

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

SJI International adheres to the United Nations Convention on the Rights of the Child (UNCRC), of which the host country, Singapore, is a signatory. SJI International seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives. SJI International's safeguarding policy is reviewed annually and is available to be viewed by all stakeholders. We communicate this policy annually to our students. We provide annual training for all staff, and prioritise Safeguarding and Child Protection processes during the recruitment of all staff.

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1. Rationale

- 1.1 At SJI International we acknowledge our duty and responsibility to protect and safeguard the interests of all children. The School believes that effective Safeguarding and Child Protection practices require sound procedures, good inter-agency co-operation and a workforce that is competent and confident in recognising and responding to Safeguarding and Child Protection situations.
- 1.2 This Safeguarding and Child Protection Policy (“Policy”) is therefore intended to provide the basis for good practice within the School in relation to Safeguarding and Child Protection, and provides a framework to ensure that the practice of Safeguarding and Child Protection is consistent so as to enable every child to be healthy and safe. It also seeks to make the professional responsibilities clear to all staff to make certain that statutory guidelines and other duties are fully met. The procedures outlined in this Policy are in line with Singapore’s current legislation (see [Appendix A](#)).
- 1.3 This Policy also supports Article 3.1 of the Convention of the Rights of the Child which states that ‘*in all actions concerning children...the best interests of the child shall be a primary consideration*’. Singapore became a signatory to the convention in October 1995.
- 1.4 The welfare of the child is paramount, and as such this Policy will be reviewed on an annual basis and in response to case by case self-evaluation or evolving circumstances.

2. Terminology and definitions

Safeguarding	<i>The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully. Safeguarding is everyone’s responsibility and all organisations that work with or have contact with children and adults at risk must demonstrate compliance with this responsibility.</i>
Child Protection	<i>Child Protection is part of Safeguarding practice. Child Protection is the activity that is undertaken to protect children who are likely to suffer harm or already suffering significant harm. Child protection is what is in place to protect children who have already experienced harm, abuse, neglect, sexual exploitation, or have otherwise been harmed.</i>
Abuse	<i>A violation of an individual’s legal, human and civil rights by any other person or persons that endangers or impairs the victim’s physical or emotional well-being.</i>
Child Abuse	<i>‘Any act of commission or omission by a parent or guardian... (or any other person)... which would endanger or impair the child’s physical or emotional well-being or that are judged by a mixture of community values and professionals to be inappropriate’ (Singapore Ministry of Social and Family Development 2002)</i>
Categories of Abuse	<i>Physical Abuse; Neglect; Sexual Abuse; Emotional/Psychological Abuse; Radicalisation and Peer-on-Peer Abuse.</i>

Significant risk of harm	<i>'Significant risk of harm' is the threshold which justifies compulsory intervention in the best interests of the child.</i>
Best Interests of the Child	<i>The principle, 'in the best interests of the child' guides Singapore's policies and service provision for children and young persons, including the area of Safeguarding and Child Protection.</i>
Family	<i>Family refers to immediate, extended family members, guardians or carers.</i>
CPOMS	<i>Child Protection Online Monitoring System; reporting software for monitoring and recording child protection and safeguarding concerns.</i>

3. Responsibilities

Child Abuse occurs in all communities regardless of the gender of the child or perpetrator, wealth, religion, culture or ethnicity. All members of the school community have a duty to safeguard and promote the welfare of children.

3.1 The Executive Leadership Team (ELT)

The ELT is responsible for formulating and implementing policy and procedures which:

- 3.1.1 Prevent unsuitable people from working with children and young people i.e. **safe recruitment** procedures and single central vetting records.
- 3.1.2 Promote safe practices and challenge poor and unsafe practices in the whole school context.
- 3.1.3 Identify and support Designated Persons for Safeguarding and Child Protection who are members of the school's senior leadership team (SLT).
- 3.1.4 Identify instances where there are grounds for concern about a child's welfare and initiate appropriate action/intervention to keep them safe.
- 3.1.5 Contribute to effective partnership working between all those involved in providing services for children.

3.2 The Designated Safeguarding Lead (DSL) and Designated Safeguarding Team (DST)

- 3.2.1 At SJI International there is a **Designated Safeguarding Lead (DSL)** for the Elementary School and a **Designated Safeguarding Lead (DSL)** for the High School.

Elementary School: Maureen Russell (VP)

High School: Katie Wellbrook (VP)

- 3.2.2 The DSLs are responsible for the schools' approach to:

- 3.2.2(a) Policy

- 3.2.2(b) Practice

- 3.2.2(c) Procedures

- 3.2.2(d) Professional development

- 3.2.3 Specifically, the DSLs will:

- 3.2.3(a) Lead the **Designated Safeguarding Team (DST)** in their respective divisions.

- 3.2.3(b) Lead the DST on investigating safeguarding/child protection issues and allegations. Implement appropriate support and provisions in response to any allegations and issues that are reported.

- 3.2.3(c) Update the respective Principals on current cases. The Principals will inform the CEO, Brother

President and/or the Board as appropriate.

- 3.2.3(d) Ensure that all key stakeholders (including internal stakeholders such as parents, pastoral team etc. and external agencies such as MSF, CPS, the Singapore Police Force etc.) are kept informed where appropriate. The CEO and Brother President should be consulted before external agencies are involved. In some cases, the matter might need to be surfaced to the Chair of the Board of Governors.
 - 3.2.3(e) Ensure that all staff know who is responsible for safeguarding and child protection issues through leading on biannual compulsory training to keep staff up to date on procedures, policies, key issues and CPOMS.
 - 3.2.3(f) Maintain staff awareness and confidence regarding safeguarding and child protection procedures and ensure new staff are aware of these procedures as well as to coordinate training in this respect.
 - 3.2.3(g) Lead safeguarding team meetings or nominate an appropriate member of staff to lead on his/her behalf.
 - 3.2.3(h) Maintain and update Safeguarding and Child Protection records including outcomes of case conferences and other sensitive information - to be secured (double key) in a confidential file and disseminated only on a 'need to know basis'. The secure file is maintained by the Designated Safeguarding Lead.
 - 3.2.3(i) Keep up to date with current practice by participating in training opportunities at the highest level.
- 3.2.4 The DSL is supported by the **Designated Safeguarding Team (DST)** (see [Appendix B](#)) who will:
- 3.2.4(a) Take action to implement the safeguarding/child protection policies and procedures in collaboration with the DSL.
 - 3.2.4(b) Participate in safeguarding/child protection meetings and minute and record actions as appropriate.
 - 3.2.4(c) Take on the role of DSL where needed if they are not available.
 - 3.2.4(d) Collaborate with external agencies to take part in case conference meetings.
 - 3.2.4(e) Maintain and update Safeguarding and Child Protection records including outcomes of case conferences and other sensitive information - to be secured (double key) in a confidential file and disseminated only on a 'need to know basis'.

3.3 All Staff

- 3.3.1 All staff have a shared responsibility to help keep children and young people safe by following the Safeguarding and Child Protection Policy and Procedures. For full scope of the role of all staff, see [section 6](#).

3.4 Human Resources Department

- 3.4.1 The Human Resources Department has a responsibility to keep children and young people safe by following the Safer Recruitment Procedures of the Safeguarding and Child Protection Policy, see [section 7](#).

4. Monitoring and evaluation

This policy will be evaluated on an annual basis. The procedures contained within this policy will be monitored by regular stakeholder surveys, data analysis and professional evaluation of how child safety issues are addressed in school.

5. Categories of Child Abuse and their Signs/Symptoms

There are four main areas of Child Abuse. It should be recognised that the following suggested signs of abuse may also be a symptom of another problem.

5.1 Peer on Peer Abuse

5.1.1 The School is aware that children are also capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including online bullying, sexting, initiation, hazing and inappropriate, harmful sexualised behaviours. Where children and young people have exhibited sexually inappropriate, harmful sexualised behaviour and/or exhibited sexually inappropriate or harmful sexualised behaviour towards others the school will follow the [‘Child Protection and Safeguarding Process’ flowchart](#).

5.1.2 The school will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

5.2 Neglect

5.2.1 The persistent or severe neglect of a child which results in serious impairment of the child’s health or development.

5.2.2 Neglect can occur where parents/guardians:

5.2.2(a) fail to meet the basic and essential needs of their children such as food, clothing and medical care;

5.2.2(b) leaving very young children alone and unsupervised even for a short period of time;

5.2.2(c) leaving older children alone for long periods of time;

5.2.2(d) refuse or fail to give love and affection to their child (emotional neglect).

For signs and symptoms of possible neglect see [Appendix C](#).

5.3 Physical Abuse

5.3.1 Physical injury to a child that was inflicted or knowingly not prevented.

5.3.2 It involves any non-accidental injury where adults physically hurt, injuries or wounds a child. This can involve

hitting, shaking, squeezing, burning and biting. It also includes administering harmful substances to a child (including poisons, drugs or alcohol). For signs and symptoms of physical abuse see [Appendix C](#).

Please note some physical disciplining of children is used in Singapore. Parents are likely to be charged with child abuse if the child is significantly injured as a result of excessive force. At SJI International the physical disciplining of students is not condoned.

5.4 Sexual Abuse

5.4.1 The exploitation of a child or young person for sexual gratification or involving them in any sexual activity. This includes adult on child and child on child activity.

5.4.2 There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

5.4.2(a) Contact abuse involves where the abuser makes or has physical contact with a child of a sexual nature regardless of consent from the child. It includes:

5.4.2(a)(i) sexual contact with any part of the body whether the child's is dressed or not

5.4.2(a)(ii) penetration by putting an object or body part inside a child's mouth, vagina or anus

5.4.2(a)(iii) forcing or encouraging a child to take part in sexual activity with any other person or thing

5.4.2(a)(iv) having a child undress

5.4.2(a)(v) procuring or encouraging the child to physically touch any genitalia, whether the child's, the abusers or any other person.

5.4.2(b) Non-contact abuse involves non-contact activities and include:

5.4.2(b)(i) encouraging a child to watch, listen to or engage in any acts of a sexual nature

5.4.2(b)(ii) failing to take proper measures to prevent a child being exposed to sexual activities by others despite knowing

5.4.2(b)(iii) sexual grooming of a child

5.4.2(b)(iv) making, viewing, sharing and/or distributing child abuse images, including encouraging, conspiring with, aiding and/or abetting others to do so

5.4.2(b)(v) sharing pornography or pornographic material to a child

5.4.2(b)(vi) sexually exploiting a child regardless of reason.

For signs and symptoms of sexual abuse see [Appendix C](#).

Please note that in Singapore, sexual intercourse with any person without their consent constitutes rape. When a person is below the age of 14 years, sexual intercourse constitutes an offence, with or without consent ([Penal code of Singapore, Article 375](#)).

5.4.3 If a member of staff suspects a child has been abused or neglected by someone outside of school, the matter should be reported immediately. The school has a commitment to report high level harm involving serious physical abuse or sexual abuse to MSF and/or the Police.

5.5 Psychological/Emotional Abuse

5.5.1 Persistent or severe emotional ill-treatment or rejection. This occurs where there is constant and persistent deliberate withholding of affection, threats, verbal attacks, taunting, intimidation and aggression can lead to fear in a child or a loss of self-esteem. It can also include harassment or indifference on the basis of race, religion, culture, gender, sexuality or disability.

5.5.2 Aspects of psychological and emotional abuse include:

5.5.2(a) hostile rejection/degrading

5.5.2(b) intimidation (eg threats or acts that induce fear)

5.5.2(c) active isolating (eg locking a child in a room for extended periods of time)

5.5.2(d) exploiting/corrupting (eg teaching a child to steal)

5.5.2(e) inducing fear

5.5.2(f) denying emotional responsiveness (eg denying affection and shows of love)

For signs and symptoms of psychological/emotional abuse see [Appendix C](#).

5.6 Radicalisation

5.6.1 Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist activities or groups. The process of radicalisation is different for every individual. It is a process, not a one off event and can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation. Children and young people may be particularly vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end as their ability to discern is less and they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members' groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that use violence to achieve their ends include animal rights and international terrorist organisations such as Al Qaeda and the Daesh.

5.6.2 Self-radicalisation - Most commonly, radicalisation is initiated through affiliation with a group that holds extremist ideologies. Sometimes, self-radicalisation can occur in an unaffiliated context through exposure to extremist views found online. When this self-radicalisation results in violence, it is considered a 'lone wolf' attack. Examples of 'lone wolf' attacks are school shootings or incel-inspired violent extremism.

For signs and symptoms see [Appendix C](#).

5.6.3 If a member of staff suspects a child has been or is being radicalized, a report must be made to the police as only the police have the power and ability to investigate the matter properly..

6. Safeguarding and Child Protection Procedures

6.1 Managing a Disclosure

6.1.1 The disclosure of child abuse by a child to an adult is likely to be a very difficult one. It is essential that we show empathy and professionalism in our approach to managing such conversations at all times and without exception, mindful that what is said and what is recorded could influence **criminal proceedings** at a later date. The following guidelines are intended to protect both the child and the person receiving the disclosure:

6.1.1(a) **No Promise of Confidentiality or Non-Disclosure** - Staff should never give students or adults an absolute guarantee or promise of confidentiality or non-disclosure but **must** ensure that the information is disclosed only to the people who need to know.

6.1.1(b) **Listen Without Judgement and Suggestion** - Listen, allow the student to finish without directly questioning, leading or stopping them. On no account should a student be asked to demonstrate the abuse. Let them tell you what they want to and no more. They may need to disclose to a Safeguarding and Child Protection Officer, police officer or other specialist later and seeking a comprehensive recounting or recollection may interfere with the later investigation by the relevant authorities. Do not make suggestions or conjecture about facts or events to the student.

- 6.1.1(c) **Take Notes** – It is critical to make complete notes, including date and time of the interview and sign the notes. Notes can be made contemporaneously (where it does not involve a child and possible) or subsequently. In the case of post-report note making record as much as you can remember as soon as possible (preferably immediately) afterwards, using the students’ own words and pass this on immediately to a member of the DST or record it immediately on CPOMS.
- 6.1.1(d) **Empathy** - Remember that it may be very traumatic for a student to recall and describe events.
- 6.1.1(e) **Next Steps** - When the student has finished, make sure they feel secure and explain the next steps.
- 6.1.1(f) **Professional** - stay calm and convey this through words and actions; reassure the child or young person that you are taking what they have to say seriously.

6.2 Record Keeping (CPOMS)

6.2.1 All staff must record any safeguarding concerns on CPOMS immediately. All prior notes should be attached to the CPOMS file and information recorded must be factual without conjecture or hypothesis. The DST will ensure that the correct categories are logged and record the actions the school took and the actions the school decided not to take with explanation. All records of Safeguarding and Child Protection allegations, suspicions, or disclosures are centrally kept by the **DSL** on CPOMS.

6.2.2 Guidance:

- 6.2.2(a) Record notes of any concerns, giving the issues, dates etc, but be discreet whilst interviewing the child – they may find note taking at the time disconcerting.
- 6.2.2(b) Keep all records factual.
- 6.2.2(c) Consider whether it is appropriate to read your summary back to the victim to clarify what has been said, as this could repeat the trauma.
- 6.2.2(d) If you have a discussion with a child, keep a record of timing, setting, personnel present, what was said and any action taken/not taken.
- 6.2.2(e) Keep a record of any subsequent events and log it on CPOMS.

6.3 Safeguarding and Child Protection Procedures

6.3.1 Paramountcy Principle

- 6.3.1(a) The school is protected by the ‘paramountcy principle’ in that it can make decisions in the best interests of the child, and this may mean not disclosing information to parents, guardians or other family members. For example, where sexual abuse allegations happen within the context of the family, the family should not be alerted to the allegations being made and a report should be made with the police or CPS. For sexual abuse cases happening *outside* the context of the family, the family should be informed of the incident and a report needs to be made to the CPS/Police.
- 6.3.1(b) Where it is suspected that the abuse has been perpetrated by someone close to the family or within the wider family network, the DSL will contact, where possible, both parents/guardians to ensure the student can be kept safe provided that the parents/guardians are not the subject matter of concern. Full consideration as to whether contact with the immediate family would increase the risk of harm should be given. If this is the case, the DSL will contact CPS immediately for advice.
- 6.3.1(c) The child should be taken to either the KK Women’s & Children’s Hospital (KKH) or to the National University Hospital (NUH), the 2 designated **paediatric** hospitals.

6.3.2 Investigation Procedures

6.3.2(a) Timeline

Some Child Abuse allegations are time sensitive. To ensure that a student at risk is supported

appropriately and in a timely manner the DSL must report serious allegations **immediately** to their respective Principal. The Principal shall alert the CEO and Brother President **immediately** and they will respond as soon as possible.

6.3.2(b) **Investigation** of alleged abuse:

6.3.2(b)(i) Allegations of perpetration by someone outside of school

6.3.2(b)(ii) Allegations of perpetration by a peer/fellow student

6.3.2(b)(iii) Allegations perpetrated by a staff member (staff member = anyone employed by or contracted by the school)

6.3.2(b)(i) **Allegations of perpetration by someone outside of school:**

- The DSL or DST member meets with the student alongside the person they disclosed the abuse to or another appropriate staff member to ascertain if an investigation is warranted.
- The DSL or DST member decides that an investigation is needed and updates CPOMS records as soon as possible. The DSL or DST member must ensure they alert all necessary staff members on CPOMS (including Wellbeing Counsellors as needed).
- The DSL or DST member confirms the level or risk and continues investigation and gathers information as required (e.g. witness statements, interviewing other students/staff, gathering data).
- The DSL or DST member informs the family of the student, ideally in a face-to-face meeting, of the allegations keeping in mind the paramountcy principle (**see 6.3.1** above) at all times.
- The DSL or DST member put in place a safety plan to ensure the ongoing safety of the student, this could include ongoing counselling.
- Return to Child Protection and Safeguarding Process Flow Chart and complete the steps as outlined in the flow chart.

6.3.2(b)(ii) **Allegations of perpetration by a peer/fellow student:**

- The DSL or DST member meets with the student alongside the person they disclosed the abuse to or another appropriate staff member to ascertain if an investigation is warranted.
- Where the DSL or DST member decides that an investigation is needed the CPOMS records must be updated as soon as possible. The DSL or DST member must ensure they alert all necessary staff members on CPOMS (including Wellbeing Counsellors as needed). Depending upon the nature of the allegation, the student may be asked to cease any interactions with the other student in question or the student's class while the investigation is ongoing. In the case of high risk allegations, the victim and/or perpetrator may be placed on temporary leave pending outcomes of the investigation.
- The DSL or DST member confirms the level or risk and continues investigation gathering information as required (e.g. witness statements, interviewing other students/staff, gathering data). If there is more than one student involved in the abuse or who had witnessed the abuse, the students will be interviewed individually.
- The DSL or DST member informs the parents/guardians of the victim and/or perpetrator involved, including any witnesses ideally in a face-to-face meeting, of the allegations. However, the paramountcy principle (**see 6.3.1**) should be considered.
- The DSL or DST members are then to put in place an interim safety plan to ensure the ongoing safety of all student(s) impacted, including counselling.

- In line with the outcomes of the investigation, the Vice Principal will decide on a proportionate response in adherence with the respective Behaviour Policies (see Appendix D). This could result in internal/external suspension or expulsion. As per the policies, a restorative approach will be taken to resolve any additional issues. Please note that incidents of peer to peer 'bullying' are defined and resolved according to our respective Behaviour Policies.
- Return to Child Protection and Safeguarding Process Flow Chart and complete the steps as outlined in the flow chart.

6.3.2(b)(iii) **Allegations perpetrated by a staff member: (see Appendix D)**

- In close consultation with the Principal, the DSL or DST member meets with the student alongside the person they disclosed the abuse to or another appropriate staff member.
- The Principal and DSL meets with the staff member to inform them of the allegation and that an investigation is taking place. They also inform/consult (where appropriate) HR, CEO, Brother President and any other relevant personnel of the investigation. Depending upon the nature of the allegation, the staff member may be asked to no longer have any interactions with the student or the student's class while the investigation is ongoing. In the case of high risk allegations, the staff member may be placed on temporary leave of absence pending the outcome of the investigation.
- The DSL or DST member is to update CPOMS records as soon as possible. The DSL or DST should give anonymity to the accused staff member in these records pending the outcome of the investigation where the circumstances merit it and ensure that only essential DST staff members and the Principal are alerted to the identity of the accused staff member.
- The DSL or DST member is to confirm the level or risk to students as a matter of priority and thereafter is to continue the investigation and gather information as required (e.g. witness statements, interviewing other students/staff, gathering data). If there is more than one student victim or where there is more than one student witness to the abuse, the students will be interviewed individually and separately.
- The DSL or DST member is to inform the family of the student victim about the investigation, ideally in a face-to-face meeting, of the allegations made. However, the paramountcy principle (**see 6.3.1**) should be considered.
- The Principal and DSL must meet the staff member to discuss the details of the allegations, the evidence from the investigation and to allow the staff member a right to reply. The staff member will be offered the opportunity to invite an advocate/trusted colleague to attend the meeting with them. However, unless absolutely necessary, the names of the student witnesses should not be disclosed to the accused staff member.
- The DSL or DST member must put in place a holistic safety plan to ensure the ongoing safety of the student(s) (both victim and witnesses), including ongoing counselling and supervision.
- Return to Child Protection and Safeguarding Process Flow Chart and complete the steps as outlined in the flow chart.

7. Safer Recruitment

7.1 Safer Recruitment

The recruitment process of staff at SJI International is essential to safeguarding and promoting the welfare of the children in the School's care. The School expects all staff and volunteers to share and adhere to this commitment at all times. This can be achieved through sound procedures, effective and ongoing training, and recruitment of competent, motivated employees.

7.1.1 The purpose of this document is to set out the minimum requirements of a recruitment process that aims to:

7.1.1(a) Attract suitable applicants to vacancies;

7.1.1(b) Deter prospective applicants who are unsuitable for work with children or young people;

7.1.1(c) Identify and reject applicants who are unsuitable for work with children and young people.

7.1.2 In this regard, the school will:

- Implement a sound recruitment written process and policies involving both checks and disclosures for all prospective staff to reduce the possibility of hiring a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role ("**Safe Hiring Policies**").
- Keep and maintain a central record of recruitment and vetting checks and disclosures. These records shall be kept and maintained by HR and shall be readily accessible to the DST and DSL members.
- Ensure the Safe Hiring Policies are in accordance with local guidance and legal requirements and the School's policies.
- Ensure that all incoming staff have completed and signed an "Information and Declaration Form" ("**Employment Declaration Form**") which contains both an affirmation and acknowledgement.
- Ensure that all applicants at interviews are asked about their views and history in relation to safeguarding and child protection. This applies to *all* applicants, including teachers, administrators, security guards, cleaners, sports coaches, canteen staff etc.
- Ensure that the Safe Hiring Policies includes checks carried out on all applicants prior to their being employed and to have in place a system for periodic, random or ad hoc checks of staff where possible.

7.2 Recruitment Procedure

7.2.1 Advertising a Post

Safeguarding terminology and language should be used and emphasised in all job advertisements (including on the school website, newspapers, journals or on-line etc) such as:

'SJI International is committed to safeguarding and promoting the welfare of children and young people in its care. As an employer, the School expects all staff and volunteers to share this commitment and to make disclosures and to be subject to checks in this regard.'

7.2.2 Applications and shortlisting

The following application procedure is to be employed to enhance safe recruitment:

7.2.2(a) Applicants must submit (typically electronically) a full letter of application, and Curriculum Vitae and MUST complete in full and sign an Employment Declaration Form.

7.2.2(b) The School must make clear to applicants that they are required to account for any gaps or discrepancies

in their employment history.

- 7.2.2(c) The Employment Declaration Form to be submitted as part of an application must make clear that the declaration by the applicant is true without qualification and that any falsehood may or will be the subject of sanction. Applicants should be made aware that providing or furnishing false or incorrect information may be an offence and could result in the application being rejected or, in the case of an employee, summary dismissal, and (as may be appropriate) possible referral to the police and other professional regulatory bodies (advice in relation to this is to be set out in 'Guidelines for making applications').
- 7.2.2(d) Applicants for teaching positions or those that involve protracted interaction with students shall, as far as practicable, provide 2 referees as part of their application.
- 7.2.2(e) Where possible or practicable, references will be sought up before the shortlisting stage, so that any discrepancies can be probed during the selection stage. The only exception to this is where candidates have indicated on their application forms that they do not wish their current employer to be contacted. In the latter case, this reference will be taken up immediately after the interview and prior to any offer of employment being made.
- 7.2.2(f) References will be sought directly from the referee, one of whom must (in the case of teaching staff) be the Principal of the current or last school. In the case of non-teaching staff, the referee for the applicant must include a senior manager or a member of the board of directors of the applicant's previous employer.
- 7.2.2(g) References or testimonials provided by applicants should not simply be accepted. The School has its own Reference Request Form and this is to be used at all times.
- 7.2.2(h) The Reference Request Form will specifically ask referees to comment on:
 - 7.2.2(h)(i) the candidate's suitability for working with children and young people;
 - 7.2.2(h)(ii) any complaints, allegations or disciplinary warnings in relation to the applicant, including time-expired warnings, that relate to the safeguarding or treatment of children and young people;
 - 7.2.2(h)(iii) the applicant's previous declarations (if any).
- 7.2.2(i) Any information about past complaints, disciplinary action or allegations must be considered and examined carefully. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and which no further issues have been raised, are not likely to give rise to concern. More serious or recent allegations or complaints (especially ones that remain unresolved) or a history of repeated complaints or allegations are matters of concern and potential red flags.
- 7.2.2(j) Referees will be contacted by telephone or e-mail in order to clarify any uncertainties, concerns, anomalies and/or discrepancies. A detailed contemporaneous written note or record will be kept of such communication.
- 7.2.2(k) Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed contemporaneous written note will be kept of such communication.

7.2.3 Pre-employment Checks

- 7.2.3(a) Appointment or an offer of employment must always be subject to the following pre-employment checks:
 - 7.2.3(a)(i) Proof of identity
 - 7.2.3(a)(ii) Receipt of at least two satisfactory references, one of which will be from the former or most recent employer.
 - 7.2.3(a)(iii) Criminal vetting – a complete and full vetting procedure on all teaching or security staff (where

possible), which includes criminal/police or equivalent background checks for all countries of residence and/or employment.

7.2.3(a)(iv) Verification of the candidate’s mental and physical fitness/health

7.2.3(a)(v) Verification of academic qualifications

7.2.4 Induction / Training/Periodic Disclosures

7.2.4(a) All staff who are newly recruited by the school will receive induction training that must include the school’s safeguarding policies and guidance on safe working practices (including that as set out in [Appendix D](#) as soon as practicable.

7.2.4(b) Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s) to ensure all Safeguarding and Child Protection training has been completed.

7.2.4(c) All staff will receive training on Safeguarding and Child Protection every year. This will include (but may not be limited to) the following courses, repeated and refreshed as appropriate:

7.2.4(c)(i) Educare, “Child Protection in International Schools”, online training before working directly with our students

7.2.4(c)(ii) Annual training on the school’s policy and practices

7.2.4(c)(iii) Educare refresher courses

7.2.4(c)(iv) Safer recruitment practices

7.2.4(c)(v) Prevent Duty

8. Guidance on contact with students

8.1 For specific guidance on appropriate communication and contact with current students and SJII Alumni, please refer to the [SJI International Code of Conduct](#).

Document Signatory List

Responsibility	Name	Title	Signature
Prepared by	Maureen Russell Katie Wellbrook	Vice Principal Vice Principal	
Approved by	Catherine Nicol Roisin Paul	Principal Principal	

Updated by Maureen Russell and Katie Wellbrook 3 May 2023.

Approved by Catherine Nicol, Principal and Roisin Paul, Principal, May 2023

Date of Review: May 2023

9. Resources / Further Information

Appendix A

[Children and Young Persons Act](#)
[Protecting Children in Singapore](#)
[Management of Child Abuse Singapore](#)
[United Nations Convention on the Rights of the Child - 2001](#)

[Child Abuse Reporting Guide \(CARG\) Training](#)
[Social Services Institute: Management of Family Violence Training Manual](#)
[Sector-Specific Screening Guide\(SSSG\)](#)
[Management of Family Violence- Brochure](#)

Singapore Authority/Contacts

Child Protection and Welfare Service
SLF Podium #01-01 to #01-09 512A
Thomson Road Singapore 298137
Child Protection and Welfare Helpline: 1800-777 0000 (wef from 1 August 2009)
(Monday to Friday, 8.30am-5pm and Saturday, 8.30am-1pm)

Police Divisional HQ or the nearest Neighbourhood Police Post such as:

- (a) Thomson Neighbourhood Police:
25 Sin Ming Road, #01-180, Sin Ming Ville, Singapore 570025;
(Tel: [1800 452 9999](tel:18004529999))
- (b) Boon Teck Neighbourhood Police Post
207 Toa Payoh N, #01-1231, Singapore 310207
(Tel: [1800 254 9999](tel:18002549999))
- (c) Moulmein Neighbourhood Police Post
101 Jln Rajah, Block 101, Singapore 321101
(Tel: [1800 250 8999](tel:18002508999))

Singapore Resources

- **Protecting Children in Singapore** - published by the Ministry of Community Development, Youth and Sports (MCYS) (2005).
- Amendments to the **Children and Young Persons Act** (2011)
- **National Standards for Protection of Children** – Ministry of Community and Sports Child Protection and Welfare Services (2014)
- **Love our Children: Prevent Child Abuse** - Child Protection and Welfare Service (2002)
- The **UN Convention on the Rights of the Child** | UNICEF UK www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/

International

- **UNICEF CEE/CIS** - Child protection – Reference **Guide on ...**
www.unicef.org/ceecis/protection_4440.html
- The child protection system in England | NSPCC
www.nspcc.org.uk/Inform/.../england/cps-england_wda91441.html

- **Australian child protection legislation - Child Family**
www.aifs.gov.au/cfca/pubs/factsheets/a145620/index.html
- **Safeguarding Children and Safer Recruitment in Education**
<https://www.education.gov.uk/.../Final%206836-Safeguard.Chd%20bkm>

Appendix B

Designated Safeguarding Team ES 2023-2024

			
<p>Mrs Maureen Russell Vice Principal maureen.russell@sj-international.com.sg</p>	<p>Mrs Kat Kendon AP (Curriculum and Assessment) kat.kendon@sj-international.com.sg</p>	<p>Mrs Clare Doyle AP (Student Success) clare.doyle@sj-international.com.sg</p>	<p>Ms Shamini Ras School Counsellor shamini.ras@sj-international.com.sg</p>

Designated Safeguarding team HS 2023-2024

	
<p>Ms Katie Wellbrook Vice Principal Designated Safeguarding Lead katie.wellbrook@sj-international.com.sg</p>	<p>Supriya Kotwal Head of Counselling Deputy Safeguarding Lead supriya.kotwal@sj-international.com.sg</p>

Appendix C

Signs and Symptoms of Abuse

Signs or symptoms which may possibly indicate **neglect**:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poor school attendance or often late for school (or conversely not wanting to go home)
- Poor concentration.
- Affection seeking – demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Anxiety due to the burden of pressure.
- Failure to achieve developmental milestones

Signs or symptoms which may indicate **physical** abuse:

- Bruising - an inconsistent account of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Cuts or lacerations
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

Signs or symptoms which may indicate **sexual** abuse (*Please note- most frequently there are no signs of this type of abuse*):

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour, including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling and smearing faeces
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

Signs or symptoms which may indicate **psychological** abuse:

- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Frequent and open masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development

Potential indicators of **radicalisation** include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Appendix D

Safe Working Practices

1. A relationship between an adult and a child or young person cannot be a relationship between equals. There is always a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is never exploited and not used for personal advantage or gratification.
2. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is safe practice.
3. Communication between children and adults, by whatever method, should take place within clear, defined and well demarcated professional boundaries. This extends to and encompasses all manner of communication and technology including mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, social networks, social media, apps and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communication is transparent, documented and open to full scrutiny.
4. Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary action. This will be reported to the relevant authorities (see **Appendix E**).
5. When physical contact is made with a child this should be in response to their needs at the time, of limited duration and fully appropriate to their age, stage of development, gender, ethnicity, beliefs and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child and only for the minimum amount of time necessary.
6. Teaching staff owe a high duty of care to children. Teaching staff must act in a manner that ensures the physical and emotional wellbeing of students is safeguarded at all times, and that their own behaviour is guided by and in accordance with this duty of care.
7. There are also legal requirements to report harm/abuse of students and children. There may be instances where the suspected conduct of a member of staff may not trigger a mandated legal report but may be concerning to other staff.

As professionals, staff must:

- understand that behaviour that may appear to be tolerant to one individual may not be tolerable to another;
- be aware of any staff who may be too close to or too intimate with a particular student;
- be aware of any staff who shows excessive attention towards a particular student or who is too solicitous towards a particular student;
- be prepared to consult a trusted line manager or colleague concerning conduct/behaviour of colleagues;

- maintain up-to-date knowledge and understanding of safeguarding policies as they apply in their workplace;
 - implement and comply with safeguarding policies as they apply in their workplace; and,
 - be prepared to report any apparent boundary violations by any other staff member to their superiors, and other relevant authorities, internal or external.
8. Staff must always maintain a professional relationship with their students, whether in school or non-school settings. Although certain behaviour, when first commenced, may not breach the boundaries of a professional staff-student relationship, such behaviour may progress incrementally to a point that could result in a breach of professional boundaries.
9. The table below illustrates behaviour which may be classified as unprofessional and crossing boundaries and may result in disciplinary action against a member of staff.

Breach of Professional Boundaries	Example
Emotional	<ul style="list-style-type: none"> ● Showing preferential treatment to students without legitimate reason. ● Using subtle forms of control to allow a student to develop an emotional dependency on the teacher . ● Failure to recognise the role of a teacher is not to be a ‘friend’, ‘personal counsellor’ or ‘parent’ of the student.
Relationship	<ul style="list-style-type: none"> ● Intimate relationships with students: engaging in a romantic and/or sexual relationship with a student (current or former*). ● Flirtatious behaviour/intimate gestures directed towards a student. ● Expressing romantic feelings towards a student in written or other form. ● Planned meetings with the student alone outside of school without a valid context. ● Taking the student alone for an unauthorised outing, e.g. coffee, the movies or other social events.

Power	<ul style="list-style-type: none"> ● Giving costly or high value gifts to a student. <ul style="list-style-type: none"> ● Exploiting position for financial gain. ● Implying that a student’s grades will be affected if the student does not comply with the teacher’s request. ● Withholding information about academic performance in order to create “private time” or similar opportunities with a student.
Communication	<ul style="list-style-type: none"> ● Talking with a student about highly personal and/or sexually inappropriate matters that do not benefit the student. ● Using social media to interact with a student about personal/sexual matters without a valid context or proper reason. <ul style="list-style-type: none"> ● Offering advice on personal matters to a student. ● Asking a student questions about personal/sexual matters. ● Refusing to stop discussions of a personal/sexual nature when asked by the student.

There will be instances where some of the above behaviour or action may be undertaken by staff quite legitimately and for laudable reasons. For example, a teacher may provide breakfast for a student who has been neglected or may assist a student who seeks their advice on a personal matter because the student has no other trusted adult to turn to. However, any such activity by the staff member should be undertaken as transparently as possible and with the knowledge and consent of the staff’s supervisor or the respective Principals and/or the VP/ Head of Pastoral Care.

Grooming Behaviour

1. ‘Grooming’ of children (actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child with the intention to lower the child’s inhibitions in order to sexually abuse the child) is unacceptable. While such behaviour which may not automatically amount to criminal conduct the School takes a very dim view of any such cases and may discipline or terminate the employment of the staff in question.
2. Grooming is and will be seen as a deliberate and calculated process. It sometimes begins innocently enough if a teacher is conflicted about his or her role. A staff member may develop a relationship with a student with the best of intentions, yet the staff may later become predatory and groom the student to meet their own needs. Once this stage is reached, the goal of the groomer is always very specific: to create a strong emotional connection with a child as a way of gaining that child’s trust prior to initiating a sexual relationship.

3. In addition to the behaviours identified in the table above, often a variety of signals, patterns of behaviour and warning signs are present which may indicate the staff member has crossed professional boundaries and is grooming the student. Such behaviours may include:
- making the student feel special – for example, spending extra time with the student, arranging to drive the student home, buying the student lunch or asking the student to be a special helper in the class consistently;
 - targeting students who are emotionally vulnerable – such as students who are struggling academically or are having problems, including personal or family;
 - using gifts to entice and also to maintain silence about the relationship and the staff’s inappropriate conduct;
 - gaining the trust of the student’s family and friends as a way of further integrate and ingratiate themselves into the student’s life, such as accepting an invitation to dinner with a student’s family or inviting the student and their family to spend time with the staff member;
 - using social media without valid educational context to foster an inappropriate relationship with a student.

Appendix E

Requirements under MOE PFS Licence

As an International School operating under MOE PFS licence, SJI International acknowledges that it will:

1. comply with all MOE protocols and report all criminal incidents under the Singapore laws to the authorities.
2. report to the Archbishop about such criminal incidents where it relates to diocesan or Church matters.

SJI International, being a school in Singapore and operating with a MOE PFS licence, is required to comply with all Singapore laws and apply MOE protocols to handle any incident in the School involving our staff and students that constitutes a criminal offence under Singapore laws.

Under Section 424 of the Criminal Procedure Code, it is mandatory for the school or an individual who knows of a criminal offence being committed to report it to the authorities. Section 424 spells out the criminal offences that must be reported. These offences include sexual abuse against minors. A failure to report a serious crime (such as sexual abuse) constitutes a criminal offence and the person or party failing to do so may be subject to prosecution.

When in doubt, the ELT of the School should seek legal advice.

The Archbishop is accountable morally and publicly for incidents arising in Catholic schools and consequently the School ought to keep him informed of any serious incidents or criminal conduct in SJI International.

Any School that is aware of a complaint against any member of a Catholic order or the Church, including priest, friar, monk, brother and/or nun ("Religious"), involving allegations of misconduct or abuse of a minor must report the matter to the Authorities and also inform the Archbishop through the Professional Standards Office (**PSO**) of the Archdiocese. The information can be provided through a letter to the PSO or by getting in touch with the PSO Contact Person whose particulars are on the Catholic Archdiocese of Singapore website at <https://www.catholic.sg/psa/>.

Reports to the PSO should include the name of the Religious and the nature of the allegations made against the Religious. There is no need to identify the victims in reporting the matter to the PSO. As such incidents may be case-specific, the PSO will contact and liaise with the School's Board where further information is needed after the report has been made.