



The Winstedt School

SAFEGUARDING POLICY

Reporting: At The Winstedt School, the Designated Persons for Child Protection (DPCP) are the School Counselors: Mr Wei Xiang LIM and Ms Julia FRIEDMAN. The Designated Safeguarding Lead (DSL) is Ann Yom Steel, CEO. Should the two individuals be unavailable, staff should contact a member of the Leadership Team/Management Committee.

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CHILD SAFEGUARDING COMMITMENT

1. PURPOSE

- 1.1 The most effective way to safeguard children is to have a comprehensive and effective policy, with attached practices and guidelines. This policy is written under the principle that children and young people attending The Winstedt School have the right to feel safe and comfortable.
- 1.2 The purpose of this Policy is to provide staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping children safe.
- 1.3 This Policy has been written in accordance with the following legislation:
 - The Children and Young Persons Act, 2001, Singapore
 - National Standards for Protection of Children, 2002, Singapore
 - The Penal Code, 2001, Singapore
 - The Employment Act, 2001, Singapore
 - Convention on the Rights of the Child, 2001, United Nations
- 1.4 This Policy will be reviewed annually and updated regularly in the light of any changes in the school operations and/or environment and in line with any changes in relevant legislation and associated policies.

2. SCOPE

- 2.1 This Policy covers all staff of The Winstedt School who have direct contact with children. This includes staff paid or voluntary, employed directly by The Winstedt School.

3. DEFINITIONS

- 3.1 *Safeguarding*
Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.
- 3.2 *Child Protection*
Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.
- 3.3 For the purpose of this Policy, "Child" means any boy or girl under the age of 14 years, "Young Person" means any boy or girl of over the age of 14 years but under 18 years; but does not include any person who is or has been married or in a civil union (Children and Young Persons Act, 2001 Singapore).
- 3.4 For the purpose of this policy, "Staff" means individuals working at The Winstedt School and includes employees, consultants, students, associates, and volunteers whether working on a full time, part time, casual, or temporary basis.
- 3.5 The Children and Young Persons Act, (2001, Singapore) defines child abuse as "...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".
- 3.6 The Designated Persons for Child Protection (DPCP) in The Winstedt School are the

School Counselor/s. Members of the Management Committee also undertake responsibilities related to this policy.

- 3.7 The Designated Safeguarding Lead (DSL) is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's management committee.
- 3.8 In the event that If the Designated Persons for Child Protection at The Winstedt School are unavailable, staff should confer to the Management Committee members.

4. PRINCIPLES

- 4.1 This Safeguarding Policy confirms the commitment of The Winstedt School to the protection of children and proceeds to:
- outline the standards and principles by which all staff and stakeholders will abide
 - outline the action to be taken by staff where any form of abuse or ill-treatment is known or suspected
 - establish what action is required when allegations are made against staff
 - explore the implications for staff and stakeholders training
- 4.2 The Winstedt School will ensure that:
- staff are carefully selected/vetted/hired with the principles of this policy in mind
 - staff are appropriately trained in issues of child protection
 - staff are aware of the safeguarding and accompanying procedures and/or guidelines
- 4.3 The Winstedt School recognises that all staff have a full and active part to play in protecting students from harm. Overall responsibility and review of this policy rests with the CEO of the organization.
- 4.4 All services provided by The Winstedt School for the safety and wellbeing of children adhere to the principles of partnership, protection, and participation; and the rights and responsibilities accorded by the local government.

5. RESPONSIBILITIES

- 5.1 Any member of staff, paid or voluntary, may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending The Winstedt School. Sustained abuse and neglect of children, wherever it occurs, can have major long-term effects on all aspects of children's health, development and well-being and their ability to sustain stable and meaningful relationships in the future. It is the intention of The Winstedt School to ensure that all staff understand their roles and responsibilities in ensuring the safety of children within the school environment. This is achieved through consistent and agreed protocols regarding child protection, as well as the regular undertaking of training.
- 5.2 Each staff must:
- be aware of, and alert to, potential indicators of abuse or neglect
 - immediately or within 24 hours record a factual account of any concerns they have, or that are brought to their attention
 - appropriately seek advice and support from the Designated Person for Child Protection who will then contact external agencies if appropriate
 - work in co-operation with the Management, parents and caregivers, unless this compromises the safety of the child

- 5.3 It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators or neglect, potential or actual abuse and to report any concerns, suspicions, or allegations of suspected abuse immediately and, ensure that the concern is taken seriously and reported.
- 5.4 The statutory responsibility to investigate allegations of child abuse rests with Child Protection Services of the Ministry of Social and Family development (MSF) and the Singapore Police.
- 5.5 In showing support of the Safeguarding Policy, the CEO acknowledges legal responsibility to ensure that Safeguarding Policy is complete and adhered to and for ensuring that all staff are trained in the application of this procedure. Everyone has responsibility for implementing this procedure.
- 5.6 In fulfilling the objectives of this policy, the CEO, is committed to regular consultation with the members of the Management Committee to ensure that the policy operates effectively and that Safeguarding issues are regularly reviewed.
- 5.7 The role of the Management Committee is to:
- Ensure the needs and rights of children come first i.e., the safety and wellbeing of each child is paramount.
 - Receive information that suggests potential or actual risk of harm to a child who attends The Winstedt School, irrespective of whether the alleged abuse is current, past or likely to occur. The Heads will advise and support staff and, based on the initial detail, will decide as to whether to delegate to the Designated Person for Child Protection for further action.
 - Delegate to the Designated Person for Child Protection appropriate action and responsibilities as concerns are raised.
 - Ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation.
 - Ensure that the Safeguarding is effectively implemented throughout The Winstedt School.
 - Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
 - Ensure that all staff receive safeguarding training.
- 5.8 The role of the Designated Person for Child Protection is to:
- Ensure the needs and rights of children come first i.e., the safety and wellbeing of each child is paramount.
 - Ensure and safeguard clear, confidential, detailed, and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Child Protection Services or the Police. These records will be kept separate from student's records for the purpose of confidentiality.
 - Establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within The Winstedt School for agencies to contact regarding concerns.
 - Work closely and effectively with the CEO of The Winstedt School, ensuring information is appropriately shared to effectively safeguard the child.
 - Ensure that all staff are supported appropriately when dealing with child protection concerns.
 - Maintain a current awareness of the children identified as "At-Risk", and regularly highlight these children to the appropriate staff.
 - Consult with the Management and the CEO regarding all child protection concerns.

6. CHILD PROTECTION PROCEDURES

- 6.1 All staff will respond to concerns of child abuse by following the identified procedures, consulting appropriately, and collaborating with external agencies.
- 6.2 The procedures set out below will help staff with:
- the identification of abuse
 - handling disclosures, whether verbal or behavioural, from a child
 - reporting procedures

Identification of Abuse

- 6.3 If the Designated Person for Child Protection is unavailable for advice and guidance then staff should consult with a member of the Management Committee.

At The Winstedt School, the Designated Persons for Child Protection are Mr Wei Xiang LIM and Ms Julia Friedman. Should the two individuals be unavailable, staff should contact Ms Ann Yom STEEL (CEO), or another member of the Management Committee at their earliest convenience.

Further information regarding signs and indicators of abuse is included in **Appendix 1**.

Handling Disclosures from a Child

- 6.4 If a child makes a verbal disclosure to staff member it is important that staff take what the child says seriously. This applies irrespective of the setting, or the staff's own opinion on what the child is saying.

Further information regarding responding to a disclosure is included in **Appendix 2**.

- 6.5 Under no circumstances should staff attempt to investigate or deal with concerns regarding child abuse alone. Any incidents, concerns or suspicions must be reported following the procedures set out below.

Child-on-Child Harmful Behaviours

- 6.6 It is important to be aware that children can harm other children. These behaviours are outside of what may be considered the normal range, and can extend to bullying, violence or sexual assault. Therefore, when a child alleges inappropriate harmful behaviour by another child then the Child Protection procedures outlined in this Policy must be considered for both children. The Winstedt School's Anti-bullying Policy will also be referred to help manage behaviours.

Further information regarding The Winstedt School's Anti-Bullying Policy can be found in **Appendix 5**.

Suicidal Concerns or Self-Harming Behaviours

- 6.7 It is important to be aware that children can harm themselves or attempt suicide. When a child identifies thoughts of suicide, or self-harming behaviour, the Management Committee and Designated Person for Child Protection must be informed immediately.

Reporting Procedures

- 6.8 All concerns of potential, suspected or alleged abuse must be brought to the attention of

the Designated Person for Child Protection. If the Designated Person for Child Protection (School Counsellor/s) is unavailable, then consultation should occur with the CEO or respective member of the Management Committee. A decision will be made as to whether to seek further advice or notify Child Protection Services.

At The Winstedt School, the Designated Persons for Child Protection are Mr Wei Xiang LIM and Ms Julia Friedman. Should the two individuals be unavailable, staff should contact Ms Ann Yom STEEL (CEO), or another member of the Management Committee at their earliest convenience.

When reporting an incident staff should:

- Inform the DPCP as soon as possible; and,
- Use the Referral Form for Abuse/Neglect (please refer to **Appendix 3**) to record statements given by the child.
- The Referral Form for Abuse/Neglect will then be reviewed by DPCP.
- The DPCP will then carry out a full investigation of the case in consultation with all relevant staff. Meeting minutes will be recorded in the Action Plan document (please refer to **Appendix 4**).
- If there are obvious signs of physical harm, the student must be taken to the School Nurse immediately. If the student needs urgent medical attention, he/she should be brought to either KK Women's and Children's Hospital (KKH), National University Hospital (NUH), or the Singapore General Hospital (SGH).
- If The Winstedt School Management suspects that the abuse is/has been perpetrated by someone close to the family or within the family network, one of the DPCPs or an appropriate member of Pastoral Care Department designated by DPCP will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. If contacting the family brings about additional harm to the child, this step may be avoided.
- In the event of suspected sexual abuse, it is a requirement that the DPCP informs CPS and/or Singapore Police. For cases happening within the context of the family, the family should not be alerted to the allegations being made to protect the child.
- For sexual abuse occurring outside of the family, the family will be informed of the incident and a report needs to be made to the police. It will not fall on the onus of the school, to conduct thorough investigations, in terms of talking to the child. This must be left to the external authorities for legal reasons.
- All records of all meetings from the point when the child makes allegations will be recorded in the Action Plan document in **Appendix 4**.
- If it is suspected that a staff in the school has abused a child, the investigation process will follow similar steps as stated above. The information will also be shared with the HR and the CEO, and the suspected employee will immediately be placed on leave of absence. Depending on the type of abuse and its level of seriousness, The Winstedt School should prioritize the safety and well-being of the child first.
- The Winstedt School believes that all staff and children involved in an investigation of child abuse should receive support. In line with this, the DPCP, whenever possible, will coordinate specialized support with relevant agencies.
- The Winstedt School believes in open communication within its community. However, in child abuse investigations, the DPCPs and CEO will be responsible in managing information related to this incident and how it should be communicated to relevant parties.

Child Protection Referral Process

- 6.9 Effective documentation, including referrals and notifications, must include the following:
- record of facts, including observations, with time and date

- what was said and by whom, using the person's words
- what action has been taken, by whom and when

Keeping the Child's Family Informed and Involved

- 6.10 Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:
- the parent or caregiver is the alleged perpetrator
 - it is possible that the child may be intimidated into silence
 - there is a strong likelihood that evidence will be destroyed
 - the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision

Sharing Information and Confidentiality

- 6.11 The safety of a child is paramount. At times a child is unable to speak for or protect themselves. Therefore, The Winstedt School has a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of children.
- 6.12 Giving information to better protect a child is not a breach in confidentiality. Wherever possible the family should be kept informed of what information has been shared and to which agency, and for what purpose.
- 6.13 Should The Winstedt School be contacted with a request for information or access to interview a child then the following procedure will be followed:
- notify the respective Designated Person for Child Protection
 - identify specific information required and purpose
 - check information held – does The Winstedt School have the information requested
 - Designated Person for Child Protection to identify way forward and provide permission
 - depending on the reason for the request, and risk to child as judged on a case-by-case basis, inform the family that information has been requested, by whom and seek permission (if this is a child protection issue, permission from the family may not be required)
 - document all steps in process and ensure that all documentation is placed in the child's Child Protection File

Action to be Taken by the Designated Person for Child Protection

- 6.14 Concerns regarding alleged or suspected abuse will first be raised to the Designated Person for Child Protection who will consult the relevant manuals of practice. If further guidance is required, then consultation will occur with the CEO. A decision will be made whether this information needs to be escalated to Child Protection Services.
- 6.15 Irrespective of whatever decisions are made, even if the concern does not require notifying Child Protection Services, this must be recorded in writing and kept securely in a Child Protection File with the reasons clearly identified and explained.

7. TRAINING OF STAFF

- 7.1 All staff will receive child protection training at the level appropriate to their role. The Designated Person for Child Protection will undertake more intensive training. This person will be

accessible to staff to provide advice and support.

- 7.2 All staff will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, and the procedure for responding to actual or suspected abuse. This training will include:
- roles and responsibility of staff regarding child protection
 - recognising and responding to the signs and indicators of actual or suspected abuse
 - ensuring staff understand the Safeguarding Policy and can follow the Child Protection Procedures for reporting a concern
- 7.3 All staff will receive updated training every two years as a minimum with a refresher's course conducted annually.
- 7.4 All new staff will receive child protection training as part of their induction.
- 7.5 All new staff will be given a copy of this Policy as part of the induction process. A certificate of participation acknowledging hours completed will be given to all participants.

8. SAFE WORKING PRACTICES

- 8.1 A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 8.2 Adults should 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.
- 8.3 Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, social networking, 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 scrutiny.
- 8.4 Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will be a matter for disciplinary action. This will be reported to the relevant authorities.
- 8.5 When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity, and background. Adults should use their professional judgement, 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 for the minimum amount of time necessary.
- 8.6 Staff owe a high duty of care to children in The Winstedt School. Staff must act to ensure that the physical and emotional wellbeing of students is safeguarded, and that their own behaviour is guided by this duty of care.
- 8.7 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.

Staff must:

- understand that behaviour that may appear to be tolerant to one individual may not be deemed tolerable to another
- be aware of any staff who may be too close to 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 Supervisor 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 boundaries violations by teachers to their Heads on the Management Committee, and other relevant professional agencies, internal or external

8.8 Staff are in a professional relationship with their students, whether in school or non-school settings. Although certain behaviours, when first commenced, may not breach the boundaries of a professional staff-student relationship, these behaviours may progress incrementally to a point that could result in a breach of professional boundaries.

8.9 The table below illustrates behaviours which may be classed as crossing boundaries and may result in disciplinary action against a member of staff.

Breach of Professional Boundaries	
Types	Examples
<i>Emotional</i>	<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 to later foster an inappropriate/sexual relationship with the student. • Failure to recognise the role of a teacher is not to be a 'friend', 'personal counsellor' or 'parent' of the student.
<i>Relationship</i>	<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.
<i>Power</i>	<ul style="list-style-type: none"> • Privately giving a student money, credit for a mobile phone or a gift. • 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 to

	manipulate 'alone time' or opportunities with a student.
Communication	<ul style="list-style-type: none"> • Talking with a student about personal and/or sexual matters that do not benefit the student. • Using social media or other online platforms to interact with a student about personal/sexual matters without a valid context. • 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 may be instances where some of the above behaviours or actions may be undertaken by a staff member quite legitimately and for laudable reasons. For example, a teacher 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 Heads on the Management Committee.

Grooming Behaviour

- 8.10 'Grooming' of children (actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions to sexually abuse the child) is unacceptable. Some behaviour which may not amount to criminal behaviour may, however, be grounds for disciplinary action. Such behaviour may appear to constitute legitimate interactions with a student but may mask unacceptable behaviour.
- 8.11 Grooming is a very deliberate and calculated process, although it can sometimes begin innocently enough if a teacher is conflicted about his or her role. A staff may develop a relationship with a student with the best of intentions, yet the staff may become predatory and victimize the student to meet their own needs. Once this stage is reached, the goal of the groomer is 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.
- 8.12 In addition to the behaviours identified 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 with their parents at home
 - using gifts to bribe the student into silence about the staff's inappropriate conduct
 - gaining the trust of the student's family and friends as a way of further integrating 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 attend a staff member's holiday home
 - using social media without valid educational context to foster an inappropriate relationship with a student.

9. DEALING WITH ALLEGATIONS MADE AGAINST MEMBERS OF STAFF REGARDING INAPPROPRIATE ACTIONS WITH CHILDREN

- 9.1 The Winstedt School has a duty of care to the students it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.

- 9.2 Anyone who has reason to make a complaint will be made aware of The Winstedt School's complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse.
- 9.3 It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be responded to in accordance with this Policy.
- 9.4 Allegations, suspicions, or complaints of abuse against a staff member, volunteers or representatives of other agencies must be taken seriously and reported to HR who will deal with them immediately, sensitively, and expediently within the procedures outlined in this Policy in consultation with DPCP. Concerns may be raised in several ways as below, but not limited to:
- Directly by a staff member hearing or observing issues of concern or behaviour of concern
 - Direct disclosure by the child or young person
 - Indirect disclosure e.g., through written or artwork or through friends
 - Complaint from a parent or caregiver
 - Reports by other colleagues or agencies
 - As an anonymous report
- 9.5 If the allegation is against a staff in HR or Pastoral Care Departments, then this must be reported directly to the CEO.
- 9.6 It is not the responsibility of a staff to investigate allegations of child abuse. Allegations against a staff will be discussed with the Designated Person for Child Protection and HR, where a decision will be made if a notification to Child Protection Services is needed.
- 9.7 In all child protection cases The Winstedt School will co-operate fully with both Child Protection Services and the Police in their investigations and assessments.
- 9.8 If the Police decides to undertake a criminal investigation, then the staff will be placed on a leave of absence as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.
- 9.9 If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by staff which needs to be considered under internal HR disciplinary procedures.
- 9.10 All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported to DPCP, HR or the Management Committee.
- 9.11 A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child or young person being followed up in accordance with these procedures.
- 9.12 The criterion for reporting misconduct is that an employer suspects on reasonable grounds that a staff has engaged in any of the following:

- physical abuse of a child or young person, which includes physical abuse carried out under the direction, or with the connivance of the staff
- sexual abuse of a child or young person, which includes sexual abuse carried out under the direction, or with the connivance of the staff
- psychological abuse of a child or young person, which may include but not limited to, physical abuse of another person, or damage to property, inflicted in front of a child or young person, threats of physical or sexual abuse, and harassment
- being involved in an inappropriate relationship with a student with whom the staff member is, or was when the relationship commenced, in contact with as a result of his or her position as a staff of The Winstedt School
- neglect or ill-treatment of any child or young person in the staff's care
- the neglect or ill-treatment of any animal in the staff's care
- theft, or fraud
- involvement in the manufacture, cultivation, supply, dealing, or use of controlled drugs
- permitting, or acquiescing in, the manufacture, cultivation, supply, dealing, or use of controlled drugs by any child or young person
- viewing, accessing, or possessing pornographic material while on school premises or engaged on school business
- breaching the school's standards or rules concerning the use of alcohol at the school or while on school business
- any act or omission that brings, or is likely to bring, discredit to the profession or The Winstedt School
- physical, sexual, or psychological abuse is reportable whether it occurs as: a single act
- a number of acts forming part of a pattern of behaviour, even if some or all of those acts, viewed in isolation, would be minor or trivial

10. PHYSICAL CONTACT AND RESTRAINT

10.1 Staff may have to undertake physical interventions with a student. Staff should only do this where:

- Staff has received suitable training such as MAPA: Managing Actual or Potential Aggression.
- Staff has assessed the level of risk presented by the student to be high, where it is necessary to protect the student or another person from immediate danger.

APPENDIX 1: DEFINITIONS OF ABUSE

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting, or terrorizing a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill treatment of others.

Physical Indicators

- Bed wetting or bed soiling with no medical cause
- Frequent psychosomatic complaints (e.g., headaches, nausea, abdominal pains)
- Non-organic failure to thrive
- Pale, emaciated
- Prolonged vomiting and/or diarrhea
- Malnutrition
- Dressed differently to other children in the family

Behavioural Indicators

- Severe developmental lags with obvious physical cause
- Depression, anxiety, withdrawal, or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Running away from home, avoiding attending at school
- Nightmares, poor sleeping patterns
- Anti-social behaviours
- Lack of self-esteem
- Obsessive behaviours
- Eating disorders

Caregiver Indicators

- Labels the child as inferior or publicly humiliates the child (e.g., name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child
- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of child
- Involves child in adult issues such as separation or disputed over child's care
- Exposes child to witnessing situations of arguing and violence in the home

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long-term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack of action, emotion, or basic needs.

Physical Indicators

- Dressed inappropriately for the season or the weather

- Often extremely dirty and unwashed
- Severe nappy rash or other persistent skin disorders
- Inadequately supervised or left unattended frequently or for long periods
- May be left in the care of an inappropriate adult
- Does not receive adequate medical or dental care
- Malnourished - this can be both underweight and overweight
- Lacks adequate shelter
- Non-organic failure to thrive

Behavioural Indicators

- Severe developmental lags without an obvious physical cause
- Lack of attachment to parents/caregivers
- Indiscriminate attachment to other adults
- Poor school attendance and performance
- Demanding of affection and attention
- Engages in risk-taking behaviour such as drug and alcohol abuse
- May steal food
- Poor social skills
- No understanding of basic hygiene

Caregiver Indicators

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life – e.g., does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Drug and alcohol use
- Depressed

Physical Abuse

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

Physical Indicators (often unexplained or inconsistent with explanation given)

- Bruises, welts, cuts, or abrasions
- Burns - small circular burns, immersion burns, rope burns etc.
- Fractures and dislocations - skull, facial bones, spinal fractures etc.
- Multiple fractures at different stages of healing
- Fractures in very young children

Behavioural Indicators

- Inconsistent or vague explanations regarding injuries
- Wary of adults or a particular person
- Vacant stare or frozen watchfulness
- Cringing or flinching if touches unexpectedly
- May be extremely compliant and eager to please
- Dresses inappropriately to hide bruising or injuries
- Runs away from home or is afraid to go home
- May regress (e.g., bedwetting)
- May indicate general sadness

- Could have vision or hearing delay
- Is violent to other children or animals

Caregiver Indicators

- Inconsistent or vague explanations regarding injuries
- May appear unconcerned about child's wellbeing
- May state the child is prone to injuries or lies about how they occur
- Delays in seeking medical attention
- May take the child to multiple medical appointments and seek medical treatment without an obvious need

Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities, and sexual behaviours.

Physical Indicators

- Unusual or excessive itching or pain in the genital or anal area
- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or stools
- Sexually transmitted infections
- Pregnancy
- Urinary tract infections
- Discomfort in sitting or fidgeting as unable to sit comfortably

Behavioural Indicators

- Age-inappropriate sexual play or language
- Bizarre, sophisticated, or unusual sexual knowledge
- Refuses to go home, or to a specific person's home, for no apparent reason
- Fear of a certain person
- Depression, anxiety, withdrawal, or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Dresses inappropriately to hide bruising or injuries
- Eating disorders
- Compulsive behaviours

Caregiver Indicators

- May be unusually over-protective of the child
- Accuses the child of being sexually provocative
- Misuses alcohol or drugs
- Invades the child's privacy (e.g., during dressing, in the bathroom)
- May favour the victim over other children

Intimate Partner Violence or Family Violence

Intimate Partner Violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

While some men experience violence from partners and family members, women and children are the most likely victims of family violence.

Indicators in the Child

- Physical injuries consistent with the indicators of Physical Abuse
- Absenteeism from school
- Bullying or aggressive behaviour
- Complaints of headaches or stomach aches with no apparent medical reason
- Talking or describing violent behaviours

Indicators in the Victim

- Physical Injuries including bruising to chest and abdomen, injuries during pregnancy
- Depression and/or anxiety
- Inconsistent explanations for injuries
- Fearful
- Submissive

Indicators in the Perpetrator

- Isolates and controls partner and children
- Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- Minimises and denies own behaviour, or blames victim for the perpetrator's own behaviour

APPENDIX 2: RESPONDING TO CHILD ABUSE

Guidelines for Responding When a Child Shares His or Her Abuse Experience

It is important that you, as the adult, remain calm and confident when a child tells you what has been happening to him or her. Every child is different in how, when and where they will tell an adult about abusive experiences so it can happen when you are least expecting it.

Your facial expressions and your tone of voice are as important as what you actually say to the child. Stay calm, listen, reassure the child and at times you may need to clarify what the child has said so that you can take the appropriate action.

If a child sees that you are upset or not able to cope with what he or she is telling you, he or she may not continue to tell you what has been happening or take back (i.e., retract) the original statements they have made.

DO

- Listen, allow the child to tell as much as they want without interrupting (remember listening is not questioning).
- Respond reassuringly to the child.
- If you do ask a question avoid asking leading questions, ask only open questions that seek clarification so that you can decide what action you need to take.
- Most importantly “BELIEVE WHAT THEY SAY”.
- Document what the child said and the responses that you made, and any clarifying questions asked (word for word and remember to put the date, time, place and who was present).

DO NOT

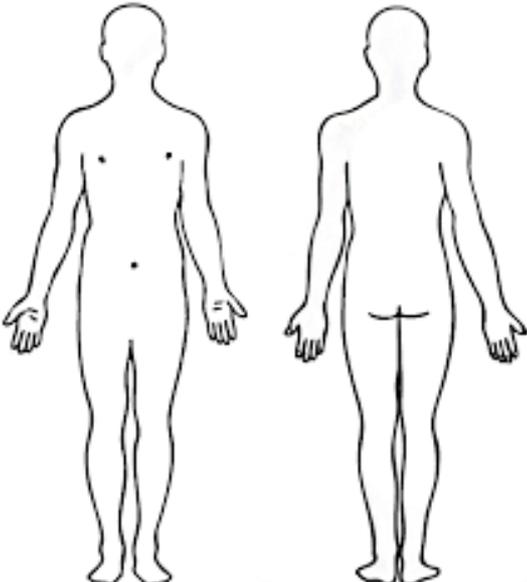
- Question in a way that introduces words, phrases, people’s names or concepts.
- Indicate that you disbelieve the child.
- Try to correct, confront, change, challenge, or influence what they say.
- Respond by saying “You should have told me sooner” or “Why did you let him/her do that?”

Disclosures that Indicate an Abusive Experience

Those working with children know not to “question the child” if a disclosure of abuse is made. This is correct - questions should not be asked if the child makes what could be considered a “clear disclosure” of abuse e.g., “Mum punched me in the head and made my nose bleed”, or “Uncle got into my bed and put his hand on my bum”. These types of disclosures require (1) a reassuring response by an adult and (2) the adult to take immediate action by contacting CYF and/or Police as appropriate.

APPENDIX 3: REFERRAL FORM FOR ABUSE AND NEGLECT

(To be completed by DPCP)

Student's Name:	Student's Date of Birth:	Year/Class:
Date and Time of Concern:		
First Person to be in Contact with Student:		
Students' Concerns: <i>(take notes)</i>		
Additional Information: <i>(e.g., context of concern/disclosure/details of any physical signs on body)</i>		
<p>Indication of Any Markings on Body Outline: <i>(e.g., Where they are, what they look like, their colour, shape, size, and condition. Is the injury healing or worsening?)</i></p> 		

Action:

(i.e., what did you do or say following the concern made by the child and state your rationale):

Name:**Title/Position in School:****Date:****Signature:**

APPENDIX 4: ACTION PLAN

(Any other relevant meeting minutes must be attached together with this document.)

Student's Name:		Date of Birth:	
Class Teacher:		Year:	
Record of Initial Discussion:		Date of Referral:	Reporter:
Names and Relationship to Student of Those Who Know About the Given Information:			
Plan of Action:		Action By:	Agreed Timeline:
Report on Action Taken: <i>(i.e., anything relevant to the case and whether the family is aware). All meeting minutes to be noted here including dates.</i>		Action By:	Date:

APPENDIX 5: THE WINSTEDT SCHOOL'S ANTI-BULLYING POLICY

1. The Winstedt School's Anti-Bullying policy addresses bullying behaviour, harassment and sexual harassment. This Policy applies to all members of the school community, including teaching staff, parents, students, guardians, ancillary staff and visitors. It deals with negative behaviours and attitudes which arise or occur in school and, which affect the emotional well-being of students or other people at the school.

Purpose

2. The purpose of this policy is to ensure:
 - 2.1 All members of staff, students and parents understand what bullying is.
 - 2.2 All members of staff know what the School policy is on bullying, and follow it when bullying is reported.
 - 2.3 All students and parents know what the School policy is on bullying, and what they should do if bullying arises.
 - 2.4 To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents, and guardians.
 - 2.5 To work with relevant stakeholders in countering all forms of bullying and anti-social behaviour.

Definitions

3. The following definitions have been taken from and after consultation with relevant stakeholders:
 - 3.1 Bullying involves the abuse of power in relationships. It is an act of aggression, causing embarrassment, pain or discomfort to someone. Bullying is generally deliberate and planned but can also be the result of thoughtlessness. Bullying is intentional physical, verbal, or social aggression. It's often repeated over time and occurs when there's a real or perceived power imbalance.
4. Bullying can be (please note that the list below is not exhaustive):
 - 4.1 *Verbal*: such as name calling or put downs, threats, blackmail, teasing, sexual harassment and innuendo
 - 4.2 *Cyber*: unpleasant emails, SMS, comments in chat rooms or BLOG or WhatsApp groups
 - 4.3 *Physical*: being punched, tripped, kicked or having your belongings stolen or damaged
 - 4.4 *Social*: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing distasteful pranks to embarrass, intimidate, and humiliate
 - 4.5 *Psychological*: being stalked, being intimidated, or manipulated, damaging someone's social reputation or social acceptance
5. Isolated or one-off incidents of negative behaviour do not fall under the definition of bullying.

Strategies for Prevention

6. All members of the Winstedt community have the responsibility to ensure that bullying is prevented within the workplace.
- 6.1 Here are some strategies (this list is not exhaustive):
- 6.2 For All Staff:
 - Train staff in a variety of approaches towards bullying.
 - Ensure that new staff who join the school are fully aware of the anti-bullying policy.
 - Be positive role models at all times.
 - Take steps to promote a positive learning environment.
 - Report incidents to respective Heads as well as School Counsellor.
 - Develop curriculum materials to heighten students' awareness and skills.
- 6.4 For All Students:
 - Report incidents.
 - Show solidarity for the victim.
 - Be prepared to explain what happened to relevant staff members.
- 6.5 For All Parents:
 - Watch for and report for incidents which they may hear from their children.
 - Work together with the school to ensure such incidents may not occur again.
 - Take responsibility for their child's behaviour outside of campus.
7. When everyone works together to prevent bullying, there is a much greater chance of creating a safe, secure, tolerant and happy school community.

Bullying Report/Response Procedures

8. All incidences of bullying will be taken seriously. However, the way these are dealt with may differ from one individual to the next.
- 8.1 All incidents need to be reported.
- 8.2 Staff will record all bullying incidents and share them with the Homeroom teacher, Head of School and the School Counsellor as well as the parent, where appropriate.
- 8.3 Investigations will occur, and interactions will be closely monitored while investigations are taking place.
- 8.4 Everyone involved the incident will be interviewed. Action will be taken when it is evident that someone is being bullied.
- 8.5 Parents of both individuals will be informed and may be called into the school for a meeting.
- 8.6 The School Counsellor will be involved at all times and will meet with all individuals to discuss ways to move forward.
- 8.7 A copy of the report outlining the bullying incident together with other information such as email correspondences, will be kept in the student's file.

APPENDIX 6: SUGGESTIONS ON ACCEPTABLE PROFESSIONAL BOUNDARIES

The following suggestions may assist staff to maintain professional boundaries with students when providing one-to-one learning assistance/feedback, assessment, or pastoral care.

Staff are in a position of trust and authority with students, whether they are involved with the students in or outside of the school setting.

The way a staff behaves towards a student in the sphere of their private life, or in another professional (non-teaching) capacity, is relevant to the professional standards and responsibilities of the staff.

If there is no recognition of appropriate boundaries in private or other professional relationships with students, it is reasonable to infer that appropriate boundaries in professional staff-student relationships may be unrecognised and appropriate standards transgressed in a school setting.

<i>Make It Purposeful</i>	Consider whether it is essential to meet with the student one-to-one.
<i>Make It Public</i>	The more visible, public, and busy the location, the better. Use the school's authorised IT systems. Do not use personal email or other informal channels to communicate with students.
<i>Make It Authorised</i>	Parents/guardians should be informed about and give consent for such individual assistance. Have the activity authorised by the Heads of Schools or a supervising colleague.
<i>Make It Timely</i>	As far as practicable, provide support during normal work hours and do not conduct excessively long sessions.

APPENDIX 7: TWS CHILD SAFEGUARDING COMMITMENT

Note: This is a document that all TWS staff read and agree to each school year.

I WILL

- Provide for a physically safe learning environment for all students.
- Treat everyone with respect, integrity, courtesy, and dignity.
- Maintain appropriate physical boundaries at all times and touch children only when appropriate and necessary, in ways that are public and non-sexual.
- Comply with the TWS Reporting Requirements as indicated in the Child Protection Procedures to report suspected child abuse.
- Cooperate fully in any investigation of abuse of students.

I WILL NOT

- Be alone with students, outside of normal professional responsibilities, at school or during non-school activities on weekends or evenings without a Management Committee member being notified or parental consent.
- Hit, physically assault, or physically or psychologically abuse children.
- Use facilities such as toilets that are specifically designated for use by students.
- Have relations with a child, or act in a way, that can be considered sexual, exploitative, or abusive.
- Use language, make suggestions, or offer advice that is abusive.
- Behave or speak in a manner that is sexually inappropriate or sexually provocative with students.
- Comment on the appearance of a child with any reference to sexuality or sexual attraction or repulsion.
- Sleep in the same room as students without parental consent, without another adult present, and without the advanced authorization of school leadership.
- Provide transport in my car to a student alone, outside of my professional role, without parental or administrative permission (except in the case of an emergency).
- Condone or participate in behaviour by children that is abusive or endangers their safety.
- Act in ways that shame, humiliate, or degrade children, or otherwise perpetrate any form of emotional abuse.
- Smoke or use tobacco products, or possess, drink, or be under the influence of alcohol or illegal drugs *in the presence of students* while acting in a professional capacity or at a school-sponsored event.
- Accept gifts exceeding S\$50 or give private gifts to students without the knowledge of their parents/guardians or a member of the Management Committee.
- Engage in private communications with students using social media or other means in ways that are outside my professional relations with students.
- Accept student requests to follow/friend/join my personal social media profile(s) until after they graduate from high school.

I have read, understood, and will abide by the TWS Child Safeguarding Policy.

Name of Staff, Position	
Date	
Signature	