Safeguarding and Child Protection Policy

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Prepared By	Approved By	Reviewed & Revised	Reviewed By	Next Review
Clare Lancaster (Whole School DSL) Sept 2024	Pastoral & Safeguarding Subcommittee (Nov 2024)	Leadership Team (Nov 2024)	PSC (Nov 2024)	November 2025

1 Overview

1.1 Nurturing the wellbeing of children and young people and protecting them from harm requires a whole school community commitment. We aim to provide a professional and caring environment where staff, parents, children and young people feel empowered to raise concerns. At Tanglin Trust School, safeguarding and child protection means:

- **Respect -** We are committed to respecting the rights of all children in accordance with the United Nations Convention on the Rights of the Child. All children have the right to education that nurtures individual talents and abilities and the right to be protected from any kind of exploitation.

- **Responsibility -** We are committed to educating and supporting everyone in the School community to develop competence and confidence in taking responsibility for identifying and sharing concerns appropriately to ensure the care and protection of all children and young people.
- **Purpose -** We acknowledge our privileged position and the role we play in children and young people's lives and are committed to providing a caring, safe and stimulating environment where all children and young people can flourish.

1.2 Where the terms "child" or "young person" are used in this policy, they refer to all students under the School's care. Where the reference to "child" or "young person" is made in the context of reports to, or consultations with, the Singapore Child Protection Service (Ministry of Social and Family Development), the *Singapore Children and Young Persons Act (2001)* definitions apply, where a child is defined as below 14 years old and a young person is defined as between the ages of 14 years and 18 years.

1.3 The concept of safeguarding includes providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment, inside or outside the home, including online.

2 Guiding Principles

2.1 We comply with Singapore legislation and guidance to protect children and also incorporate United Kingdom best practice and standards where they apply. We acknowledge that our international education setting is a unique environment that requires consideration of global best practices in protecting children.

2.2 This policy is informed by the following documents:

In terms of Singapore legislation and guidance

- *Children and Young Persons Act (2020)*
- *Penal Code (2008)*
- *Criminal Procedure Code (2020)*
- *Protection from Harassment Act (2014)*
- *Child Abuse Reporting Guide,* Ministry of Social and Family Development (2020)
- *Protecting Children in Singapore,* Ministry of Social and Family Development (2016)

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In terms of United Kingdom standards

- *Standards for British Schools Overseas (2023),* Department for Education, United Kingdom
- *Keeping Children Safe in Education (September 2024),* Department for Education, United Kingdom
- *Meeting digital and technology standards in schools and colleges* Department for Education, UK Government (2024)

In terms of international standards and global best practice

- *United Nations Convention on the Rights of the Child* (1989) (Appendix A)
- *Essential Questions and Expectations to ensure the safeguarding and protection of children in schools,* International Taskforce on Child Protection (2021)
- *Child Safe Standards,* Australian Royal Commission into Institutional Responses to Child Sexual Abuse, Australian Government (2022)
- *Managing Allegations of Child Abuse by Educators and Other Adults – Protocol for international schools),* International Task Force on Child Protection (ITFCP) (2018)
- *Developing and implementing a low-level concerns policy: A guide for organisations which work with children,* Farrer & Co (September 2023)

3 Objectives of This Policy

To identify harm and risk of harm indicators and outline the roles and responsibilities of all parties in safeguarding and protecting every child in the school.

4 Identifying Harm and Risk of Harm

4.1 We recognise the complex nature of abuse dynamics, harm and risk of harm and acknowledge that particular expertise is required to manage these issues. We have appointed specialist pastoral care and designated safeguarding staff to manage concerns about harm and risk of harm to children and young people. For definitions of Safeguarding Concerns and Pastoral Care Concerns, please refer to Appendix C.

4.2 The School encourages all members of the school community to be able to recognise when a child or young person may need protection, to use professional curiosity to explore any concerns, and to report any concern to the School's Designated Safeguarding Leads who possess the knowledge and skills to appropriately investigate, assess and manage concerns.

4.3 Children and young people who have been subjected to harm or risk of harm exhibit a broad range of responses. The type and extent of harm may not always be obvious or predictable.

4.4 See Appendix D for the definition and possible indicators of the following types of harm and risk of harm:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Guardianship

- Child on child abuse / Peer abuse
- Radicalisation and Extremism
- Online Abuse
- Self Harm
- Risk-taking Behaviours
- Mental Health and Emotional Issues
- Other General Risk Factors

4.5 The explanations of harm and risk of harm outlined in Appendix D are guidelines only and are provided to assist general understanding. They are not specific to a particular jurisdiction or legislation.

4.6 We recognize that certain children may be more vulnerable to harm and are alert to the potential need for early help for a child who:

- Has Special Educational Needs or Disabilities, mental health needs, physical health conditions, or other additional needs.
- Is showing signs of being drawn into risk-taking, anti-social, or criminal behaviour such as using alcohol or drugs, or going missing, or at risk of radicalisation.
- Is at risk of trafficking, sexual or criminal exploitation, modern slavery or forced marriage.
- Has challenging family circumstances, e.g. adult mental health issues, domestic violence, drug and alcohol misuse, parental offending/has a family member in prison, or where the child or young person is a young carer.
- Is persistently absent from education, or parts of the school day.
- Has had experience of statutory care or private fostering.
- Is LGBTQIA+

5 Roles and Responsibilities

5.1 Board of Governors and School Leadership

5.1.1 The Board of Governors and the School leadership teams are responsible for ensuring that:

- appropriate safeguarding and child protection policies are in place to effectively guide practice.
- policies are reviewed regularly and appropriately reflect global best practice in the context of Singapore law.
- the School has adequate resources to implement training and build awareness across the school community about wellbeing and the protection of children and young people.

5.2 Human Resources Department

5.2.1 The School's Human Resources Department is responsible for ensuring that all recruitment is conducted to the highest possible safeguarding and child protection standards and in accordance with global best practice and Singapore law. Our approach to recruitment is to identify and employ staff (including contractors and other organisations engaged by the School) who:

- share the School's commitment to its values and in particular, to caring for and protecting

all children and young people in the School's care.
- understand the principles of safeguarding children and young people.
- understand fully, and are willing to commit to, the Schools' *Staff Code of Conduct* and the *Safeguarding and Child Protection Policy.*

Further details may be found in the School's *Safer Recruitment Policy.*

5.2.2 Ensuring that all new staff attend a safeguarding induction session

5.2.3 Supporting the Director of Pastoral Care in the organisation and communication of the Annual Safeguarding Update training.

5.2.4 Ensuring that all staff are compliant with the requirement of annual safeguarding training through tracking and recording staff attendance at safeguarding induction and annual update training.

5.3 **Director of Pastoral Care**

5.3.1 The Director of Pastoral Care is responsible for:

- leading, guiding and supporting Safeguarding and Child Protection policy and practice across the School.
- ensuring that Designated Safeguarding, Pastoral Care, Learning Support, and Coordinated Wellbeing Services staff have access to support and training in their roles.
- delivering, and/or organising the delivery of, Safeguarding and Child Protection awareness and training throughout the School.

5.4 **Whole School Safeguarding Lead**

5.4.1 Reviewing and updating the Safeguarding & Child Protection Policy Annually in conjunction with relevant stakeholders

5.4.2 Supporting the Director of Pastoral care in leading, guiding and supporting Safeguarding and Child Protection policy and practice across the School.

5.4.3 Delivering, and/or organising the delivery of, Safeguarding and Child Protection awareness and training throughout the School.

5.4.4 Case manage statutory child protection matters and lead on communication with relevant statutory agencies

5.5 **Whole staff**

5.5.1 We are committed to the wellbeing, care and protection of all children and young people in our care and to the continual development of staff awareness, knowledge and skills in identifying and responding appropriately to harm and risk of harm concerns. All staff are required to report concerns about children and young people to Designated Safeguarding Lead staff, directly or through CPOMS (Child Protection Online Management System).

5.6 **Designated Safeguarding, Pastoral Care, Learning Support, Coordinated Wellbeing Services Staff**

5.6.1 We provide a multidisciplinary, holistic team approach to pastoral care, wellbeing and protection of the children and young people in our care.

5.6.2 In accordance with Singapore guidance and United Kingdom best practice, we have appointed specific staff members as Designated Safeguarding Leads (DSLs), including a Whole-School Safeguarding Lead and a Sport Safeguarding Lead. DSLs are responsible for receiving, assessing, investigating and co-ordinating protective

responses to any concerns involving harm or risk of harm to children and young people. Further details are specified in section 7. *Managing Concerns* of this policy. During non-term time where there are specific school-run activities happening, we appoint a Temporary Designated Safeguarding Lead from our pool of trained staff to assume Designated Safeguarding Lead responsibilities.

5.6.3 Each School (Infant, Junior, Senior) has a pastoral care team that is led by the Deputy Head of School (Pastoral) who is also a Designated Safeguarding Lead. Each team also consists of:

- The Director of Pastoral Care
- Designated Safeguarding Leads
- School Counsellors
- Lead School Nurse
- Educational Psychologist
- Head of Learning Support
- School Social Worker
- Other key pastoral or invited staff as appropriate

5.6.4 The pastoral care teams are responsible for contributing to, and implementing, individual wellbeing and protection case plans for children and young people. Faculty staff such as heads of year, form tutors or class teachers may also be involved in pastoral care plans for children and young people in their care.

5.6.5 Designated Safeguarding Lead staff are responsible for reviewing safeguarding risks and contributing to management of such risks for school events, activities, programs and projects involving children.

5.6.6 Appendix B provides photographs of the Designated Safeguarding Lead staff.

5.7 **Students**

5.7.1 Students are taught the school values - Respect, Responsibility and Purpose - through various aspects of the curriculum, including Lifeskills, tutor-time or pastoral sessions, targeted assemblies, special days or activities.

5.7.2 Students are taught through the Lifeskills curriculum age-appropriate personal safety and how to keep others safe, including topics such as respect, consent and how to report any concerns to a trusted adult.

5.7.3 We recognise that sometimes students have concerns about their friends or other students and that these concerns may not be visible or obvious to adults. Recognising students' unique insights, desire and ability to care for their peers and others, we educate and encourage all students to:

- observe the "golden rule" - always treat others as they wish to be treated themselves.
- act as role models for younger children.
- acknowledge, and behave in accordance with the School's values of respect, responsibility and purpose.
- notice when a friend or another child or young person in the School may need help.
- talk to one of the School's Designated Safeguarding Lead staff or any other staff

member
they are comfortable with about their concerns for another child or young person.

- Alert school staff through other means (e.g. Wellbeing Surveys, QR code check-in in Junior School, or SOS system in Senior School)
- talk to School staff they are comfortable with about seeking help for themselves.

5.7.4 All concerns are taken seriously and treated with sensitivity. Any request by a student reporting concerns to remain anonymous is respected and honoured as far as possible.

5.7.5 Senior students are given information about safeguarding and what it means for them, to facilitate reporting, and are provided with a reminder card containing information about how to support a friend and report a concern.

5.8 **Parents**

5.8.1 Parents are expected to model the School's values of respect, responsibility and purpose in accordance with the *Parents' Code of Conduct.*

5.8.2 Parents are encouraged to report concerns to one of the School's Designated Safeguarding Lead staff, through the QR code on the DSL posters around school, through the safeguarding page on the school website, or to any member of School staff with whom they feel comfortable. The School staff member will then report to a Designated Safeguarding Lead.

5.8.3 All concerns are taken seriously. Any request by a parent reporting concerns to remain anonymous is respected and honoured as far as possible.

5.8.4 Parent volunteers are not allowed to work unsupervised with students.

5.8.5 Parent volunteers are required to watch the School's safeguarding video and sign a declaration form to confirm their understanding, before entering classes.

5.9 **Visitors**

5.9.1 All visitors are required to watch the School's safeguarding video and sign a declaration form to confirm their understanding

5.9.2 All visitors expected to conduct themselves in accordance with the School's *Visitors' Code of Conduct* and are encouraged to report any concerns about a child or young person to one of the School's Designated Safeguarding Lead staff, via the QR code on the DSL posters, or to any member of staff who will relay the concern to a DSL.

5.10 **Placement Providers**

5.10.1 Placement providers for students on our CAS programme are asked to sign a declaration form indicating a basic awareness of safeguarding, and to agree to some safeguards, before students can undertake activities on their placement.

5.11 **External providers, including coaches, music tutors, and CCA providers**

5.11.1 All external providers, coaches, music tutors, and CCA providers not employed

directly by the school are required to take part in safeguarding induction training and/or annual safeguarding training as specified by the School.

5.11.2 Provide confirmation they have read and understood the summary of the School's *Safeguarding and Child Protection Policy,* which clearly advises to familiarise themselves with (and seek any required clarification from) the full Staff Code of Conduct.

5.11.3 Adhere to the *Staff Code of Conduct*

5.11.4 Adhere to procedures as outlined in the *Coaches Handbook,* if relevant.

5.11.5 All external providers, coaches, music tutors, and CCA providers not employed directly by the school are instructed to only communicate with students through Teams, and school-monitored accounts are set up for those who need to message students.

5.11.6 Safeguarding updates are sent to external providers, coaches, music tutors and CCA providers regularly through briefings or emails, as ongoing reminders throughout the school year.

5.11.7 external providers, coaches, music tutors and CCA providers are given a quick reminder card on what to do if a child discloses.

5.11.8 Bus Staff are provided with safeguarding training tailored to buses. This is delivered in English and Mandarin, and bus staff are given a quick reminder card on what to do if they have a safeguarding concern.

6 Awareness Training and Support

6.1 **Whole staff training requirements**

6.1.1 All staff (faculty and non-faculty) are required to:

- adhere to the *Staff Code of Conduct.*
- complete the School's Safeguarding and Child Protection Induction Training.
- complete the School's electronic annual updates, including confirming that they have read, understood and commit to adhere to, the School's *Safeguarding and Child Protection Policy*, the United Kingdom *Keeping Children Safe in Education* guidance and the School's *Behaviour policy* and *Antibullying policy*.
- attend annual briefings and best practice training updates as directed by the School.

6.1.2 staff are given regular safeguarding reminders through briefings and/or written weekly updates

6.1.3 staff are provided with Quick Reminder cards as an aide memoir on what to do if a child discloses, and how to document a concern on CPOMS. They are also provided with Emergency Contact Number cards.

6.2 **Designated safeguarding staff training requirements**

6.2.1 Designated safeguarding staff are required to complete:

- specialised training in using the Singapore Child Protective Service (Ministry of Social

and Family Services) screening tools.

- Designated Safeguarding Lead specialised external and/or internal training as directed by the School.
- ongoing best practice training as directed by the School.
- DSLs are expected to attend team supervision sessions and individual supervision sessions to support their wellbeing and practice as DSLs

6.3 **Wellbeing**

6.3.1 Wellbeing is having the mental and physical health to flourish and to meet life's challenges. We acknowledge that, as children and young people grow and expand their understanding of the world and their place in it, feelings of wellbeing can fluctuate. This may be transitory and related to a particular situation, or indicative of a more significant underlying issue for a child or young person, or of a peer or community issue. We recognise the importance of nurturing wellbeing and identifying the early identification of obstacles and issues that may impact a child or young person's ability to thrive.

6.3.2 We promote wellbeing as a whole school community commitment that is based on the "PERMAH" and "Five Ways to Wellbeing" models for flourishing. See Appendix E for more detail.

6.3.3 The Director of Pastoral Care leads the Co-ordinated Wellbeing Services team. This team comprises the Head of School Counselling, the Lead Nurse, the Educational Psychologist, and the School Social Worker. This team:

- acts as Mental Health Leads across the school
- organises wellbeing initiatives for students, staff and parents.
- supports faculty staff in delivering wellbeing messages through curriculum.
- conducts various casework with individual children and young people and their families.
- works closely with pastoral care staff, acknowledging the value of a multidisciplinary and holistic approach to wellbeing.

6.3.4 The Co-ordinated Wellbeing Services team is available to support children and young people with a range of issues including:

- Social-emotional issues
- Friendship and transition
- Stress, fear and anxiety management
- Building social skills
- Resisting peer pressure
- Fostering healthy relationships
- Sleeping and eating well
- Managing anger and frustration
- Maintaining a positive body image
- Dealing with grief and loss
- Coping with crisis and trauma
- Improving personal organisation
- Goal setting
- Developing self-esteem and self-confidence
- Enhancing learning
- Family support

The team also offers:

- Courses and skills development workshops for parents via the School's ParentWise programme. Many previous workshops are available as recordings or slide decks on the School's Parent Portal
- Assistance with arranging referrals to external professional services
- Support and signposting for School staff in crisis to therapists under the school's Employee Assistance Programme.

Some wellbeing resources are also available in the Co-ordinated Wellbeing Services team section on the School Portal.

6.4 **Curriculum**

6.4.1 We aim to reiterate the School's values of respect, responsibility and purpose throughout the curriculum through integrated messages about protective behaviours, personal boundaries and self care. See Appendix E for a brief overview of the holistic *Lifeskills Programme.*

6.5 **Topical issues**

6.5.1 Our ParentWise platform provides a forum for training, information and awareness sessions and courses for the School community about curriculum, pastoral care and topical issues. Please refer to the ParentWise section on the School Portal for details.

6.6 **Transparent and safe working practices**

6.6.1 Our *Staff Code of Conduct* and *Personal and Intimate Care Guidance* provide extensive guidance about appropriate interaction with children and young people. A summary of the staff code of conduct can be found in Appendix F.

6.6.2 There are occasions when physical contact with children and young people may be necessary and/or appropriate such as:

- In an emergency situation, for example, to prevent a child from falling.
- To administer first aid.
- To comfort a distressed child.
- To assist a child or young person, for example, with a mobility difficulty, or visual or hearing impairment.
- To provide technical instruction in subject areas such as sport, music or other learning activities requiring instruction in fine motor skills such as teaching a child to write.
- To intervene with reasonable force and professional judgement in circumstances where this is necessary to safeguard a child or children.

6.6.3 It is important to understand that any physical contact may be misconstrued or misunderstood by others or called into question. Adults should only use as much contact or force as absolutely necessary and must be prepared to explain their actions.

6.7 **Online safety**

6.7.1 Students are educated through ICT lessons and Lifeskills to keep themselves and others safe online.

6.7.2 The School recognises the four C's of online risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

6.7.3 Students are protected through school systems which monitor and filter/block inappropriate, harmful or illegal content, including limiting platforms through which students may be contacted inappropriately (e.g. dating sites, phishing websites).

6.7.4 In the event the School enters remote learning, the *Remote Learning Protocols* will be implemented to help keep students safe online.

6.7.5 The School recognises that many students have unrestricted data access on mobile phones or personal devices. To protect students from online harm during the school day, students are not allowed to use their mobile phones anywhere on campus during the school day and may only use their devices as directed by school staff. An exception applies to students in the Sixth Form, who may use their mobile phones or personal devices in the Sixth Form Centre and library.

6.7.6 DSLs work alongside the Technology Team, the Technology Leads, and the Pastoral Deputies in each school to annually review the filtering and monitoring systems in place.

6.7.7 The *Digital Citizenship Policy* outlines the School's approach to filtering and monitoring and online safety and behaviour.

7 Managing Concerns

7.1 **Guiding principles and process**

7.1.1 The School acknowledges the importance of whole community involvement to protect children and the value of clarity about roles, responsibilities and procedure. The School is committed to creating an environment where every member of the school community

feels confident and competent raising concerns about a child or young person in a manner that respects confidentiality.

7.1.2 Staff are given training, quick reference cards, and regular reminders through briefing updates to ensure ongoing engagement and understanding of the School's principles and processes, and helpful ways to respond in the event of a concern or disclosure.

7.1.3 Appendix G provides flow chart outlines of the School's Safeguarding and Child Protection Reporting Procedures.

7.1.4 Appendix H provides the School's reporting, assessment and child protection forms.

7.2 **Who these procedures apply to**

7.2.1 This policy and associated procedures apply to all Tanglin Trust School students.

7.2.2 There are occasions where children and young people who are not Tanglin Trust School
students are on the School's premises. Such occasions include:

- Children and young people who are not Tanglin Trust School students participating in Tanglin Trust School activities.
- Children and young people who are not Tanglin Trust School students, participating in activities provided by a third party using Tanglin Trust School facilities.
- Children and young people who are not Tanglin Trust School students participating in Tanglin Trust School hosted events for the international school community.
- Siblings of Tanglin Trust School students who do not attend the School.

7.2.3 If concerns are brought to the School's attention about a child or young person who is not a Tanglin Trust School student, the School will consider any action that is in the child or young person's best interests and is practical and possible in accordance with Singapore law.

7.3 **How to report a concern**

7.3.1 School employees are required to report any concerns directly to a Designated Safeguarding Lead either verbally or via CPOMS (Child Protection Online Management System)

7.3.2 Parents, students, visitors or any other person wanting to report a safeguarding concern to the School may report the concern to any of the School's Designated Safeguarding Leads or any School employee the person reporting feels comfortable with. They can also report using the QR code on the posters, or through the link on the safeguarding page of the website. Students can scan the QR code on the SOS posters around the school.

7.3.3 Concerns may be reported to a Designated Safeguarding Lead:

- In person
- By phone
- In writing via the School's Child Protection Online Management System (CPOMS), the QR code, email, or the student SOS system

7.4 **Anonymous reporting**

7.4.1 The School acknowledges that occasions arise where a person may wish to report a concern anonymously. Reasons for this may include:

- The person wishing to report has a personal relationship with the child or young person's
family.

- The person (for example a peer or other child/young person) wishing to report does not wish for the child or young person to know they are reporting a concern for fear that it may damage their relationship with the child or young person.
- The person wishing to report has been provided the information through their own children.
- Fear of reprisal from the child or young person or their family.

7.4.2 The School is committed to providing care that preserves a child or young person's support network and wherever possible, and in the child's best interests, will honour a request by a person reporting to remain anonymous.

7.5 **Managing disclosures**

7.5.1 A child or young person's likelihood to seek help and disclose that they have been hurt or are fearful of being hurt will be affected by the level of support they feel:
- Within their family
- At school
- Within their peer groups

7.5.2 It is important to handle any disclosure honestly, respectfully and confidentially, and to report the concern to Designated Safeguarding Lead staff promptly.

7.5.3 Children and young people may present very differently when they disclose harm. For example, if a child or young person has "normalised" their experience of abuse or they are in shock as a result of recent trauma, their disclosure may be made in a "matter-of- fact" tone and they may not appear distressed. Conversely, a different child or young person who has been traumatised by their experience may present as highly emotional and visibly distressed.

7.5.4 Once the child or young person has made the disclosure, they may feel significant relief or increased fear that something terrible will happen as a result. Both states may prompt the child or young person to ask the adult not to tell anyone about what they've disclosed. It is important to understand that the reason a child or young person has disclosed in the first instance is likely to be that, on some level, they realise they are experiencing something they are unsure of how to handle on their own and they want assistance.

7.5.5 It is important for the adult to recognise the trust that the child or young person has placed in them and the responsibility to act to protect them.

7.5.6 The actions to take if a child or young person makes a disclosure to you about themselves or another child or young person can be found in Appendix I.

7.6 **Initial assessment**

7.6.1 Upon being informed of a concern, the Designated Safeguarding Lead will:
- Attend to the child or young person's immediate safety
- Attend to any immediate risk management required
- Request the person reporting the concern to log the incident on CPOMS. Assist the person with creating this log if required.
- Conduct further inquiries necessary to inform their assessment
- Decide if the concern represents a child protection issue and consider referral to,

or consultation with, the Child Protective Service. A "child protection" concern is a matter involving harm or risk of harm to a child or young person (under 18 years) by a parent or caregiver (or other household member and the parent or caregiver is not protective)

- Decide if the concern requires consultation with, or reporting to, another external authority (for example Singapore Police Force)
- Decide if the concern involves harm or risk of harm to a child or young person by someone other than their parent or caregiver, and requires management through the School's pastoral care system
- Create an appropriate action in CPOMS, linked to the original incident log with information discovered, steps taken and future actions
- Conduct Risk of Harm Assessment as required with reference to the Child Abuse Reporting Guide if required.
- Decide if the concern requires assessment under the School's *Management of Concerns about Staff Interaction with Children and Young People Policy.*
- Inform and consult with the Head of School and/or the Chief Executive Officer and/or Board of Governors as required
- Decide on a course of action.

7.6.2 Appendix H outlines the documentation used in Tanglin Trust School

7.7 **Reporting to external authorities**

7.7.1 Action taken by the School in response to safeguarding and child protection concerns will be in accordance with Singapore legislation and the Child Abuse Reporting Guide where required.

7.8 **Immediate medical attention**

7.8.1 The child or young person will be taken to the on-site School Health Centre (located in Infant, Junior and Senior schools) if attention to an injury or suspected injury is required.

7.8.2 Emergency services will be contacted as required.

7.8.3 If the School's Health Centres are not in operation or accessible at the time care is needed, the School will make appropriate arrangements with emergency services and/or the child or young person's parents as required and appropriate.

7.9 **Referral to Police**

7.9.1 In accordance with Singapore law, the School is required to report the commission, or intention to commit, certain offences, including some matters relating to hurt and assault, to the Singapore Police.

7.9.2 Where the School has received information that a child or young person has been harmed by a person other than a household member, the School will usually contact the child or young person's parents and assess obligation to report to the Singapore Police as appropriate. There may be exceptional circumstances where it is not appropriate for the School to contact parents.

7.10 **Referral to Police and the Child Protective Service**

7.10.1 The School is required to report sexual abuse matters to the police and the Child Protective Service in accordance with the Child Abuse Reporting Guide (CARG) criteria, Specifically:

- The child or young person is under the age of 18 years, and
- The person who is suspected and/or reported to be the perpetrator of the sexual abuse is the child or young person's parent or carer* or
- The person who is suspected and/or reported to be the perpetrator of the sexual abuse is another household member and the parent/carer is not protecting the child or young person* and/or
- The person who is suspected and/or reported to be the perpetrator of the sexual abuse resides with other children or young people.

*In these circumstances, the School will not contact the child or young person's parents and will seek guidance from the Police and/or the Child Protective Service regarding appropriate management of the matter.

7.11 **Referral to the Child Protective Service**

7.11.1 We assess all statutory child protection concerns in accordance with the Child Abuse Reporting Guide that applies only to children under the age of 18 years who have been allegedly harmed or are at risk of harm by a parent/caregiver or other household member.

7.11.2 Situations where we may make a report to the Child Protective Service can be found in Appendix J.

7.11.3 Following our referral, the Child Protective Service may:

- advise the School whether it will accept the referral.
- ask the School for further information.
- ask the School to support the family with particular actions.

7.12 **Consultation with the Child Protective Service**

7.12.1 Sometimes it is unclear whether a concern meets the Child Protection Service thresholds for referral or we may have concerns that we would like to discuss with the Child Protective Service. Such consultations are usually managed without providing identifying family details. In some situations, the Child Protective Service may request a referral and identifying details. If details are requested, the School will comply with this request.

7.13 **Our internal assessment**

7.13.1 Our Designated Safeguarding staff assume the lead roles in assessing concerns about children and young people. If a matter has been referred to, and accepted by, an external authority (Police and/or the Child Protective Service), our management of the matter will be limited to internal risk assessment, management, supportive casework and any other actions as directed by the external authority.

7.13.2 For matters requiring internal School management, the focus of assessment and investigative action is to gather information efficiently and create accurate records that facilitate appropriate decision making for the care and protection of the children and young people involved.

7.13.3 Enquiries and management of any concern will be conducted with respect, sensitivity, confidentiality (as far as legally and practically possible) and in accordance with the School's judgement about what is in the best interests of the children and young people involved.

7.13.4 The procedure for our internal assessment can be found in Appendix K.

7.14 **Decisions about support for a child or young person**

7.14.1 To make decisions about care and protection required, Designated Safeguarding staff, in conjunction with relevant pastoral care staff, will consider:

- What support and action is in the child or young person's best interests
- What the child or young person's wishes are
- What the child or young person's parents' wishes are
- What support may already be in place
- What support may have been previously provided and whether it was helpful
- What individual and family support can be offered through the School's pastoral care team and internal resources
- What external referrals or resources may be appropriate and how the School can facilitate these
- Which School staff need to know and specifically what, and how much, information needs to be shared to appropriately care for and protect the child or young person
- Whether it is necessary to request parents of a child or young person to provide confirmation from an external professional that it is appropriate for the child or young person to return to school and/or attend any school trips

8 Staff Interaction with Children and Young People

8.1 Our response to concerns about staff interaction with children and young people is guided by our *Staff Code of Conduct* and our *Management of Concerns about Staff Interaction with Children and Young People Policy*.

8.2 This section is a summary of the *Management of Concerns about Staff Interaction with Children and Young People Policy.*

8.3 Most adults who work with children and young people act professionally and aim to provide a safe and supportive environment that nurtures the wellbeing of all children and young people in their care. However, tensions and misunderstandings can occur, concerns and allegations can be made maliciously, and there are people who seek out, create, or exploit opportunities to harm children and young people. All staff are expected to:

- Always act in the child/young person's best interests
- Understand the responsibilities that are part of their role
- Be responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions
- Always consider whether their actions are warranted, proportionate, safe and applied equitably
- Understand that even well-intentioned physical contact may be misconstrued by the recipient, an observer or any person to whom the action is described
- Always be prepared to explain actions
- Always encourage children/young people to undertake self-care tasks independently
- Ensure any physical comfort provided to a child/young person is age appropriate

- Treat children/young people with dignity and respect and avoid contact with intimate parts of the body
- Be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact
- Ensure visibility by other staff when working in one-to-one situations with a child/young person and always report any situation where a child/young person becomes distressed or angry to the Designated Safeguarding Lead
- Only take, store and/or distribute appropriate photographs of children/young people with their permission, and on School-issued devices for School agreed purposes
- Take care not to overstep personal and professional boundaries, or impose personal values, attitudes or beliefs on children/young people

8.4 **Defining misconduct**

8.4.1 The School's *Staff Code of Conduct* defines misconduct as "Serious Misconduct" or "Other Misconduct."

8.4.2 All misconduct is subject to assessment, investigation and possible disciplinary action.

8.5 **Serious Misconduct that relates to interaction with children and young people**

8.5.1 Serious Misconduct is defined as:

- Harming a child or young person (including physical, sexual and emotional abuse), negligence resulting in harm, or behaving in a way that may have harmed a child.
- Behaving in a way toward a child or young person that may constitute an offence under Singapore or international law.
- Behaving in a way that indicates they may pose a risk of harm to children or young people, or which indicates unsuitability to work with children or young people, including patterns of grooming behaviour, inappropriate touch, and physical punishment or reprimand. Behaviour that takes place outside of their role in school is included.

8.5.2 For examples of specific behaviour that constitutes Serious Misconduct involving children or young people, please refer to Appendix L.

8.6 **Other Misconduct that relates to interaction with children and young people**

8.6.1 Other Misconduct is defined as:

- Behaviour involving interaction with children or young people that is inappropriate but on its own does not meet the threshold for Serious Misconduct.

8.6.2 For examples of specific behaviour that constitutes Other Misconduct involving children or young people, please refer to Appendix L.

8.7 **Reporting concerns**

8.7.1 All concerns about staff member's interaction with children or young people must be reported as follows:

- Faculty staff are required to report to any Head of School or Designated Safeguarding Lead.
- Business support staff are required to report to any Director, Head of Department or a Designated Safeguarding Lead.
- All other members of the School community are encouraged to report any concern to a Head of School or one of the School's Designated Safeguarding Lead staff.

8.7.2 Where possible, a Temporary DSL is appointed when the School is running

specific holiday camps. At these times, matters should be reported to the Temporary DSL. When there is no DSL appointed, local reporting services such as NAVH should be contacted for advice and guidance.

8.7.3 Staff are instructed to set an auto-reply email with relevant contacts during school holiday periods.

8.7.4 Anyone wishing to report a serious concern who is not comfortable with the above reporting arrangements, or anyone who has a complaint about the School's management of a matter, may report to the Director of People, Assistant Director of People or the Chief Executive Officer in accordance with our *Whistleblowing Policy*.

8.7.5 A concern involving the Chief Executive Officer's interaction with children or young people should be referred to the Chair of the Board of Governors and the Governor for Safeguarding.

8.8 **Investigation and assessment process**

8.8.1 **Guiding principles**

- When a concern is raised about staff interaction with a child or young person, our first priority will be to secure the immediate safety of any children and young people involved and to attend to any emergency actions required.
- All staff are required to adhere to strict principles of confidentiality in managing any concern about staff interaction with children and young people.

- The level of the School's investigation about a concern will be commensurate with the seriousness of the concern. The extent of information gathering will be limited to what is appropriate and necessary to ensure reasonable and fair decision making and risk management.
- Support is given to the child and to the person who is the subject of the allegation.
- Appendix L provides flow chart summaries of reporting, assessment and investigation process for concerns about staff interaction with children and young people.

8.8.2 **Referral to external authorities**

- Referral to Singapore Police and/or the Child Protective Service will be in accordance with section *7.7 Reporting to external authorities* of this policy.

8.8.3 **Initial response**

- For matters involving Serious Misconduct, the CEO should be informed and the following initial response actions should be completed within two hours of the concern being reported. Any delays should be documented.
- For matters involving Other Misconduct, the Head of School should be informed and the following initial response actions should be completed within one working day of a concern being reported. Any delays should be documented.
- Upon receiving a concern about staff interaction with children or young people, the Designated Safeguarding Lead, (or Temporary DSL if the concern arises in out of term time) will:
    - Attend to any immediate safety concerns

- Clarify the allegation/concern
- Clarify the identities of the children or young people involved
- Clarify the identity of the staff member who is subject of the concern
- Clarify when and where the alleged incidents occurred
- Consult with the Head of School or their delegate, or Management Team member (if the concern arises out of term time) as necessary to decide whether the matter constitutes Serious or Other Misconduct as defined in the Staff Code of Conduct
- Consider whether the concern may constitute serious misconduct or a criminal offence and liaise accordingly with the School's Legal Director, Chief Executive Officer, Board of Governors, and Designated Safeguarding Lead regarding reporting to the Singapore Police and Child Protective Services.
- Inform the Director of People that a concern has been reported.
- Upon receiving a concern about staff interaction with children or young people, the Head of School or their delegate, or Management Team member (if the concern arises out of term time) will:
    - Appoint an Investigation Team (consisting of Head of School/Management Team staff member, Designated Safeguarding Lead/s, Director of People)
    - An initial Investigation Team meeting will be used to assess initial risk, formulate an initial risk management plan and agree investigation responsibilities and next steps.

8.8.4 **Risk assessment and management during an investigation**

- The focus of risk management during an investigation is to respect and to protect the rights of children and young people and the staff member. Risk management strategies will be commensurate with the seriousness of the concern raised but are not a predictive indicator of the outcome of any investigation.

- The Investigation Team will consider:
    - Risk to children and young people
    - Risk to the staff member
    - Risk to an appropriate investigation of the matter

- Risk management action that may be considered:
    - Suspension with pay. Suspension with pay will be considered in relation to any concern that involves Serious Misconduct
    - Redeployment within the School to minimise direct contact with the child or young person involved in the concern
    - Redeployment within the School to minimise contact with all children or young people.
    - Increased supervision in existing position
    - Actions to minimise the possibility of the staff member being alone with any child or young person
    - Actions to increase visibility of the staff member and transparency in their behaviour when with children and young people

8.8.5 **Tanglin Trust School internal investigation process**

- If a matter has been referred to and accepted by an external authority (Police and/or the Child Protective Service), the School's management of the matter will be

limited to internal risk assessment and management and any other actions as directed by the external authority.

- The focus of any investigative action by the School is to gather information efficiently and create accurate records that facilitate appropriate decision making.

- The Head of School/Management Team staff member keeps the CEO and Director of People informed about the investigation steps and, where appropriate, any interim findings, to enable liaison with the Board of Governors and Legal Director as required.

- The following is a summary of the School's investigation process:
    - Head of School (or Management Team staff member if the concern arises in out of term time) or delegate as chosen by the Head of School or Management Team member in consultation with the Director of People, CEO or DSLs as appropriate, arranges to inform the staff member that a concern about misconduct has been raised.
    - Designated Safeguarding Lead arranges to interview the child/ren or young person/people who are the subjects of the concern and any witnesses.
    - Head of School/Management Team staff member or delegate interviews the staff member.
    - Head of School/Management Team staff member or delegate collects any further information.
    - Head of School/Management Team staff member prepares an investigation report which is shared as necessary with the CEO/ DoP/Board of Governors/Legal Director.
    - Head of School/Management Team staff member, in consultation with the CEO/ DoP/Board of Governors/Legal Director as appropriate, makes a finding and recommendations.
    - Investigation reports and findings are stored in Staff Safe.

8.8.6 **Making a finding**

- The investigation finding is an internal School assessment about whether, on the balance of probabilities, the reported behaviour occurred.

- The School's finding is separate from any external agency's decision about a matter but may be informed by the external agency's investigation. For example, if a matter is referred to the police and police conclude that there is insufficient evidence to pursue a matter, the School will proceed with its own investigation and assessment of the matter in order to determine an appropriate course of action.

- The explanation of possible findings is shown in Appendix L.

8.8.7 **Decision making**

- Possible criminal matters and matters involving Serious Misconduct

    All matters involving possible criminality or Serious Misconduct will be referred to the Chief Executive Officer for decision making by the Head of School/Management Team staff member as soon as the investigation is completed. The Chief Executive Officer will:

- Review the investigation report and recommendations
- Make a decision
- Communicate the decision to the Chair of the Board of Governors
- Communicate the decision to the staff member in person (where possible) and in writing in the presence of the Director of People
- Advise the staff member, in writing, about the School's appeal process

- Any application by a staff member to resign following a concern being reported and prior to, or during the course of an investigation, will not be accepted by the School. The School will proceed to complete the investigation and make a finding on the matter. If the investigation (including any appeal process) concludes that the staff member's behaviour warrants dismissal, the School's records will reflect termination.
- In some circumstances, the school may submit a report or referral to the teaching board relevant in the staff member's home country.

8.8.8 **Appeals**

- The staff member who is the subject of the concern may appeal the School's decision on a matter in accordance with the School's *Formal and Independent Review/Appeal Request* guidance that can be found on the Staff Portal.
- The staff member who is the subject of the concern may appeal the School's decision on a matter in accordance with the School's *Formal and Independent Review/Appeal Request* guidance that can be found on the Staff Portal.
- The staff member may submit an appeal in writing to the Tanglin Trust School Board of Governors Company Secretary to request a Formal and Independent Review.
- A Review Meeting should be held, to which the staff member will be invited, within 10 days of an appeal application being received.

8.8.9 **Matters involving Other Misconduct**

- Decisions about Other Misconduct will be managed by the Head or School/Management Team staff member or delegate with investigation lead responsibility in consultation with the Director of People. Decisions should be communicated to the staff member in person and in writing.

8.8.10 **Risk management following an investigation**

- The Head of School/Head of Faculty to which the staff member belongs, and the Director of People, are responsible for formulating and ensuring implementation of any risk management plan following an investigation. They may seek recommendations from those involved in the investigation or from DSLs. The plan may include:
    - Details of any restrictions to the staff member's duties
    - A plan to monitor the staff member's progress
    - Details of any other staff involved in monitoring the staff member
    - A time frame for review and closure of the matter

9 Confidentiality

9.1 We respect families' privacy and are committed to managing all matters involving concerns about harm and risk of harm in a sensitive, child-focused manner that is supportive and protects confidentiality as far as possible.

9.2 Our *Confidentiality Policy* defines confidentiality as an understanding that any information shared with someone in trust can only be passed on to a third party with the agreement of the person disclosing it.

9.3 There are some limits to confidentiality in relation to ensuring the wellbeing and protection of children and young people. We may share information internally or externally, including with our Tanglin Gippsland staff, in the best interests of a child or young person, and in accordance with Singapore law if required, in circumstances where a child or young person:

- has been harmed or is at risk of harm to themselves
- has been harmed or is at risk of being harmed by someone else

9.4 We are committed to managing safeguarding and child protection concerns according to the following confidentiality principles:

- Only requesting information from, and providing information to, School staff or Tanglin Gippsland staff who are familiar with, and/or can assist and support the child or young person
- Providing referrals to, and liaising with, external professionals with the permission of a child or young person's parent, and in consultation with the child or young person where appropriate and possible. There may be exceptional circumstances where the School may provide referral information or other information to a student who is over the age of 18 years, without seeking parental consent, if the School assesses that this is in the student's best interests.
- Maintaining confidential, securely stored records

9.5 Our *Confidentiality Policy* and *Personal Data Protection Policy* provide further, general guidelines
about the management of families' personal information.

10 Record Keeping

10.1 **What records are created**

10.1.1 The School creates digital records on CPOMS for all reported concerns about harm or risk of harm to a child or young person. Examples of records that may be created and stored on CPOMS are:

- Records of Concern
- Photos or scans of paper documents e.g. letters, notes, artwork
- Risk of Harm Assessments
- Reports to the Child Protective Service or Police
- Investigation reports
- Records of interviews and conversations
- Records of correspondence with parents, staff, or external agencies
- Records of actions taken
- Care Plans

- Scanned documentation from paper safeguarding and child protection files that pre-dated CPOMS

10.2 **How records are stored**

10.2.1 Hard copy records are stored in locked cabinets in lockable offices in accordance with the School's *Confidentiality Policy*.

10.2.2 Hard copy records that have been scanned and saved onto CPOMS are securely destroyed, unless they are deemed by DSLs to be relevant to current cases.

10.2.3 Electronic records are stored securely in CPOMS with restricted access through two-factor authentication and differentiated levels of access according to role and training.

10.3 **Records regarding investigations of staff interaction with children or young people**

10.3.1 During the course of an investigation, the Head of School/Management Team staff member with investigation lead responsibility should ensure confidential investigation file management and secure, restricted access and storage.

10.3.2 At the conclusion of the investigation, the file is transferred to the Director of People and stored securely, confidentially and with restricted access, separate from the staff member's general human resources personnel file.

10.3.3 Documentation for matters where the finding is "not substantiated" or "substantiated" is placed on the staff member's general personnel file advising that a separate confidential file exists that may be accessed only by designated senior staff in the School for specific purposes.

10.4 **How long records are retained**

10.4.1 Records are retained in accordance with Singapore law and the School's *Confidentiality Policy* and *Personal Data Protection Policy*.

10.4.2 When a child or young person leaves the school, records are archived on CPOMS.

10.4.3 Records for students who have not been the subject of safeguarding concerns, pertaining to those detailed in 10.4.4, are retained until the subject of the record is 25 years old.

10.4.4 Records for students who were the subject of safeguarding concerns relating to sexual, physical or emotional abuse or neglect, or where there was consultation with statutory agencies, are retained until the subject of the record is 50 years old. This timeframe allows for any students or families that are the subjects of the records to request to access them.

10.4.5 Records are automatically deleted from CPOMS when the retention period has expired.

10.4.6 Records created/received outside of the CPOMS system, either paper or electronic, are transferred to CPOMS, with the original documentation being destroyed at that time.

10.5 **Access to records**

10.5.1 Safeguarding and child protection records are considered to be particularly sensitive. Access is strictly filtered and limited to Designated Safeguarding Lead staff, so that only staff who require access for specific purposes that are directly related to the care and protection of a child or young person are permitted to view records.

10.5.2 The School will consider any request by a family to access records involving their children.
Requests should be made to one of the School's Designated Safeguarding Lead staff.
Requests will be dealt with in accordance with Singapore's PDPA laws.

10.6 **Sharing of records**

10.6.1 Records may only be shared in accordance with Singapore law, including the *Personal Data Protection Act (2012).* Records may be shared with:

- Singapore courts of law
- Courts of law in other jurisdictions
- The Singapore Ministry of Social and Family Development Child Protective Service, and the National Anti-Violence & Sexual Harassment Helpline (NAVH), in accordance with Singapore Government guidance on reporting and consulting regarding child protection concerns

11 Associated School Policies and Guidance

11.1 The following School policies and guidance are associated with this policy:

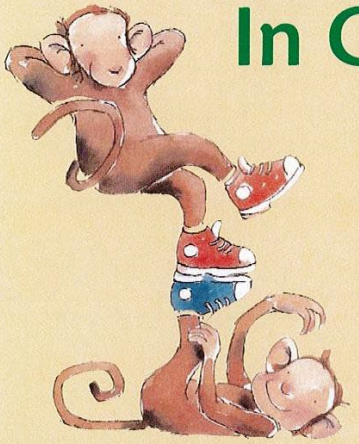
- Anti-Bullying Policy
- Attendance Policy
- Child Protection Guidelines for Remote Learning
- Coaches' Handbook
- Confidentiality Policy
- Complaints Procedure
- Formal and Independent Review/Appeal Request guidance
- Guardianship Policy
- Illegal Drug and Testing Policy
- Student Behaviour Policy
- Outdoor Education Policy for Visits and Trips
- Parents' Code of Conduct
- Personal and Intimate Care Guidance
- Personal Data Protection Policy
- Photo and Video Policy
- Safer Recruitment Policy
- Sex and Relationships Education Policy
- School Counselling Policy
- Staff Code of Conduct
- Tanglin Technology and E-Safety Policy
- Whistleblowing Policy
- Other resources - see Appendix M

Appendices

Appendix A - United Nations Convention on the Rights of the Child

UN Convention on the Rights of the Child

In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

unicef

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse Article 35No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

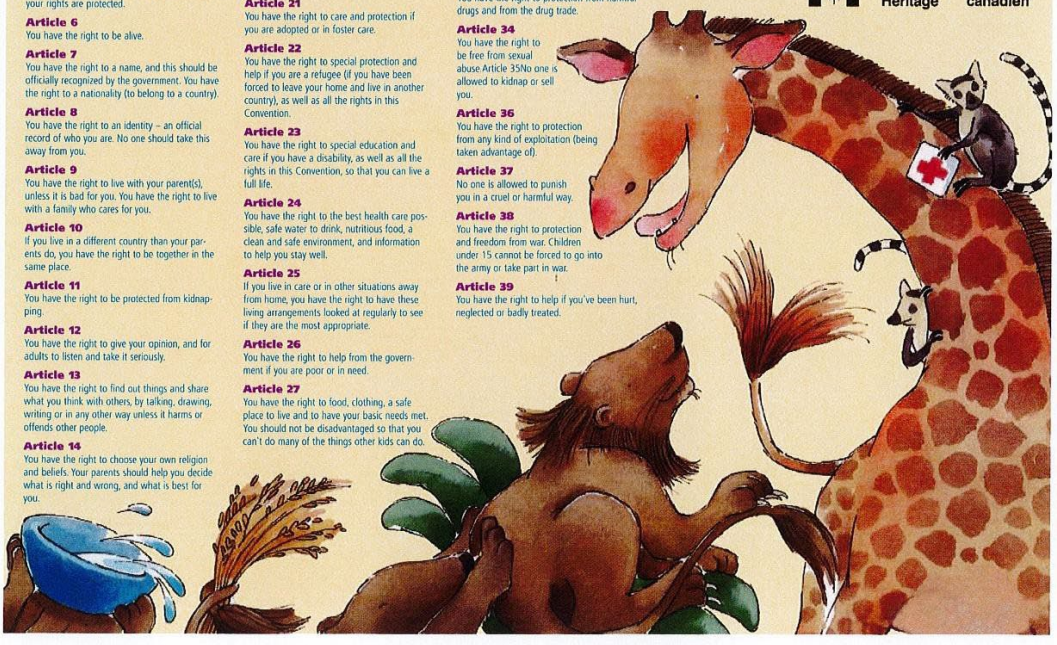
Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

QUEEN ALEXANDRA FOUNDATION FOR CHILDREN

Canadian Heritage Patrimoine canadien



Appendix B - Tanglin Trust School Designated Safeguarding Lead Staff

Senior School

Richard Sellers, Deputy Head (Pastoral) & Director of Pastoral Care (Whole School)
Andy Goodliffe, Head of Sixth Form
Luke Hensman, Head of Upper School
Peter O'Brien, Acting Head of Middle School

Rebecca George, Assistant Head of Middle School
Anna Brutti, Head of Year 13
James Robinson, Head of Year 12

Junior School

Benjamin Walker, Acting Deputy Head (Pastoral)
Oliver Griffin, Acting Deputy Head (Co-curricular)
Rachel Turpin, Deputy Head (Academic)

Infant School

Paula Craigie, Head of Infant School
Jo Osman, Deputy Head (Academic)
Jon Pavey, Deputy Head (Pastoral)

Whole School

Clare Lancaster, Educational Psychologist

Sport

Andy Martin, Head of Rugby

Temporary Designated Safeguarding Lead Staff who may be appointed during holiday periods when specific school activities are underway:

- Clair Harrington-Wilcox, Head of Junior School
- John Ridley, Director of Learning
- Michael Holiday, Director of Co-Curricular
- Wendy Ang, School Social Worker

Safeguarding & Child Protection

If you are concerned that a child or young person is at risk of harm, you can contact any Designated Safeguarding Lead.

TANGLIN TRUST SCHOOL
EST. 1925

Richard Sellers
Richard.Sellers@tts.edu.sg
Senior School (Whole School)

Peter O'Brien
Peter.Obrien@tts.edu.sg
Senior School (Middle School)

Luke Hensman
Luke.Hensman@tts.edu.sg
Senior School (Upper School)

Andy Goodliffe
Andy.Goodliffe@tts.edu.sg
Senior School (Sixth Form)

Rebecca George
Rebecca.George@tts.edu.sg
Senior School (Middle School)

Anna Brutti
Anna.Brutti@tts.edu.sg
Senior School (Sixth Form)

James Robinson
James.Robinson@tts.edu.sg
Senior School (Sixth Form)

Benjamin Walker
Benjamin.Walker@tts.edu.sg
Junior School

Oliver Griffin
Oliver.Griffin@tts.edu.sg
Junior School

Rachel Turpin
Rachel.Turpin@tts.edu.sg
Junior School

Jon Pavey
Jon.Pavey@tts.edu.sg
Infant School

Paula Craigie
Paula.Craigie@tts.edu.sg
Infant School

Jo Osman
Jo.Osman@tts.edu.sg
Infant School

Clare Lancaster
Clare.Lancaster@tts.edu.sg
Whole School

Andy Martin
Andy.Martin@tts.edu.sg
Sport

SAFEGUARDING
EVERYONE'S RESPONSIBILITY

Parents and visitors can log a safeguarding concern by contacting a DSL directly, or scanning this code:

Appendix C - Definitions

Child Protection concerns
Singapore statutory child protection concerns are matters involving:

- Direct harm or risk of harm to a child or young person (under 18 years of age) by a parent/caregiver, and/or
- Indirect harm or risk of harm to a child or young person (under 18 years of age) as a result of a parent or caregiver's failure to care for, or protect.

Pastoral care concerns

The School's pastoral care system aims to ensure the physical and emotional wellbeing of all children and young people, providing an environment where all students can feel happy, involved and able to flourish and explore their potential.

Pastoral care concerns involve any concern about a child or young person's wellbeing, and may involve harm or risk of harm by a parent/caregiver, peers, self, or other adults or children and young people outside the School.

The success of the School's pastoral care system is largely dependent on mutual co-operation with parents. Wherever possible, the School will endeavour to work collaboratively with parents to address concerns to support their children.

Appendix D - Types of harm and risks of harm

Physical abuse

Definition

Physical abuse is any physical injury to a child or young person that is:

- Non-accidental
- Suspicious of being non-accidental
- Resultant of, or suspicious of neglect
- Reasonably foreseeable and not prevented by a parent/carer/other adult

Possible indicators

Signs or symptoms that may indicate physical abuse:

- Bruising, marks or injuries that are unexplained or for which an inconsistent account of how the injury was sustained is provided
- Burns or scalds
- Implement marks, for example cane or belt marks
- Head injuries
- Fractures
- Bleeding in the eyes of a baby or very young child, indicating the possibility of shaking
- Signs of intoxication, indicating drugs or alcohol
- Fear of going home or parents being contacted for an explanation of the injury
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Depression
- Withdrawn behaviour
- Signs of Fabricated or Induced Illness
- Indications of the abuse and/or the abusive relationship may be evident in artwork or written work

Assessing a physical injury

The School's designated safeguarding staff will lead assessment actions

required. Assessment of any physical injury should consider:

- whether the explanation for the injury is consistent with the injury sustained.
- the child or young person's developmental stage (for example, considering whether the injury occurred during the course of play or developing motor skills).
- the child's medical and social history.

Discipline

In accordance with the Singapore Ministry of Social and Family Development guidelines, the School promotes non-physical discipline of children and young people. Any matter reported to the School that involves alleged physical discipline of a child or young person (including students over the age of 18 years old) in the School's care by a parent or caregiver will be assessed by the School. The School is committed to a child-centred approach and will work with families, providing internal support and external referrals as appropriate.

Any matter that meets Singapore Police Force thresholds or the Ministry of Social and Family Development Child Protective Service thresholds will be referred in accordance with Singapore law and guidance.

Sexual abuse

Sexual abuse is serious, complicated and often involves sophisticated dynamics that make detection difficult.

Definition

Sexual abuse includes:

- Commission of a sexual act with a child or young person
- Coercing or encouraging a child or young person to engage in sexual acts with or without others
  for the adult's gratification, including for the production of pornographic materials
- Exposing a child or young person to sexual acts, or material of a sexual nature, including printed and electronic material
- Grooming

Possible indicators

Signs or symptoms that may indicate sexual abuse:

- Sexually explicit play or age-inappropriate sexual behaviour, including grooming of other children
- Displays of sexual language or knowledge that is age inappropriate
- Frequent or overt masturbation
- Regressive behaviour
- Unusual compliance
- Self-harm
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Drug and/or alcohol abuse
- Anal or vaginal discharge, soreness, bruising or other injuries, including sexually transmitted infections
- Injuries around the lower abdomen and upper thighs
- Enuresis, soiling, bedwetting
- Torn, stained or blood stained underclothing
- Reluctance to change clothes, for example with sport or swimming activities

- Lack of trust of a familiar or particular adult
- "Secrets" the child or young person says they can't tell anyone about
- Indications of the abuse and/or the abusive relationship may be evident in artwork or written work

Sexual abuse dynamics and "grooming" process

Sexual abuse of children and young people may occur within or outside a family. The abuse may involve a perpetrator exploiting a situational opportunity, or it may involve a complex dynamic referred to as "grooming" where a perpetrator systematically manipulates the child or young person, significant people in the child or young person's life and the environment, in order to:

- gain access to the child or young person.
- gain the child or young person's compliance.
- prevent the child or young person disclosing the abuse and limit the possibility that any disclosure will be believed and acted on.

A perpetrator of sexual abuse may exhibit the following behaviours:

- Singling out a child or young person and/or their parents/caregivers/family for "special"
  attention, including giving gifts, providing favours, ingratiating themselves
- Persuading a child or young person that a special relationship exists
- Isolating a child or young person for the purposes of favouritism
- Allowing a child or young person to overstep rules
- Testing of physical boundaries – "accidental" touching, particularly in the course of play with young children.
- Using social media, gaming or other electronic platforms to form a relationship with a child or young person
- Attempting to convince the child or young person that their parents know about the sexual abuse and condone it
- Attempting to convince the child or young person that they (the perpetrator) are educating them in sexual matters and that the abuse is "normal"
- Attempting to convince the child that if they tell anyone about the abuse they will be taken away from their parents, that their parents/nobody will believe them, that their parents/family will abandon them, or that they (the child/young person) will get into trouble as the abuse will be seen as their fault

Child sexual exploitation

Signs that a child or young person may be involved in a grooming process include:

- Being secretive, especially about their online activities
- Having older boyfriends or girlfriends
- Going to unusual places to meet friends
- Suddenly having new things such as phones, clothes or other "gifts" that they cannot or will not
  explain
- Suddenly having unexplained sources of money

- Having access to drugs and alcohol

Harmful or Problematic Sexual Behaviours

Children and young people can display a range of sexual behaviours as they grow and develop. Sexual behaviours are considered potentially problematic if they indicate knowledge or experience that is not age appropriate.

The primary concern with children and young people who exhibit problematic sexual behaviour is that they may have been exposed to sexual abuse.

The School recognises the importance of identification and prompt assessment of any potential problematic sexual behaviours for the protection of all children and young people. Any concerns raised will be assessed by the School's designated safeguarding staff and referred to Singapore authorities as required.

Emotional abuse

Emotional abuse (also referred to a psychological abuse) is ill-treatment of a child or young person that diminishes their sense of self-worth. Emotional abuse is usually present with the other forms of abuse and it may also exist in isolation. It can be difficult to detect and the cumulative effect of persistent and severe emotional abuse may have a significant impact on a child or young person's cognitive, social and emotional development.

Definition

Emotional abuse includes behaviour towards a child or young person that is:

- Hostile, rejecting or degrading (for example, taunts)
- Terrorising (for example, threats or acts that induce fear)
- Actively isolating (for example, locking a child in a room for extended periods of time)
- Exploitative or corrupting (for example, teaching a child to steal)
- Denying emotional support, including withholding affection
- Involving subjection to family violence

Possible indicators

Signs or symptoms that may indicate emotional abuse:

- Regression or delay in relation to developmental milestones
- Unresponsiveness to interaction with others
- Play that imitates violence and/or abusive language the child or young person has been subjected to
- Head banging or other self-injurious behaviours
- Bed wetting
- Sudden speech disorders, including selective mutism
- Fear of making mistakes
- Desensitisation to violence
- Engaging in drug or alcohol abuse

- Eating disorders
- Extreme anxiety and feelings of insecurity
- Feelings of hopelessness, misery and despair
- Indications of the abusive relationship may be evident in artwork or written work

Neglect

Neglect is ill-treatment of a child or young person that involves a failure to provide basic care to ensure the child or young person's wellbeing. Neglect can be difficult to detect and the cumulative effect of persistent and severe neglect may have significant impact on a child or young person's cognitive, social and emotional development.

Definition

Neglect of a child or young person includes:

- Inadequate supervision, considering age and development of the child or young person
- Inadequate physical shelter or a stable, safe place to stay
- Inadequate food, withholding of food, or nutritional needs not being met
- Inadequate hygiene
- Inadequate medical care, including mental health care

Possible indicators

Signs or symptoms that may indicate neglect:

- Hunger
- Malnutrition
- Stealing food
- Underweight
- Poor hygiene
- Persistent fatigue
- Persistent illness
- Poor concentration
- Poor school attendance
- Demanding or attention seeking behaviour
- Failure to achieve developmental milestones
- Disclosures of being left unsupervised

Temporary Guardianship

As a School, we expect parents to be physically present and available for their children, and in situations where parents are travelling out of Singapore, we require parents to nominate an adult temporary guardian for their children.

On occasions, parents forget or otherwise neglect to inform the School that they are travelling out of Singapore and will not be available to their child/ren. Sometimes the School becomes aware of these situations via a student directly, via a student's friends,

another parent, or another school.
We consider situations where children do not have physical access to their parents to present safeguarding risks. When we become aware of such situations, we:

- Attempt to contact parents to request that they complete the temporary guardianship form to inform us of the dates of travel, the temporary guardian and contact details, and the care circumstances for the child(ren) while the parents are away.
- Contact the temporary guardian to confirm contact details and availability to care for the child
- Confirm parental return before removing children from the temporary guardianship list

More information can be found in the School's *Guardianship Policy*

Guardianship

In circumstances where parents will be out of the country for an extended or permanent period, the school will request that the parents appoint a guardian to act in-loco parentis. These applications will be assessed by the safeguarding team and school management, with final approval from the CEO.

More information can be found in the School's *Guardianship Policy*

Child on Child Abuse

The School acknowledges the importance of recognising problematic peer dynamics and the value of prompt responses to concerns. The student *Behaviour Policy* guides the School's response to concerns about student behaviour.

The School acknowledges that concerning or problematic behaviour occurs along a spectrum and that different levels of behaviour require different management strategies.

All behaviour takes place on a spectrum. The *Anti-Bullying Policy* provides detailed information about levels of bullying behaviour and the School's management of these concerns. "Peer abuse" and "child on child abuse" are terms that are used to describe behaviour that is more serious and requires a higher level of intervention.

The School provides students with methods to report concerns including the semi-anonymous SOS system in Senior School and the QR code check-in system in Junior School.

All children and young people involved in child on child/peer abuse dynamics are considered to be at risk of harm.

We acknowledge the Contextual Safeguarding approach that recognises that children and young people are vulnerable to abuse in a range of social contexts, including neighbourhoods, schools and online environments. Consideration of these contexts can

assist in prevention, identification, assessment and effective intervention to protect children and young people.

We also recognise that peer behaviour outside school is likely to impact peer behaviour inside school and more importantly, influence what behaviour is perceived to be acceptable across social contexts. We will consider intervening in any child on child/peer abuse matter that is impacting, or has the potential to significantly impact, the School community, recognising that the peer relationship most often exists as a direct result of the school context.

Concerns involving child on child/peer abuse will be managed by the School's Designated Safeguarding Lead staff in consultation with the pastoral care team and guided by *Section 7 Managing Concerns* of this policy.

Definition
Child on child/peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children and young people and within their relationships, including intimate and non-intimate contexts.
This includes:

- Serious bullying (including bullying occurring on social media and gaming platforms and by other electronic means)
- Abuse in personal relationships between children
- Sexual harassment, sexual violence or sexual exploitation
- Physical abuse / Violence
- Harmful sexual behaviour including sexting and youth-produced sexual imagery
- Initiation / hazing violence and rituals

Assessing child on child/ peer abuse concerns
Child on child/ peer abuse often indicates wider safeguarding concerns for a child or young person that may be linked to other things happening in their lives and in the spaces where they spend their time.

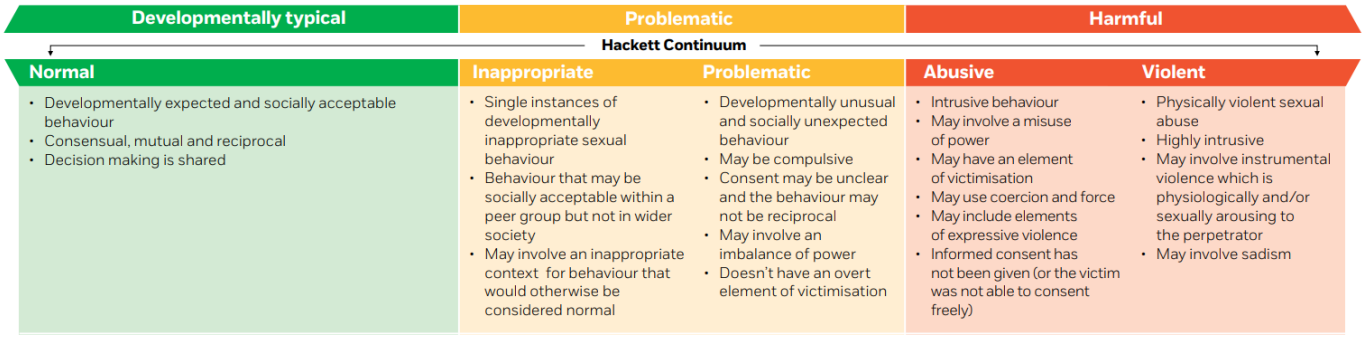
An assessment of these concerns should consider whether the behaviour:

- is socially acceptable/ should be socially acceptable within the peer group.
- involves a single incident or has occurred over a period of time.
- involves elements of victimisation or discrimination (for example, in relation to race, gender, sexual orientation, physical, emotional or intellectual vulnerability).
- involves elements of coercion and planning.
- involves a power imbalance.

The School recognises that the same behaviour exhibited by different children may be understood at different points on a spectrum, depending on the context. For example, an incident involving youth produced sexual imagery may be inappropriate in one situation and abusive in another, when produced as a result of coercion or used to manipulate the young person.

A guide to understanding a range of sexual behaviours that is also useful in the assessment of some other peer non-sexual behaviours is provided below.

A continuum of children and young people's sexual behaviours (Hackett, 2010)



Possible indicators

Some factors can increase a child or young person's vulnerability to child on child / peer abuse. For example, a young person could become more vulnerable to abuse following the sharing of an inappropriate image, based on how peers perceived that young person following the incident. Similarly, a young person who is questioning or exploring their sexuality may be a higher risk of child on child/peer abuse. Peer group factors and dynamics also influence levels of vulnerability. For example, children who are more likely to follow others or who are socially isolated may be more vulnerable to child on child /peer abuse.

Signs or symptoms that may indicate child on child/ peer abuse:

- Poor school attendance or decline in attendance
- Physical injuries
- Emotional and mental health issues
- Alcohol or substance use
- Behaviour that is not age appropriate
- Abusive behaviour towards others

Radicalisation and extremism

The School acknowledges its responsibility to promote community cohesion, tolerance and inclusion, and the importance of educating the school community about extremism and how to recognise when a child or young person may be vulnerable to being, or start to become, radicalised.

We aim to provide a safe space in which to build students' resilience to extremist narratives by equipping them with the skills and knowledge to critically analyse political and social issues, weigh evidence, debate and make reasoned arguments.

Definition

Radicalisation is a process by which an individual or group adopts increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Anyone can be vulnerable to extremism and radicalisation, but children and young

people are particularly vulnerable. As they grow and become more independent, it is not unusual for them to take risks, explore new things and push boundaries. The teenage years are often a time when young people will be searching for answers to questions about identity, faith and belonging, as well as looking for adventure and excitement. Extremist groups know how to exploit this vulnerability and may claim to offer answers, identity and a sense of belonging.

Radicalisation may happen over a long period of time or may be triggered by a specific incident or news item and happen rapidly. Sometimes there are clear warning signs of radicalisation. In other cases the changes are less obvious.

Vulnerability factors

Factors that may increase vulnerability to being recruited into an extremist cause include:

- Social exclusion or rejection by peers, family, social groups or faith
- Feeling persecuted
- Exposure to traumatic events, including as a victim or witness to race or hate crimes
- Exposure to extremist influences
- Underachievement
- Low self-esteem
- Poverty
- Conflict with family over lifestyle
- Confusion about cultural identity

Possible indicators

Signs that may indicate radicalisation of a child or young person include:

- Expressing sympathy for extremist causes
- Glorifying violence, especially involving other faiths or cultures
- Making remarks or comments about being at extremist events or rallies
- Possessing and/or sharing extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches for, or sharing of, extremist messages or social profiles
- Adopting/changing/displaying an online identity associated with an extremist cause
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays a personal identification with extremist themes
- Joining, or attempting to join, an extremist organisation
- Attempts to impose extremist views or practices on others
- Advocating violence towards others

Online abuse

The School acknowledges the significance and utility of digital technology in the lives of

children and young people. Phones, computers and other devices are important tools for learning, communication and recreation.

We also recognise the potential for harm associated with digital technology and the ability for harm to be perpetrated across locations and jurisdictions. The source of such harm may be other children or young people or adults. Online platforms provide significant opportunities for predatory behaviour by people seeking to "groom" children and young people for the purposes of sexual and other exploitation.

Concerns involving online behaviour will be managed by the School in accordance with *the Technology and E-Safety Policy,* the *Behaviour Policy* and the *Anti-bullying Policy,* and guided by *Section 7 Managing Concerns* of this policy. Technology Leads or "E-experts" in each part of the School are available to Designated Safeguarding Lead staff for the purpose of assessment, investigation and consultation regarding online abuse and other safeguarding concerns.

The School recognises the four C's of online risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Particular forums for risk include:

- Online gaming platforms
- Social media platforms
- Online chat rooms
- Any web-based activity that permits direct communication between/among participants

Definition

Online abuse includes:

- Sending threatening or abusive text messages
- Creating and/or sharing embarrassing images or video recordings, including those created by artificial intelligence (AI)
- "Trolling" – sending menacing or upsetting messages on platforms such as social media networks, chat rooms or online gaming platforms
- Targeting a child or young person for exclusion from an online peer activity or friendship group.
- Shaming a child or young person online
- Setting up hate sites about a particular child or young person or group of

children or young people
- Encouraging children or young people to self harm
- Creating, hijacking or stealing online identities and/or manipulating content to embarrass a child or young person or cause trouble using their identity
- "Sexting" – sending explicit messages
- Pressuring a child or young person to send sexual images or engage in sexual conversations
- Grooming for the purpose of preparing a child for in-person abuse

Child sexual abuse online

Online sexual abuse involves children and young people being persuaded or coerced to:

- send or post sexually explicit images of themselves.
- participate in sexual activities using a webcam or smartphone.
- have sexual conversations by text or online.
- Sextortion – pressuring a child using threats of releasing real or AI-generated images or video to extort money, further images, or to coerce the child into criminal behaviour

Perpetrators may be adults or other children or young people, and may threaten to send images, video or copies of conversations to the child or young person's friends and family unless they take part in further sexual activity, send money, or engage in criminal activity. Children and young people involved in this dynamic can feel trapped by the fear of not complying with the perpetrator's demands, and in this way, the abuse continues and often escalates.

Vulnerability factors

Child/young person characteristics that may increase risk to online abuse include:

- Social isolation or marginalisation
- Susceptibility to being manipulated
- Feeling unsupported at home
- Previous experience of victimisation or abuse
- Naivety about the capabilities for manipulation inherent in online

environments Other factors that may increase vulnerability to online

abuse include:

- Inadequate supervision of children and young peoples' interaction with digital platforms
- Anonymity and a predator's ability to manipulate online identities for the purposes of deceiving
  a child or young person and luring them into an abusive interaction
- Any community or peer culture that encourages the disintegration of personal boundaries and encourages risk taking behaviours
- The lowered inhibitions associated with online recreational activity which increase the risk of disclosing personal information
- Perceived safety from physical harm

Possible indicators

We encourage parents to be watchful for changes in their children's behaviour that may indicate online
abuse.

Signs that a child or young person may be exposed to online abuse include:

- Feeling nervous or frightened about going to school or having contact with a peer group
- Anxiety when using devices or using social media
- Distress following online activities
- Unwillingness to discuss or share information about their online activity
- Unexplained physical ailments such as headaches, stomach complaints or other anxiety related symptoms
- Withdrawal from peers and/or family
- Difficulty sleeping
- Expression of suicidal ideation
- Self harming

Self harm

Definition

Self harm is harm that a child or young person inflicts on themselves and may include:

- Cutting
- Burning
- Bruising
- Biting
- Scratching
- Hair pulling
- Overdosing

Reasons that children and young people may self harm

The reasons that a child or young person may hurt themselves are not always easy to work out. Some children and young people will be able to articulate the reasons they self harm and others may have very limited insight into their actions.

Self harm can represent:

- a coping mechanism to manage emotional pain, anxiety or distress. For some children and young people, the physical pain of self harm can seem easier for them to deal with than confronting the emotional pain that is behind it.
- a way for a child or young person to punish themselves for something.
- a way for a child or young person to feel in control of some part of their life.

When a child or young person self harms, they may experience relief from the emotions that underlie the self harming action. This relief is usually short lived and feelings of

pressure and guilt later arise. In this way, the cycle of self harm is perpetuated. While self harm is not often directly linked to suicidal ideation, prolonged self harming behaviour has the potential to lead to depressive states that, in the absence of intervention, may escalate.

Recognising and promptly intervening at the first signs of self harm to assist the child or young person to develop insight into their behaviour and implement healthy, alternative coping strategies is therefore a priority.

Possible indicators

A range of emotional states can be associated with self harm, including:

- Low self-confidence
- Loneliness
- Sadness
- Anger
- Feeling a lack of control over one's life/specific areas of life

Physical, emotional and behavioural indicators that may be present:

- Cuts, most commonly, serial cuts on arms, wrists, thighs
- Bald patches from pulling out hair
- Burns
- Bruises
- Depression
- Tearfulness
- Sudden weight loss or gain
- Becoming withdrawn or isolated; spending increased time alone
- Wearing clothing that uncharacteristically covers parts of the child of young person's body that they would not normally cover, for example long sleeves or long pants in the heat, in attempts to hide self harm marks.

Risk taking behaviours

The School acknowledges that as children and young people develop their understanding of the world and their place in it, they will often experiment with limits and boundaries that reflect a desire for independence and/or acceptance in a peer group.

Some of these behaviours will entail risk, are often indicative of poor decision making and impulse control, and reflect the predictable challenges of growing up in an ever-changing world. We also acknowledge that risk taking behaviour may be an indication of underlying emotional or other difficulties a child or young person may be experiencing.

Examples of risk taking behaviours

- Drug use
- Alcohol use
- Vaping

- Promiscuity
- Sexting
- Dangerous social situations, for example, keeping company (including online) with adults or other young people involved in a risk taking social culture
- Engaging in criminal behaviours, for example vandalism, stealing, breaking into private property, damaging property
- Engaging in other physically dangerous behaviour, for example, playing games with traffic
- Self harm

Addressing risk taking behaviours

We recognise the importance of identifying risk taking behaviours and working with parents to address them. Effective, early intervention and a consistent approach between the School and parents is essential to minimise risk of an isolated behaviour escalating into a problematic pattern of behaviour that represents higher risk to the child or young person.

Instances involving collective peer risk taking behaviours (for example, drinking alcohol or using drugs or other substances at parties) can be challenging to manage, particularly as they often occur outside of school. The Singapore jurisdiction views some risk taking behaviours seriously, and the School is required to report certain matters to Singapore authorities.

We are committed to a child-centred approach and will work with families, providing internal support and external referrals as appropriate.

To effectively address and manage risk taking behaviours and protect all children and young people involved with the School, we expect parents to:

- co-operate with the School in ensuring the protection and wellbeing of their children in accordance with the School's values, including not providing or allowing children and/or young people in their care to consume alcohol or use drugs.
- adhere to the *Parents' Code of Conduct.*
- understand that risk taking behaviours that may occur outside of school almost always have an impact at school and/or within the school community.

Mental health and emotional issues

The School acknowledges that children and young people experience the world in their own unique way and cope with adversity, stress and the challenges of growing up differently. We are committed to our role in building community awareness of mental and emotional health issues affecting children and young people, with a view to early identification and intervention to effect best possible outcomes.

Definition

Mental and emotional health issues in children and young people may be triggered by situational stress or may be indicative of a more broad, underlying issue. There are many types of mental and emotional difficulties. Some of the more common issues that may arise for children and young people are:

- Depression
- Anxiety
- Disordered eating/Eating disorders
- Self harm
- Thoughts of suicide
- Suicide behaviours
- Post traumatic stress responses

Vulnerability factors

While each child or young person's experience of, and response to, situations is different, some children
and young people are at increased risk of experiencing mental or emotional

difficulties. Factors that may increase vulnerability include:

- Familial history of mental health issues
- Drug or alcohol use
- Social isolation and/or exposure to child on child / peer abuse
- Exposure to abuse, violence or trauma
- Unstable or unsupportive family environment
- Low sense of self-worth
- Feeling pressure in relation to academic achievement
- Bereavement

Possible indicators

All children and young people are different and it can be difficult to identify emotional pain as they often keep things to themselves. Some common signs that a child or young person may be experiencing mental or emotional health issues are:

- Becoming withdrawn from family and friends
- Persistent low mood and unhappiness
- Tearfulness and irritability
- Worries that obstruct day-to-day functioning
- Loss of interest in activities they usually enjoy
- Difficulties with eating or sleeping
- Self harm

Addressing mental health and emotional issues

We recognise the importance of early identification and intervention in mental health or emotional issues. Communication and cooperation between school, parents and external professionals is key in supporting students with these issues. We are committed to a child-centred approach and will work with families, providing internal support and external referrals

as appropriate.

Our pastoral team closely monitors with Mental Health or emotional concerns, and support is provided in school through the pastoral structures and Coordinated Wellbeing Services. Our most vulnerable students are allocated an Advocate and have a clear Care Plan constructed, which is shared with home and external professionals in order to ensure comprehensive support.

We provide regular training to staff, delivered by Coordinated Wellbeing Services or external expert speakers, on a range of topics related to Mental Health and Emotional Wellbeing. This is backed up by regular reminders and easy-read handouts that are available to staff on a range of Mental Health and Emotional wellbeing issues. A range of parent workshops are delivered through the Parentwise programme, with previous recordings or slide decks available on the Parent Portal.

The School offers a rolling programme of ASIST (Applied Suicide Intervention Skills Training) and safeTALK (suicide alertness for everyone) to staff, parents and students (safeTALK only) to skill up the community in spotting the signs of, and intervening in, situations where thoughts of suicide are present.

Other general risk factors

Factors that may increase a child or young person's vulnerability to harm or risk of harm include:

- Previous exposure to physical, sexual, emotional abuse and/or neglect
- Exposure to domestic violence
- Drug and/or alcohol abuse in the home
- Mental illness in the home
- Parental separation/divorce
- Special Educational Needs and Disabilities (SEND)
- Previous exposure to trauma
- Gender identity factors
- Social isolation or problematic peer relationships
- Other situational stress
- Cultural patterns, for example the use physical discipline or young people consuming alcohol or engaging in risk taking behaviours

We recognise that children and young people who are experiencing, or have previously experienced any of these factors, and in particular, children who have Special Educational Needs or Disabilities (SEND) may also:

- experience difficulty in discerning whether what they experiencing is abusive or "normal".
- experience difficulty in communicating that they have been hurt or their fear of being hurt.
- exhibit challenging behaviours that may inhibit communication and/or influence others'
  perceptions about any disclosure of harm and subsequent decisions about protective action.

Additionally, abuse dynamics usually involve some attempt by the perpetrator to prevent the child or young person from telling anyone about the abuse or seeking help including:

- Instilling fear in the child or young person that the abuse will get worse if they tell someone
- Instilling fear in the child or young person that they will not be believed, that the abuse is their
  fault and/or that the child or young person “deserved it”
- Instilling shame
- Instilling a belief that no one can help
- Instilling a belief in the child or young person that the abuse they are experiencing is “normal”
  and/or that others know about it and condone it

Appendix E - Curriculum

Curriculum
The School aims to reiterate its values of respect, responsibility and purpose throughout the curriculum. We specifically acknowledge the importance of delivering integrated messages through the curriculum about protective behaviours, personal boundaries and self care.

Whole School – Wellbeing and Lifeskills
We promote wellbeing as a whole school community commitment that is based on the "PERMAH" and "Five Ways to Wellbeing" models for flourishing. These models form the framework for our holistic *Lifeskills* curriculum programme across the School.

The PERMAH model identifies six, equally important, aspects of wellbeing:

- Positive emotions.
- Engagement.
- Relationships.
- Meaning and purpose.
- Accomplishment.
- Health.

The Five Ways to Wellbeing model gives five actions that can build and enhance wellbeing:

- Connect.
- Be active.
- Take notice.
- Keep learning.
- Give.

The Lifeskills programmes explore different themes and aim to equip children and young people with the knowledge and skills to navigate the challenges they are likely to face at different stages of their social, emotional and cognitive development.

Students learn strategies and techniques that help to foster resilience, increase awareness of their emotions and understand how to usefully and appropriately express themselves. Other topics explored include positive relationships, healthy eating, managing schoolwork and, for older students, managing a budget.

Sex and Relationships Education (SRE)
A core part of the Lifeskills Programme is sex and relationships education (SRE). Please refer to the *Sex and Relationships Education Policy*.

We implement SRE within a framework that emphasises the core moral values and ethos of the School and aims to:

- promote self-respect and responsibility for self.
- emphasise the paramount importance of mutual consent in sexual matters.
- acknowledge that SRE is part of a wider social, personal, spiritual and moral education process.

Specifically, students are encouraged to:

- Respect the rights and feelings of others

- Show tolerance and sensitivity towards people with different religious and cultural views and beliefs
- Have respect for their own bodies
- Learn about their responsibilities to others, and be aware of the consequences of sexual activity, including legal implications in the Singapore jurisdiction
- Learn the importance of building positive relationships with others that based on trust and respect

Protective Behaviours

As part of the Lifeskills programme, the Infant School and Junior school utilises the PANTS principle (NSPCC) as a simple way to teach children that their bodies belong to them:

P = Privates and private

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family member might have to, but they should always explain why and ask you if its OK first.

A = Always remember your body belongs to you

Your body belongs to you. No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say "NO" and tell someone you trust and like to speak to.

N = No means no

No means no and you always have the right to say "no", even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say no, it's your choice.

T = Talk about secrets that upset you

There are good and bad secrets. Good secrets can be things like surprise parties or presents for other people. Bad secrets make you feel, sad, worried or frightened. You should tell an adult you trust about a bad secret straight away.

S = Speak up, someone can help

Talk about stuff that makes you feel worried or upset. If you ever feel sad, anxious or frightened you should talk to an adult you trust.

The PANTS programme does not mention sex or use scary, upsetting words. The programme uses simple, child friendly language to give children the confidence and knowledge to stay safe.

The PANTS principle is addressed as part of the School's *Health and Self Care* and *Health and Wellbeing* curriculum components. It is presented in the context of teaching children how to keep themselves safe alongside other safety topics such as crossing the road safely, safe technology use and general safety around school. Key messages are reiterated in simple conversations throughout the curriculum.

We encourage parents to have similar, simple conversations with their children about protective behaviours messages.

Appendix F - Code of Conduct - Summary

This guidance is a summary of the *Staff Code of Conduct*. Staff should familiarise themselves with the School's *Staff Code of Conduct, Safeguarding and Child Protection Policy and* the *Management of Concerns about Staff Interaction with Children Policy* (all available on the School website).

Definitions

- "Children" refers to all students under the School's care.
- "Staff" refers to those who work with children attending the School, in a paid or unpaid capacity, including staff who are contracted through other organisations (e.g. sports coaches, catering staff, transport staff).

Principles

- The safety and wellbeing of the child is the number one priority.
- Staff must be vigilant and report any concerns about harm or risk of harm to children, or about children's wellbeing or behaviour to a Designated Safeguarding Lead (DSL) or line manager at the earliest opportunity.
- Staff should work openly and transparently and avoid any behaviour which may lead to questions about their motivation/intentions.
- Breaches of the Code of Conduct could result in disciplinary action being taken.
- Breaches of the law could result in criminal action being taken.
- Expectations remain the same, regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff and managers should ensure the Code of Conduct is followed.

Responsibilities

Staff are expected to:

- Always act in the child's best interests.
- Protect children from abuse (sexual, physical, emotional abuse and neglect) and take reasonable steps to ensure their well-being.
- Have respectful, caring and professional relationships with children and colleagues.
- Be mindful of how they discipline or reprimand children, avoiding intimidating, threatening, undermining or coercive behaviour towards children.
- Share information promptly about harm or risk of harm to a child with a DSL or a line manager. Line managers should inform a DSL at the earliest opportunity.
- Understand the responsibilities that are part of their employment or role and be aware that sanctions may be applied for breaches.

Standards of behaviour

Serious Misconduct

These types of behaviour may result in disciplinary or criminal proceedings:

- Harming a child (physical, sexual and emotional abuse) or negligence resulting in harm.
- Behaving in a way that indicates unsuitability to work with children.
- Being intoxicated, violent, or unruly.

- Criminal behaviour.
- Exposing children to material that may cause upset, alarm or trauma.
- Expressions or behaviour that are discriminatory, intimidating or threatening.
- Behaviour which could disrupt or embarrass other members of staff or students.
- Use of technology to harm or threaten others, or to the detriment of work performance.
- Behaviour liable to lower the reputation of the School.
- Contacting students via social media or messaging platforms that are not sanctioned by the School.
- Repeated incidents listed under Other Misconduct below.

Other Misconduct

- Behaviour involving interaction with children that is inappropriate but on its own, does not meet the threshold for serious misconduct.
- Rudeness or lack of courtesy to parents or other members of staff within the school.
- Failure to carry out responsibilities of the role in a constructive and collaborative manner.
- Revealing confidential information concerning the School, students, or any member of staff.
- Persistent late-coming.
- Inappropriate dress.
- Deliberately instigating or inciting others to unruly behaviour.
- Giving gifts to students or indicating favouritism in other ways such as special treatment.

Communication with children

Staff should:

- Not take any photos or videos of children.
- Not request/give personal information to/from children other than what is necessary in their professional role.
- Ensure communication with children is respectful. Avoid shouting, belittling, threatening or demeaning.
- Not engage in any communication over social media or messaging platforms that are not sanctioned by the School.
- Ensure communication is open and transparent and avoid any communication which could be interpreted as abusive or 'grooming behaviour.'

Physical contact

It is recognised that physical contact may be required at certain times, e.g. helping small/disabled/injured children on or off buses, in a physical coaching activity, or when delivering first aid. Staff should:

- Treat children with dignity and respect and avoid contact with intimate parts of the body.
- Consider whether a verbal instruction would be sufficient to help the child manoeuvre safely.
- Ensure that any physical contact is transparent and open.
- Provide the physical guidance in a safe and open environment and for the minimum time necessary.
- Be sensitive to any signs that the child may be uncomfortable or embarrassed.
- Be aware that even well-intentioned physical contact may be misconstrued. Always be prepared to explain actions.
- Report and record situations which may give rise to concern to their line manager or a DSL

Any staff member who witnesses illness, an accident, or injury to a child in the course of their role should:

- Administer first aid as appropriate and contact appropriate help such as, calling for an ambulance, contacting the School Health Centre, informing their line manager, or calling the school office.
- Make a record of all care administered.

Behaviour management

The School acknowledges that behaviour management challenges arise with children. Staff should:

- Behave as a role model.
- Try to defuse situations before they escalate.
- Not use any form of degrading or humiliating treatment to punish a child.
- Not use physical force as a form of punishment.
- Keep line managers informed of any sanctions or behaviour management techniques used.

Staff may reasonably physically intervene to prevent a child from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.

In all cases involving physical intervention, staff should record the incident, actions and rationale for decisions and report these to a DSL or line manager.

Sexual conduct

Any sexual behaviour by a member of staff with or towards a child is unacceptable. Sexual behaviour includes:

- Commission of a sexual act with a child.
- Coercing or encouraging a child to engage in sexual acts.
- Exposing a child to sexual acts, or material of a sexual nature.
- Grooming.

“Grooming” is where a perpetrator systematically manipulates the child, significant people in the child’s life and the environment, to gain access to the child, gain the child’s compliance and/or prevent the child disclosing the abuse and limit the possibility that any disclosure will be believed and acted on.

A perpetrator of grooming and/or sexual abuse may exhibit the following behaviours:

- Singling out a child and/or their family for “special” attention, including gifts/favours.
- Persuading a child that a special relationship exists.
- Allowing a child to overstep rules or boundaries.
- Testing of physical boundaries – “accidental” touching.
- Using social media, gaming or other electronic platforms to form a relationship with a child.

Dress and appearance

Staff should wear clothing that:

- Is decent, safe and appropriate for the tasks they undertake.

- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is not considered to be discriminatory.

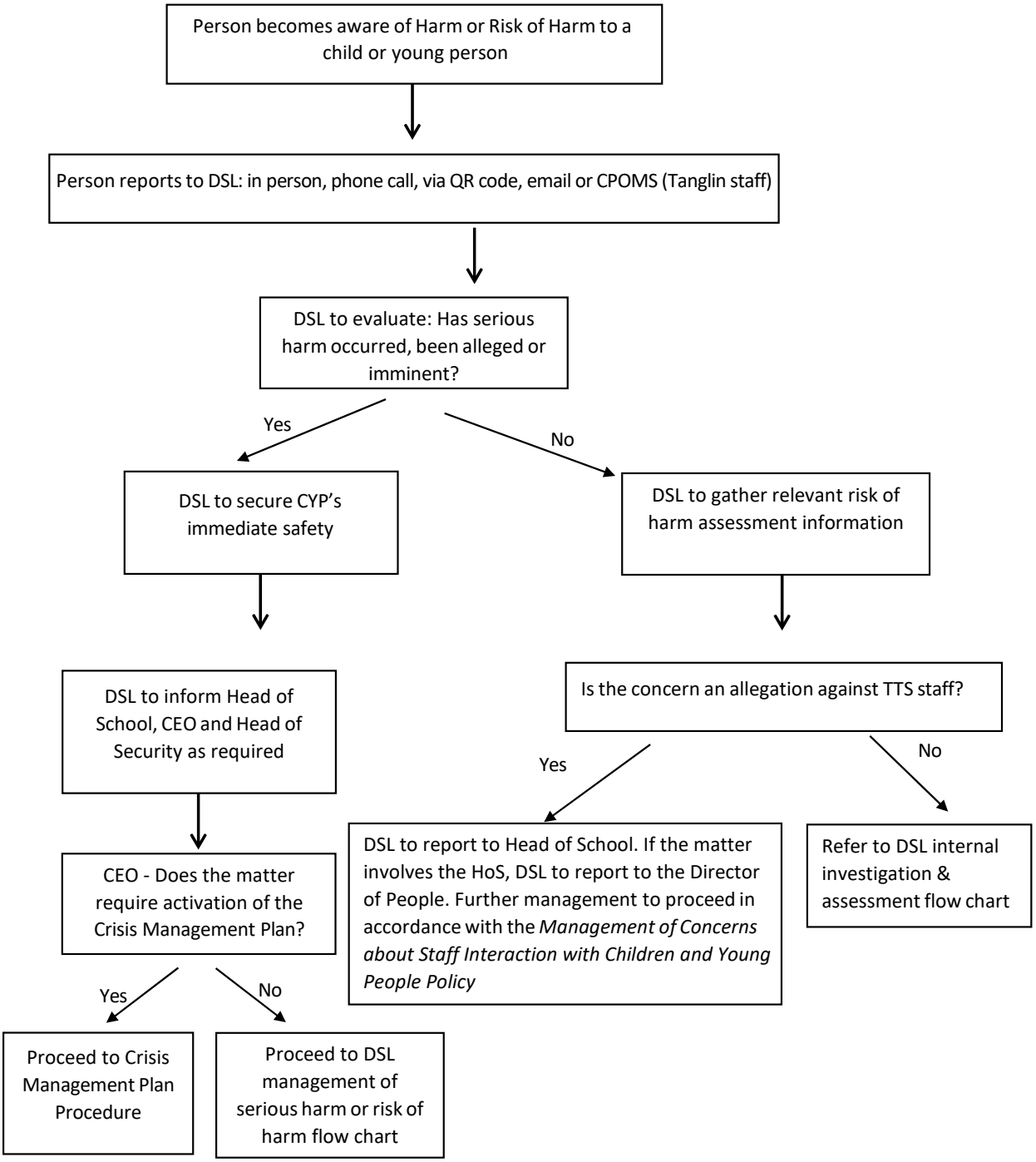
Sharing concerns and recording incidents

Staff must be vigilant and report any concerns about harm or risk of harm to children, or about children's wellbeing or behaviour to a Designated Safeguarding Lead (DSL) or line manager at the earliest opportunity. All concerns about another staff member's interaction with children require reporting:

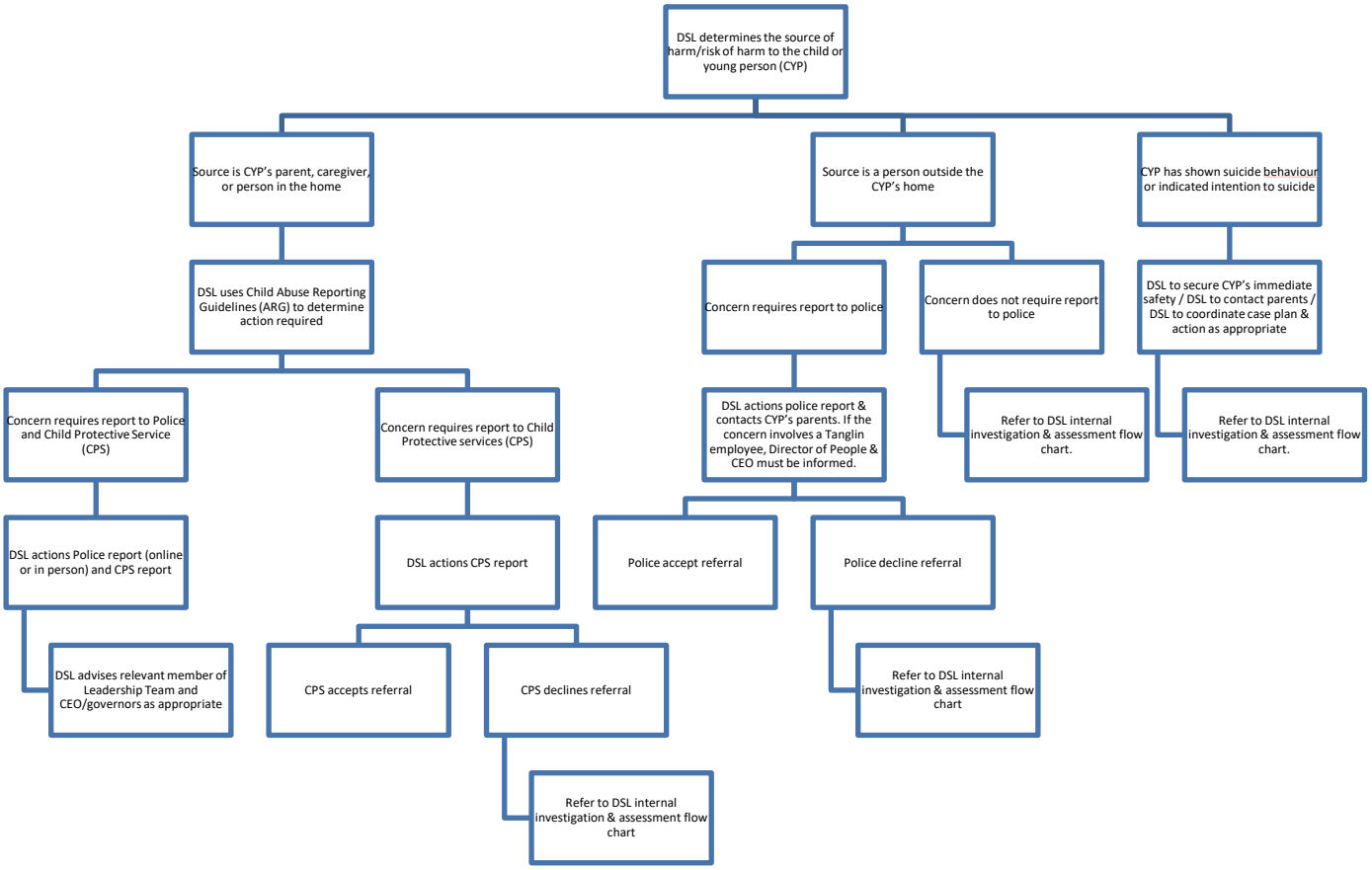
- Staff are required to report any concern to their line manager or to a DSL as soon as possible, and before the end of the day.
- Staff should discuss any issues that may impact on their relationships with, or behaviour towards, children with their line manager, so that appropriate support can be provided.

Appendix G - Procedures for reporting safeguarding concerns

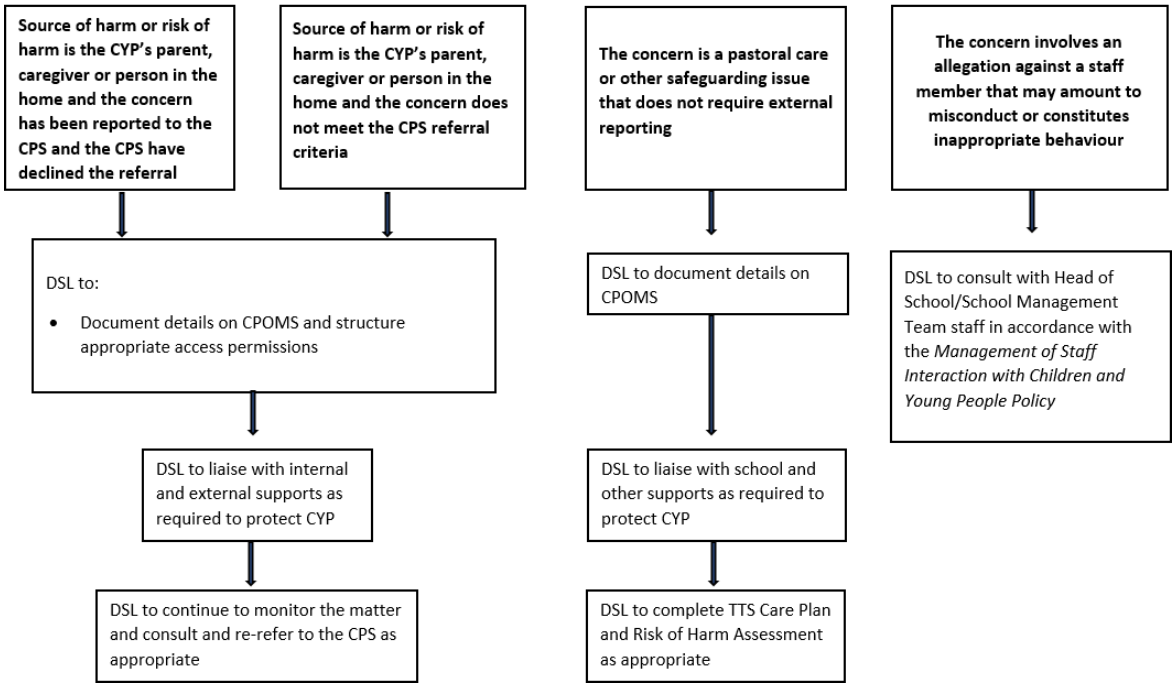
Procedure for Any Person to Report Safeguarding and Child Protection Concerns to the Designated Safeguarding Lead (DSL)



Procedure for Designated Safeguarding Lead Management of Safeguarding & Child Protection Concerns where serious harm or risk of harm has occurred, been alleged or is imminent



Procedure for Designated Safeguarding Lead Management of Safeguarding and Child Protection Concerns that require TTS internal Investigation and Assessment

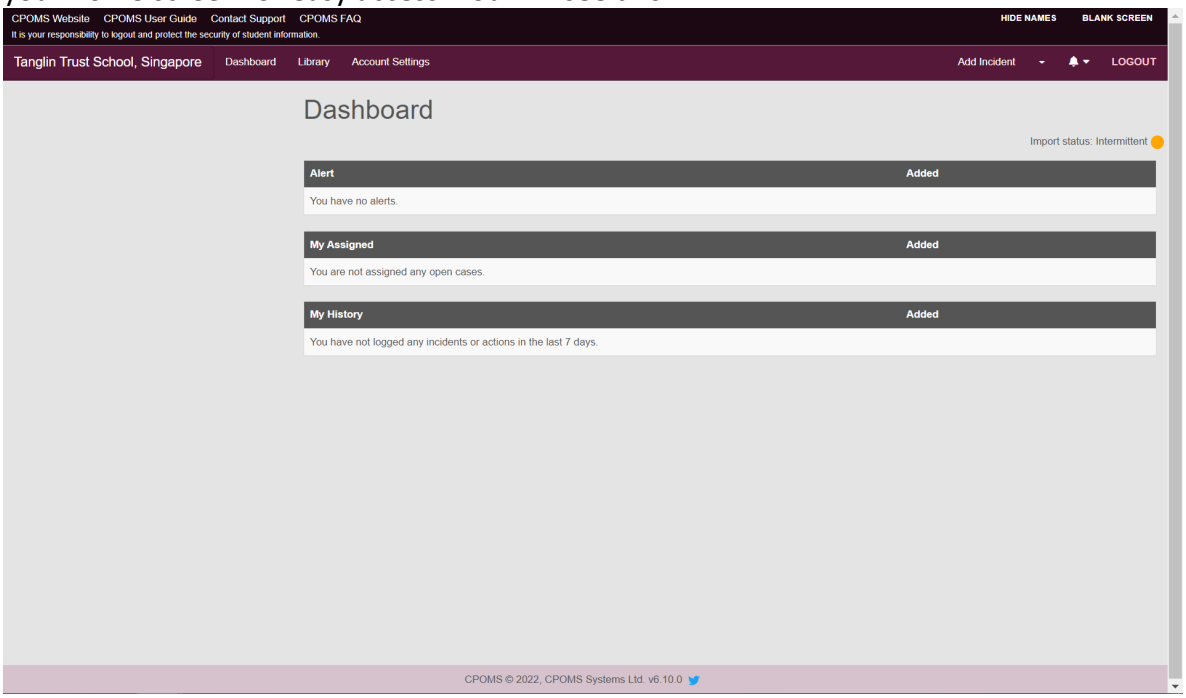


Appendix H - Tanglin Trust School documentation

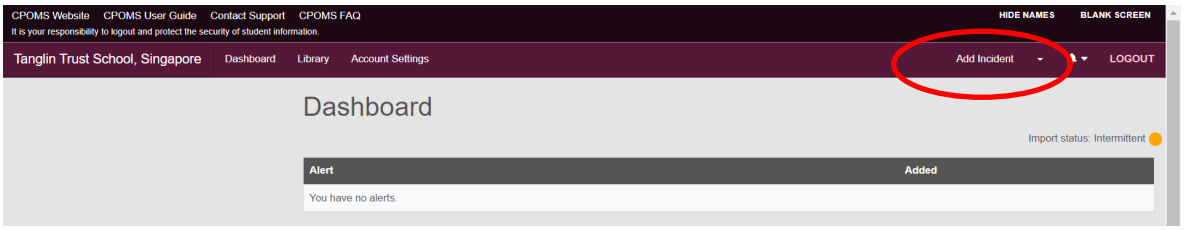
- Adding an incident to CPOMS
- Record of Concern – Staff interaction with children/young people
- Risk of Harm Assessment

Adding an incident to CPOMS

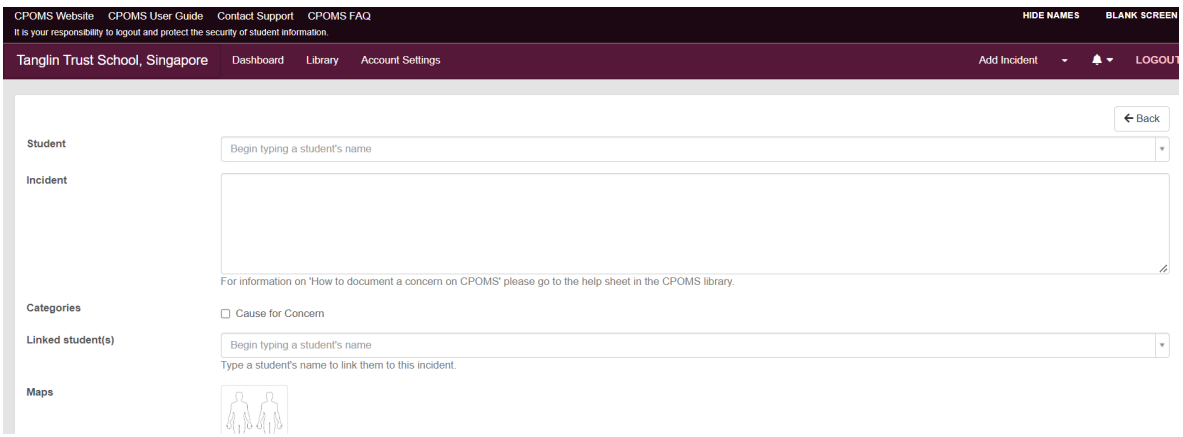
1. Log into CPOMS on your device or phone (tts.cpoms.net) – you can bookmark it on your home screen for easy access. You will see this:



2. Click “Add Incident”



3. You will see this:



4. Click in the Student field and start typing the child’s name. The name you need will appear. Select the student.
5. Click in the Incident field. Document what you saw and heard.
    a. *Indicate the setting and time.*
    b. *Use full names of any student other than the student whose record you are writing in (their full name is there, so you can use initials only)*
    c. *Outline the situation in chronological order.*

d. *Use quotes where possible, or make it clear what the conversation was about.*
e. *Indicate any questions you asked.*
f. *If you have more than one concern, list them.*
g. *Be clear about what happened. This may mean adding lots of detail or it may mean using bullet points.*

6. Click Cause for concern in the Category field. If you have advanced access, click the suitable tag.
7. If there are any students linked to the incident, add them into the Linked student/s field.
8. If the child has a physical injury, you can indicate these on the body map in the Maps field.
9. There is no need to alter the date/time or status fields.
10. Enter the Head of Pastoral Care (who is a DSL) in the part of the school that the child attends in the Assign to field
11. If you have handwritten notes or a drawing the child did, for example, scan them and add them to CPOMS in the Files field. Alternatively, provide the notes directly to the DSL.
12. Click on Submit Incident – the DSL will receive an anonymised email from CPOMS stating that they have received a CPOMS notification.

Record of Concern: Staff interaction with children/young people

- This form is to be used to record allegations or concerns about a Staff member's interaction with
  a child or young person.
- It is to be completed by the Head of School (or School Management Team staff member if the matter is reported during non-term time), and kept on the investigation file.

Staff details
Name of person against whom the allegation has been made: Position in the School: Name of person reporting:
Details of concern
Allegation: Identity of children/young people involved: When did the incident/s occur: Where did the incident/s occur:
Immediate risk management
Details of any immediate risk management action taken:

Nature of concern

Serious misconduct:

- ☐ Harming a child or young person (including physical, sexual and emotional abuse) or negligence resulting in harm.
- ☐ Behaving in a way toward a child or young person that may constitute an offence under Singapore or international law.
- ☐ Behaving in a way that indicates unsuitability to work with children or young people, including patterns of grooming behaviour and physical punishment or reprimand.
- ☐ Other. Please specify:

Specific behaviour:

- ☐ Commission of a sexual act with a child or young person Touching a child or young person in a sexual manner Sexual exhibitionism
- ☐ Personal correspondence (including email and phone messages) with a child or young person with regard to the staff member's own sexual feelings for any child or young person
- ☐ Exposing a child or young person to material of a sexual nature (not including school curriculum based material that is provided within a school educational context), including printed or digital material such as pornography.
- ☐ Possession or creation or distribution of child pornography Exposing a child or young person to the sexual behaviour of others
- ☐ Watching a child or young person undress for example in change rooms or toilets when supervision is not required or justified
- ☐ Encouraging a child or young person to behave in a sexual manner
- ☐ Exhibiting a pattern of behaviour that is consistent with grooming a child or young person for sexual exploitation.
- ☐ Hitting, smacking, pushing or throwing objects at a child or young person (that is not related to sports or other situations where physical contact is accidental, required or foreseeable).
- ☐ Any other type of physical discipline or reprimand.
- ☐ Verbally or physically threatening behaviour that causes a child or young person to fear that an assault may occur.
- ☐ Humiliating or belittling a child or young person.
- ☐ Other. Please specify:

Other Misconduct

Behaviour involving interaction with children or young people that is inappropriate but on its own, does not meet the threshold for serious misconduct.

Specific behaviour:

- Conversations or comments of a sexual nature in the presence of children or young people. Physical restraint that is excessive in the circumstances.
- Verbally or physically reprimanding in a way that is disproportionate to a child or young person's behaviour or inappropriate given the child or young person's stage of development and does not result in physical harm.
- Singling a child or young person out for "special" attention that is outside the boundaries of
- encouraging and supporting a child or young person.
- Persuading a child or young person that a special relationship exists with them. Isolating a child or young person for the purposes of favouritism.
- Allowing a child or young person to overstep rules that is outside of making reasonable concessions where particular issues exist for the child or young person.
- Testing a child or young person's physical boundaries or "accidental" touching.
- Touching a child or young person in an inappropriate, unnecessary or unwelcome manner. Inappropriate personal comments such as complimentary or derogatory comments about a child
- or young person's appearance.
- Using social media, gaming or other digital platforms to form a relationship with a child or young person.
- Providing physical comfort to a child or young person that is not in accordance with the School's
- Personal and Intimate Care Guidance.
- Other. Please specify:

Investigation Management Team
Initial risk assessment and management plan during the investigation
Investigation plan and estimated timeframes
Investigation finding
☐ Substantiated: There is sufficient evidence to establish that the alleged behaviour occurred as described. Not substantiated: There is insufficient evidence to establish if the alleged behaviour occurred or not. ☐ False: There is sufficient evidence to establish that the alleged behaviour did not occur. ☐ Vexatious: There is sufficient evidence to establish that there was no basis for the allegation being made and the allegation was made with the intent of causing distress to the person against whom the allegation was made. ☐ Misconceived: ☐ The evidence indicates that the allegation was made in good faith but based on a misunderstanding of what actually occurred, or ☐ The evidence indicates that the alleged action occurred but was misinterpreted in intent and level of force.

Record of Concern – Risk of Harm Assessment

- This form is to be completed by the DSL and Safeguarding Officer.
- It is to be completed with reference to the Ministry of Social and Family Services Child Abuse Reporting Guide (CARG).
- The details are to be recorded on secure electronic Record of Concern Register.
- The Child Protection file is to be created and details entered onto the Child Protection Register if required.

Nature of Harm or Risk of Harm
☐ Physical abuse by a parent/caregiver/other household member Physical abuse by a non-parent/caregiver/other household member Neglect: Physical shelter/environment
☐ Neglect: Supervision Neglect: Food
☐ Neglect: Hygiene/clothing Neglect: Medical care Neglect: Mental health care
☐ Sexual abuse by a parent/caregiver/other household member Sexual abuse by a non-parent/caregiver/other household member CYP Problematic Sexual Behaviour
☐ CYP sexualised language/exposure to age-inappropriate sexual material Psychological/Emotional harm by a parent/caregiver/other household member Psychological/Emotional harm by a non-parent/caregiver/other household member Carer concerns: Substance abuse
☐ Carer concerns: Mental health Carer concerns: Family violence Custody/separation issues
☐ Neo-natal: Pregnant mother aged 15 years or younger CYP Self harm
☐ CYP Suicide attempt
☐ CYP Suicidal ideation/suicidal thoughts
☐ CYP Engaging in criminal activity/allegedly engaging in criminal activity CYP Violent behaviour
☐ CYP Substance or alcohol use CYP Other risk taking behaviour CYP Emotional health issue
☐ CYP Mental health issue (actual or suspected) Peer abuse in or outside of school
☐ Other – please specify:
☐ Allegation against TTS staff member

Initial Assessment of Harm/Risk of Harm
Frequency of harm and duration: the number of incidents that have occurred and the period of time over which the incidents have occurred. **Severity of harm:** consider whether the alleged harm is significant, or is likely to become significant if repeated over a prolonged period; whether the impact of the harm on the CYP's development and well being is, or will be, significantly detrimental. **Source of harm:** consider the significance of the relationship between the CYP and the person who is/allegedly is the source of the harm; the number of people responsible for and/or complicit with the harm; does the abuse make the CYP more vulnerable to abuse by other perpetrators. **Protective factors:** consider whether there is a protective parent/other adult/peer available to protect the CYP, the level of contact that person has to the CYP, the person's understanding of the harm/risk of harm and their capacity to protect the CYP; what actions have been taken by the person to protect the CYP and whether these can be verified.

Strengths and Resources: consider the perpetrator/alleged perpetrator's/CYP's comprehension of the harm/risk of harm and their willingness to develop their insight; assess ability and willingness to engage with support, including at School.

Probability of harm continuing: consider the level of access that the perpetrator/alleged perpetrator has to the CYP; the level of acknowledgement of harm and insight into the impact of the harm the perpetrator/alleged perpetrator possesses; what protective factors may mitigate risk and how significant these are.

Vulnerability to future harm: consider characteristics of the CYP including age, disability, medical conditions, social isolation, that increase vulnerability; consider family characteristics including cultural values and attitudes, social isolation, situational stresses (eg financial),

Are there any other children who are or likely to be at risk of harm due to this concern:

- Concerns in the family – consider risk of harm to siblings.
- Concerns in school eg self harm – consider risk to peer group dynamics.
- Allegations against staff – consider risk to other CYPs.

Likelihood and Degree of Future Harm

Likelihood of harm/risk of harm continuing in the absence of protective intervention:

- ☐ Highly likely
- ☐ Likely
- ☐ Unlikely
- ☐ Unknown

Degree of harm sustained or likely to be sustained in the absence of protective intervention:

- ☐ Severe
- ☐ Moderate Low
- ☐ Unknown

CARG Assessment of Concern

- ☐ Immediate Report to Police
- ☐ Immediate Consult/Report to CPS
- ☐ Consult with CPS
- ☐ Document and continue relationship
- ☐ Not applicable

Next Actions

DSL: Signature: Date:

Appendix I - Disclosures

If a child or young person makes a disclosure about themselves or another child or young person to you, try to:

- remain calm.
- listen carefully, paying particular attention to the child or young person's exact words.
- observe carefully, paying particular attention to the child or young person's emotional state.
- avoid panicking and avoid expressing shock.
- avoid making assumptions about the child, their family or the content of the disclosure.
- confirm your understanding of the disclosure with the child or young person in their words if possible, and ask any clarifying questions if appropriate and if your relationship with the child or young person allows. If you are not familiar with conducting this kind of inquiry with children and young people, it is fine to pass the information directly to designated safeguarding lead staff who will conduct follow up.
- reassure the child or young person part of your job is to help and protect them.
- tell the child or young person what will happen next: reassure the child or young person that the school has specific people to help and that you will need to pass information on.
- reassure the child or young person that you will only pass information to a person/people who need to know.
- consider asking the child or young person if they want to come with you when you pass the information on to the designated safeguarding lead. This may be appropriate with a young person who is particularly fearful about what is going happen next.
- be mindful of the child or young person's emotional state as your conversation is ending. If you are concerned for their safety, do not leave them alone. Consider whether asking the child or young person to accompany you to the designated safeguarding lead or a school nurse, for example, is appropriate.
- promptly report to a designated safeguarding lead who will ask you to record what the child or young person said and what you observed. It is important to record as much detail as possible. If you can remember the exact words the child or young person used, record them verbatim. If you cannot remember the actual words used, summarise your understanding of the disclosure. Make a note in your written record regarding whether the information is verbatim or your summary.
- avoid asking to see any alleged injury and do not take photographs of any injury. If you see an injury or you suspect a current injury, take the child/young person to a School Nurse.
- maintain confidentiality. Only discuss the matter in the context of a professional forum with the objective of managing care and protection of the child or young person, as directed by a Designated Safeguarding Lead. Avoid discussing the matter outside the professional setting.

Remember you can refer to your Quick Reference card for guidance. If you require a replacement card, please approach your Pastoral Lead or a DSL.

Appendix J - Reporting Concerns to the Child Protective Service

The School assesses all statutory child protection concerns in accordance with the *Child Abuse Reporting Guide* that applies only to children under the age of 18 years who have been allegedly harmed or are at risk of harm by a parent/caregiver or other household member.

We may report to the Child Protective Service when a child:

- has, or is suspected of having, a current, significant, non-accidental physical injury that is suspected to have been caused by a parent/caregiver.
- is suspected of being at risk of significant physical harm due to a parent/carer using a form of physical discipline that often results in harm, acting in a dangerous way toward the child (including family violence) that is likely to cause significant injury, threatened to kill or cause significant injury to the child.
- has been harmed or is at risk of harm due to neglect of parents/carers, including lack of a stable place to live, being left without adequate supervision, failing to thrive, requiring medical attention (including mental health care).
- makes a disclosure or the school has reasons to suspect that the child has been or is at risk of sexual abuse by a parent/carer/other household member (and the parents are not protective) and the matter does not meet joint police/child protective service referral criteria.
- exhibits problematic sexual behaviour and the parent/carer is not responding appropriately.
- has been, or is suspected of having been, subjected to prolonged, or minimal but extreme, parent/carer behaviour that is psychologically and emotionally abusive, including hostility, rejection, degrading, terrorising, exploitative behaviours, and exposure to family violence and parent/carer mental health or substance abuse concerns.
- has been, or is suspected of being, exposed to parent/carer mental health or drug or alcohol abuse that is impacting on the child's safety.
- has been, or is suspected of being, exposed to family violence that is impacting on the child's safety.
- is pregnant and under the age of 15 years and intra-familial abuse is suspected, or the family is not protective and supportive and the pregnant child is in danger.
- is a danger to self or others, including serious self harm, attempted, threatened or planned suicide, consumed alcohol or drugs, run away from home, violently injured or threatened to injure others, and the child's parent/carer is not protective.

Referral to Child Protective Services, MSF can be done through the online National Anti-Violence and Sexual Harassment Helpline (NAVH) Reporting Form, or through telephone consultation with NAVH, on 1800-777-0000.

Appendix K - Assessing Concerns

Initial assessment of a concern

To assess a concern, Designated Safeguarding staff may request information from, and discuss the matter with:

- The person who raised the concern
- The child or young person directly, or arrange for another member of staff (such as a School Counsellor) with whom the child/young person has an established relationship, to speak with the child/young person
- The child/young person's parents
- School staff who have relevant knowledge of the child/young person
- Other relevant designated pastoral care, learning support, safeguarding and child protection staff

Assessing harm and risk of harm

To assess harm and risk of harm, the School considers the following factors:

Severity of harm	Asses whether the alleged harm is significant or is likely to become significant if repeated over a prolonged period. Assess whether the impact of the harm on the child or young person's development and wellbeing is, or will be, significantly detrimental.
Frequency of harm and duration	Establish the number of incidents that have occurred and the period of time over which the incidents have occurred.
Source of harm	Assess the significance of the relationship between the child or young person and the person who is/allegedly is the source of the harm. The number of people responsible for, and/or complicit with, the harm. Assess whether the harm/alleged makes the child or young person more vulnerable to abuse by other perpetrators.
Protective factors	Assess whether there is a protective parent/other adult available and willing to protect the child or young person. Assess the level of contact that person has with the child or young person. Assess the person's understanding of the harm/risk of harm and their capacity to protect the child or young person. Assess what actions have been taken by the person to protect the child or young person and whether these can be verified.
Strengths and Resources	Assess the perpetrator/alleged perpetrator's/child or young person's comprehension of the harm/risk of harm and their willingness to develop their insight. Assess ability and willingness to engage with support, including at School.

Probability of harm continuing	Assess the level of access that the perpetrator/alleged perpetrator has to the child or young person. Assess the level of acknowledgement of harm and insight into the impact of the harm the perpetrator/alleged perpetrator possesses. Assess what protective factors may mitigate risk and how significant these are.
Vulnerability to future harm	Consider characteristics of the child or young person including age, disability, medical conditions, social isolation, that may increase vulnerability. Consider family characteristics including cultural values and attitudes, social isolation, situational stresses.
Risk to other children	Consider if there any other children who are, or likely to be, at risk of harm due to the concern – for example, risk to siblings, peers, others.

Appendix L – Management of Concerns about Staff Interaction with Children or Young People

Serious Misconduct (staff)

Specific behaviour that constitutes Serious Misconduct involving children or young people includes and is not limited to:

- Commission of a sexual act with a child or young person
- Touching a child or young person in a sexual manner
- Sexual exhibitionism
- Personal correspondence (including email, social media and phone messages) with a child or young person with regard to the staff member's own sexual feelings for any child or young person
- Exposing a child or young person to material of a sexual nature (not including school curriculum based material that is provided within a school educational context), including printed or digital material such as pornography
- Possession or creation or distribution of child pornography
- Exposing a child or young person to the sexual behaviour of others
- Encouraging a child or young person to behave in a sexual manner
- Watching a child or young person undress, for example in change rooms or toilets when supervision is not required or justified
- Exhibiting a pattern of behaviour that is consistent with grooming a child or young person for sexual exploitation
- Hitting, smacking, pushing or throwing objects at a child or young person (that is not related to sports or other situations where physical contact is accidental, required or foreseeable)
- Any other type of physical discipline or reprimand
- Verbally or physically threatening behaviour that causes a child or young person to fear that an assault may occur
- Humiliating or belittling a child or young person
- More than one incident of "lower level" behaviours that, on their own, may constitute Other Misconduct but collectively may represent a concerning pattern of behaviour

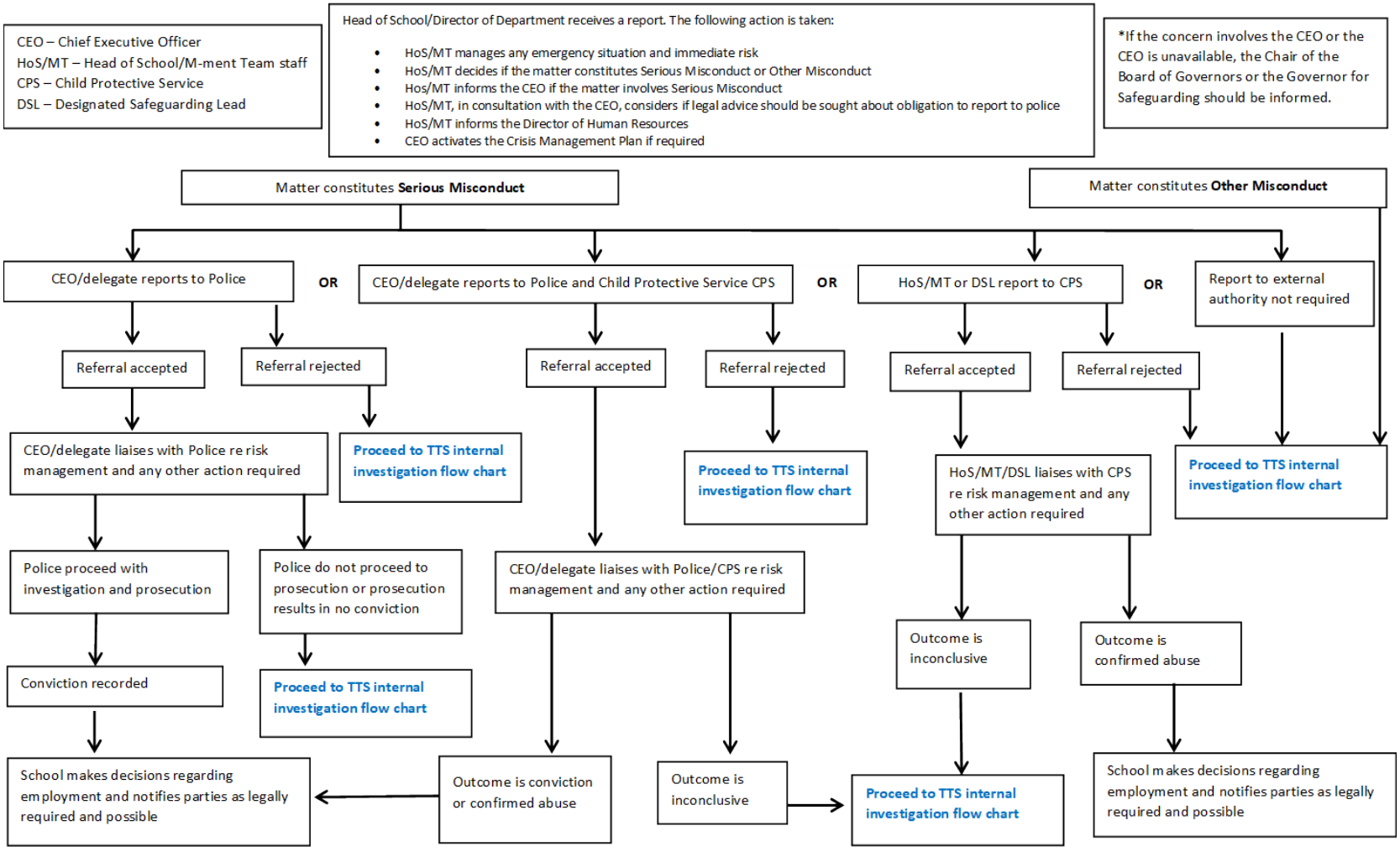
Other Misconduct (staff)

Specific behaviour that constitutes Other Misconduct involving children or young people includes and is not limited to:

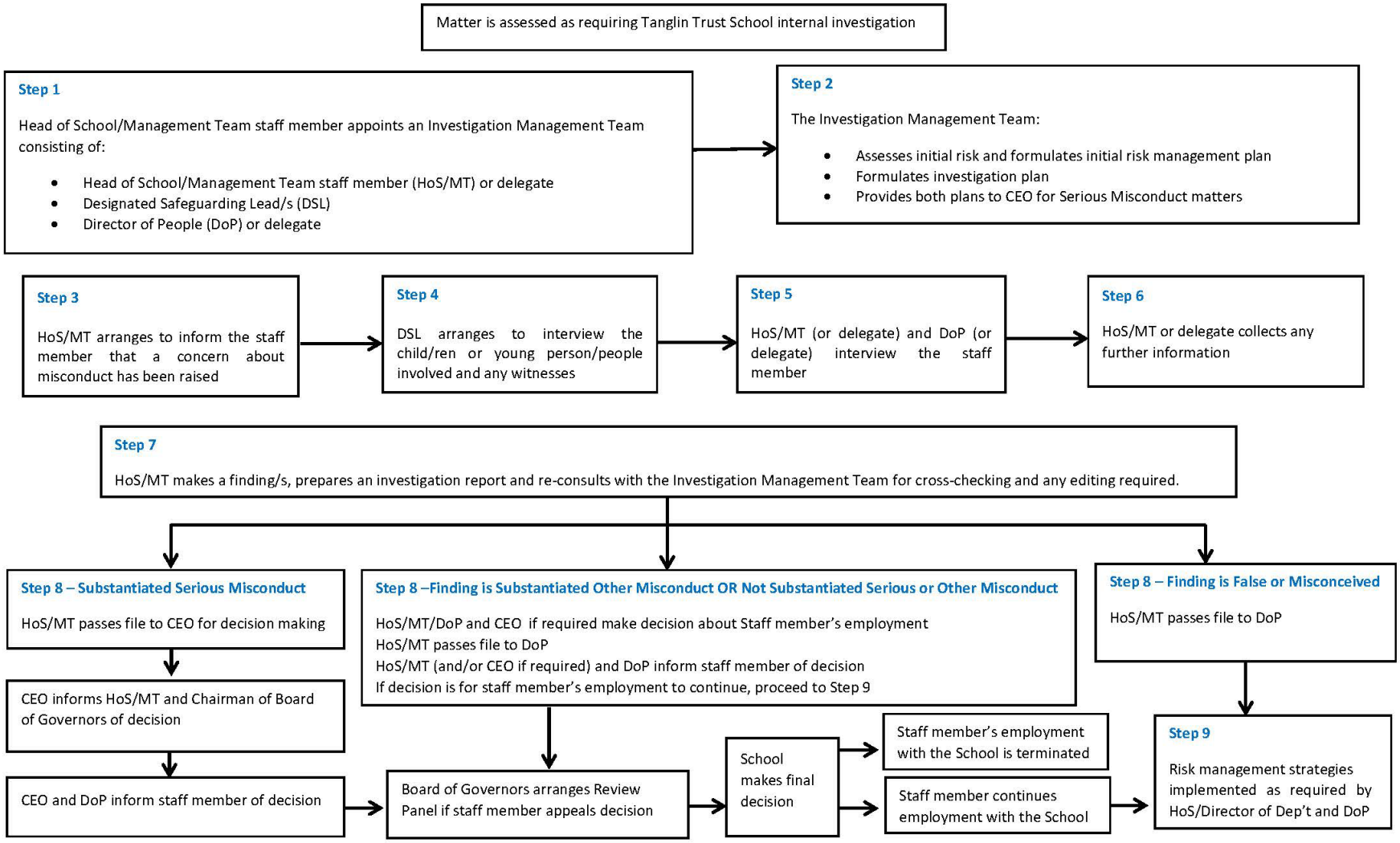
- Conversations or comments of a sexual nature in the presence of children or young people
- Physical restraint that is excessive in the circumstances
- Verbally or physically reprimanding in a way that is disproportionate to a child or young person's behaviour or inappropriate given the child or young person's stage of development and does not result in physical harm
- Singling a child or young person out for "special" attention that is outside the boundaries of encouraging and supporting a child or young person
- Persuading a child or young person that a special relationship exists with them

- Isolating a child or young person for the purposes of favouritism
- Allowing a child or young person to overstep rules that is outside of making reasonable concessions where particular issues exist for the child or young person
- Touching a child or young person in an inappropriate, unnecessary or unwelcome manner
- Inappropriate personal comments such as complimentary or derogatory comments about a child or young person's appearance
- Using social media, gaming or other digital platforms to form a relationship with a child or young person
- Providing physical comfort to a child or young person that is not in accordance with the School's *Personal and Intimate Care Guidance*
- A repeated pattern involving one of the above behaviours, or a pattern involving more than one of the above behaviours may be considered to constitute Serious Misconduct that will be investigated accordingly

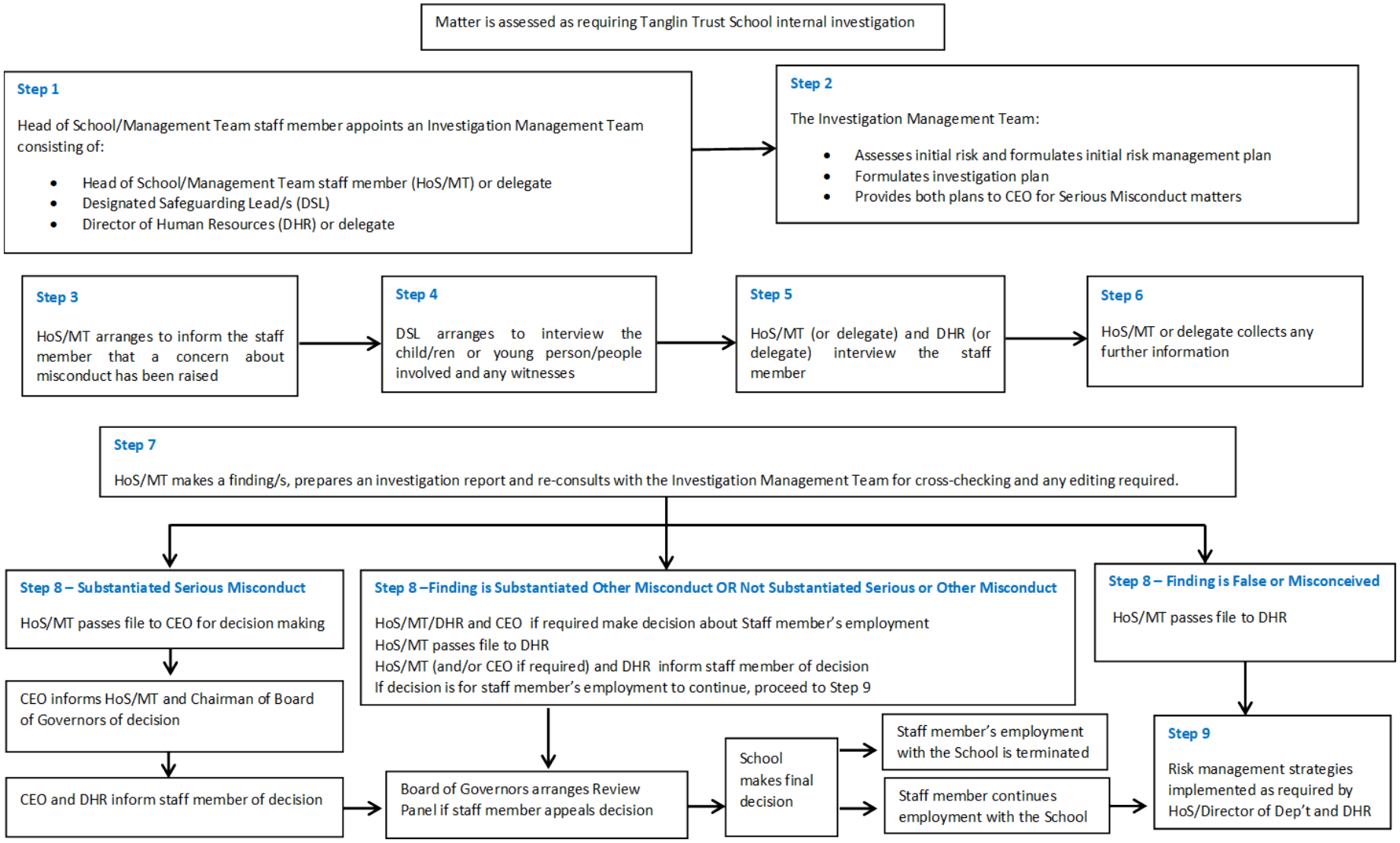
Staff Interaction with Children or Young People – Overview of Procedure for Management of Concerns



Concerns about Staff Interaction with Children or Young People – Tanglin Trust School Internal Investigation



Concerns about Staff Interaction with Children or Young People – Tanglin Trust School Internal Investigation



Explanation of possible findings:

Substantiated	There is sufficient evidence to establish that the alleged behaviour occurred as described.
Not substantiated	There is insufficient evidence to establish if the alleged behaviour occurred or not.
False	There is sufficient evidence to establish that the alleged behaviour did not occur.
Vexatious	There is sufficient evidence to establish that there was no basis for the allegation being made and the allegation was made with the intent of causing distress to the person against whom the allegation was made.
Misconceived	The evidence indicates that the allegation was made in good faith but based on a misunderstanding of what actually occurred, or the evidence indicates that the alleged action occurred but was misinterpreted in intent and level of force applied.

Appendix M - Other Resources

The Singapore government

Singapore legislation, including the *Children and Young Persons Act (2001)* may be accessed here:

https://sso.agc.gov.sg/

The National Anti Violence Hotline (NAVH) (route to making a report to Ministry of social and

Family Development Child Protective Services (CPS) can be found here:

https://form.gov.sg/6376fbdc8d8be90012d8e56b

The Singapore Big Love Child Protection Specialist Centre provides help for families with child protection concerns. More information may be accessed here:

https://www.biglove.org.sg/

https://www.giveavoice.sg/

United Kingdom resources

There are numerous organisations that provide useful information for organisations, parents, children and young people about harm and risk of harm.

The National Society for the Prevention of Cruelty to Children (United Kingdom) provides a range of safeguarding and child protection resources for parents, including information about:

- Recognising forms of abuse,neglect and exploitation
- Understanding risk factors for harm and risk of harm
- Protective behaviours
- How parents can talk to their children

about risk Further information may be found here:

https://www.nspcc.org.uk/

International resources

The *International Centre for Missing and Exploited Children (ICMEC)* provides extensive resource material based on global best practice. Further information may be found here:

https://www.icmec.org/

Take It Down is a service which helps remove online nude, partially nude, or sexually explicit photos of minors from a variety of online platforms: https://takeitdown.ncmec.org/