EtonHouse
International School

Safeguarding Policy 2023-24

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Child Safeguarding Policy
Policy Contributors: Safeguarding Leads & Senior Leadership Team
Approved by: Senior Leadership Team

Policy Statement

The purpose of our EtonHouse Orchard Child Safeguarding Policy is to safeguard and protect children and young people from harm. This policy aims to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

We firmly believe that children and young people should never experience abuse of any kind and has a right to feel safe and protected at all times and in all situations. As adults who work alongside children, we are committed to and have a responsibility to promote the welfare of all children and young people, to keep them safe and to engage in practices that protects them.

Policy Rationale

EtonHouse Orchard recognises that effective child protection practice requires developed procedures, good inter-agency cooperation and a workforce that is competent and confident in recognising and responding to child safeguarding and protection situations.

This EtonHouse Orchard Child Safeguarding Policy is aligned with the United Nations Convention on the Rights of the Child (**Appendix 1**), Singapore's Children and Young Person's Act 1993 (2020 revised edition), and the guidance standards of the International Taskforce on Child Protection (ITFCP) for international school communities globally.

We expect all individuals and organisations affiliated with our school community to act with integrity and in the best interests of safeguarding children. This policy is binding for all who have contact with our EtonHouse Orchard school community, including staff, contracted service providers, volunteers, associated agencies, parents and visitors.

Definitions and Terminology

Child or Young Person: The Singapore Government defines a child as persons under the age of 14 years, and a young person as anyone aged over 14 years but under 16 years. The United Nations Convention on the Rights of the Child defines a child as "persons under the age of 18 years". At EtonHouse, we use the term 'child' to refer to any student aged under 16 years and the term 'young person' to define any student over the age of 16 years but below the age of 18 years. We acknowledge our duty of care to all EtonHouse students regardless of age, inclusive of students aged 18 years or above.

Safeguarding: The responsibilities and preventative measures that EtonHouse undertakes to protect our students from harm, prevent damage to children's health or development,

ensuring that children grow up safely and taking action to enable all children to have the best start in life (*The National Society for the Prevention of Cruelty to Children: NSPCC, 2021*).

Child Protection: Child Protection is a part of the safeguarding process. It specifically refers to the reactive measures we take to protect specific children who are being abused or who are at risk of abuse.

Significant risk of harm: Significant risk of harm is the threshold which justifies compulsory intervention in the best interests of the child.

Code of Conduct: The principles, values, standards, or rules of behaviour that guide the decisions, procedures and systems of EtonHouse in a way that (a) contributes to the welfare of our key stakeholders and (b) respects the rights of all constituents affected by its operations.

Risk management: The identification, assessment and prioritisation of risks that will be carried out for all programmes and activities that EtonHouse judges to involve risk of harm to children.

Designated Safeguarding Leads (DSLs): Appointed staff members trained in child protection and responsible for receiving, investigating, and responding to safeguarding concerns within EtonHouse Orchard.

Recognising Abuse

Fundamental to safeguarding children is members of the community, recognising potential abuse towards children. It is important to recognise the following:

- Abuse and neglect are forms of harm; each can involve inflicting harm or failing to prevent harm.
- Children may be abused in a family, an institution such as a school, or a community setting.
- They may be abused by someone they know and trust or, more rarely, by others.
- They may be abused directly or via the internet.
- They may be abused by one or more adults or by another child/children; the abuser may be male or female.
- The four main categories of abuse are physical, emotional, sexual abuse and neglect.

The following definitions give a broad description of abuse, types or abuse and neglect. Please see **Appendix 2** for more information around the categories of abuse and possible signs and indicators.

Abuse: A violation of an individual's human and civil rights by any other person or persons.

Child Abuse: Any act of commission or commission by a parent or guardian (or any other person) which would endanger or impair the child's physical or emotional well-being or that are judged by a mixture of community values and professionals to be inappropriate' (Singapore Ministry of Social and Family Development 2002) Categories of Abuse include Physical Abuse, Sexual Abuse, Emotional / Psychological Abuse, Neglect.

Physical Abuse: Physical injury to a child, or reasonable suspicion that the injury was inflicted or knowingly not prevented. It involves any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.

Sexual Abuse: The exploitation and involvement of a child or young person in sexual activity that he/she does not fully comprehend, is unable to give informed consent to, or violates the law of Singapore. It specifically relates to the power differential and the activity is intended to gratify or satisfy the needs of the older child/adult.

Emotional / Psychological Abuse: A parent or caregiver's pattern of failure to provide a child with non-physical nurture, emotional support or availability. It can also include harassment or indifference on the basis of race, culture, gender or disability.

Neglect: The persistent or severe neglect of a child which results in serious impairment of the child's health or development. Neglect can occur where parents/guardians fail to provide conditions that are essential for a child's physical, emotional development.

Peer on peer abuse: It is recognised that children and young people can be exploited, bullied and/or harmed by their peers who are the same or similar age.

Dealing with a Disclosure from a Child or Young Person

A disclosure is when a child says something that makes you worried that they may have been abused in the past, are being abused now, or are at risks of being abused or that their sibling/s or peers may be being abused. It is often unexpected, sudden or simply blurted out. And sometimes the young person may change their mind and stop telling you.

If a child or young person does disclose something to you, try to keep in mind the following to support them through your response:

- **Stay calm** – although you may feel anxious or scared, it is important for you to remain calm should a child feel able to disclose – they might never have had the right opportunity before.

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- **Listen carefully** – appear relaxed and give the child the full attention (repeating back to the child what they have said in their own words – this can help to clarify the story and support you in noting down the child or young person exact words for reporting purposes)

- **No secrets** - Let the child know that you have a responsibility for keeping them and other children safe. This means that you cannot agree to keep it a secret and will have to pass on what they say to someone who can help.

- **Continue at child's pace** - not put any pressure by asking questions, other than for clarification. Do not ask leading questions.

- **Reassure the child** - You're not to blame, I'm glad you could tell me.

- **What will happen next** - The child may be very scared about what might happen next, so tell them they have been very brave, done the right thing and reassure them. Your role is to listen, report and record details of the disclosure as soon as possible. You may need to seek advice but ensure someone from their family or a friend will be there to support them once they leave you.

Try to avoid doing the following:

- Show shock or disgust
- Ask questions to obtain more and more   information
- Guess or make assumptions
- Show that you are suspicious that they are making it up
- Make negative comments about the suspected abuser
- Make promises that you cannot be sure of, for example, 'Everything will be all right.'
- Agree to keep what the child has said a secret.

Safeguarding Roles and Responsibilities

Child abuse occurs in all communities regardless of the gender of the child or perpetrator, wealth, religion, culture or ethnicity. Schools as institutions working with children and young people, become more at risk to those who wish to exploit or abuse children. All members of the school community have a duty to safeguard and promote the welfare of children and create a culture of awareness and vigilance. There are key members of staff with specific safeguarding responsibilities throughout the school. Details of the members of staff in these key roles can be found in **Appendix 3**.

Reporting and Responding to Concerns

EtonHouse Orchard recognises the importance of equipping all staff, parents, external service providers and volunteers with the knowledge to respond and report safeguarding concerns to ensure that appropriate action is taken to keep a child or young person safe. The primary goal of any safeguarding response is to prevent and respond to children experiencing or at risk of, abuse, neglect, violence, and/or exploitation.

The Standard Operating Procedure (SOP) for Responding to Safeguarding Concerns about Children or Young People details the procedures for reporting, investigating and responding to safeguarding concerns regarding an EtonHouse Orchard student can be found in **Appendix 4**.

Depending on the nature of the concern, a safeguarding lead will prompt members of staff to complete either a EtonHouse Orchard Students of Concern form (**Appendix 5**) or a safeguarding concern on CPOMS (**Appendix 6**).

All Students of Concern will be discussed in the weekly Coordinated Well-being Committee unless it is felt by one of the DSLs that it needs to be addressed sooner.

All safeguarding concerns will be investigated as soon as possible after the report has been made.

It is important for all staff and members of the community to recognise that **it is not your responsibility to 'diagnose' abuse** – just to recognise possible concerns, even if an innocent explanation emerges later.

EtonHouse recognises that working in partnership with the local community support agencies and Child Protection Service is essential in promoting and safeguarding young children's welfare.

Safeguarding leads will use the flowcharts in **Appendix 7** in how to manage safeguarding concerns.

Sector-Specific Screening Guide (SSSG) and the Child Abuse Reporting Guide (CARG)

The SSSG and CARG are evidence-based tools, which serve as a guide for partners working with children and young person to make decisions on whether a child protection concern needs to be reported to MSF's Child Protective Service (CPS).

Related Procedures and Practices

Recording Keeping

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At EtonHouse Orchard, all safeguarding concerns are reported and stored on the *Child Protection Online Management System* (CPOMS). The Safeguarding Leads are responsible for ensuring all documents are complete and factual. Staff are trained and aware that all records should distinguish between factual information and subjective opinions.

Code of Conduct of Adults working at EtonHouse Orchard

This Code of Conduct outlines the conduct EtonHouse Orchard expects from all our staff, external specialists and providers. This includes trustees, agency staff, interns, students on work placement and anyone who is undertaking duties for the organisation, whether paid or unpaid.

The Code of Conduct aims to help us protect children and young people from abuse and reduce the possibility of unfounded allegations being made.

EtonHouse Orchard is responsible for making sure everyone taking part in our services has seen, understood and agreed to follow the Code of Conduct, and that they understand the consequences of inappropriate behaviour.

Keeping Safe: Child Protection Curriculum

A key area of safeguarding is through supporting learners to develop knowledge and understanding of how they can keep themselves safe. To do this EtonHouse Orchard has chosen to use the *Keeping Safe: Child Protection Curriculum* which has been developed by the Government for South Australia's Department of Education.

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a world class, evidence-based child safety curriculum that teaches children and young people to recognise abuse, tell a trusted adult, understand what is appropriate and inappropriate touching and ways of keeping themselves safe. The KS:CPC is delivered to students by educators that have completed a comprehensive training course.

The curriculum is based on two main themes:

- *We all have the right to be safe*
- *We can help ourselves to be safe by talking to people we trust.*

The themes are presented through four Focus Areas:

- *The right to be safe*
- *Relationships*
- *Recognising and reporting abuse*
- *Protective strategies*

(Government of South Australia, Department for Education, 2020)

Staff Safeguarding Training

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Safeguarding training is a key aspect of our staff induction, ongoing professional development and training. The school has regular scheduled training for our safeguarding leads, school leadership, teaching and non-teaching staff and external service providers. This includes safeguarding training for our external providers, advanced child protection training for our DSLs and Senior Leadership as well as ongoing targeted in-person and/or online training for all staff. Safeguarding training is carried out on a yearly basis.

Parent Volunteers

All parents that would like to volunteer to work with children in EtonHouse Orchard are asked to go through mandatory safeguarding training. Safeguarding trainings for volunteers are offered throughout the year on a regular basis and attendance at these trainings is kept. Volunteers are asked to go through this train on an annual basis.

Appendices

Appendix 1 – The United Nations Conventions on the Rights of the Child

Appendix 2 – Types of Abuse – Signs and Indicators

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, carer, or any other person.
It is commonly characterised by physical injury resulting from practices such as:
• hitting, punching, kicking
• burning, biting, pulling out hair
• shaking (particularly young babies)
• administering alcohol or other drugs.

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Possible signs and indicators of *physical abuse*
身体虐待的迹象和指示

Reference: The National Society for the Prevention of Cruelty to Children (NSPCC) 'Introduction to Child Safeguarding', 2021

Emotional/psychological abuse tends to be a chronic behavioural pattern directed at a child or young person whereby their self-esteem and social competence is undermined or eroded over time. This destroys the confidence of the child or young person, resulting in emotional deprivation or trauma.

Behaviour may include:

• devaluing • corrupting • ignoring • isolating

• rejecting or withholding affection

• exposure to domestic violence • intimidation.

Possible signs and indicators of *emotional abuse*
精神虐待的迹象和指示

Older children may:	Babies and pre-school children who are being emotionally abused or neglected may:
• Use language, act in a way or know about things that you wouldn't expect them to know for their age • Struggle to control strong emotions or have extreme outbursts • Seem isolated from their parents • Lack social skills or have few, if any, friends • Appear constantly afraid and insecure, or have low self-esteem	• Be overly-affectionate towards strangers or people they haven't known for very long • Lack confidence or become wary or anxious • Not appear to have a close relationships with their parent, such as when being taken to or collected from nursery • Be aggressive or nasty towards other children and animals

Reference: NSPCC 'Introduction to Child Safeguarding', 2021

Sexual abuse occurs when someone in a position of power uses their power to involve a child or young person in sexual activity.

Often children or young people are bribed or threatened physically and psychologically to make them participate in the activity.

Behaviour can include:

• sexual suggestion and suggestive comments

• fondling or touching sexual parts

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• kissing, touching, or holding in a sexual manner

• penetrating the anus or vagina with any object

• exhibitionism, flashing, oral sex, mutual masturbation or masturbating in front of a child or young person

• making obscene phone calls or remarks

• sending obscene mobile text messages or emails

• using children or young people in the production of pornographic material

• showing pornographic films, magazines, or photographs

• having a child or young person pose or perform in a sexual manner

• forcing a child or young person to watch a sexual act

• child prostitution.

Possible signs and indicators of **sexual abuse**
性虐待的迹象和指示

Neglect is characterised by the failure of a parent/carer to provide for the child or young person's basic needs for their proper growth and development.

Behaviour may include:

• inadequate supervision for long periods of time

• disregard for potential hazards in the home

• failure to provide adequate nutrition, clothing, or personal hygiene

• forcing the child or young person to leave home early

• failure to seek needed or recommended medical and dental care.

Possible signs and indicators of **neglect**
忽视的迹象和指示

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Appendix 3 – Desingated Safeguarding Leads

Robert Randall (Principal) - Overall responsibility for safeguarding in the school. To be reported to directly if a concern relates to a member of staff in the school.
Ann Richardson (Head of Inclusive Education) – Responsible for all safeguarding concerns related to children or young people in the school in collaboration with the rest of the safeguarding team.
Mike Carrigan (Head of Primary) – Designated Safeguarding Lead for Primary (Y1-6)
Maggie Dawson (PYP Coordinator) - Designated Safeguarding Lead for Primary (Y1-6)
Sean McGeough (Middle School Coordinator) - Designated Safeguarding Lead for Middle School (Y7-9)
Philip Gray (Upper School Coordinator) - Designated Safeguarding Lead for Upper School (Y10-11)
Emma Caunt (Sixth-Form Coodinator) - Designated Safeguarding Lead for Sixth Form (Y12-13)

Appendix 4
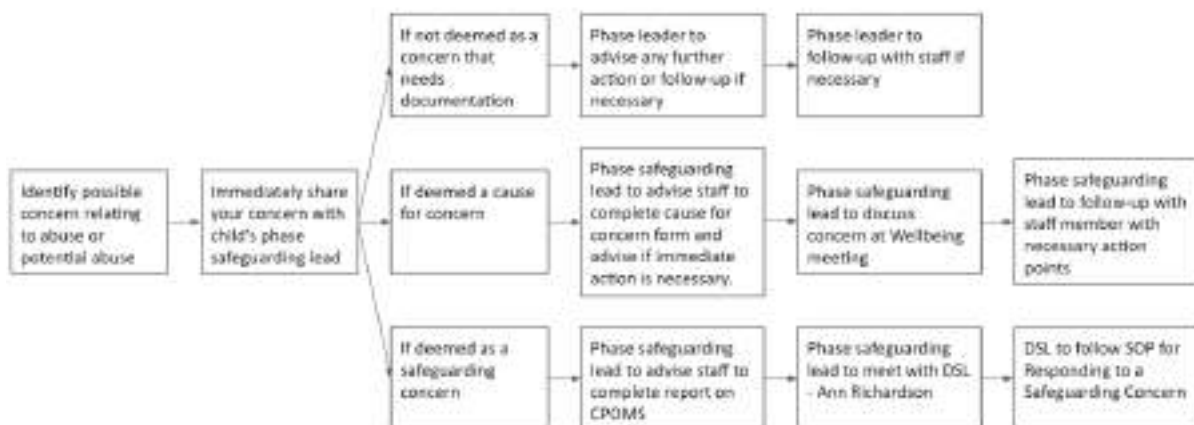
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Appendix 5 – EtonHouse Orchard Students of Concern

Form for Academic Concern

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Form for Social Emotional/Behavioral Concern

Form for Physical Concern

Form for Other Concerns

Appendix 6 – CPOMS Reporting

The following is an example of the reporting on CPOMS taken from their instruction manual which can be found here [CPOMS User Guide](#)

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Appendix 7

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                    ┌─────────────────────────┐
                    │ DSL to evaluate: Has     │
                    │ serious harm occurred,   │
                    │ been alleged or          │
                    │ imminent?                │
                    └─────────────────────────┘
                    Yes ↙              ↘ No
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```
┌──────────────────────┐      ┌────────────────────────────┐
│ DSL to secure CYP's   │      │ Informant to complete       │
│ immediate safety      │      │ EtonHouse Orchard Student   │
│                       │      │ of Concern form             │
└──────────────────────┘      └────────────────────────────┘
          ↓                                 ↓
┌──────────────────────┐      ┌────────────────────────────┐
│ DSL to inform Head of │      │ Does the matter involve a   │
│ School, CEO and Head  │      │ CYP self harming?           │
│ of Security as        │      └────────────────────────────┘
│ required              │          Yes ↙            ↘ No
└──────────────────────┘
          ↓
┌──────────────────────┐      ┌─────────────┐   ┌──────────────────┐
│ CEO - Does the matter │      │ DSL to       │   │ DSL to complete   │
│ require activation of │      │ complete     │   │ Record of Concern │
│ the Crisis Management │      │ Record of    │   │ – Initial and DSL │
│ Plan?                 │      │ Concern –    │   │ Log of actions    │
└──────────────────────┘      │ Self Harm    │   └──────────────────┘
   Yes ↙         ↘ No         └─────────────┘            ↓
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┌──────────────┐  ┌──────────────┐      ┌────────────────────────────┐
│ Proceed to    │  │ Proceed to    │      │ Is the concern against a   │
│ Crisis        │  │ DSL           │      │ member of staff?            │
│ Management    │  │ management of │      └────────────────────────────┘
│ Plan          │  │ serious harm  │         Yes ↙            ↘ No
│ Procedure     │  │ or risk of    │
└──────────────┘  │ harm flow     │
                  │ chart         │
                  └──────────────┘
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        ┌──────────────────────────────┐   ┌──────────────────────┐
        │ DSL to report to Head of      │   │ Refer to DSL internal │
        │ School. If the matter involves│   │ investigation &       │
        │ HoS, DSL to report to Director│   │ assessment flow chart │
        │ of HR.                        │   └──────────────────────┘
        └──────────────────────────────┘
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Procedure for Designated Safeguarding Lead Management of Safeguarding and Child Protection Concerns where serious harm or risk of harm has occurred, been alleged or is imminent

DSL determines the source of harm or risk of harm to the child or young person (CYP)

Source of harm or risk of harm is the CYP's parent, caregiver or person in the home	Source of harm or risk of harm to the CYP is a person outside the home	The CYP has indicated an intention to suicide

Source of harm or risk of harm is the CYP's parent, caregiver or person in the home

DSL uses Child Abuse Reporting Guidelines (CARG) to determine action required

Concern requires report to Police and Child Protective Service (CPS)	Concern requires report to Child Protective Service (CPS)

DSL to consult with Head of School Security to action Police report; DSL actions CPS report

DSL actions CPS report

CPS accepts referral	CPS declines referral

DSL to advise Security & Member of LT

Refer to DSL Internal Investigation & assessment flow chart

Source of harm or risk of harm to the CYP is a person outside the home

Concern requires report to Police

DSL to consult with Member of LT & Head of School Security to action Police report & contact CYP's parents

If the concern involves employee, Head of HR & CEO must also be informed*

Police accept referral	Police decline referral

Refer to DSL Internal investigation & assessment flow chart

The CYP has indicated an intention to suicide

DSL to secure CYP's immediate safety
DSL to contact parents
DSL to co-ordinate case plan actions as appropriate
DSL consult with Member of LT if concern arises out of term time

Refer to DSL internal investigation & assessment flow chart

*If the allegation is against the CEO or if the CEO is unavailable, the Governor for Safeguarding must be informed.

Procedure for Designated Safeguarding Lead Management of Safeguarding and Child Protection Concerns that require internal investigation and assessment

Source of harm or risk of harm is the CYP's parent, caregiver or person in the home and the concern has been reported to the CPS and the CPS have declined the referral	Source of harm or risk of harm is the CYP's parent, caregiver or person in the home and the concern does not meet the CPS referral criteria	The concern is a pastoral care or other safeguarding issue that does not require external reporting	The concern involves an allegation against a staff member that may amount to misconduct or constitutes inappropriate behaviour

DSL to:
- Document details on CPOMS and structure appropriate access permissions

DSL to document details on CPOMS

Head of School to consult with school management team.

DSL to liaise with internal and external supports as required to protect CYP

DSL to liaise with school and other supports as required to protect CYP

DSL to continue to monitor the matter and consult and re-refer to the CPS as appropriate

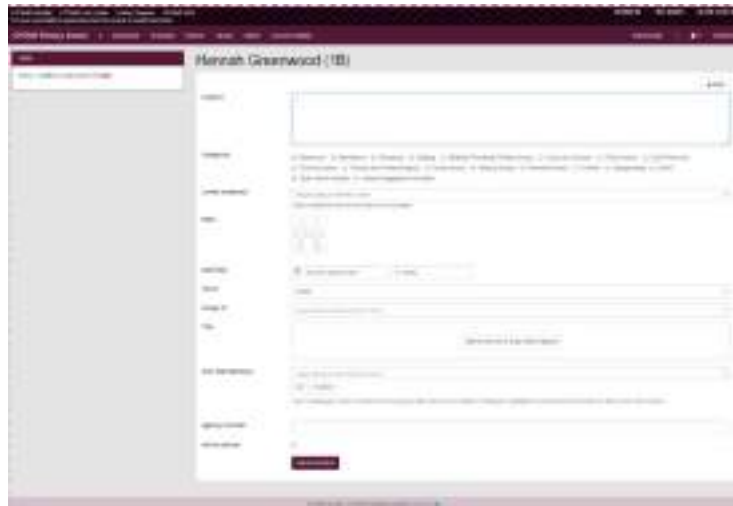DSL to document plans for support or compete Student Behaviour Risk Audit

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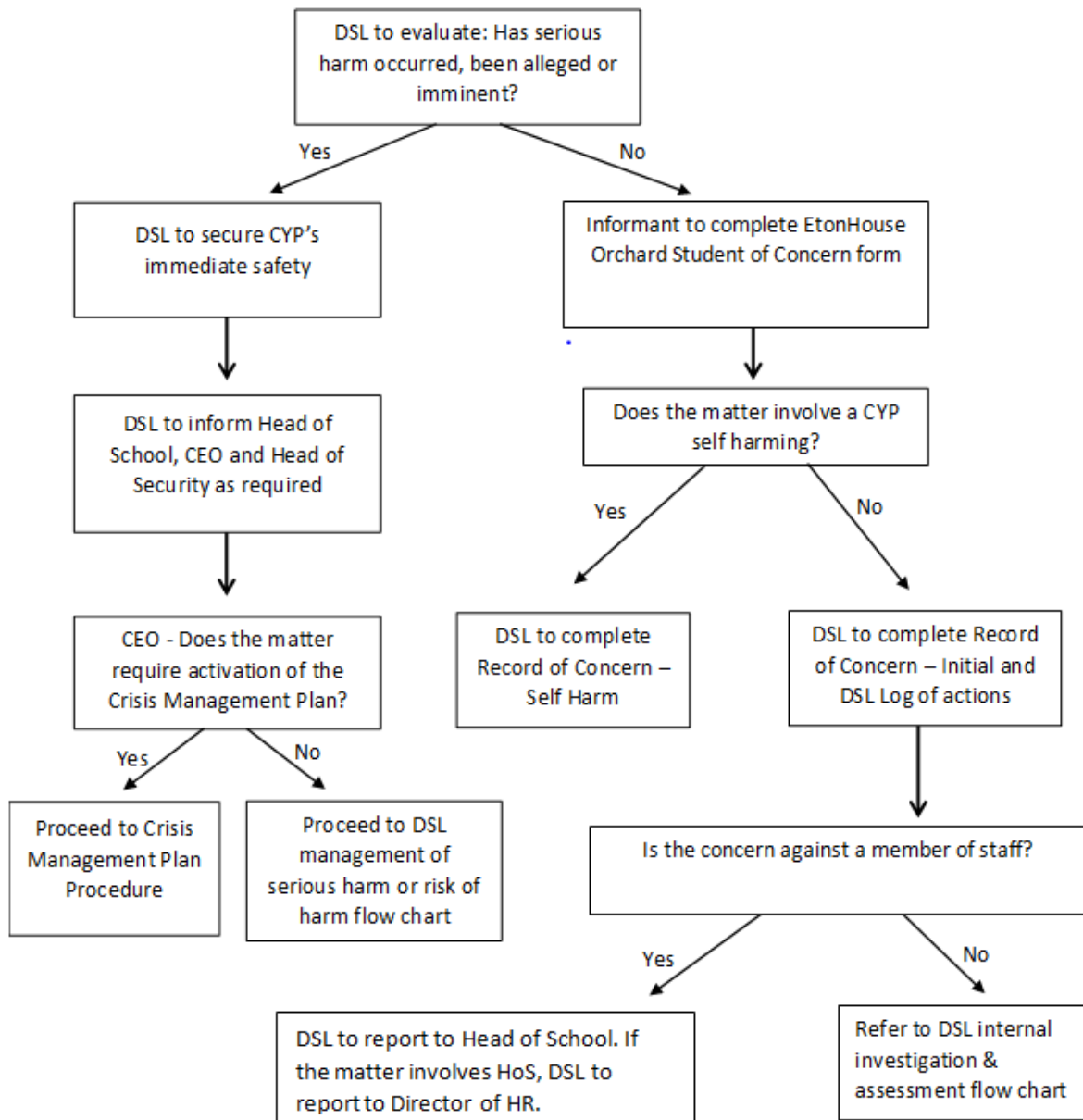Approved by: Senior Leadership Team

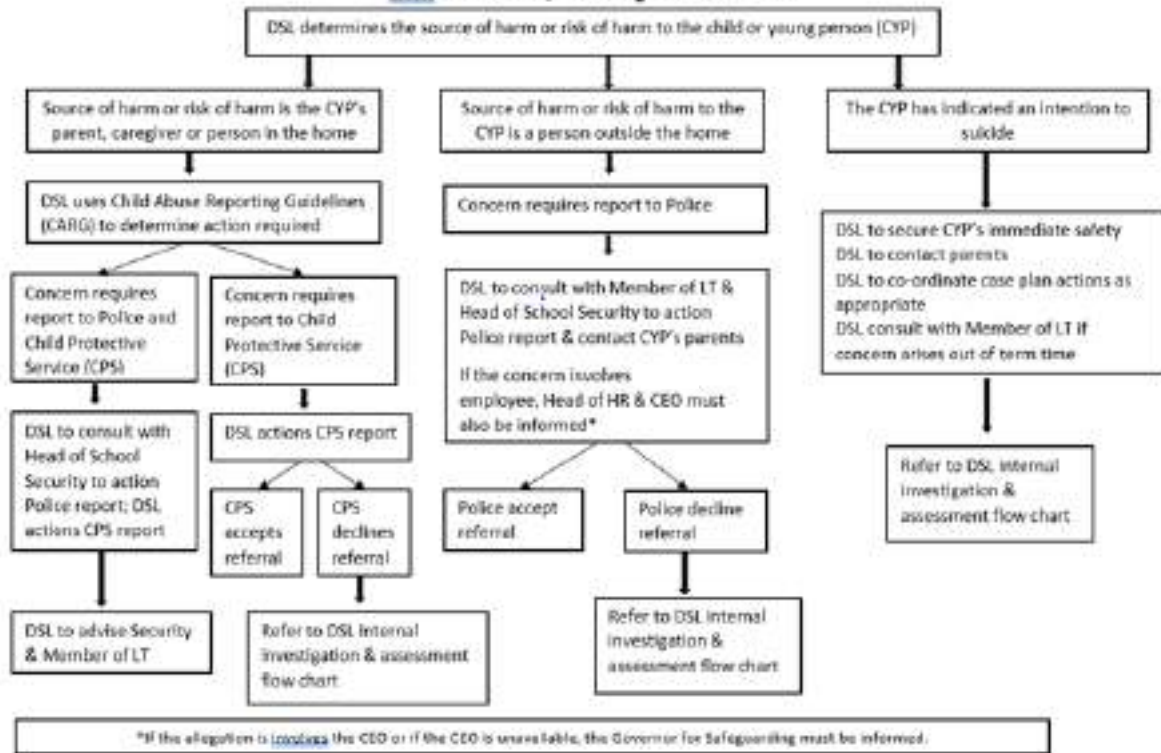**Appendix 8 – Student Behaviour Risk Audit**

Student Behaviour Risk Audit

Student's Name:		Grade/Year:	Date of Birth:		Date:		Review Date:		Assessor's Name:	
BEHAVIOUR	**WHEN?**	**WHO IS AT RISK?**	**LIKELIHOOD**	**X**	**REGULARITY**	**X**	**POTENTIAL HARM**	**=**		
Describe Risk Behaviour Type* Verbal abuse, Threats/Aggression, Violence, Vandalism, Bullying, Fighting, Possible Weapon(s), Racial Harassment, Sexual Harassment, False Accusations, Self Harm, Other – please specify	Potential Time of Day Triggers (Before school, Break time, Lunch time, After school, Morning lessons, Afternoon lessons, Between lessons, Detentions, Other, e.g. outside school hours – please specify)	Who is likely to be harmed and how? (Pupils, Staff, Visitors, Parents)	5=Certain 4=Probable 3=Possible 2=Unlikely 1=Rare		5=Daily 4=Weekly 3=Monthly 2=Rarely 1=Never		(Include an assessment of the likely physical and psychological harm) 4=Critical/Major 3=Moderate 2=Minor 1=Insignificant		>1%=unlikely 1%=can/have	aims in the space below.
1)				x		x		=	.%	
2)				x		x		=	.%	
3)				x		x		=	.%	

> DSL to document plans for support or compete Student Behaviour Risk Audit

* NB – In cases where a student is suspected or found to be carrying a weapon, action should always be taken, regardless of the apparent likelihood of harm.
Template taken from ICPA STUDENT BEHAVIOUR RISK AUDIT

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