) ensure the School's *safeguarding and child protection policy* and processes are known, understood and used appropriately;
- (b) ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Directors of CESC and Kathryn Lui regarding this;



- (c) ensure this policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the School in this;
- (d) link with human resources to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

9.4 Child protection file

- 9.4.1 Where children leave the School the DSL shall ensure their child protection file is transferred to any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.
- 9.4.2 In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving.
- 9.4.3 On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCO.
- 9.4.4 Child protection files will otherwise be retained and disposed of in accordance with the School's policies concerning data protection and retention of records.

9.5 Prevent

- 9.5.1 The Prevent Lead has, in addition, the following responsibilities:
 - (a) acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - (b) co-ordinating Prevent duty procedures in the School;
 - (c) liaising with relevant agencies;
 - (d) undergoing appropriate training;
 - (e) maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - (f) monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

9.6 Training

- 9.6.1 The DSL has undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent duty awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:



- (a) understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- (b) have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- (c) ensure each member of staff has access to and understands the School's *safeguarding and child protection policy* and procedures, especially new and part-time staff;
- (d) are alert to the specific needs of children in need, those with special educational needs and young carers;
- (e) understand relevant data protection legislation and regulations, especially the Personal Data Protection Act 2012;
- (f) understand the importance of information sharing, both within the school, and with relevant agencies, organisations and practitioners;
- (g) are able to keep detailed, accurate, secure written records of concerns and referrals;
- (h) understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- (i) are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- (j) can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- (k) obtain access to resources and attend any relevant or refresher training courses;
- (l) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Edited by Deputy Principal, Roger Teng, on 3rd January 2020