



Safeguarding and Child Protection Policy and Procedures

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Important Safeguarding Contacts

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Designated (Advisory) Board Member for Child Safeguarding (DBMS)	Ms. Sharon Walker	sharonw@winstedt.edu.sg

**Should the Designated lead and persons be unavailable, staff should contact a member of the Leadership Team.*



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1. Purpose

The Winstedt School is committed to the safeguarding of all students at the School. The policy aims to create a culture of vigilance whereby all adults are aware of how we safeguard our students and for all adults to promote the child's welfare at all times. This policy provides staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping children safe.

1.1. Reference to the Statutory Framework

This Safeguarding and Child Protection Policy is written with due regard to the following documents:

- The Children and Young Persons Act, 2020, Singapore
- National Standards for Protection of Children, 2002, Singapore
- The Penal Code, 2008, Singapore
- The Employment Act, 2020, Singapore
- Convention on the Rights of the Child, 2017, United Nations

This Safeguarding and Child Protection Policy will be reviewed at least annually and updated regularly in the light of any changes in the school operations and/or environment and, in line with any subsequent guidance issued by relevant legislation.

2. Scope

This Policy covers all staff of The Winstedt School including voluntary personnel, external vendors, agencies and third parties who visit the school at any given time.

Other documents which uphold this policy include:

1. Staff Code of Conduct
2. Employee Handbook

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. Child and Young Person

For the purpose of this Policy, “Child” means any person under the age of 14 years, “Young Person” means any person 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. Staff

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. Child Abuse

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. Designated Safeguarding Persons (DSP)

The Designated Safeguarding Persons (DSP) in The Winstedt School are the School Counselor/s, who work with the DSL in receiving and recording reports of any issues that may be deemed as child safeguarding within the school.

3.7. Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is the person appointed to take lead responsibility for child safeguarding issues in school. The person fulfilling this role must be a senior member of the school's leadership team.

3.8. Designated (Advisory) Board Member for Safeguarding (DBMS)

The Designated (Advisory) Board Member for Safeguarding (DBMS) is a School Advisory Board member who undertakes responsibilities related to this policy including but not limited to process management of child safeguarding issues, policy decisions related to The Winstedt School Safeguarding Policy, and strategic decisions regarding child safeguarding within The Winstedt School community.

In the event that the Designated Safeguarding Persons at The Winstedt School are unavailable, staff should confer with the DSL or CEO.

4. Principles

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

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

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 DSL, School Board and the CEO of the organization.

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. Investigative Responsibility

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.

5.2. Staff

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.

Each staff must:

- read and enact this policy
- adhere to the Staff Code of Conduct
- maintain the safeguarding of students wherever they are educating the students (including off-site educational visits)
- attend safeguarding training on an annual basis
- 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 Safeguarding Person(s) and/or Designated Safeguarding Lead 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

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.

Staff are expected to have read ALL the following policies in conjunction with this policy:

- Staff Code of Conduct
- Employee Handbook
- Whistleblowing Policy*
- Harassment Procedure

*The **Designated Safeguarding Lead (DSL)** is responsible for implementing the Safeguarding Policy, including ensuring staff *know* that whistleblowing is a protected and appropriate action if they're

concerned, although the Whistleblowing policy itself is owned by the HR lead.

5.3. School Board and CEO

School Board

The School Board oversees safer recruitment, ensuring the school site is safe and secure and checking that safeguarding training for staff is regular and thorough. The School Board is also responsible for appointing a School Board Member (DBMS) to be the safeguarding link member. This person will meet with the DSL regularly to review policies and procedures at the school. In showing support of the Safeguarding Policy, the School Board 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.

The named board member for safeguarding is **Sharon Walker** who can be contacted via email at sharonw@winstedt.edu.sg and via telephone at 6715 5373.

CEO

The CEO is responsible for managing the school's DSL and ensuring they fulfil all their duties fully and competently. The CEO ensures all records are stored confidentially and all staff receive training relevant to their role within the school. In fulfilling the objectives of this policy, the CEO is committed to regular consultation with the members of the Leadership Committee to ensure that the policy operates effectively and that Safeguarding issues are regularly reviewed.

The school's CEO can be contacted via the school office on 6715 5337 or via email at darryld@winstedt.edu.sg

5.4. Child Safeguarding Committee

The role of the Child Safeguarding Committee 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 lead will advise and support staff and, based on the initial details, will decide as to whether to delegate to the Designated Safeguarding Persons for further action.
- Delegate to the Designated Safeguarding Persons 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 Policy 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.

The Child Safeguarding Committee comprises:

Designated Safeguarding Person ('DSP')

The role of the Designated Safeguarding Person 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 DSL, Principal, and the CEO regarding all child protection concerns.

Designated Safeguarding Lead ('DSL')

- The DSL is responsible for drafting and reviewing the school's Safeguarding and Child Protection Policy, recognising issues which may impact students at The Winstedt School, making referrals to social services where necessary, and working with families.
- The DSL along with the DSP is the first point-of-call for staff who have safeguarding concerns.
- The DSL has a responsibility to liaise with external agencies with regards to the most vulnerable students such as children subject to child protection plans.
- In the absence of the DSL, the Designated Safeguarding Persons ('DSP') will fulfil these roles and responsibilities.

6. Child Protection Procedures

All staff will respond to concerns of child abuse by following the identified procedures, consulting appropriately, and collaborating with external agencies.

The procedures set out below will help staff with:

- the identification of abuse
- handling disclosures, whether verbal or behavioural, from a child
- reporting procedures

6.1. Identification of Abuse

The Winstedt School has a Designated Safeguarding Team, made up of: Designated Safeguarding Persons and the Designated Safeguarding Lead, who are available for advice and guidance. Should they not be contactable please reach out to a member of the School Leadership Team.

All staff will receive annual training in the signs and symptoms of abuse and neglect. All staff are aware that our students face additional safeguarding challenges. Staff are to monitor our students closely and frequently meet with parents to discuss any concerns or arising issues. The definitions, signs and symptoms of abuse are detailed in **Appendix 1**.

6.2. Handling Disclosures from a Child

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.

When dealing with a disclosure, all staff must be responsible for:

- a) listening to what a child is saying without interruption and without asking leading questions respecting the child's right to privacy but without promising confidentiality.
- b) reassuring the child that she/he has done the right thing in telling them.
- c) explaining to the child that in order to keep him/her safe from harm the information that has been shared must be passed on
- d) reporting what has been disclosed to the DSP and/or DSL in the school as soon as possible and following up all verbal conversations in writing as quickly as possible.
- e) recording in writing, as soon as is practicable, what was said using the child's actual words. Staff must alert the DSP and/or DSL of their concern, filling in the **Referral Form for Abuse and Neglect (Appendix 3)** and sign it. The form needs to be handed or emailed directly to the DSP and/or DSL.

Under no circumstances should staff attempt to investigate or deal with concerns regarding child abuse alone.

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

6.3. Allegations About Another Student or Child-on-Child Harmful Behaviour

Child on child abuse involves the abuse of young people by their peers. This is not tolerated at The Winstedt School and will never be treated lightly.

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.

Members of staff should report suspected child-on-child abuse to the DSP and/or DSL in line with reporting allegations against adults as detailed in this policy. The DSP and/or DSL will notify the parents of all students involved in the allegation on the same day the allegation is made. The DSL

and the school's Principal will investigate any allegations through speaking with staff, reading incident reports filed on iSAMS and, if necessary, taking statements from witnesses or looking at CCTV. In order to minimise child-on-child abuse, students are always supervised when they are at school and learn about peer abuse.

Further information regarding Child-on-child abuse can be found in **Appendix 1**.

6.4. Suicidal Concerns or Self-Harming Behaviours

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 Pastoral Care team, DSP and/or DSL must be informed immediately. The respective Heads of School, Principal, and CEO will be kept informed.

6.5. Monitoring irregular attendance

It is the duty of class teachers to monitor the attendance and punctuality of all students in their class. Where they have concerns over a particular child's attendance or punctuality, this will be shared with their Head of School in the first instance who will decide to meet with the family to overcome this. Where this is ineffectual or where a child is already classed as vulnerable or known to social services, this will be referred to the DSP and/or DSL.

6.6. Reporting Procedures

If we have a reason to be concerned about the welfare of a child, we will seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to external services, when doing otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

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 DSL or respective member of the Management Committee. A decision will be made as to whether to seek further advice or notify Child Protection Services.

When reporting an incident staff should:

- Inform the DSP or DSL as soon as possible; and,
- Use the Referral Form for Abuse/Neglect (Refer to: **Appendix 3**) to record statements given by the child.
- The Referral Form for Abuse/Neglect will then be reviewed by DSP.
- The DSP, in consultation with the DSL, 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 (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 it is suspected that the abuse is/has been perpetrated by someone close to the family or within the family network, one of the DSP or an appropriate member of Pastoral Care Department designated by DSP 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 DSP and/or DSL 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 DSP (in consultation with the DSL), 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 DSP and DSL will be responsible for managing information related to this incident and how it should be communicated to relevant parties.

6.7. Child Protection Referral Process

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

A flowchart for the basic referral and action procedure is provided in **Appendix 8**.

6.8. Keeping the Child's Family Informed and Involved

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 (*unless* there is a risk of significant harm to them or others, the law requires reporting (e.g., certain criminal acts, abuse cases, threats of violence), or a safeguarding agency requires parental involvement).

6.9. Sharing Information and Confidentiality

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.

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.

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 Safeguarding Person
- identify specific information required and purpose
- check information held – does The Winstedt School have the information requested
- Designated Safeguarding Person in consultation with the DSL 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

Confidentiality

Information about students given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate. We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers. Information sharing should always be with the right people between and within agencies.

6.10. Action to be Taken by the Designated Safeguarding Person

- Concerns regarding alleged or suspected abuse will first be raised to the Designated Safeguarding Person, who will consult the relevant manuals of practice and inform the DSL of the concern raised. If further guidance is required, then consultation will occur with the DSL. A decision will be made whether this information needs to be escalated to Child Protection Services.

In the case of pupils who are subject to child protection plans, the DSL will report absences on the same day to the named social worker for that child. If absences for any student are prolonged and frequent, the family will be referred for support or, in cases where there are additional concerns, to social services.

Action following a report of sexual violence and/or sexual harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.

The school is aware of and will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead or DSP is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school.

Important considerations will include:

- a) the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- b) the nature of the alleged incident(s), including whether a crime may have been committed
- c) the ages of the children involved
- d) the developmental stages of the children involved
- e) any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- f) if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- g) that sexual violence and sexual harassment can take place within intimate personal relationships between children
- h) importance of understanding intra familial harms and any necessary support for siblings following incidents
- i) are there ongoing risks to the victim, other children, adult students or school staff, and
- j) other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the school will follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted.

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.

6.11. Record Keeping

At The Winstedt School, all safeguarding concerns are logged securely online. All paperwork and files pertaining to safeguarding and child protection are stored digitally and securely, accessible only to DSP and/or DSL. Records are structured with a clear and comprehensive summary of any concerns, details of follow-up, resolution, actions taken, and the outcome for the child. Where records need to be transferred to the local authority or other schools, they are sent securely, separately from other files and an acknowledgement is obtained from the receiving school or office.

7. Training of Staff

All staff will receive certified child protection training at the level appropriate to their role. The DSPs and DSL will undertake more intensive training. The DSP and DSL will be accessible to staff to provide advice and support.

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.

All staff will receive updated training every two years as a minimum with a refresher course conducted annually.

All new staff will receive child protection training as part of their induction.

All new staff will be given a copy of this Policy as part of the induction process. A certificate of participation acknowledging the hours completed will be given to all participants.

8. Safe Working Practices

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.

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.

8.1. Communication between Staff and Students

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.

8.2. Physical Contact between Staff and Students

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.

8.3. Sexual Activity between Staff and Students

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.

8.4. Grooming Behaviour

'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.

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.

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.

8.5. Duty of Care

Staff are expected to have 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.

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 Leadership Team, and other relevant professional agencies, internal or external.

8.6. Professional Boundaries

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.

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>	• 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>	• 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>	• 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.
<i>Communication</i>	• 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.

* Disclaimer: The following examples are not exhaustive and do not represent the entirety of the possible scenarios or content related to the topic. These examples are intended to illustrate key points or concepts, but there may be additional relevant information or variations not included here.

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 respective Heads on the Management Committee.

Working with students

All staff are encouraged to work in accordance with the Employee Handbook. This involves not working one-to-one with a student without other adults or students in the room. Where this type of work cannot be avoided, staff must leave the door open and alert their colleagues/Supervisor to this beforehand. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be made to feel ashamed, nor be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

9. Allegations against Members of Staff regarding Inappropriate Actions with Children

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.

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.

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.

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 DSP. 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

If the allegation is against a staff in HR or Pastoral Care Departments, then this must be reported directly to the CEO.

- It is not the responsibility of a staff to investigate allegations of child abuse. Allegations against a staff will be discussed with the Designated Safeguarding Person/Lead and HR, where a decision will be made if a notification to Child Protection Services is needed.

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.

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.

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.

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 DSP/DSL, HR or the Executive Leadership Team.

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.

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/substances
- permitting, or acquiescing in, the manufacture, cultivation, supply, dealing, or use of controlled drugs/substances 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 - which is reportable whether it occurs as a single act OR 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

Procedure for dealing with complaints and allegations about staff, including relief teachers, volunteers and contractors

Staff at The Winstedt School understand that students may make allegations against a member of staff and are aware of the procedures that manage these allegations. If an allegation is made, the member of staff who receives the allegation must refer it to the DPCP and/or DSL immediately.

Low-level concerns about a member of staff, agency staff, volunteer or contractors should also be reported to the DSP and/or DSL.

The DSP will be the decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and the role of the DSL, the DSP may wish to consult with the DSL and take a more collaborative decision-making approach. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. The DSL will be kept informed of all low-level concerns.

If the DSP is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with the DSL.

Procedure for dealing with complaints and allegations about the Principal

Any allegation against the Principal needs to be reported to the CEO immediately. The CEO will discuss the allegation and seek further advice from the Chair of the School Board.

Low Level Concerns about Staff Behaviour

Staff and the School Board at The Winstedt School recognise the possibility that adults working in a school may harm children. All concerns about the conduct of any adult in school (teachers, support staff, supply staff, contractors or volunteers) should be taken to the DSL, Aditi Chakravarti. Concerns about the conduct of the Principal should be reported to the CEO.

Concerns may come from various sources, for example, suspicion; complaint; or disclosure made by a child, parent or other adult within or outside the organisation.

The DSL will decide whether the concern is an allegation (where a child has been harmed or is at risk of harm) or a low-level concern. The term “**low level concern**” **does not mean that it is insignificant**. It means that the behaviour towards a child does not meet the threshold for referral externally, but the individual has acted in a way that is inconsistent with the staff Code of Conduct.

Examples of low-level concern behaviour may include, but are not limited to:

- a) being over-friendly with children
- b) having favourites

- c) engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Low level concerns will be recorded in writing including, and include:

- a) the name of the individual sharing the concerns
- b) details of concern
- c) context in which the concern arose
- d) action taken

Responding to a low-level concern

Once DSP has received the low-level concern (in conjunction with the DSL if appropriate), and according to the nature and detail of the particular concern shared, the DSP will:

- a) speak to the person who raised the low-level concern (unless it has been raised anonymously)
- b) speak to any potential witnesses
- c) speak to the individual about whom the low-level concern has been raised.

If a concerning pattern of behaviour is identified and meets the criteria for an allegation, then the matter will be referred to the DSL immediately. Reports about supply staff and contractors will be shared with their employers by the DSL. This will enable them to identify potential patterns of inappropriate behaviour.

10. Physical Contact and Restraint

Physical intervention can only ever be used to prevent a student injuring themselves, other pupils or a member of staff. Where physical intervention is necessary, only the most minimal amount of force should be used to prevent injury. When working with students where there is a higher likelihood of physical intervention being needed, the school will provide additional training to staff who work with these pupils on a regular basis. When physical intervention has been required, this needs to be recorded in iSAMS (Student Information System) by the concerned staff, and reported to a member of the Pastoral Care team.

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

- Staff have received suitable training such as *Safety Intervention: Working with Children and Young People from the Crisis Prevention Institute* within the past two years, AND
- Staff have 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.

11. Safer Recruitment Procedures

As part of Safer Recruitment Procedures, The Winstedt School is expected to obtain written notification from any external vendor, agency, or third-party organization that it has carried out the necessary safer recruitment checks which, the school would otherwise perform. The Winstedt School will also check that the person presenting themselves for work is the same person on whom the checks have been made.

All staff and volunteers working with children at The Winstedt School will be recruited safely:

11.1. Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role. We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

The Winstedt School engages a globally reputable backgrounds check provider which conducts thorough background screening processes that mitigate people related risks.

11.2. Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a thorough background screening processes which involves globally reputable backgrounds check provider that conducts a screening and due diligence process.

11.3. Shortlisting

Our shortlisting process will involve two people with at least one member of staff with up-to-date recognised Safer Recruitment training. The process will consider any inconsistencies and look for gaps in employment and reasons given for them. Shortlisted candidates will be asked to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information required includes:

- a) if the candidate has a criminal history
- b) whether the candidate is included on the Barred List
- c) whether the candidate is prohibited from teaching
- d) information about any criminal offences committed in any country in line with the law as applicable in Singapore
- e) any relevant overseas information
- f) signing a declaration confirming the information the candidate has provided is true

The school also carries out an online search on all shortlisted candidates to help identify any incidents or issues that are publicly available online.

11.4. Applications

The application form enables the school to gather information about the candidates' suitability to work with children by asking specific and direct questions. All completed forms are scrutinised. We do not accept CVs.

11.5. References

We do not accept open references or testimonials. We ask for the names of at least two referees. We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children. We will follow up any vague or ambiguous statements with a follow-up phone call. We will verify previous employment history. Appropriate checks are applied to staff and volunteers who come to work at The Winstedt School. For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

11.6. Interviews

Our interview panel will always contain at least one member trained in safer recruitment practice. We will probe any gaps in employment, or where the candidate has changed employment or location frequently and ask candidates to explain this. We will also explore any potential areas of concern to determine the candidate's suitability to work with children.

11.7. Pre-appointment Vetting Checks

The Winstedt School records all information on the checks carried out on the school's Single Central Record (SCR). All offers of appointment to new members of staff will be conditional until satisfactory completion of the necessary pre-employment checks. These include:

- a) verifying their professional qualifications as appropriate
- b) ensure they are not subject to a prohibition order if they are employed to be a teacher
- c) carry out further additional checks, as appropriate, on candidates who have lived or worked outside of Singapore.

11.8. External vendor, agency, or third-party

The school obtains written notification from any external vendor, agency or third-party that it has carried out the necessary safer recruitment checks that the school would otherwise perform. The school checks that the person presenting themselves for work is the same person on whom the checks have been made.

11.9. School Board

All School Board members must receive appropriate ongoing safeguarding and child protection (including online) training throughout their term in office. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the School Board will be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the School Board will ensure the school has appropriate filters and monitoring systems in place whilst regularly reviewing their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The School Board will consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

The Winstedt School does not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

The School Board will carefully consider how they are supporting their students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

12. 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.
- Always maintain appropriate physical boundaries 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 **and** 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/substance *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/Commitment.

Name of Staff, Position	
Date	
Signature	

APPENDIX 1: DEFINITIONS OF ABUSE

1. Emotional or Psychological Abuse

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs and, symptoms are usually apparent via a child's behaviour and demeanour.

Emotional abuse 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 seeing or hearing the ill treatment of others.

Neglect

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area which is frequently neglected by professionals.

2. Physical Abuse (Non-Accidental Injury)

Physical abuse is a non-accidental act on a child that results in physical harm. It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

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.

3. Sexual Abuse

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g., involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- non-contact acts such as involving the child to look at or observe the production of sexual images, or observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators and, boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

4. Situations of Abuse

i. Sexual Violence and Sexual Harassment

Sexual Violence

It is important that all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both in and out of school. When referring to sexual violence,

we are referring to sexual violence offences under the UK Sexual Offences Act 2003 as described below in explicit and precise wording:

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both in and out of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

ii. Intimate Partner Violence or Family Violence (Domestic Violence/Abuse)

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

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.

iii. Child-On-Child Abuse

All staff should be aware that children can abuse other children which is often referred to as child-on-child abuse. It can happen both in and out of school and online. It is important that all staff recognise the indicators and signs of child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in the school, it does not mean it is not happening, because it may be that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DPCP and/or DSL.

iv. Sexual Violence and Sexual Harassment Between Children In School

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and they have the freedom and capacity to make that choice.

v. Actions to be taken

Staff should report any and all of the above suspected or alleged scenarios to the DSP and/or DSL in line with reporting allegations as detailed in this policy. The DSP and/or DSL and class teachers will notify the parents of all students involved in the allegation within 24 hours of the allegation being made. The DSP and/or DSL and the Principal will investigate any allegations through speaking with staff, reading incident reports on iSAMS and, if necessary, taking statements from witnesses or looking at CCTV.

PLEASE REFER TO THE DETAILED DOCUMENT ON DEFINITIONS, SIGNS AND INDICATORS OF ABUSE.

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?”

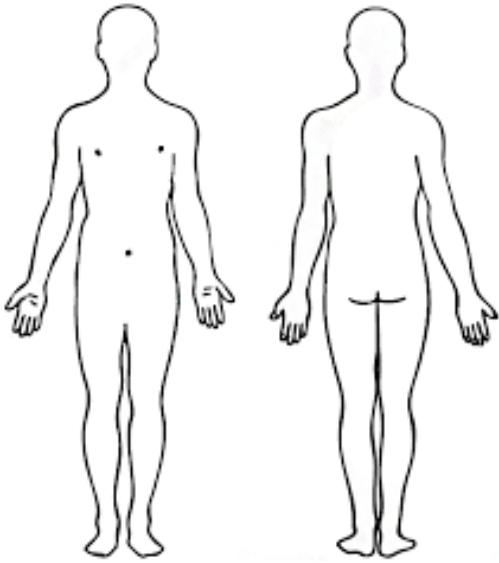
Disclosures that Indicate an Abusive Experience

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 CPS and/or Police as appropriate.

APPENDIX 3: CONFIDENTIAL SAFEGUARDING REPORT FORM

(To be completed by Reporting Staff)

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>		
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>		

**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 FORM

(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: GUIDELINES ON ACCEPTABLE PROFESSIONAL BOUNDARIES (PLEASE ALSO REFER TO THE STAFF HANDBOOK)

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 6: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

