



# Child Protection Handbook

2023-2024

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# 1: INTRODUCTORY MATERIAL

## 1:1 ICS Mission, Vision, Core Values, and ESOs



**MISSION:** *Educating Minds and Transforming Lives to Impact the World for the Glory of God*

Mission Definition: ICS endeavors to partner with parents in their role to instruct their children in the way they should go (Proverbs 22:6). In this partnership, ICS is committed to providing a dynamic, challenging, and holistic education that recognizes the personal uniqueness of each student and develops them into the person they were created to be. To reach one's God-given potential, there must be an inner transformation that takes place. When that happens, boys and girls, young men and women are not only transformed, but they begin to impact the world around them. Nothing gives us more pleasure and fulfillment than when God receives glory in and through students' lives.

**VISION:** *Our authentic international educational community will serve as a gateway to purpose, empowering and equipping global learners to lead positive change.*

Vision Definition: ICS is committed to Christ-centered education. We are a school that puts Christ at the center of all academics and activities. We strive to reach our students with the love of Jesus Christ and nurture in them Christ-like character and love for God. This Christ-centered focus forms the foundation of our family/community environment. ICS is a place where students and families are welcomed and known. No student is merely a name on a class list. Our teachers and staff strive to educate and reach each and every child on a daily basis. We want to know our students, make them feel a part of the family, and give them a safe place to belong. This spills over to the families of our students and beyond so that our mission of impacting the world for the glory of God is ultimately realized.

### CORE VALUES:

There are four core principles or core values by which we operate. These core values are the bedrock of our school: our educational approach, our extracurricular activities, our sports programs, and our family events.

### **Academic Excellence**

We believe that education is characterized by a dynamic, challenging curriculum coupled with high expectations for student achievement. We view education holistically. Education includes far more than learning to pass a test. We create opportunities for our students to apply what they have learned while maintaining a focus on in-depth proficiency in all subject matters. Our goal is to instill a love for lifelong learning.

### **Biblical Worldview**

ICS is a Christian school founded upon the belief that God is the source of all truth, and true education is based on His revealed word, the Bible. We are dedicated to establishing a godly environment in which the Bible is actively integrated into all aspects of school life. We strive to encourage students to imitate Christ through a variety of avenues: studying the Bible, age-level chapel services, spiritual emphasis programs, and service trips throughout Asia.

### **Caring Community**

We are a family. When students join our school, they join the ICS family. Our international atmosphere is an open door for students of all cultures, races, and nationalities. We proactively work to build relationships among students and between students and teachers that go beyond the classrooms and grade levels. Our goal is to help our students to learn to respectfully interact across age, cultural, and ethnic boundaries. We also strive to reach out to our students by creating opportunities for each family member to participate in school functions.

### **Personal Excellence**

We believe every person should always pursue excellence. Pursuing excellence means that one is working towards being outstanding. Excellence has a place in the academic world, the professional arena, and our personal lives as well. We encourage all members of our community to strive toward excellence in whatever they do. We want our students to try their best in their academics, collaborate with their peers, and work to improve the ICS community and their world. ICS employs teachers who strive for excellence in their professional lives and find ways to improve student learning in the classroom. Teachers who seek professional development will provide their students with the best educational experience possible. Students will be challenged to develop and pursue personal excellence in their own lives, striving to follow and fulfill their God-given potential.

### **EXPECTED STUDENT OUTCOMES:**

ICS's Expected Student Outcomes (ESOs) embody the characteristics we desire each student to grow in during their time at ICS, whether that time is for one semester or 14 years. ESOs are organized into three categories: interpersonal, curricular, and spiritual.

#### **Interpersonal**

ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

#### **Curricular**

ICS students will demonstrate academic excellence by becoming critical thinkers, quality communicators, and problem solvers.

#### **Spiritual**

ICS students will appreciate God and His word and develop biblical character by imitating Christ, modeling teachers, and obeying biblical authority.



## 1:2 Child Safety Code of Conduct

1. **Visibility:** *Risk decreases as visibility increases.* Work and interact with children in a way that increases visibility by others as much as possible.
2. **Overcoming Isolation:** *Risk decreases as isolation decreases.* Work and interaction with children will be structured in a way to reduce isolation with individual children as much as possible by keeping others informed of or observant of these interactions.
3. **Accountability:** *Risk decreases as accountability increases.* Staff will interact with children in a mature, capable, safe, caring, and responsible manner with a high level of accountability. Staff will give and accept feedback from others in order to maintain a high level of professionalism and integrity in interactions with children.
4. **Supervision:** *Risk decreases as supervision increases.* Staff will accept supervision and observation of their interactions with children at any time and place.
5. **Parent Involvement:** *Risk decreases as parental involvement increases.* Because parents are ultimately responsible for the care of their children, staff will welcome parental involvement at appropriate times and settings.
6. **Discipline:** *Proper discipline reduces risk.* Staff agrees that discipline is best viewed as instructive and corrective and will exercise discipline with students in a way that is reasonable and healthy.
7. **Touch:** *Healthy, caring touch is valuable to children, but unhealthy touch is abusive.* Staff acknowledges that healthy touch should be open, age-appropriate, responsive to the need of the child, and respectful of the child's wishes. Staff also agree that any touch that could be perceived as sexual in nature is inappropriate and is not allowed.
8. **Verbal Interaction:** *Words can be used to support and encourage a child, but words used in a wrong way can be destructive.* Staff will use words to encourage and edify children, and not to demean or damage them in any way.
9. **Child-to-Child Behavior:** *Positive child-to-child interaction is essential for healthy development.* Staff will monitor child-to-child interactions for inappropriate or abusive behavior or neglect.
10. **Responsibility:** *Acceptance of reporting responsibility decreases risk.* Staff understand and agree that they are responsible to report (as soon as possible and within 24 hours) to their supervisor/director any actual or reasonably suspected abuse or neglect of any child by any employee/volunteer and regardless of where it may have occurred. Staff will not attempt to handle the situation privately or enter into any private agreement with the offending or accused individual or reporting person.

## 1:3 Child Safety and Protection Network



**CSPN**  
CONNECT. EDUCATE. PROTECT.



International Community School is a member of the Child Safety and Protection Network (CSPN), which is a collaborative network of mission agencies, faith-based NGOs, and international Christian schools intentionally and strategically addressing issues of child safety. It aims to connect, educate, and protect through effective child safety programs. ICS adheres to the current safeguarding principles developed by CSPN.

## **2: ROLES AND RESPONSIBILITIES**

### **2:1 Child Safety Team**

The Child Safety Team is a committee of school staff whose main role is to safeguard and protect our students and vulnerable adults by ensuring that every adult who works in our school including teachers, non-teaching staff, volunteers, vendors, is guided by and adheres to policies related to student welfare. They are also responsible for the school's proactive child safety and protection program designed to provide for the safety needs of children, with its effectiveness monitored and reviewed regularly by the team through monthly meetings.

They are staff members who:

- Are appointed by the Director of the school and are deemed to be trustworthy, honest, objective, and committed to confidentiality.
- Have worked for the school for at least one year before being appointed to the team or at the discretion of the school director.

### **2:2 Child Safety Core and Response Team**

The Child Safety Core and Response Team is a small group of staff members from the main Child Safety Team who are not part of the school's administration team and have successfully completed the CSPN Response Team Training.

They are responsible for:

- Maintaining an accessible Child Safety reporting system.
- Managing and carrying out a response plan to a raised concern or allegation. The team's response shall be governed by the school's policy, NICS, CSPN, and the national laws as it applies.
- Providing a recommendation to the school's leadership team after the response has been carried out.
- Conducting Child Safety Awareness workshops/training for staff, students, and parents as part of the Child Safety Program.
- Develop and gradually build up a Child Safety and Protection curriculum as appropriate for all students from K4-G12 and ensure that this has been taught effectively to students.
- Assessing, reviewing and updating the response process regularly which shall maintain the capacity to respond promptly, objectively, and compassionately to any report of concern for Child Safety whether based on current or historical events of the organization or its members.

### **2:3 Child Safety Team Lead**

The Child Safety Team Lead is an appointed member of the Child Safety Team who is not part of the school's administration team. He/she is the Chairperson of both the Child Safety team and Core and Response team.

He/She is responsible for:

- Receiving the raised report of concern and convening the Child Safety response team to come up with an initial assessment. In the event of the absence of the Child Safety Team Lead, a designee from the Core team should stand in for his/her role.
- Directing the Child Safety Program as a whole and ensuring that its elements, as outlined by CSPN are visible, implemented, and updated accordingly.
- Systematic record keeping of all child protection concerns and maintaining all records in a secured system and platform.
- Overseeing the Child Safety and safeguarding screening and onboarding process for newly hired staff as well as the annual review of the existing staff and volunteers.
- Liaising with the Ministry of Social and Family Development of Singapore and Child Protection Services as the need arises.

### 3: POLICIES RELATED TO STUDENT PRIVACY

In an effort to assure that all students at ICS are properly cared for by both staff and volunteers, ICS will institute policies and practices modeled after the “Current Safeguarding Principles for Child Safety” developed by the Child Safety and Protection Network. Such policies or practices may include required presentation attendance and/or courses on recognizing abuse, required reporting procedures, investigative processes, and screening those who work with children

#### 3:1 Student Records

Student permanent record folders are available for review in the Student Records Office and may not be removed from the office for any reason. All information in the student records should remain confidential. Teachers should not access student records or ask students to access student records to obtain copies of their passports for school trips.

#### Professional Record-Keeping

1. The administration gives final approval of what will be put in each student’s cumulative file. Items kept generally include the following:
  - a. Academic records
  - b. Formal letters to parents concerning attendance, discipline, or merit
  - c. Letters to other entities about the student
2. Email correspondence should be copied and given to an administrator if it falls under # 1.
3. Write all notes and emails with the knowledge that they may be subject to public scrutiny.

It is a violation of a student’s right to privacy for you to share any information about that student with anyone **except** with the student’s parents or with other ICS staff members. You must have written consent to share information with other professionals who may be working with the child (child psychologist or special education tutor, or another teacher who is tutoring the student) or with other schools or institutions.

## **3:2 Social Networking Sites**

Faculty and staff at ICS need to remember only to use the internet for personal reasons when their professional duties have first been fulfilled and when students are not present. Faculty and staff asked not to befriend any current ICS students on social media. The use of networking programs must be limited to school-managed applications (e.g., Google, Learning Management System). ICS also recommends faculty and staff not post any ICS student pictures on their social media site. You may choose to create a professional social media site example, "ICS Mrs. Young's 4th grade" If you establish any professional social media network to communicate all the amazing teachings going on in your classroom, you must inform your principal so he/she can monitor the site if necessary.

The information posted on social media is public. ICS reserves the right to monitor social media information posted by faculty and staff. Violation of the ICS publication opt-out policy or posting of inappropriate information or derogatory statements about students, staff, ICS, or NICS will result in disciplinary action up to and including dismissal.

## **3:3 Use of Personal Information**

### **Use and Disclosure of Personal Information**

ICS is committed to maintaining the confidentiality of all information provided by you, parents, and students. ICS undertakes not to divulge any of this information to any third party without prior consent unless otherwise required by Singapore law. ICS will not disclose any personal information, course assessment materials, or assessment results for external third parties' marketing purposes.

ICS has implemented a data protection policy and complies with the requirements of the Personal Data Protection Act of 2012. This policy serves as a guideline for collecting, using, disclosing, and processing personal data of its employees, students, parents, alumni, and prospective students and employees. This policy covers personal data in ICS's possession and in possession of organizations that we have engaged in collecting, using, disclosing, or processing personal data on our behalf.

### **Photographs and Video**

We regularly photograph and video students when they are participating in various activities. These are generally used for ICS publicity purposes, such as yearbook, school newsletters, brochures, fact sheets, program materials, annual reports, calendars, displays, videos, website, etc. Please note with the exception of ICS yearbook no information is ever published/printed that would identify individual students without the written consent of parent or guardian.

Parents who do not wish for their children to be a part of or appear in any ICS-related publication will need to inform the school in writing through ICS's publication opt-out policy. Teachers and staff will be informed of any students who are not to be included in publications and the specific restrictions associated with each situation.



### **3:4 Counseling Students**

Policy on parents wishing to disclose confidential matters to staff: For personal protection, staff may choose this response:

“I can offer a safe environment here while your child is at school to the best of my ability. However, for personal issues, I would really recommend that you speak to our school counselor, who is trained in regards to these issues.”

This is not to say that issues such as family problems (issues), illness, separation through work, etc., should not be discussed with the parents. Teachers need to know of the issues but need to feel comfortable in being able to refer these to the school counselor or administration when the issues heard become too intimate or over-involved. For issues involving suicide threats and/or statements made about child safety and/or abuse, staff must immediately make a referral to the administration or school counselor.

Appropriate staff members will be informed of these safety/suicidal issues after parents disclose them to the school counselor and/or administration so that they can help monitor the child. You should never make promises of confidentiality. You need to inform parents that the information they share may have to be passed along to your superior.

## **4: POLICIES RELATED TO STUDENT WELFARE**

### **4:1 Staff Responsibility for Student Safety**

In the event that there are concerns for the safety of a student, whether physical or emotional safety or well-being, staff members should contact the appropriate principal.

If a student has been threatened or intimidated, the student should immediately contact the teacher or school principal, who will immediately initiate action concerning the threat.

All expressions of concern for the safety of a student will be treated seriously. The faculty member contacted will investigate the issue and will follow up with the appropriate administrative personnel as necessary.

### **4:2 Administrative Practice Concerning Expression of Suicide**

Every expression of suicide, whether seemingly casual or serious, written or oral, with or without associated action, will be considered seriously at ICS. The school assumes the authority to act in the best interest of protecting the student while at ICS or at an ICS-related activity. Still, it does not assume the full responsibility, authority, or liability of a parent.

1. Staff members are required to report all expressions of suicide or actions associated with suicide or any other self-afflicted injury. An oral report must be made immediately to the staff member's supervising administrator and school counselor.
2. The person who is doing the oral reporting will immediately follow up with a written report.

3. If the life of a student appears to be in imminent danger, the staff member, counselor, and administrator will take immediate action to protect the life of the student. All staff members are authorized to take reasonable and prudent action.
4. The written report will be submitted to the principal. The principal will form an *ad hoc* team involving at least one other administrator and will contact the parents, guardian, or mission administrator, whichever is most immediately available and appropriate, to take responsibility. If the substance of the report warrants it, the principal will see that steps are taken to:
  - Protect the student beyond the immediate incident
  - Seek professional guidance
  - Refer the student for professional counseling in consultation with the parents
  - Refer the incident to the parents for action
  - Pursue further investigation as necessary
5. The principal will be responsible for seeing that written records are kept of the actions taken, including a written summary. Furthermore, the principal will also be responsible to ensure that all records are kept confidential and shared only on a need-to-know basis.

## **4:3 Recognition of Child Abuse**

The diagnosis of child abuse is not simple. It requires a high index of suspicion by the professional who sees the child. It is based on a combination of medical findings that are unexplained, implausible, and inconsistent with the history obtained patterns of injury that suggest they have been caused by abuse rather than by accident, and characteristics and behavior of the child and the family. The appropriate medical and social investigation is required to confirm or elaborate on the diagnosis and a period of observation or the child's response may be necessary for non-organic failure to thrive. Medical professionals should continue to upgrade their skills in the recognition of child abuse and neglect.

### **4:3a Social Indicators**

Although child abuse may occur without any known underlying social factors, the following are some characteristics in the social environment associated with child abuse:

#### ***Abused Child:***

- was unwanted and there may have been a denial of pregnancy, request for an abortion, or talk of adoption
- was separated from the mother soon after birth and initial bonding was prevented or interrupted
- is a disappointment, whether because of a defect or because a child of the opposite sex was wanted
- is highly irritable and demanding
- has difficulty relating to the rest of the family

#### ***Abusive Parents:***

- were abused or experienced family disruption in their childhood
- lack family support and are unreasonably fearful of caring for their child
- lack parenting skills and/or knowledge of child development, having unrealistic expectations
- have poor impulse control, and are generally controlling, rigid and authoritarian
- were teen parents
- Abuse of alcohol and/or other substances
- have a physical or mental illness

### ***The Family:***

- has employment and financial stress
- has marital conflict and domestic violence
- experiences crises due to stressful events: death in the family, a recent move, fighting, etc.
- loneliness or isolation of mothers when partners have left or are working away from home
- heavy childcare responsibility
- experiences geographic isolation, lack of transportation, and lack of social support

## **4:3b Non-Accidental or Self-Inflicted Physical Injuries**

### **1. When to suspect abuse:**

- Injuries are seen repeatedly and not adequately explained by normal childhood activities
- The parent's or caretaker's story of the child's injury is vague, inadequate or implausible (e.g., a 5 month-old infant cannot climb into a tub of hot water)
- Delay in seeking medical attention for the injury
- The story may be inconsistent or contradictory and the parent's reaction to the seriousness of the injury is inappropriate
- Injuries such as abrasions and bruises of varying age
- Injuries with patterns (circular, square, tramline, herringbone)
- Circular marks around the wrists, ankles, or penis
- Clustered or grouped injuries (e.g. three to four oval bruises suggestive of a slap on the face, or a grasp around a limb)
- Injuries over body parts that are usually clothed
- Injuries to genitalia, with a vague history
- Injuries to eyes, ears, and internal organs
- Head injuries with a vague history
- Broken bones and ribs of varying ages, swollen/painful and dislocated joints
- Burns and scalds, especially over the buttocks or soles and feet

### **2. Behavioral symptoms of physical abuse:**

- Fear of parent/caregiver
- Overly compliant, withdrawn, unusual fear of authority
- Wariness of physical contact
- Unusual hunger for affection
- Fear of going home after school or child care
- Sudden change in behavior, e.g. from noisy to shy and passive, or becoming aggressive
- Wetting/soiling pants inappropriate for age group
- Sleep problems including nightmares
- Constantly watching for possible danger, apprehensive when other children cry

## **4:3c Neglect**

### **1. Some physical signs:**

- Consistent and regular hunger
- Malnutrition
- Low weight for age
- Gaining weight when hospitalized or placed in alternative care
- Poor language skills and coordination
- Poor hygiene (child constantly unwashed)
- Poor teeth, gum disease, untreated sores, not immunized against illness
- Constant lack of supervision

2. Some behavioral symptoms:
  - Poor bonding with parents
  - Clings to any adult, goes easily with strangers
  - Unusually tired, listless, or motionless
  - Feeds hungrily or hardly at all
  - Hungry for adult affection and attention
  - Habitual school truant or late-comer
  - Poor school performance, learning difficulties
  - Reluctance to go home
  - Rocking, sucking, headbanging

#### **4:3d Emotional or Psychological Abuse**

Emotional abuse can harm children just as much as other forms of abuse. It can be difficult to identify because it does not leave any physical injuries and it often goes unrecognized until a child shows signs of emotional problems.

1. Some key features:
  - Stunted growth; non-organic failure to thrive
  - Accelerated growth away from family
  - Feeding behavior grossly disturbed
  - Delayed mental and emotional development
  - Unusual patterns of urination and defecation
  - Poor social adjustment, anti-social behavior, unhappy, irritable, and defiant
2. Some behavioral symptoms:
  - Changes in behavior
  - Lying and stealing
  - Destructive or violent behavior
  - Child rocks, sucks, or bites self
  - Being very shy, passive, compliant
  - Being aggressive and constantly seeking attention
  - Low self-esteem, negative statements about self
  - Inability to mix with other children

#### **4:3e Sexual Abuse**

1. Some physical signs:
  - Pain, itching, discharge, or bleeding in the genital area.
  - Bruises to breasts, buttocks, lower abdomen or thighs
  - Vaginal infection with or without associated urinary tract infections
  - Abdominal pain suggestive of pelvic inflammatory disease
  - Recurrent headaches which are not neurological in origin
  - Sexually-transmitted diseases
  - Painful urination, bedwetting inappropriate for age
  - Pregnancy, especially teenage pregnancy
  - Torn, stained, bloody underclothes
  - Symmetrical bruises over the medial aspects or both thighs which suggest that the child's hips were forcibly abducted during the act of sexual assault
2. Some behavioral symptoms:
  - Fear of being hurt during dressing / nappy change
  - Inappropriate sexual activity

- Fear of being alone with a particular adult
- Extreme reaction, e.g. phobia to the opposite sex
- Depression or low self-esteem
- Distorted self-perception, e.g. being dirty or unclean
- Uncontrollable crying and screaming
- Sexual themes/fears in artwork, stories or play
- Strong fear/anxiety (especially about going home)
- Child reports having dreams or fears that seem to have sexual overtones
- Exhibits self-destructive behavior such as self-mutilation, alcohol/substance abuse, excessive risk-taking that may endanger life, and suicidal attempts
- Eating disorders including anorexia nervosa
- Child demonstrates sexual behavior beyond his/her years and supposed knowledge, e.g. hyper-sexualized behavior.
- Delinquent, aggressive, or truant behavior at school not explained by other causes in a previously well-behaved child
- Regressive behavior, e.g. sudden return to wetting or soiling
- Unwilling to participate in normal physical or social activities
- Poor relationships with other children
- Promiscuity, prostitution, homosexuality

## 4:4 Policy for Suspected Child Abuse Cases

Every individual at ICS can expect to be treated with dignity, care, and respect. Student abuse of any sort is clearly unacceptable and will not be tolerated by staff, students, or parents.

Child Protection: ICS has a zero-tolerance policy for abusive disciplinary behavior by any faculty or staff. ICS strictly adheres to the child protection standards as outlined in our child safety and protection policy, [P&O 2.2.1.1008 Child Safety & Protection Policy](#).

### 4:4a Definition

ICS adheres to the child protection standards as defined by the Ministry of Social and Family Development (MSF) and the Child Safety and Protection Network of which ICS is an associate member through the Network of International Christian Schools.

In summary, child abuse is any act by a person of influence who endangers or impairs the child's physical or emotional well-being or is deemed inappropriate by community values and professionals.

Neglect is intentionally depriving a child of living conditions which (according to local standards) provide the minimally-needed physical and emotional requirements for life, growth and development by a person responsible for the child's health and welfare, e.g., inadequate food, inadequate housing and clothing, lack of needed medical attention, abandonment, lack of supervision or guidance, unmet developmental/educational needs, etc.

Sexual abuse is any sexual contact or activity with a child that is undertaken solely for the sexual gratification of the other perpetrator (usually an adult or someone at least five years older than the victim). It includes but is not limited to, behavior such as genital fondling, indecent exposure, sexual intercourse, the use of pornographic materials, etc.

The behaviors described above are considered abusive and are not tolerated at ICS. Beyond definitions, we have corporate, ethical, and Biblical obligations to do all we can to ensure that

children under our care live in an environment in which they can feel safe from behavior that intentionally violates their trust or compromises the rightful and appropriate innocence of childhood.

#### **4:4b Reporting Procedure**

[ICS Student Safety Concerns Form](#) - This is the reporting tool given to all ICS team members to report any child safety concerns.

You may refer to the NICS Child Safety Policy & Procedures for further detail.

1. Listen to the child's report and provide support and care.
  - During this stage, you should listen with compassion and care; however, you also need to let the child know that you are going to let someone know so they can get help.
2. Make an initial report to your principal, who will then inform the school director. The school director will then inform NICS using the appropriate reporting form.

#### **4:5 Drug Abuse**

ICS adheres to the Singapore Government's drug abuse laws and requirements for reporting which includes the following:

- Notification of government authorities
- Filing necessary police reports

Any misuse of a controlled substance will be dealt with seriously whether on school premises or off campus at private functions.

Procedures for incidents involving drug use or abuse:

1. If any staff member detects and/or has reasonable grounds to suspect that any student is engaging in drug abuse or has received information of this nature, the staff member **MUST** report the information to his/her principal or the school director.
2. The parent or guardian of the student involved will be informed by the principal within twelve hours from the date he/she becomes aware of the issue.
3. Where appropriate, the school counselor may be appointed to work with the student, his/her parents, other social organizations, and/or the church to support the student.
4. Each drug incident will be dealt with individually so a customized approach may be appropriate.
5. Any information related to the offense may be passed on to relevant government agencies. No promise of confidentiality may be given to students in these matters. Any contact with local police/authorities will be handled by the director or his designee.
6. Dealing with drug paraphernalia and illegal drugs: If any staff takes temporary possession of any substance suspected of being an illegal drug, the staff **MUST** comply with the below. (NOTE: Staff may be himself/herself committing an offense by not following these guidelines.)
  - 6.1: Inform the director or his designee immediately. In the event neither of these is available, contact your principal.
  - 6.2: At all times when dealing with the substance, assure that a second adult is present – preferably another staff member, but it should never be an adult who is related to the student.
  - 6.3: Seal the sample in a plastic bag and note details including date, time of seizure, and witness that is present.



- 6.4: Store the sample in a lockable cabinet and pass the key to the director or his designee.
- 6.5: The director or his designee will notify the relevant authorities.

## **5: POLICIES RELATED TO HOME-BASED LEARNING**

### **5:1 Guidelines for Home-Based Learning**

When meeting with students online, teachers should adhere to the following practices:

- Online instruction should be done with groups of students, never one-on-one. Exceptions require the supervising administrator's approval.
- Teachers should dress professionally / appropriately while instructing students online.
- School administrators can, and will, check in on online instruction (similar to a classroom visit).
- Class sessions should be recorded and made available to students at the end of each class period.



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Carl No.: EDU-2-2070  
Validity: 25/11/2019 - 24/03/2024