

SMMIS Child Protection and Safeguarding Policy

1. INTRODUCTION

1.1 Statement of Intent

The Sir Manasseh Meyer International School (“**SMMIS**”) is committed to safeguarding and promoting the welfare and interests, both physical and emotional, of every pupil, both inside and outside of the school premises. SMMIS recognises that effective child protection practice requires sound procedures and good inter-agency cooperation.

This Child Protection and Safeguarding Policy provides the basis for good practice within SMMIS for child protection work, and sets out a clear and consistent framework to ensure that the professional responsibilities of all staff are clear, in order that all statutory and other duties are fully met. This policy is based on current legislation, being the Children and Young Persons Act (Cap. 38), and SMMIS and its staff members have a professional responsibility to comply with this policy. The procedures outlined in this policy are also in line with the Manual on Management of Child Abuse in Singapore (2008 Rev. Ed.), produced by the Singapore Inter-Ministry Working Group comprising the Ministry of Education, Ministry of Home Affairs, Ministry of Health and Ministry of Community Development, Youth and Sports of Singapore. Through this policy, SMMIS and its staff members commit to:-

- (a) Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify individuals who might pose a risk to children.
- (b) Educating its pupils on how to keep safe and to recognise unacceptable behaviour.
- (c) Ensuring that members of the Governing Body, the Principal and staff understand their responsibilities, and are alert to the signs of child abuse, and know to refer concerns to the Designated Safeguarding Lead.
- (d) Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The Child Protection and Safeguarding Policy is implemented purely as a matter of “best practice” only, and not because SMMIS has any specific concerns for the immediate safety of our pupils. As a world-class organisation with a strong moral compass, SMMIS wishes to make certain that every step is taken to ensure the safety and well-being of every pupil, which remains paramount.

This Policy will thus be reviewed annually, on the basis of self-evaluation.

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1.2 Terminology and Definitions

Child abuse occurs across all communities regardless of the gender of the child or the perpetrator, wealth, religion or ethnicity. Schools, as institutions working with young children, become attractive to those who wish to exploit children. All members of SMMIS thus have a duty to safeguard and promote the welfare of children.

For the purposes of this policy, the phrase “safeguarding and protecting the welfare of children” shall be interpreted to mean:-

- (a) Protecting pupils from maltreatment;
- (b) Preventing the impairment of pupils’ health or development;
- (c) Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care; and
- (d) Taking all action to enable all pupils to have the best outcomes.

2. ROLES & RESPONSIBILITIES

At SMMIS, the **Designated Safeguarding Lead** shall be primarily responsible for the school’s approach to policy, practice, procedures and professional development in relation to safeguarding and protecting the welfare of children.

The Designated Safeguarding Lead shall in the first instance be **ELAINE ROBINSON** (Principal), or in her absence, shall be **SHANTHI VAIDYANATH** (Vice Principal General Studies) and **SIMCHA ABERGEL** (Vice Principal Jewish Studies).

2.1 Roles & Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:-

- (a) Liaise directly with parents in regard to all allegations of child abuse.
- (b) Refer all cases of suspected abuse to community agencies for child protection concerns, and the police in cases where a crime has been / is suspected to have been committed.
- (c) Liaise with the Principal to inform him/her of safeguarding issues, especially ongoing enquiries and police investigations.
- (d) Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- (e) Understand the assessment process for providing early help and intervention.

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- (f) Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- (g) Keep cases of early help under constant review and refer them to the Child Protection Specialist Centres if the situation does not appear to be improving.
- (h) Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures, which will be discussed during the staff induction process.
- (i) Be alert to the specific requirements of children in need, including those with special educational needs and disabilities and young carers.
- (j) Keep detailed, accurate and secure records of concerns and referrals.
- (k) Obtain access to resources and attend all relevant training courses.
- (l) Encourage a culture of listening to children and taking account of their wishes and feelings.
- (m) Work with the Trustees to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- (n) Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- (o) Make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- (p) Ensure that a pupil's child protection file is copied when transferring to a new school.
- (q) Be available at all times during school hours to discuss any safeguarding concerns. The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

Roles & Responsibilities of the Principal

The Principal of SMMIS will:-

- (a) Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- (b) Ensure that the policies and procedures decided to be implemented by the Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- (c) Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the Designated Safeguarding Lead and the Children and Young Persons Act.

2.2 Roles & Responsibilities of all Staff

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All staff of SMMIS have a shared responsibility to:-

- (a) Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- (b) Provide a safe environment in which pupils can learn.
- (c) Maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the child's 'best interests'.
- (d) Be aware of the signs of abuse and neglect.
- (e) Be aware of the early help process, and understand their role in it.
- (f) Act as the lead professional in undertaking an early help assessment, where necessary.
- (g) Be aware of, and understand, the process for making referrals to social workers, as well as for making statutory assessments and their role in these assessments.
- (h) Support social workers to take decisions about individual children, in collaboration with the Designated Safeguarding Lead.
- (i) If at any point there is a risk of immediate serious harm to a child, make a referral to Community agencies and/or the police immediately.
- (j) Be aware of and understand the procedure to follow in the event that a child confides that they are being abused or neglected.
- (k) Support social workers in making decisions about individual children, in collaboration with the Designated Safeguarding Lead.
- (l) Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- (m) Follow the school's procedure for, and approach to, preventing radicalisation.

2.3 Roles & Responsibilities of the Trustees

The Trustees of SMMIS will exercise supervisory jurisdiction over all staff of SMMIS, in order to:-

- (a) Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- (b) Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- (c) Confirm that the school's safeguarding arrangements take into account the requirements under Singapore law.
- (d) Ensure that a Trustee is nominated to liaise with partner agencies on issues of child protection, in the event of allegations of abuse made against the Principal or other Trustee.

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- (e) Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- (f) Ensure that there is a senior board level (Trustee) lead responsible for safeguarding arrangements.
- (g) Appoint a member of staff from the senior leadership team, tbc, to the role of Designated Safeguarding Lead as an explicit part of the role-holder's job description – there should always be cover for the Designated Safeguarding Lead.
- (h) Ensure that students are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- (i) Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- (j) Ensure that volunteers are appropriately supervised.
- (k) Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- (l) Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- (m) Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- (n) Ensure that there are procedures in place to make a referral to the police and other relevant bodies if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- (o) Ensure that there are procedures in place to handle allegations against other pupils.
- (p) Ensure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- (q) Ensure that there are systems in place for pupils to express their views and give feedback.
- (r) Establish an early help procedure and inform all staff of the procedures it involves.
- (s) Appoint a designated teacher to promote the educational achievement of looked-after children and ensure that this person has undergone appropriate training.
- (t) Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- (u) Ensure that staff members have the skills, knowledge and understanding necessary to keep looked-after children safe, particularly with regard to the pupil's legal status, contact details and care arrangements.

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- (v) Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- (w) Ensure that all members of the Trustees have been subject to the Singapore equivalent of an enhanced UK Disclosure and Barring Service (DBS) check.

3. INTER-AGENCY COLLABORATION

SMMIS contributes to inter-agency working as part of its professional responsibilities. The school will work with the Child Protection Specialist Centres, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to interagency plans to provide additional support.

The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs. In light of the above, staff members are aware that whilst the Data Protection Act places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation.

4. CATEGORIES OF ABUSE

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.

All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender-based violence, sexual assaults and sexting. All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy (see annexure).

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

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Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child. SMMIS notes that some physical disciplining of children is used in Singapore. Parents are likely to be charged with child abuse if the child is significantly injured as a result of excessive force. At SMMIS, the physical disciplining of student is never acceptable.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways. SMMIS notes that in Singapore, sexual intercourse with a girl below the age of 14 years constitutes a criminal offence of rape, even if the girl gives her consent. When the girl is already 14 years old but not yet 16, the said activity constitutes the offence of "carnal connection", provided the girl consents.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

Child Sexual Exploitation: For the purposes of this policy, "child sexual exploitation" (CSE) is defined as a form of sexual abuse where children are sexually exploited for money, power or status. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. Where CSE, or the risk of it, is suspected, staff will

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discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, a referral will be triggered.

Child Radicalisation: Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. SMMIS will actively assess the risk of pupils being drawn into terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the police. The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms. Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result. The Designated Safeguarding Lead will undertake awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The Designated Safeguarding Lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

5. SYMPTOMS OF ABUSE

5.1 When to be Concerned

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of abuse, neglect, harm, exploitation or radicalisation. It is extremely important that any unauthorised absence from education is responded immediately. Any member of staff can refer to the Child Protection Specialists Centres team with a child protection incident in the case of an emergency if they are unable to reach the Designated Safeguarding Lead. Staff need to be aware that private fostering arrangements, if in place with a family, must be notified to the local authorities. Please speak to your Designated Safeguarding Lead for guidance.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the Designated Safeguarding Lead following normal safeguarding procedures. SMMIS will inform the police of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

5.2 Symptoms of Abuse

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All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:-

- (a) Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- (b) Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- (c) Display insufficient sense of 'boundaries', lack stranger awareness.
- (d) Appear wary of adults and display 'frozen watchfulness'.

5.3 School Procedures & Staff Responsibility

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. The Designated Safeguarding Lead will decide whether the concerns should be referred to Child Protection Specialist Centre. If it is decided to make a referral this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

If there are obvious signs of harm, the student will be taken to the school nurse immediately. If the student is in need of urgent medical attention, s/he should be taken to either the KK Women's and Children's Hospital (KKH) or the National University Hospital (NUH). If it is not possible or advisable to obtain parental consent, the Child Protection Services should be contacted for consultation. Where SMMIS suspects that abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, SMMIS will commit to reporting the matter to Child Protection Services Helpline at 1800 777 0000 (during usual business hours) or the police.

Where SMMIS suspects that the abuse has been perpetrated by someone close to the family or within the family network, the Designated Safeguarding Leader or a designated member of staff will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. Full consideration as to whether the contact with the immediate family would increase the risk of harm should be given.

Pupils with special education needs and disabilities can face additional safeguarding challenges. All staff need to be vigilant to identify pupils who need more support to be kept safe and to keep themselves safe, should they have any concerns speak to the Designated Safeguarding Lead. Particular attention will be paid to the attendance and development of

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any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept. If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

5.4 Managing Disclosure

The disclosure of child abuse by a child to an adult is likely to be one of the hardest conversations that all parties at SMMIS will face. It is essential that staff members show empathy and professionalism in the approach to managing such conversations, mindful that what is said and recorded could influence criminal proceedings at a later date.

5.5 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in the school:-

- (a) All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the local investigative agencies (Child Protection Specialist Centres and the police).
- (b) If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- (c) Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts as explained in the Staff Code of Conduct.

6. CHILD PROTECTION & MONITORING PROCEDURE

6.1 SMMIS Admissions Register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents when any changes occur. Staff will monitor pupils who do not attend the school on the agreed date.

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If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:-

- (a) The full name of the parent/carer with whom the pupil will live
- (b) The new address
- (c) The date from when the pupil will live at this address If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:-
 - (i) The name of the new school
 - (ii) The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will securely transfer the pupils' data. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

6.2 Record Keeping

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:-

- (a) Listen to what is being said without displaying shock or disbelief
- (b) Accept what is being said
- (c) Allow the child to talk freely
- (d) Reassure the child, but not make promises which it might not be possible to keep
- (e) Not promise confidentiality – it might be necessary to refer the information on
- (f) Reassure him or her that what has happened is not his or her fault
- (g) Stress that it was the right thing to tell
- (h) Listen, only asking questions when necessary to clarify
- (i) Not criticise the alleged perpetrator
- (j) Explain what has to be done next and who has to be told
- (k) Make a written record
- (l) Pass the information to the Designated Safeguarding Lead without delay

When a child has made a disclosure, the member of staff/volunteer should:

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- (a) Make brief notes as soon as possible after the conversation. Use the school Record of Concern Sheet wherever possible. Record of Concern Forms can be found on the system in the forms folder and hard copies are kept in the staffroom.
- (b) Not destroy the original notes in case they are needed by a court.
- (c) Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- (d) Draw a diagram to indicate the position and size of any injuries.
- (e) Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

6.3 Allegations Involving School Staff / Volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- (a) Behaved in a way that has, or may have harmed a child
- (b) Possibly committed a criminal offence against/related to a child
- (c) Behaved toward a child in a way which indicates s/he is unsuitable to work with children

This applies to any child the member of staff/volunteer has contact with in the personal, professional or community life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions and if seeking clarification, it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Principal.

If the concerns are about the Principal, then the Chair of Trustees should be contacted.

The Chair of Trustees in this school is:

NAME: **Mr Sam Sassoon**

CONTACT NUMBER: 65 9735 2768

In the absence of the Chair of Trustees, the Vice Chair of Trustees in charge of the School should be contacted.

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The Second Trustee is:

NAME: **Mr Victor Sassoon**

CONTACT NUMBER: 6271 9508

The Principal will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern. If it is decided that the allegation meets the threshold for further action through the Child Protection System in Singapore, the Principal must immediately make a referral to the police. The Principal should, as soon as possible, following briefing from the police inform the subject of the allegation.

6.4 Communication with Parents

SMMIS will undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm. SMMIS will also ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

6.5 Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

7. SAFER RECRUITMENT

The safe recruitment of staff at SMMIS is essential to safeguarding and promoting the welfare of the pupils in the school's care. SMMIS is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share in this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency cooperation and the recruitment and retention of competent, motivated employees. The purpose of this section is to set out the minimum requirements of a recruitment process that aims to attract the best possible applicants to vacancies, deter prospective applicants who are unsuitable for work with our students and identify and reject applicants who are unsuitable for work with our students.

SMMIS seeks to achieve a diverse international workforce which includes people from all backgrounds, with different skills and abilities. SMMIS is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Recruitment must

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observe the Singapore Fair Consideration Framework 2014 and comply with the Tripartite Guidelines on Fair Employment Practices.

7.1 Enhanced Criminal Checks

An enhanced criminal check will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:-

- (a) Are responsible on a daily basis for the care or supervision of children.
- (b) Regularly work in the school at times when children are on the premises.
- (c) Regularly come into contact with children under 18 years of age.

7.2 Pre-employment Checks

SMMIS will take implement the following procedures as part of its pre-employment checks against potential candidates for vacancies:

- (a) The Principal will assess the suitability of prospective employee's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- (b) Obtaining a certificate for an enhanced criminal check country equivalent check with barred list information where the person will be engaged in regulated activity.
- (c) Obtaining a separate barred list check if an individual will start work in regulated activity before the criminal check, or country equivalent, certificate is available.
- (d) Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Singapore Government.
- (e) Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- (f) Checking the person's right to work in Singapore, e.g. if there is uncertainty about whether an individual needs permission to work in Singapore.
- (g) If the person has lived or worked outside Singapore, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- (h) Checking professional experience and qualifications as appropriate.

In addition to the above, SMMIS will ensure that:-

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- (a) A criminal check, or country equivalent, certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken.
- (b) An enhanced criminal check or country equivalent certificate and barred list check will be obtained for all trainee teachers. An enhanced criminal records check will be carried out on each member of the Trustees.
- (c) The school will refer to the Child Protection Service anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.
- (d) A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- (e) For those who have lived or worked outside of Singapore, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

7.3 References

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post. Checks will be conducted to ensure that the candidates presenting themselves for work are the same persons on whom the checks have been made.

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7.4 Volunteers

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS check, or country equivalent, certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

7.5 Single Central Record and Staff Suitability

SMMIS keeps a Single Central Record which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school. SMMIS ensures that staff and volunteers working in our setting are not disqualified from doing so under the relevant Legislation currently in force.

A person may be disqualified if they:-

- (a) Have certain orders or other restrictions placed upon them
- (b) Have committed certain offences
- (c) Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).
- (d) All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.
- (e) A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver. The school will provide support with this process.

7.6 Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. The Designated Safeguarding Lead will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role. The Designated Safeguarding Lead will also undergo

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regular extremism awareness training which will enable them to understand and support the school with regards to extremism, and equip them with the knowledge needed to advise staff.

If the school decides to appoint a deputy Designated Safeguarding Lead, they will also undergo the same training as the Designated Safeguarding Lead and, therefore, will be trained to the same standard, though ultimately, the Designated Safeguarding Lead will lead safeguarding practices at the school.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

8. RESOURCES / FURTHER INFORMATION

Child Protection and Welfare Service
SLF Podium #01-01 to #01-01 512A
Thomson Road Singapore 298137

Child Protection and Welfare Helpline: 1800-777-0000 (Mondays to Fridays, 8:30 am to 5:00 pm and Saturdays, 8:30 am – 1:00 pm)

Samaritans of Singapore (SOS)

If you are feeling distressed, or know someone who is feeling suicidal, get help immediately. Talk to somebody.

Website: <https://sos.org.sg/>
Tel: 1800-221 4444 (24hrs)

Tinkle Friend

Primary school children who need a listening ear, this helpline provides support, advice and information to lonely and distressed children especially in situations when their parents or main caregivers are unavailable.

Website: <https://www.childrensociety.org.sg>
Tel: 1800-274 4788

Operating Hours (Mon - Fri):
0930hrs to 1130hrs
1430hrs to 1700hrs

Secondary schools in Singapore use the following, they are all MOE registered schools.

HELPLINES:

SMMIS Child Protection and Safeguarding Policy

Samaritans of Singapore: 1800-221-4444

Singapore Association for Mental Health: 1800-283-7019

Institute of Mental Health's Mobile Crisis Service: 6389-2222

Care Corner Counselling Centre (Mandarin): 1800-353-5800

Or report to the Police Divisional HQ or the nearest Neighbourhood Police Post

Prepared by: Elaine Robinson

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Ratified by the Trustees: October 2017

Reviewed by: September 2018

SMMIS Child Protection and Safeguarding Policy

Appendix

Child Protection System in Singapore

A : THE CHILD PROTECTION SYSTEM

Child protection concerns operate on a continuum, with corresponding responses from either the community, more specialised partners or the State. Generally, a more serious concern will necessitate higher levels and more intrusive interventions, with the State stepping in when warranted.

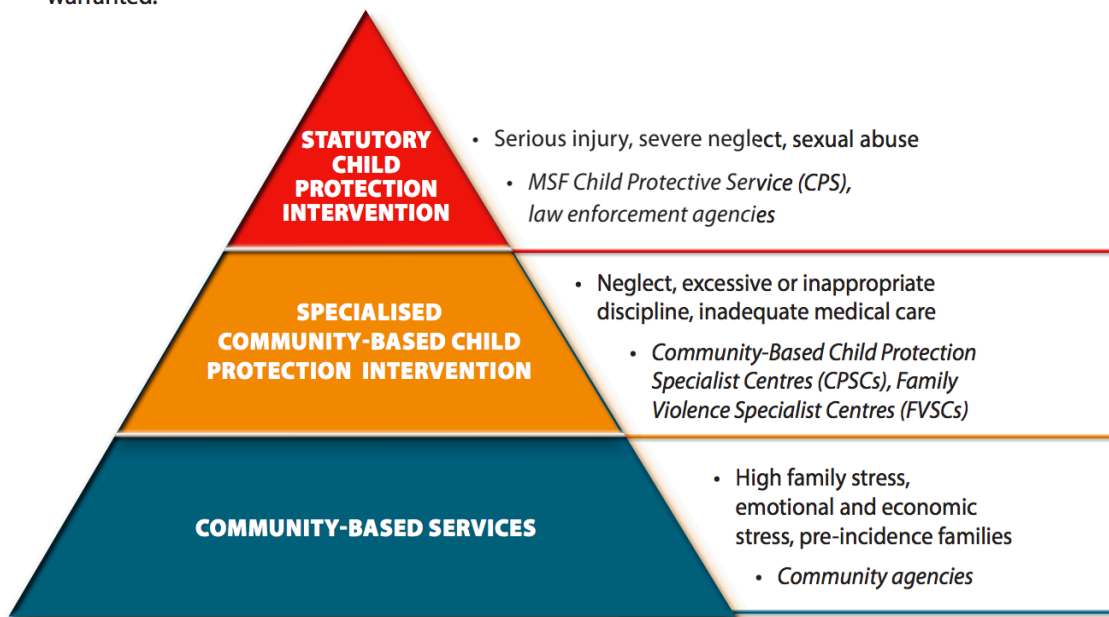


Diagram 1: Continuum of Child Protection Intervention and Community-Based Services

SMMIS Child Protection and Safeguarding Policy

B: MANAGEMENT OF CHILD ABUSE CASES BY MSF

Diagram 2 gives a broad overview on CPS's intervention.

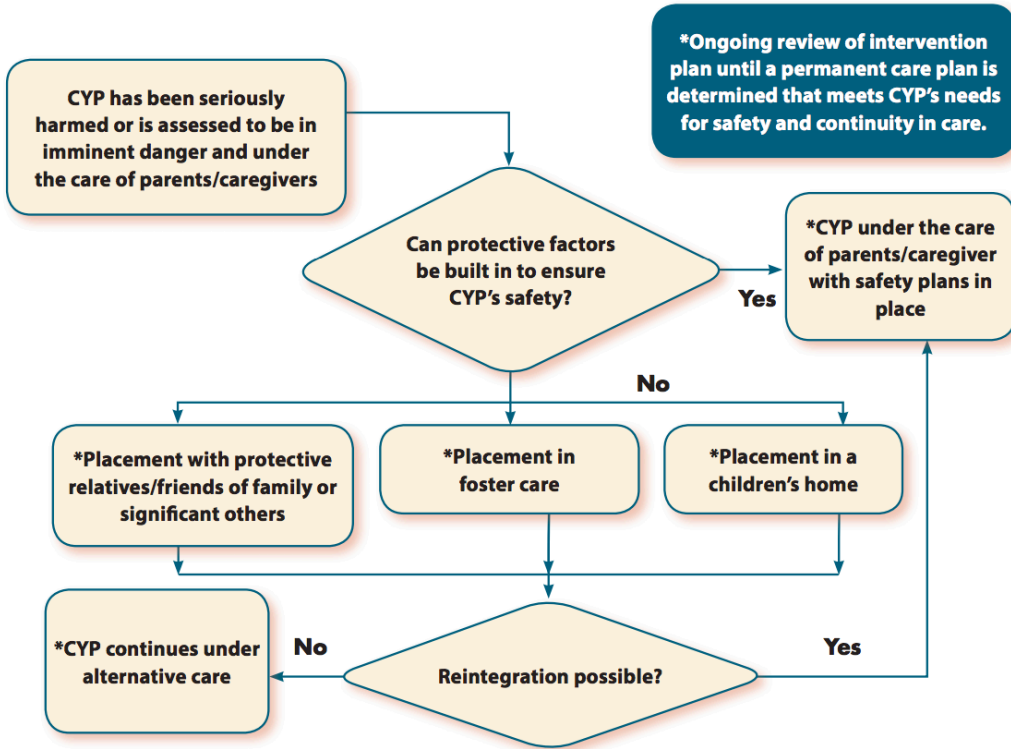


Diagram 2: Overview of Management of Cases Referred to CPS