

SAFEGUARDING POLICY

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OVERVIEW

Policy Statement

Nexus International School (Singapore) is an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

To uphold the school's mission statement the school recognizes the importance of establishing clear policy and guidelines to protect our learners from maltreatment by any person or persons who come in contact with them in any environment.

Duty of Care: Ethical Issues

Child abuse is an infringement of the basic principles of human justice. Nexus International School (Singapore) is committed to the safety and well being of our children and families. Our learners are best cared for when all our employees are clear about what is required of them individually, and how they need to work together with other agencies, services and families.

Nexus endorses the Convention on the Rights of the Child, which Singapore ratified on 11 December 2008, and seeks to be a safe environment for learners who may be experiencing abuse or neglect in any aspect of their lives.

Safeguarding Guidelines

1. The child's needs are paramount, and the needs and wishes of each child will be put first so that every child receives the support they need, before a problem escalates.
2. Our staff will always act professionally when they come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children (Appendix 1 - Responding; Appendix 3 - Awareness).
3. We will share information in a timely way and discuss any concerns about an individual child with colleagues, and relevant local authorities (Appendix 2 - Record Keeping).
4. As high quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.
5. We will contribute to whatever actions are needed to protect and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans.
6. We respect, and work in partnership with, the a branch of the Ministry of Social and Family Development (MSF), Singapore, specifically the Child Protection Services (CPS) as they coordinate the work to protect children. We make sure that our policy and practice is compliant with local procedures for the protection of children in our care.

7. We are constantly reviewing our approach across the Taylor's Education Group (TEG) so that lessons are learned in how to best protect children using a child-centred approach; based on a clear understanding of the needs and views of children.
8. We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.
9. As front line professionals working with children, we aim to make sensible decisions in areas such as pre-employment, making sure that we request checks which are common sense to keep children safe.
10. We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that the school has a duty to report concerns that we may have over the safety or well-being of a pupil as part of our statutory duties to protect children from significant harm/abuse/neglect. Parent/carer(s) will also be reminded that, where appropriate, any referral will be discussed with them before the referral will be made. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where the local authorities have advised as such.

Terms and Descriptions

A non-employee	Any person who is not an employee of the school (i.e., family member, friend, volunteer or other).
A Learner or Child	Is any person, regardless of age, who is enrolled at the school.
An Employee (also referred to as staff)	Is any person who is engaged by the school to carry out work for financial reward on a temporary, casual, permanent or fixed term basis.
Child Abuse	<p>Child abuse is defined as any act of commission or commission by a parent or carer or caregiver which would endanger or impair the child's physical or emotional well-being or that are judged by a mixture of community values and professionals to be inappropriate.</p> <p>Child abuse includes:</p> <ul style="list-style-type: none"> ● Physical Abuse ● Neglect ● Sexual Abuse ● Emotional and Psychological Abuse
Child Protection Services (CPS)	A division of the Ministry of Social and Family Development Singapore, the CPS receives reports of child abuse and assesses the safety and welfare of the child or young person to ascertain if a child is indeed a victim of abuse. The CPS collaborates with services and organisations in Singapore such as

	the Police Department and various social service agencies. CPS manages cases of child abuse and neglect of children under the age of 16, that has happened within the context of the family. CPS also accept cases where the child may have been abused by persons outside of the family and the parent/guardian is unable to ensure the child's protection.
Harm	Harm is the result of abuse. We understand that there is no absolute criteria on which to rely when judging what constitutes significant harm and that a variety of factors need to be considered. It is immaterial how the harm is caused. Harm may be caused by: physical, psychological or emotional abuse or neglect; or, sexual abuse or exploitation. Please refer to various types of abuse set out in the awareness section of this policy.
Staff Inappropriate Behaviour	Inappropriate behaviour includes behaviour or words directed at a learner(s) that is contrary to what is expected of staff under the School's code of conduct for employees.
Safeguarding Legislation	The Safeguarding Legislation that provides a basis for the protection of children and intervention from relevant authorities. Singapore - The Children and Young Persons Act (CYPA) (Cap 38) protects "children" (i.e., those under 14 years of age) and "young persons" (i.e., those between the ages 14 to 16). The Penal Code (Cap 224) and the Women's Charter (Cap 353) also penalises offenders for inflicting harm upon children and young persons.
Principal	The Principal is the person appointed to be the educational leader of the school and considered the person responsible for following procedure and policy relating to protection matters.
Reasonable Suspicion	A reasonable suspicion is a suspicion that would be formed by a reasonable person which is objectively justifiable and based on specific fact or circumstance.
Learner Protection	Learner protection is part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.
Learner Protection Concerns	The term 'learner protection concern' is used when there are reasonable grounds (specific fact or circumstance) for believing that a child may have been, is being or is at risk of being physically, sexually or emotionally abused or neglected.

Designated Safeguarding Leads (DSL)	<p>The DSL or Designees are nominated staff members within the school (Heads of School and Principal) whom learners, employees, volunteers and others can report to with concerns about inappropriate behaviour from any of the four (4) sources of harm (employee, non-employee, another learner, self-harm). Their role is to:</p> <ul style="list-style-type: none"> ● Assist in the documentation of protection matters ● Provide support to learners/parents within their realm of qualification and role ● Work with external agencies in the protection of learners ● Be a source of advice to Principal, staff and families. <p>Designees should ensure that they:</p> <ul style="list-style-type: none"> ● are non-judgemental and objective ● demonstrate the ability to be calm and resilient ● demonstrate respect and confidentiality for learner matters
Volunteer	<p>Is any person who is engaged by the school to carry out work for no financial reward on a temporary or regular scheduled basis.</p>

Sources of Abuse

By an employee	<p>Abuse by any person who is engaged by the school to carry out work for financial reward on a temporary, casual, permanent or fixed term basis; and includes contractors.</p>
By a non-employee	<p>Abuse by any person who is not an employee of the school (i.e. family member, friend, volunteer or other).</p>
By another learner	<p>Abuse by any person, regardless of age, who is enrolled at the school.</p>
Self-harm	<p>This includes direct means of harming themselves (i.e., cutting, burning). Self-harm also includes engaging in serious risk taking behaviours such as alcohol/substance abuse, reckless dangerous physical activities and/or unsafe promiscuity.</p>

Legislation and References

The School has developed its Health and Safety Policy with reference to:

- The Children and Young Persons Act (CYPA), Chapter 38 - An Act to provide for the welfare, care, protection and rehabilitation of children and young persons who are in need of such care, protection or rehabilitation, to regulate homes for children and young persons and to consolidate the law relating to children and young persons
- S175 education Act 2002 – Safeguarding and Promoting the Welfare of Children - teachers' responsibilities in relation to safeguarding in England
- Education (Accreditation of Non-State Schools) Act 2001 and Regulation 2001 (Qld). – the act was implemented to strengthen non-government school criteria for accreditation
- Children First: National Guidance, 2011 - Ireland's national guidance for the protection and welfare of children
- Protecting Children in Singapore – Ministry of Social and Family Development, 2005
- The United Nations Conventions on the Rights of the Child – Ministry of Social and Family Development
- Ministry of Social and Family Development Singapore (MSF) Website

RESPONDING

Do's and Don'ts in Responding to Learner Disclosure of Abuse

Whenever a child reports that they are suffering or have suffered harm through abuse or neglect, or have caused or are causing physical harm or sexual abuse to others, our role will be limited to listening carefully to what the child says in order to:

- Clarify the concerns
- Offer reassurance about how the child will be kept safe
- Explain what action will be taken and within what timeframe, including (as age appropriate) their view on the consequences and significance of a referral to CPS
- Making clear that irrespective of the child's view, we have a professional responsibility to take whatever action is required to ensure their safety and the safety of other children.

Do:

- Listen attentively and be non-judgemental
- Respond calmly to the information the learner provides
- Let the learner tell you what happened. If you need to clarify anything, say to the learner "Tell me more about that..."
- Reassure the learner that they have done the right thing "I am pleased that you have told me these things"
- Reassure them they are not to blame
- Provide pastoral support and be aware of privacy issues
- Be honest about your responsibility for taking action "You know, as a responsible adult I need to speak to someone about this in order to keep you safe"
- Make detailed notes at the first opportunity after the disclosure has been made to you.
- Record your information on the 'Learner Protection Report Form' in collaboration with the Counsellor and report directly to the DSL or President of Taylor's Schools (if Principal is implicated)
- Stay with the learner, this child has decided to disclose to you!
- Be aware that a common reaction to child's disclosure is denial.

Don't:

- Don't investigate by asking leading questions or probing questions or by putting words into the child's mouth
- Don't ask questions that might imply the child was at fault
- Don't react emotionally, stay calm
- Don't make promises that you cannot keep – particularly about not telling others (Principal/Heads of School/Counsellor) about the information
- Don't leave the learner alone immediately after the disclosure
- Don't discuss the situation with the parents, caregivers or others (including staff) - Respect the child's privacy

- Don't allow the learner to disclose harm or inappropriate behaviour in a classroom group

RECORD KEEPING

Learner Protection Records

The notes/records/reports staff make about learner protection concerns are important documents. All learner protection records should be marked as "Confidential". If electronic records are created, such records should be encrypted and password protected as well. School personnel could be interviewed as part of an investigation, or required to attend court proceedings. Notes on learner protection matters could be subpoenaed. In making any record of concerns, staff are encouraged to keep in mind:

Do:

- Draw on a piece of paper as soon as possible after the disclosure of physical abuse an outline of a body and mark on the drawing the signs of physical abuse that were evident
- Describe the depth, length, width, shape and size of any physical damage
- Record the cause and source of harm and any contextual information (where, when, who)
- Document exact quotes
- Be factual and descriptive
- Listen carefully to the child and write down what the child says, even if they use slang or unpleasant language.

Do not:

- Do not ask to see any physical abuse that is underneath clothing as you may be placing yourself in an inappropriate situation
- Do not record subjective information or opinions
- Do not write what you 'think' the child meant and don't summarise
- Do not give opinions, they are not relevant and dangerous.

AWARENESS

Support for Child, Family and Community

Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The NISS safeguarding guidelines work to respond at all three levels.

<p>THE CHILD: at-risk children include those with difficult temperament, defiance, disability, health issues, social or academic difficulties, and those unaware of their rights to protection.</p>	<p>Nexus: promotes respect, study and social skills, teaches rights to protection, healthy relationships, assertiveness, using support systems.</p>
<p>THE FAMILY: at-risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.</p>	<p>Nexus: works with parents to understand appropriate discipline, networks with community and health services, informs parents of safeguarding practices.</p>
<p>THE COMMUNITY: at-risk characteristics include limited laws on safeguarding, limited resources to foreign families, unusually high work stress placed on parents, acceptance of inappropriate behaviour towards children (excessive corporal punishment), unusually high expectations placed on children to achieve.</p>	<p>Nexus: strictly implements the safeguarding and Safeguarding Guidelines, trains teachers to recognise abuse, ensures counsellors are equipped to support families, trains and supports parents in protective behaviours, networks with community and health services for holistic referrals, networks with local authorities.</p>

What do our safeguarding guidelines mean for the Nexus community?

Nexus is defining a standard for the treatment of all children and youth - that they be treated with respect and dignity at all times. Safeguarding standards defined by Nexus encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, Nexus will seek all available resources to restore those rights.

Indicators

Physical Abuse	<ul style="list-style-type: none"> ● Unexplained lacerations or bruises ● Unexplained burns, especially to soles of feet, palms, back or buttocks ● Injuries reflecting shape of article used e.g. belt, buckle, paddle, and baseball bat
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	<ul style="list-style-type: none"> ● Burns with a pattern from an electric burner, cigarette or iron ● Injuries on arms, legs, neck or torso
Emotional Abuse	<ul style="list-style-type: none"> ● Lags in physical development ● Extreme behaviour disorder ● Fearfulness of adults or authority figures ● Extreme emotional impact such as anxiety, depression, withdrawal or aggression
Neglect	<ul style="list-style-type: none"> ● Child is unwashed or hungry ● Parents are uninterested in child's academic performance ● Parents do not respond to repeated communications ● Child does not want to go home ● Parents cannot be reached in the case of emergency ● Both parents / legal guardians are absent from the family home for a period of longer than 24 hours
Sexual Abuse	<ul style="list-style-type: none"> ● Evidence of physical trauma or bleeding to the oral, genital or anal areas ● Difficulty in walking and sitting ● Sexually transmitted disease in a child at any age ● Refusing to change into gym clothes ● Child running away from home and not giving any specific complaint ● Pregnancy at 11 or 12 with no history of peer socialization. ● Sexual knowledge, behaviour, or use of language not appropriate to age level ● Neglect: <ul style="list-style-type: none"> ● Lack of basic needs (housing, clothing, and food) ● Lack of essential health care and high incidence of illness ● Poor hygiene on a regular basis ● Inappropriate clothing in inclement weather on a consistent basis ● Abandonment
Behaviours	<ul style="list-style-type: none"> ● Anxious of adult contact ● Frightened of parents ● Afraid to go home ● Habitually truant or late to school ● Arrives at school early and remains after school later than other learners ● Shows evidence of overall poor care ● Parents describe child as "difficult" or "bad" ● Inappropriately dressed for the weather- high necklines in hot weather which sometimes can indicate hidden marks of abuse

- Exhibit behavioral extremes: crying often or never; unusually aggressive or withdrawn and fearful
- Child being sent to school when visibly ill

Note:

Behavioural indicators alone do not constitute abuse. Together with other indicators they may indicate abuse.

ASSESSING HARM

There may be many signs that lead employees to have concerns about a learner. Keep in mind that when encountering these signs, their presence does not necessarily mean that harm has occurred. They may indicate a learner could be at risk of harm and that after reporting your concerns formally, monitoring of the situation may be an appropriate response.

It is important to remember that severity, the forming of a pattern, a combination of signs, a power differential and time, are often important factors in forming a suspicion. Reasonable grounds to suspect harm means:

- A learner reports or discloses information to an employee that would lead the employee to suspect that the learner has been harmed or is at risk of harm
- A learner makes an indirect disclosure to an employee which would lead the employee to have suspicions that the disclosing child may be at risk of harm (e.g., the child may say “What should my friend do if she is feeling unsafe?”)
- Someone else provides an employee with information that would lead the employee to suspect that a child has been harmed or is at risk of harm (i.e., parent, friend, learner, anonymous person)
- A staff member’s own observations of a learner’s behaviour, appearance, or knowledge of children generally lead the staff member to suspect the child has been harmed or is at risk of harm. Please note:
 - In some cases, clarification of the information may be appropriate. However, it is not the school’s role to investigate
 - Details about the nature of the disclosure should be documented
 - No photographs should be taken of a child’s appearance or injuries

REPORTING

Reporting Forms

Reporting Form	Description of Use
Learner Protection Report Form	Reports of harm, allegation or reasonable suspicion of sexual abuse, inappropriate behaviour, or, behaviour causing harm to learners should be

	made on the Learner Protection Report Form. Staff are required to complete this form in collaboration with counsellor and report directly to a DSL.
Letter to Parent/Guardian	Use to offer advice and support to parent/guardian if a learner is self-harming and insisting that professional help is sought before learner returns to school. <i>(Unless review of evidence indicates informing parents may put child at increased risk.)</i>

Referrals to the Child Protection Service (CPS) of the Ministry of Family and Social Development (MFS) should be made on their official referral form. CPS referral forms are held in the school counsellor's office and Nexus Index.

Information Required by Local Authorities upon Referral

- Names and dates of birth of learner of concern and relevant family members
- Passport numbers of learner of concern and relevant family members
- Address and contact numbers of learner of concern and family members
- Residential status of relevant parties
- Knowledge of other external services that have been engaged
- Alternate care possibilities/contacts the school can assist with

Storage and Safeguarding Records

School shall keep completed learner protection report forms and information pertaining to protection concerns in a central confidential file accessible to the Designated Safeguarding Leads and separate from individual learner files. This is to ensure confidentiality, accountability and to assist in the continuity of information from year to year. These records may be the subject of a subpoena in court processes. Files should be kept for a minimum of (6) six years from the time when the learner protection report form was filed.

Assisting with Investigation

Upon referral to the CPS and/or the Police Force, the School will cooperate and render its full assistance to the investigations conducted and measure taken (if any) by the CPS, safeguarding Officer (CPO) from CPS and/or the Police Force. The DSLs will continue to monitor the learner upon return to school. The Principal will inform the relevant authorities regarding any further sign or suspicion of abuse.

Confidentiality and Personal Data

Employees and volunteers must keep confidential any information (written or known) relating to the protection of learners. All matters must remain highly confidential and not be freely spoken about during, or post an incident. The sharing of information with non-relevant parties may compromise the

safety and well-being of the learner and cause both the learner and person to whom the allegations are against considerable discomfort within the school and wider community.

If the confidential information is communicated beyond those with a strict need to know, an action for damages for defamation may be taken by the person to whom the allegations are against under the Defamation Act (Cap 75) or at common law. The employee may also be held personally liable for breach of confidence and /or wrongful disclosure of personal data. Information containing the personal data of individuals should not be disclosed to any external third parties except with the permission of the Principal and any disclosure must also be made in accordance with the Personal Data Protection Act. Please obtain the approval of the Data Protection Officer with respect to any proposed disclosure of information containing the personal data of individuals to external third parties.

Legal Implications of Reporting – Protection for Notifiers

Protecting an informant who has lodged a report of child abuse is covered under Section 87 of the Children and Young Persons Act, Chap 38. Sec 87(1) states that “Any person who knows or has reason to suspect that a child or young person is in need of care or protection may make a notification to the Director of Social Welfare or a Police Officer (all school related notifications will be to the Principal) of the facts and circumstances on which his knowledge or suspicion is based.” Sec 87(3) states that “A person who makes a notification under subsection (1) –

- (a) Shall not, by virtue of doing so, be held in any proceedings before any court or tribunal or in any other respect to have breached any code of professional etiquettes or ethics, or to have departed from any form of professional conduct; and
- (b) Insofar as he has acted in good faith, shall incur no civil or criminal liability in respect of the notification or the provision of any information contained in the notification.”

SUPPORTING

Protecting Yourself Against Allegations of Abuse

As individuals who work with children and young people, we are at risk of allegations of abuse. It is vital that you take every possible step to protect yourself against allegations of abuse. Here are some practical steps to incorporate into your practice that will help to keep you safe.

- Accident/Incident Reports - always complete accident/incident reports and send learners to the nurse for an assessment
- Incident Records – keep a record for any incident which does not result in injury
- Medication Records - never give medication to a child without prior parental written permission. Always utilise the Request to Administer Medication Form and consult the nurses in the first incidence, to administer any medication. Be directed by the nurse in the case of school camps
- Remember to keep all your records and observations confidential and stored securely
- Encourage children to be independent - Do not carry out intimate tasks for children that they can do for themselves

- Never rough-handle a child
- Never smack, shake, hit, bite, threaten or humiliate a child
- Do not use inappropriate language in front of children
- Never force kisses or cuddles on a child
- Never be a friend of a current learner on personal social media sites. Keep in mind that even past learners still have links to current learners and that by becoming a friend of a past learner, current learners may be able to access your personal details
- Never provide current learners with your personal phone number
- Always keep your digital communication professional
- Avoid being alone with learners in situations where you are not in eye sight of another adult
- Understand and abide by the expectations of the staff code of conduct
- Do not use toilets that are designated for learner use. If shared toilets are necessary, ensure another adult is vigilant · Do not transport learners in personal vehicles unless with written permission.

Support for Employees / Volunteers

Taking action in health and safety matters can be stressful for all staff.

- The Principal should ensure that any employee/volunteer involved in a health and safety incident is provided with opportunities for emotional support and debriefing
- Any opportunities for emotional support and debriefing should also be offered to the Principal, or, any other employee who has experienced and been affected by a health and safety matter.

Support for Learners

Learners involved in learner protection matters who have experienced harm should:

- Be provided with a re-entry meeting to establish the needs of the learner. A member of the learner's family should attend this meeting
- Be provided with a support plan which outlines how the school intends to support the needs of the learner and the parameters of available support
- Be supported and monitored by the school welfare staff and provided with appropriate external referral information.

Volunteers & Other Employee On-site

The school makes proportionate decisions on whether to require any checks from volunteers pending on the nature and frequency of the activity. It is recommended that volunteers who regularly teach or look after children on an unsupervised basis and are working in regulated activity as such, will be required to satisfy the same requirements as employees.

The school also has arrangements in place for governance from Taylor's Schools. To this end, TEG non-school based employees may enter the school for work related matters as visitors and proceed under the supervision of school based employees.

The school has a clear policy for dealing with allegations of abuse, harm and inappropriate behavior against people (employees and volunteers) who work with children.

These procedures are in line with governing legislation, best practice and mandatory reporting requirements.

APPENDICES

APPENDIX 1: Procedures For Reporting Harm By A Non-Employee

Harm by a non-employee

Any person who is not an employee of the school (i.e. family member, friend, volunteer or other).

- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions.
- The Principal shall consult the Counsellor / Heads of School on all learner protection matters.

APPENDIX 2: Procedures For Reporting Harm By Another Learner

Harm by another learner

This includes any person, regardless of age, who is enrolled at the school.

- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions.
- The Principal shall consult the Counsellor / Head of School for all learner protection matters.

Harm may be a result of peer to peer incidences. It may take the form of:

- Physical Abuse
- Emotional/Psychological Abuse
- Sexual Abuse
 - Sexualised behaviours among learners may be evident in schools. Some forms of this behaviour may be considered age appropriate whilst others may be considered inappropriate
 - Schools must respond appropriately to any learner sexual behaviour
 - All cases of alleged developmentally inappropriate behaviour are reported to the Principal
 - Steps should be taken to ensure the safety of the learner
- Bullying - all types of significant harassment and intimidation
- Cyber bullying - Although there are no specific laws against cyber bullying in Singapore currently, there are existing laws that can be applied as the act itself may amount to criminal

intimidation under the Penal Code and/or harassment under sections 13A and/or 13B of the Miscellaneous Offences (Public Order and Nuisance) Act (Cap 184) and/or the Protection from Harassment Act Chapter 256A (31 May 2015).

Learners with a disability:

- It is important to recognise the vulnerabilities and special needs of children and their rights to education and well-being. Thus, learners with disabilities need to be monitored carefully.

APPENDIX 3: Procedures For Reporting Harm By Self-Harm

Harm by Self-harm

This includes direct means of harming themselves (i.e. cutting, burning). Self-harm also includes engaging in serious risk-taking behaviours such as alcohol/substance abuse, reckless dangerous physical activities and/or unsafe promiscuity.

- Self-harm becomes a matter reportable to authorities should the Principal consider a learner is at immediate or imminent danger or risk of harming the self, or, if the learner's parents do not respond with appropriate concern and engage in suitable intervention to keep the learner safe
- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions
- The Principal may consult the Counsellor or Heads of School
- A letter (which indicates necessary procedure to be followed) to be sent home to parents after a disclosure of self-harm becomes evident unless review of evidence indicates that informing parents may put the child at increased risk.

APPENDIX 4: Procedure For Reporting Harm By An Employee

Harm by an employee

Is any person who is engaged by the school to carry out work for financial reward on a temporary, casual, permanent or fixed term basis; and includes contractors.

Suspected Sexual Abuse by an Employee

Mandatory Reporting

All cases of suspected harm to learners must be reported promptly. The failure to report suspected harm to learners may be an offence under Singapore law and could lead to criminal prosecution and/or civil liability for the School.

Types of behaviours/actions that constitute sexual abuse

- touching, kissing or holding a learner/another person in a sexual manner
- touching or fondling a learner's/another person's genital areas
- touching or fondling a learner's body in a sexual manner
- engaging in or attempting to engage in vaginal or anal intercourse with a learner/another person
- penetrating or attempting to penetrate a learner's/another person's vagina or anus with a finger or any other object
- engaging or attempting to engage in oral sex with a learner/another person
- engaging or attempting to engage in masturbation with a learner/another person

Sexual abuse may not necessarily involve physical contact but may occur in the learner's direct presence or occur indirectly (including through digital communications):

- exposing a sexual body part to a learner
- requesting a learner to expose a sexual body part
- making obscene or sexually explicit remarks to a learner
- sending obscene or sexually explicit material to a learner
- blatant or persistent intrusion into a learner's physical privacy
- voyeurism: covertly observing intimate behaviour that is normally private
- exposing a learner to pornographic films, photographs, magazines or other material
- having a learner pose or perform in a sexually explicit manner
- exposing a learner to a sexual act - forcing a learner to witness a sexual act
- communicating with a learner in a sexually intrusive way

Mandatory Reporting Responsibilities

Staff: When an employee reasonably suspects that a learner is at risk of, or, is experiencing sexual abuse by another employee, the concerned employee should make a written mandatory report (Learner Protection Report Form) directly to the Principal. The Principal's responsibilities would then be facilitated by an employee nominated by the President of Taylor's Schools. Please note: In the case where the allegations are against the Principal, a written mandatory report should be directed to the Director of Schools. The responsibilities would then be facilitated by the President of Taylor's Schools.

Principal: (Please refer to reporting flow chart hereafter: Responding to Allegations of Harm to a Learner by an Employee)

Following the receipt of a mandatory report, the Principal:

- must not conduct an investigation into the alleged sexual abuse

- If the Principal determines there is a reasonable suspicion that sexual abuse has occurred, the Principal must immediately report to the Police
 - in consultation with the Police, the Principal will determine whether the employee should continue to be allowed to work in the school, and if so, what monitoring will be required
 - will establish liaison with the Police to assist in the management of the issue
 - must contact the parent(s)/guardian of the learner to which sexual abuse is alleged in consultation with, and as soon as the report has been made to the Police
 - in consultation with the school's People & Culture (HR) Manager, determine any pay arrangements for the employee (normally the employee will be paid during any stand down period unless disqualified or prevented from performing his/her duties by an external body)
 - will make a report to the relevant Teacher Registration Board and the authorities of the employee's home country should the employee be convicted of any offence
- If it is determined that the employee's alleged behaviour does not give rise to a reasonable suspicion, the Principal should:
 - document the reasons why this is the case and keep a record of the report and reasoning in the school's safeguarding files
 - should inform the complainant
 - must contact the parent(s)/guardian of the learner to which sexual abuse is alleged
 - may deal with the matter as a case of 'Suspected Inappropriate Behaviour by an Employee'
 - in consultation with the school's People & Culture (HR) Manager and the Disciplinary Policy and Procedure, determine any pay arrangements for the employee (normally the employee will be paid during any stand down period unless disqualified or prevented from performing his/her duties by an external body)
 - should facilitate support for all parties including the complainant.

Notifying the Employee

The Principal will seek advice from the Police (should an official report be made) as to if and when the employee should be informed of the allegation. As soon as it is deemed appropriate to inform the employee, a meeting will be held between the employee, the Principal and a member of the school's leadership team. The employee will be advised that he or she may have a support person present at the meeting. The employee will be informed of the allegation of sexual abuse. A confidential counselling service, external to the school, will be made available to the employee for the interim period with the duration being at the discretion of the Principal. Should the employee be stood down for any period of time from normal duties, the Principal and employee will discuss what, if any, statement will be made to staff concerning his/her absence.

Pastoral Care

Pastoral care and support will be offered to:

- the complainant
- the employee against whom the allegations have been made
- any other person involved
- The well-being of any learners involved will be paramount

Suspected Harm by an Employee

All cases of suspected harm to learners must be reported promptly. The failure to report suspected harm to learners may be an offence under Singapore law and could lead to criminal prosecution and/or civil liability for the School.

Situations Involving Harm

- Harm can be defined as the ill-treatment or the impairment of the health or development of a child. It is immaterial how the harm is caused. Any detrimental effect on a learner's physical, psychological or emotional well-being must be reported
- Physical harm will generally become evident when physical injuries are observed
- Emotional abuse includes acts of omissions or commissions, which are judged on the basis of community standards and professional expertise to be psychologically damaging. A repeated pattern or extreme incidence of these acts constitutes emotional abuse. Such acts damage immediately or ultimately the behavioural, cognitive, effect or physical functioning of the learner. The following characteristics of emotional abuse have been derived:
 - hostile /degrading
 - terrorising / isolating
 - exploiting/corrupting
 - denying emotional responsiveness

Mandatory Reporting Responsibilities

Staff: When an employee reasonably suspects that harm (not sexual abuse - see above) has been caused to a learner by an employee, the concerned employee should make a written mandatory report (Learner Protection Report Form) directly to the Principal. The Principal's responsibilities would then be facilitated by an employee nominated by the President of Taylor's Schools. Please note: In the case where the allegations are against the Principal, a written mandatory report should be directed to the President of Taylor's Schools. The responsibilities would then be facilitated by the Director of Schools.

Principal: (Please refer to the reporting flow chart hereafter: Responding to allegations of harm to a learner by an employee).

Following the receipt of a mandatory report, the Principal:

- must not conduct an investigation into the allegation

- If the Principal determines there is a reasonable suspicion that harm has occurred, the Principal must immediately report to the Police
 - in consultation with the Police, the Principal will determine whether the employee should continue to be allowed to work in the school, and if so, what monitoring will be required
 - will establish liaison with the Police to assist in the management of the issue
 - must contact the parent(s)/guardian of the learner to which harm is alleged in consultation with, and as soon as the report has been made to the Police
 - in consultation with the school's People & Culture (HR) Manager, determine any pay arrangements for the employee (normally the employee will be paid during any stand down period unless disqualified or prevented from performing his/her duties by an external body)
 - will make a report to the relevant Teacher Registration Board and the authorities of the employee's home country should the employee be convicted of any offence

- If it is determined that the employee's alleged behaviour does not give rise to a reasonable suspicion, the Principal should:
 - document the reasons why this is the case and keep a record of the report and reasoning in the school's safeguarding files - should inform the complainant
 - must contact the parent(s)/guardian of the learner to which harm is alleged - may deal with the matter as a case of 'Suspected Inappropriate Behaviour by an Employee'
 - in consultation with the school's People & Culture (HR) department and the Disciplinary Policy and Procedure (Appendix G), determine any pay arrangements for the employee (normally the employee will be paid during any stand down period unless disqualified or prevented from performing his/her duties by an external body)
 - should facilitate support for all parties including the complainant

Notifying the Employee

The Principal will seek advice from the Police (should an official report be made) as to if and when the employee should be informed of the allegation. As soon as it is deemed appropriate to inform the employee, a meeting will be held between the employee, the Principal and a member of the school's leadership team. The employee will be advised that he or she may have a support person present at the meeting. The employee will be informed of the allegation of harm. A confidential counselling service, external to the school, will be made available to the employee for the interim period with the duration being at the discretion of the Principal. Should the employee be stood down for any period of time from normal duties, the Principal and employee will discuss what, if any, statement will be made to staff concerning his/her absence.

Pastoral Care

Pastoral care and support will be offered to:

- the complainant
- the employee against whom the allegations have been made
- any other person/s involved
- The well-being of any learners involved will be paramount

Suspected / Alleged Inappropriate Behaviour by an Employee

- The reporting of employee inappropriate behaviour is paramount to the safety and well-being of learners and to the prevention of more serious allegations toward a staff member
- Situations involving inappropriate behaviour include behaviour or words directed at a learner(s) that is contrary to what is expected of staff under the school's Code of Conduct for Employees
- Such behaviour might be of a sexual, physical, psychological or emotional nature

Mandatory Reporting Responsibilities

Staff: When an employee reasonably suspects that inappropriate behaviour has been directed towards a learner by another employee, the concerned employee should make a written report directly to the Principal (Learner Protection Report Form). Please note: In the case where the allegations are against the Principal, a written mandatory report should be directed to the President of Taylor's Schools. The Principal's responsibilities would then be facilitated by the Heads of School or an employee nominated by the President of Taylor's Schools.

Principal/ Heads of School: (Please refer to reporting flow chart hereafter: Responding to allegations of harm to a learner by an employee).

Upon receipt of a report of an allegation of inappropriate behaviour by an employee toward a learner which does not constitute sexual abuse or harm, the Principal will:

- determine if a breach of the Code of Conduct has occurred
- determines the severity of the breach and subsequently the appropriate disciplinary action and monitoring system
- in consultation with the school's People & Culture (HR) Manager and the Disciplinary Policy and Procedure, determine future pay/ repatriation arrangements for the employee
- must contact the parent(s)/guardian of the child(ren) to whom the inappropriate behaviour has been directed
- will determine if a report is to be made to the relevant Teacher Registration Board

Examples of Minor Cases of Inappropriate Behaviour

- Using unprofessional language or otherwise inappropriate comments to or in the presence of a learner
- Making disrespectful personal comments about a learner and/or a learner's family to or in the presence of a learner
- Shaming, humiliating or embarrassing a learner
- Pushing or grabbing a learner (no injury)*
- Disclosing inappropriate personal information to a learner
- Inappropriate questioning of a learner about personal and private matters
- Unreasonable, unfair and/or unjust disciplinary measures
- Failing to follow a school's behaviour support policy and procedures

- Exerting power over a learner through the use of fear, threats, or unwarranted moral pressure

Examples of Major Cases of Inappropriate Behaviour

- Repeated behaviour of a kind that has previously been dealt as a Minor Case.
- Multiple instances of behaviour, reported at or about the same time, of a type that would normally be dealt with as a minor case of inappropriate behaviour, but which taken together could justify a Major Case
- Inappropriate physical contact causing minor injury *
- Harsh verbal (including digitally transmitted) abuse or belittling of learners including derogatory language and demeaning names
- Significant or repeated victimisation
- Exposing or subjecting a learner to threats and/or intimidation
- Exposing a learner to material that is offensive or inappropriate to his/her age/maturity
- Verbal (including digitally transmitted) or non-verbal communication that significantly breaches professional boundaries.

** Even minor assaults can be criminal offences. The management and investigation of these matters will depend on:*

- the seriousness of any injury
- the wishes of the parties involved
- police advice
- whether the employee has a previous history of similar conduct

Possible Interventions not limited to

- Minor Cases:
 - will be coordinated and authorised by the Principal
 - may involve informal resolution and include some supervisory guidance and monitoring
 - external support will be made available to the employee, the duration of which will be at the discretion of the Principal
- Major Cases or repeat cases
 - will be coordinated and authorised by the Principal
 - may involve formal resolution and include supervisory guidance and monitoring
 - may include formal dismissal
 - external support may be made available to the employee, the duration of which will be at the discretion of the Principal