

# EtonHouse<sup>®</sup> International School

## Child Safeguarding Policy

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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 have 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 protect 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 Persons 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

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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.

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- 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 of 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.

**Child on child 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.

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## 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.
- **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.

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## 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**.

If staff members have any concerns about a child or young person within the community they must either speak directly with a **Designated Safeguarding Lead** or complete an incident report on CPOMS (**Appendix5**).

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.

Designated Safeguarding leads will use the flowcharts in **Appendix 6** in how to manage safeguarding concerns.

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## ***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 persons 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***

At EtonHouse Orchard, all safeguarding concerns are reported and stored on the *Child Protection Online Management System* (CPOMS). The Designated 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 Staff 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 Staff 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 Staff 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.*

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*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***

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.

### ***Guardians and Parent Volunteers***

All guardians, and parents who would like to volunteer to work with children at EtonHouse Orchard are expected to go through mandatory safeguarding training annually. Safeguarding training is offered throughout the year on a regular basis and attendance at these trainings is documented.

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# 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

Bruises 淤青	Burns or scalds 烧伤	Bite marks, Fractures or broken bones 咬伤, 骨裂	Other injuries or health problems 其他伤痕
<ul style="list-style-type: none"> <li>Commonly on the head but also on the ear or neck or soft areas – the abdomen, back and buttocks</li> <li>Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet</li> <li>Clusters of bruises on the upper arm, outside of the thigh or on the body</li> <li>Bruises with dots of blood under the skin</li> <li>A bruised scalp and swollen eyes from hair being pulled violently</li> <li>Bruises in the shape of a hand or object</li> </ul>	<ul style="list-style-type: none"> <li>Can be from hot liquids, hot objects, flames, chemicals or electricity</li> <li>On the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs</li> <li>A clear edge to the burn or scald</li> <li>Sometimes in the shape of an implement, such as a circular cigarette burn</li> <li>Multiple burns or scalds</li> </ul>	<ul style="list-style-type: none"> <li>Usually oval or circular in shape</li> <li>Visible wounds, indentations or bruising from individual teeth</li> <li>Fractures to the ribs or the leg bones in babies</li> <li>Multiple fractures or breaks at different stages of healing</li> </ul>	<ul style="list-style-type: none"> <li>Scarring</li> <li>Effects of poisoning such as vomiting, drowsiness or seizures</li> <li>Respiratory problems from suffocation, poisoning or drowning</li> </ul>

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:
<ul style="list-style-type: none"> <li>Use language, act in a way or know about things that you wouldn't expect them to know for their age</li> <li>Struggle to control strong emotions or have extreme outbursts</li> <li>Seem isolated from their parents</li> <li>Lack social skills or have few, if any, friends</li> <li>Appear constantly afraid and insecure, or have low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Be overly-affectionate towards strangers or people they haven't known for very long</li> <li>Lack confidence or become wary or anxious</li> <li>Not appear to have a close relationships with their parent, such as when being taken to or collected from nursery</li> <li>Be aggressive or nasty towards other children and animals</li> </ul>

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:

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- sexual suggestion and suggestive comments
- fondling or touching sexual parts
- 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

<p>Stay away from certain people 提防他人</p> <ul style="list-style-type: none"> <li>• They might avoid being alone with people, such as family members or friends</li> <li>• They could seem frightened of a person or reluctant to socialise with them</li> </ul>	<p>Show sexual behaviour that's inappropriate for their age 年龄不当的性行为/知识/滥交</p> <ul style="list-style-type: none"> <li>• A child might become sexually active at a young age</li> <li>• They could use sexual language or know information that you wouldn't expect them to</li> </ul>	<p>Have physical symptoms 身体迹象</p> <ul style="list-style-type: none"> <li>• Anal or vaginal soreness</li> <li>• An unusual discharge</li> <li>• Sexually transmitted infection</li> <li>• Pregnancy</li> </ul>
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Reference: The National Society for the Prevention of Cruelty to Children (NSPCC)'Introduction to Child Safeguarding', 2021

**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.

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

Poor appearance and hygiene. 蓬头垢面或不卫生 They may:	Health and development problems. 未经治疗的医疗状况 They may have:	Housing and family issues. 房屋或家庭问题 They may be:
<ul style="list-style-type: none"> <li>• Be smelly or dirty</li> <li>• Have unwashed clothes</li> <li>• Have inadequate clothing</li> <li>• Seem hungry or leave home without having breakfast or any lunch money</li> <li>• Have frequent and untreated nappy rash in infants</li> </ul>	<ul style="list-style-type: none"> <li>• Untreated injuries, medical and dental issues</li> <li>• Repeated accidental injuries caused by lack of supervision</li> <li>• Recurring illnesses or infections</li> <li>• Not been given appropriate medicines</li> <li>• Missed medical appointments such as vaccinations</li> <li>• Poor muscle tone or prominent joints</li> <li>• Skin sores, rashes, flea bites, scabies or ringworm</li> <li>• Swollen tummy but otherwise thin</li> <li>• Anaemia</li> <li>• Tiredness</li> <li>• Faltering weight or growth and not reach developmental milestones (failure to thrive)</li> <li>• Poor language, communication or social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Living in an unsuitable home environment, such as dog mess being left or no heating</li> <li>• Left alone for a long time</li> <li>• Taking on the role of carer for other family members</li> </ul>

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

### Appendix 3 – Designated Safeguarding Leads (DSL)

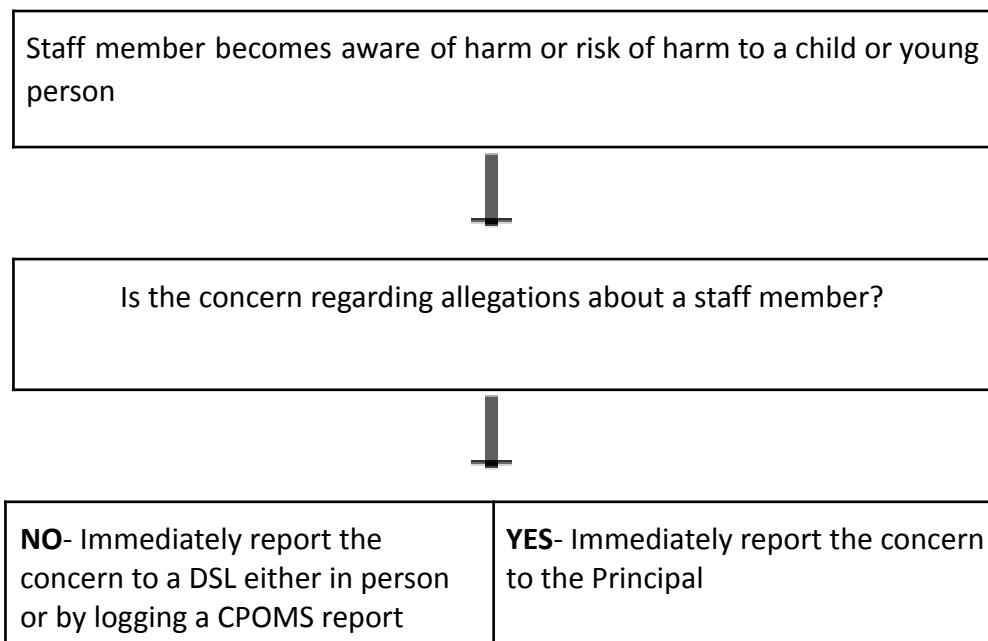
Robert Randall (Principal) - Overall responsibility for safeguarding in the school. To be reported directly if a concern relates to a member of staff in the school. Not counted as a DSL

Rain Jones (Vice Principal)

Ann Richardson (School counsellor)

Mike Carrigan (Head of Primary)

### Appendix 4- Reporting and Responding to Concerns



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## Appendix 5 – 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](#)

The screenshot shows the CPOMS reporting interface for a student named Hannah Greenwood (1B). The interface includes the following fields and options:

- Incident:** A large text area for describing the incident.
- Categories:** A list of categories with checkboxes, including Attendance, Behaviour, Bullying, Cause for Concern, Child Protection, Communication, Contact with External Agency, Home Issues, Medical Issues, Parental Contact, Present, Safeguarding, SEND, Team Teach Incidents, and Verbal & Aggressive Incidents.
- Linked student(s):** A dropdown menu for selecting a student.
- Maps:** A field for typing a student's name to link them to the incident.
- Date/Time:** A date and time selector set to Wed 06 January 2021, 11:36AM.
- Status:** A dropdown menu set to Active.
- Assign to:** A dropdown menu for assigning the incident to a staff member.
- Files:** A field for uploading files, with a button that says "Click to browse or drag a file to upload".
- Alert Staff Members:** A dropdown menu for selecting staff members to alert.
- Agency Involved:** A field for entering the name of an agency.
- Add to planner:** A checkbox.
- Submit Incident:** A red button at the bottom right.

## Appendix 6- Management of Safeguarding Concerns by DSLs

DSL to determine whether the child or young person is in immediate danger of harm

<b>YES-</b> DSL secures the immediate safety of the CYP and informs the Principal	<b>NO-</b> DSL documents relevant information on CPOMS and devises a plan to support the CYP
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DSL determines the source of the harm

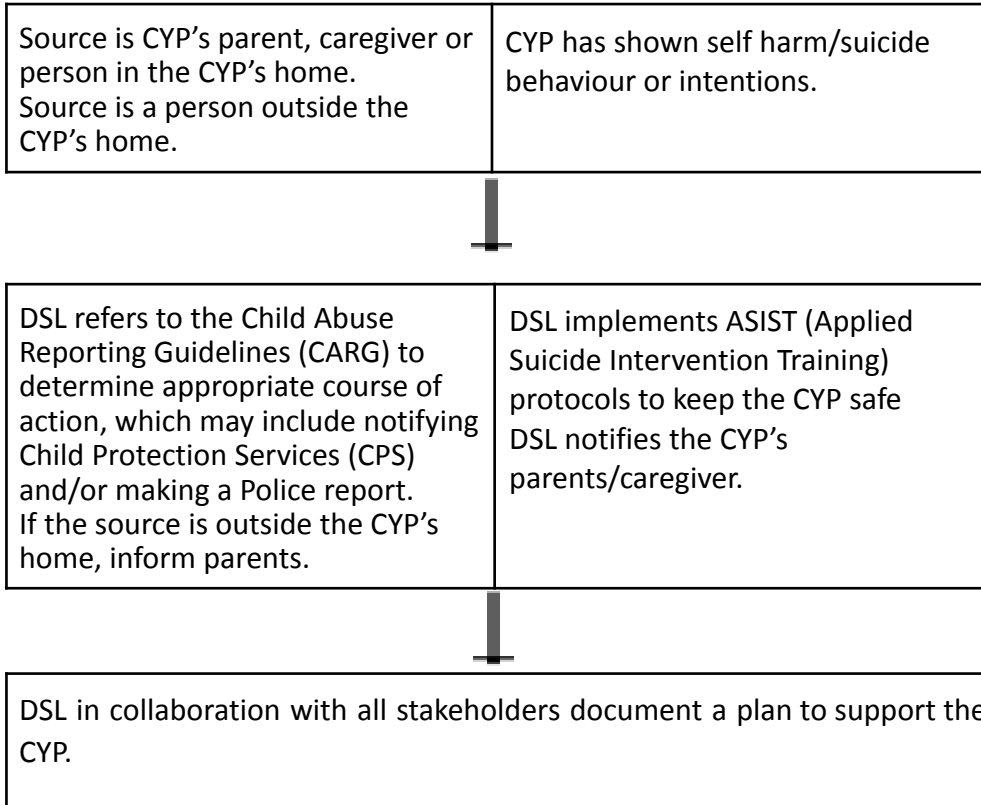
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