

SAFEGUARDING POLICY

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

At Nexus we believe safeguarding is everyone's responsibility.

As part of this shared responsibility all Nexus staff are required to read, sign and adhere to the following policies and guidelines:

- [NISS Code of Conduct](#) - signed by all staff
- Safeguarding policy
- Staff Handbook

When an employee becomes aware of an incident of suspected harm, it is their responsibility to do the one, two, three:

1. ensure all learners involved are **safe**
2. **report** the incident to a Designated Safeguarding Officer/Lead
3. **document** what happened on CPOMS

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RATIONALE

Nexus International School (Singapore) is committed to the safety and wellbeing of our children and families. Nexus endorses the Convention on the Rights of the Child, which Singapore ratified on 11 December 2008, and establishes a clear policy and guidelines to protect our learners from maltreatment by any person or persons who come in contact with them in any environment.

AIMS

To provide a safe learning environment for all, regardless of gender, race, nationality, ethnicity, religion, sexual orientation, disability, or family status by

- employing safer recruitment practices
- defining roles and responsibilities of staff, leaders and governors with regards safeguarding
- enforcing clear staff conduct policies and learner contracts
- providing transparent processes to report allegations of abuse
- enacting clear procedures for managing, recording safeguarding concerns
- educating learners and training staff to support safeguarding practices and online safety
- providing a safe and secure campus with high standards of health and safety
- monitoring learner accommodation and placement with guardians

Our practices fulfil the local regulatory requirements and exceed them if we feel greater provision is needed to safeguard learners in our community.

PREVENTATIVE MEASURES

SAFER RECRUITMENT

Nexus uses safer recruitment practices to ensure all adults who come into contact with learners have been screened appropriately. Job adverts show our commitment to protecting learners and screening questions are used at the application stage and staff are asked safeguarding questions at interviews. References are checked for authenticity and the last employer is always contacted and any gaps in CVs are always checked. Successful candidates are always subjected to FBI criminal checks for social media and digital footprint markers. Qualifications are always verified with the awarding universities and ten year criminal record checks are completed. All academic staff are registered with CPE before they can officially take classes. Key members of staff involved in recruitment complete Safer Recruitment training on a regular basis.

Onboarding staff are made aware of their responsibility to read and understand the school documents that govern their conduct.

STAFF CONDUCT

(refer to [GHR - TEG Code of Conduct](#))

For safeguarding purposes, Nexus requires all staff to read, sign and adhere to the following policies and guidelines:

- [NISS Code of Conduct](#) - signed by all staff
- Safeguarding policy
- Staff Handbook

The following table exemplifies inappropriate behaviour by staff and the possible consequences and is by no means exhaustive.

Examples of minor cases of inappropriate behaviour	Possible interventions
● Unprofessional language or comments in the presence of a learner ● Disrespectful comments about a learner and/or their family ● Shaming, humiliating or embarrassing a learner ● Pushing or grabbing a learner ● Disclosing inappropriate information to a learner ● Inappropriate questioning of a learner about personal and private matters ● Unreasonable, unfair and/or unjust disciplinary measures ● Exerting power over a learner through fear, threats or unwarranted moral pressure	● Action coordinated and authorised by the Principal ● May include an informal resolution and supervisory guidance and monitoring ● A period of external support ● A written warning
Examples of major cases of inappropriate behaviour	Possible interventions
● Repeated behaviour of minor cases ● Inappropriate physical contact causing injury ● Harsh verbal (including digital) abuse or belittling of learners including derogatory and demeaning terms ● Significant or repeated victimisation ● Threatening or intimidating a learner ● Exposing a learner to material that is offensive or inappropriate for their age ● Breaching professional boundaries	● Action coordinated and authorised by the Principal ● May include a formal resolution and supervisory guidance and monitoring ● A period of external support ● Formal dismissal

Even minor assaults can be criminal offences. The management and investigation of these matters will take into consideration the following factors including reference to TEG's guide on Handling Discipline and Misconduct (TEG-GHR-P-12):

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

STAFF TRAINING

The Designated Safeguarding Leads identify training needs. All staff undertake annual safeguarding training or refresher courses as provided and completion of these is recorded and logged to guide future training. Short refresher sessions are provided each term by the designated safeguarding leads to ensure safeguarding remains high priority. Vulnerable learners are identified by a safeguarding shield on the register and staff must notify learner services if the child has been present and is missing from their class. This is included in staff induction. The Designated Safeguarding Leads are displayed around campus to remind the community.

Staff are advised on how to protect themselves against allegations by avoiding risky situations. Classroom visibility must be maintained at all times and staff should never be alone with a learner in a closed space. Images of learners should only be stored on staff Nexus devices and in shared Nexus drives and not stored on staff personal devices.

LEARNER EDUCATION

Learners are taught about their rights and responsibilities through the Personal, Social and Physical Education (PSPE) scope and sequence in the Primary School, the PSHE scope and sequence in the Secondary School, assemblies and tutor/homeroom time. Relevant safeguarding related workshops are run by teachers or counsellors where necessary. Safeguarding is defined for learners on the weekly learner bulletin with information on where they can seek guidance. This is placed alongside details of the online reporting platform they are encouraged to use if they have concerns about themselves or others.

LEARNER CONDUCT

Nexus encourages positive learner conduct with a clear, consistent, positive and supportive approach. Expectations are made clear through the annual creation of class essential agreements, as well as the issuing of annual learner contracts. All learners and their families must read and agree to the contract, terms and conditions and code of conduct. Staff endeavour to build positive learning environments, actively teach positive behaviours, and utilise positive reinforcement strategies. Staff are also vigilant and look for opportunities to apply pre-correction strategies.

Nexus responds to undesirable behaviours in a fair, equitable, constructive and compassionate manner. Restorative practice (exemplified in the Restorative Practice Handbook) and corrective measures are utilised to repair any damage and build more positive future behaviours. Learners in need of significant support can be referred through the inclusive support referral system. Undesirable behaviours are logged and communicated using the Daybook; data is used to track learners and identify trends that can be acted upon. An emergency number can be called to report incidents

requiring immediate support and action. More serious learner misconduct is dealt with on a case by case basis and the Principal with SLT has the option of suspensions and exclusions. The safety of learners is paramount and any learner who is deemed to be a risk to themselves or others is isolated and supported as quickly as possible and where necessary psychological assessments or fit-to return reports by trained mental health professionals are obtained before a learner can return to campus.

PARENTAL ENGAGEMENT

Nexus aims to work with families to support the wellbeing and safety of all learners. Newsletters and parent workshops on specific themes are used to promote parent understanding of safeguarding and to promote them working in partnership with school. Serious safeguarding or wellbeing concerns are shared promptly and directly with parents usually by the counsellors or designated safeguarding leads. Where necessary, the school will ask families to seek external assessment before allowing a learner to return to campus.

ONLINE SAFETY

Whilst on campus effective firewalls and cyber security are used to protect learners and staff. A further level of security is applied to staff devices to provide a level of protection off campus and this will be rolled out to learners too. All staff and learners sign and agree to an age appropriate acceptable use policy and breaches of this are dealt with using a restorative approach. Learner education is supported through digital citizenship education during PSHE, assemblies and digital skills and curriculum lessons. Education around cyberbullying is taught explicitly and the school tries to work in partnership with families to guide the community around appropriate use of technology. The school cannot supervise and control social media use on personal devices such as phones.

SECURITY & HEALTH AND SAFETY

The campus has robust security provision in place and this is detailed in the Security Standard Operating Procedures Manual. The school has significant physical and digital health and safety systems including but not limited to, vehicle and pedestrian access control, invisible grills, extensive CCTV, internet filtering, automatic digital safeguarding prompts to key staff.

VOLUNTEERS AND NON-EMPLOYEES

The school makes checks and interviews all volunteers or external providers who regularly teach or look after children on an unsupervised basis. They must then complete a mandatory declaration showing they have read and understood the school safeguarding approach in advance of working with learners.

Where Nexus sub-contracts works such as catering and security, the agreement includes the need to ensure all workers are safeguard trained.

LEARNERS RESIDING UNDER GUARDIANSHIP (GUARDIAN LEARNERS)

If a parent will not be residing with their child for a period of longer than 5 days they are required to notify the school for approval. If they are absent for a longer period they will be required to appoint a legal guardian and the learner is regarded as living under guardianship. The details of the legal guardian must be recorded using the “CHANGE/UPDATE OF PERSONAL PARTICULARS NOTIFICATION FORM” and shared with Learner Services. Safeguarding concerns raised about guardianship will be dealt with under the “harm to learner by non-employee flowchart”.

Guardians

Guardians are required to be registered with the school and make a declaration of their suitability for the role made (including reference to criminal records). The requirements and expectations of appointed guardians are stated in the Guardianship Handbook. Guardians are required to have read and acknowledged the school safeguarding policy and complete safeguarding training. Through this training and the handbook provided by the school, guardians are informed of safeguarding reporting processes. Our school terms and conditions state that it is the responsibility of the parent to ensure that the appointed guardian fulfils these requirements. Failure to appoint a suitable guardian can result in a school place being revoked.

Guardianship Coordinator

Nexus recognises that Guardian learners require champions for them within the school and as such has a designated Guardianship Coordinator. The Guardianship Coordinator is responsible for the support and well being of all learners living under guardianship. The Guardianship Coordinator oversees the communication and understanding of these safeguarding procedures with parents, guardians and learners.

Guardian Learners

Safeguarding measures are shared regularly with our guardian learners. Through the guardianship handbook, assemblies and sessions with the Guardianship Coordinator learners are aware of their rights and the processes to record their concerns. In addition to this guardian learners also have access to “Speak Up” a web-based tool that allows learners to disclose concerns and which is directly reported to the designated safeguarding lead.

Guardianship Accommodation

The Guardianship Handbook clearly states the expectations for guardian provided accommodation. In order to support parents with the selection of appropriate accommodation, the Guardianship Coordinator arranges site visits to guardian accommodation. When NISS makes site visits to guardian accommodation, there is a review of procedures and systems in place to safeguard children under their care. These include evacuation procedures, entry processes and security and privacy provided to the residents. The findings of these site visits are securely recorded together with any reported concerns about the guardian.

Guardianship Safeguarding Concerns

Concerns around guardian learners are to be reported using the whole school safeguarding reporting procedure. Where an individual has concerns pertaining to the guardianship placement, this is to be immediately shared with the DSL. If appropriate, parents are contacted and advised that the appointed guardian/accommodation needs to be changed urgently. The school will help the family

secure a new more suitable guardianship and provide the learner with alternative arrangements in any emergency situation. Any allegations of abuse by the guardian are reported to the authorities to be investigated in line with Singapore regulations. All disclosures are recorded and stored securely in line with the school safeguarding policy. Should a family fail to change an unsuitable guardianship arrangement, the school will have no choice but to terminate the learner's contract.

HANDLING SAFEGUARDING ISSUES

ROLES AND RESPONSIBILITIES OF STAFF, LEADERS AND GOVERNORS

Safeguarding is everyone's responsibility. At Nexus, learners interact with many adults other than teachers and anyone who interacts with learners may observe signs of harm or be selected by a learner to share a disclosure or allegation of abuse. It is therefore essential that everyone knows who to share this information with.

The child protection team consists of the designated safeguarding leads and designated safeguarding officers. The child protection team is displayed around the campus for the community to see and contact with any concerns. There is a nominated board member who is safeguarding trained and is available to support as required.

The Designated Safeguarding Leads are:

The Principal

The Head of Primary

The Head of Secondary

The Designated Safeguarding Officers are:

The counsellors and deputy heads of Primary and Secondary.

Suspicious of harm from

- Physical abuse
- Neglect
- Sexual abuse
- Emotional or psychological abuse

should be reported immediately to any member of the child protection team.

It is not a staff member's job to investigate concerns themselves or decide if it is a safeguarding concern. Staff should share any concerns as soon as they have them with a Designated Safeguarding Officer / Lead and they will support them through the documentation needed and ensure the appropriate action is taken.

Possible Indicators of abuse to be vigilant for

Physical Abuse	● Unexplained lacerations or bruises ● Unexplained burns, especially to soles of feet, palms, back or buttocks ● Injuries reflecting shape of article used e.g. belt, buckle, paddle, and baseball bat ● Burns with a pattern from an electric burner, cigarette or iron
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	● Injuries on arms, legs, neck or torso
Emotional Abuse	● Lags in physical development ● Extreme behaviour disorder ● Fearfulness of adults or authority figures ● Extreme emotional impact such as anxiety, depression, withdrawal or aggression ● Coercive control
Neglect	● Child is unwashed or hungry ● Parents are uninterested in child's academic performance ● Parents do not respond to repeated communications ● Child does not want to go home ● Parents cannot be reached in the case of emergency ● Both parents / legal guardians are absent from the family home for a period of longer than 24 hours ● Lack of basic needs (housing, clothing, and food) ● Lack of essential health care and high incidence of illness ● Poor hygiene on a regular basis ● Inappropriate clothing in inclement weather on a consistent basis ● Abandonment
Sexual Abuse and exploitation	● Evidence of physical trauma or bleeding to the oral, genital or anal areas ● Difficulty in walking and sitting ● Sexually transmitted disease in a child at any age ● Refusing to change into gym clothes ● Child running away from home and not giving any specific complaint ● Pregnancy with no history of peer socialisation. ● Age inappropriate sexual knowledge, behaviour, or language ● Being secretive, especially about their online activities ● Having older boyfriends or girlfriends ● Having unexplained sources of money ● Going to unusual places to meet friends ● Having "gifts" they cannot or will not explain ● Having access to drugs and alcohol
Behaviours	● Anxious of adult contact ● Frightened of parents ● Afraid to go home ● Habitually truant or late to school ● Arrives at school early and remains after school later than other learners ● Shows evidence of overall poor care ● Parents describe child as "difficult" or "bad"

	● Inappropriately dressed for the weather- high necklines in hot weather which sometimes can indicate hidden marks of abuse ● Exhibit behavioural extremes: crying often or never; unusually aggressive or withdrawn and fearful ● Child being sent to school when visibly ill Note: Behavioural indicators alone do not constitute abuse. Together with other indicators they may indicate abuse.
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PROCEDURES FOR REPORTING SAFEGUARDING CONCERNS

On becoming aware of an incident of suspected harm do the one, two, three!

1. Ensure all learners involved are **safe**
2. **Report** the incident to a Designated Safeguarding Officer / Lead
3. **Document** what happened with the Designated Safeguarding Officer / Lead on CPOMS.

WHAT TO DO IF AN ALLEGATION OR DISCLOSURE IS MADE TO YOU

We cannot predict who someone will choose to share potential safeguarding issues with. If someone starts to disclose something you should stop and listen to them.

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

Whenever a learner reports harm or abuse, our role will be limited to listening carefully to what the learner says in order to:

- Clarify the concerns
- Offer reassurance the child will be kept safe and has done the right thing by telling someone
- Make clear we have a professional responsibility to report concerns to the designated safeguarding leads who will decide on the actions needed and this cannot be a secret.

Do:

- Listen attentively and be non-judgemental
- Respond calmly to the information shared
- Reassure them that they have done the right thing "Thank you for sharing"
- Reassure them they are not to blame
- Make detailed factual notes at the time or immediately after
- Stay with them, this person has decided to disclose to you
- Document exact quotes
- Be factual and descriptive
- Write down what the child says, even if they use slang or unpleasant language.

If the child has physical wounds or describes physical wounds please:

- Draw an outline of a body and mark on the drawing the signs of physical abuse that were evident
- Describe the depth, length, width, shape and size of any physical damage
- Record the cause and source of harm and any contextual information (where, when, who)

Don't:

- Don't ask leading questions or put words into their mouth
- Don't ask questions that might imply fault
- Don't react emotionally, stay calm
- Don't make promises that you cannot keep – particularly about not telling others
- Don't leave them alone
- Don't discuss the situation with anyone other than the designated safeguarding lead / officer
- Do not ask to see any physical abuse that is underneath clothing as you may be placing yourself in an inappropriate situation
- Do not record subjective information or opinions
- Do not write what you 'think' the child meant and don't summarise
- Do not give opinions, they are not relevant and dangerous.

Take the information immediately to the Designated Safeguarding Officer / Lead

MANAGING AND RECORDING CONCERNS AND ALLEGATIONS OF ABUSE

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

Reports of abuse are usually attributed to one of the following:

- An employee
- A non-employee (i.e. family member, friend, volunteer or other).
- A peer of the learner
- Self-harm (cutting, burning, non-lethal overdoses of alcohol/substances, reckless dangerous physical activities, unsafe promiscuity or behaviour that causes injury)

All records should be recorded on CPOMS and this will be stored securely in the confidential section of the Daybook for the learner and only shared with the relevant people and must always include the Principal.

Should an allegation of abuse be made against a designated safeguarding lead the person observing or hearing a disclosure must fill in a Learner Protection Report Form and share this directly with the President of Taylor's Schools.

ALLEGATIONS OF ABUSE AGAINST AN EMPLOYEE

When an employee reasonably suspects that harm or sexual abuse has been caused to a learner by an employee, the concerned employee must complete an incident report on CPOMS and share this

directly with the Principal. In the case where the allegations are against the Principal, an incident report should be directed to the President of Taylors Schools.

The Principal will then follow the procedure in Appendix 3.

ALLEGATIONS OF ABUSE AGAINST A NON-EMPLOYEE

When an employee reasonably suspects that harm or sexual abuse has been caused to a learner by a non-employee, the concerned employee must complete a Learner Protection Report Form and share this directly with the Principal.

The Principal will then follow the procedure in Appendix 4.

ALLEGATIONS OF PEER-ON-PEER ABUSE

There are different ways that learners may be abusive towards others, and they might not realise they are being abusive. Peer on peer abuse may present as (but is not limited to):

- bullying or cyberbullying
- emotional abuse
- online abuse
- physical abuse
- sexting
- sexual abuse
- coercive control

In any situation of peer-on-peer abuse the safety of learners is paramount. Every effort is made to protect the victim and identify any other possible victims and remove them from further harm.

When an employee becomes aware of an incident of peer-on-peer abuse, they must:

1. ensure all learners involved are safe
2. report the incident to a Designated Safeguarding Officer/Lead
3. co-write an incident report with Designated Safeguarding Officer/Lead

The Heads of School and Principal will then follow the procedure in Appendix 5.

SELF-HARM

When an employee suspects self-harm (for example cutting, burning, non-lethal overdoses of alcohol/substances, reckless dangerous physical activities, unsafe promiscuity or behaviour that causes injury), they must:

1. ensure the learners is safe and involve the school nurse if first-aid is required
2. report the incident to a Designated Safeguarding Officer/Lead
3. employee to write the incident report on CPOMS

The Head of School and Principal will then follow the procedure in Appendix 6.

LEARNER PROTECTION RECORDS

The notes/records/reports staff make about learner protection concerns are important documents. School personnel could be interviewed as part of an investigation, or required to attend court proceedings. Notes on learner protection matters could be subpoenaed.

All records should be recorded CPOMs. They should include as much detail as possible. Copies of these reports should not be stored anywhere else.

Any reports to Child Protection Services should be made by the Designated Safeguarding Leads using the E-CARG portal or by phone. These reports should be recorded on CPOMS as well.

SUPPORT FOR LEARNERS WHO HAVE BEEN HARMED

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

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

APPENDICES

APPENDIX 1: Terms and Descriptions

A non-employee	Any person who is not an employee of the school (i.e., family member, friend, volunteer or other).
A Learner or Child	Is any person, regardless of age, who is enrolled at the school.
An Employee (also referred to as staff)	Is any person who is engaged by the school to carry out work for financial reward on a temporary, casual, permanent or fixed term basis.
Child Abuse	Child abuse is defined as any act of commission or commission by a parent or carer or caregiver which would endanger or impair the child's physical or emotional well-being or that are judged by a mixture of community values and professionals to be inappropriate. Child abuse includes: • Physical Abuse • Neglect • Sexual Abuse • Emotional and Psychological Abuse
Child Protection Services (CPS)	A division of the Ministry of Social and Family Development Singapore, the CPS receives reports of child abuse and assesses the safety and welfare of the child or young person to ascertain if a child is indeed a victim of abuse. The CPS collaborates with services and organisations in Singapore such as the Police Department and various social service agencies. CPS manages cases of child abuse and neglect of children under the age of 16, that has happened within the context of the family. CPS also accepts cases where the child may have been abused by persons outside of the family and the parent/guardian is unable to ensure the child's protection.
Harm	Harm is the result of abuse. We understand that there is no absolute criteria on which to rely when judging what constitutes significant harm and that a variety of factors need to be considered. It is immaterial how the harm is caused. Harm may be caused by: physical, psychological or emotional abuse or neglect; or, sexual abuse or exploitation. Please refer to various types of abuse set out in the awareness section of this policy.
Staff Inappropriate Behaviour	Inappropriate behaviour includes behaviour or words directed at a learner(s) that is contrary to what is expected of staff under the School's code of conduct for employees.
Safeguarding Legislation	The Safeguarding Legislation that provides a basis for the protection of children and intervention from relevant authorities. Singapore - The Children

	and Young Persons Act (CYPA) (Cap 38) protects “children” (i.e., those under 14 years of age) and “young persons” (i.e., those between the ages 14 to 16). The Penal Code (Cap 224) and the Women’s Charter (Cap 353) also penalises offenders for inflicting harm upon children and young persons.
Principal	The Principal is the person appointed to be the educational leader of the school and considered the person responsible for following procedure and policy relating to protection matters.
Reasonable Suspicion	A reasonable suspicion is a suspicion that would be formed by a reasonable person which is objectively justifiable and based on specific fact or circumstance.
Learner Protection	Learner protection is part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.
Learner Protection Concerns	The term ‘learner protection concern’ is used when there are reasonable grounds (specific fact or circumstance) for believing that a child may have been, is being or is at risk of being physically, sexually or emotionally abused or neglected.
Designated Safeguarding Leads (DSL)	The DSL or Designees are nominated staff members within the school (Heads of School and Principal) whom learners, employees, volunteers and others can report to with concerns about inappropriate behaviour from any of the four (4) sources of harm (employee, non-employee, another learner, self-harm). Their role is to: ● Assist in the documentation of protection matters ● Provide support to learners/parents within their realm of qualification and role ● Work with external agencies in the protection of learners ● Be a source of advice to the Principal, staff and families. Designees should ensure that they: ● are non-judgemental and objective ● demonstrate the ability to be calm and resilient ● demonstrate respect and confidentiality for learner matters
Volunteer	Is any person who is engaged by the school to carry out work for no financial reward on a temporary or regular scheduled basis.

APPENDIX 2: Assessing Concerns - the child protection team

Initial assessment of a concern

To assess a concern, Designated Safeguarding staff may request information from, and discuss the matter with:

- The person who raised the concern
- The child or young person directly, or arrange for another member of staff (such as a School Counsellor) with whom the child/young person has an established relationship, to speak with the child/young person
- The child/young person's parents
- School staff who have relevant knowledge of the child/young person
- Other relevant designated pastoral care, learning support, safeguarding and child protection staff

Assessing harm and risk of harm

To assess harm and risk of harm, the School considers the following factors:

Severity of harm: Assess whether the alleged harm is significant, or is likely to become significant if repeated over a prolonged period. Assess whether the impact of the harm on the child or young person's development and well being is, or will be, significantly detrimental.

Frequency of harm and duration: Establish the number of incidents that have occurred and the period of time over which the incidents have occurred.

Source of harm: Assess the significance of the relationship between the child or young person and the person who is/allegedly is the source of the harm. The number of people responsible for, and/or complicit with, the harm. Assess whether the harm/alleged makes the child or young person more vulnerable to abuse by other perpetrators.

Protective factors: Assess whether there is a protective parent/other adult available and willing to protect the child or young person. Assess the level of contact that person has with the child or young person. Assess the person's understanding of the harm/risk of harm and their capacity to protect the child or young person. Assess what actions have been taken by the person to protect the child or young person and whether these can be verified.

Strengths and Resources: Assess the perpetrator/alleged perpetrator's/child or young person's comprehension of the harm/risk of harm and their willingness to develop their insight. Assess ability and willingness to engage with support, including at School.

Probability of harm continuing: Assess the level of access that the perpetrator/alleged perpetrator has to the child or young person. Assess the level of acknowledgement of harm and insight into the impact of the harm the perpetrator/alleged perpetrator possesses. Assess what protective factors may mitigate risk and how significant these are.

Vulnerability to future harm: Consider characteristics of the child or young person including age, disability, medical conditions, social isolation, that may increase vulnerability. Consider family characteristics including cultural values and attitudes, social isolation, situational stresses.

Risk to other children: Consider if there are any other children who are, or likely to be, at risk of harm due to the concern – for example, risk to siblings, peers, others

APPENDIX 3: Procedure For Reporting Harm or Abuse By An Employee

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

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

Types of behaviours/actions that constitute sexual abuse

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

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

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

- exposing a learner to a sexual act - forcing a learner to witness a sexual act
- communicating with a learner in a sexually intrusive way

On receipt of a report or allegation the Principal then follows the flowchart.

Following the receipt of a mandatory report, the Principal:

- must conduct an investigation into the allegation
- If the Principal determines there is a reasonable suspicion that harm has occurred, the Principal must immediately report to the Police
 - o in consultation with the Police, the Principal will determine whether the employee should continue to be allowed to work in the school, and if so, what monitoring will be required
 - o will establish liaison with the Police to assist in the management of the issue
 - o must contact the parent(s)/guardian of the learner to which harm is alleged in consultation with, and as soon as the report has been made to the Police
 - o in consultation with the school's People & Culture (HR) Manager, and with reference to the Policy Handling Discipline and Misconduct - TEG-GHR-P-12, determine any pay arrangements for the employee (normally the employee will be paid during any stand down period unless disqualified or prevented from performing his/her duties by an external body)
 - o will make a report to the relevant Teacher Registration Board and the authorities of the employee's home country should the employee be convicted of any offence
- If it is determined that the employee's alleged behaviour does not give rise to a reasonable suspicion, the Principal should:
 - o document the reasons why this is the case and keep a record of the report and reasoning in the school's safeguarding files
 - o should inform the complainant
 - o must contact the parent(s)/guardian of the learner to which harm / abuse is alleged -
 - o may deal with the matter as a case of 'Suspected Inappropriate Behaviour by an Employee'
 - o in consultation with the school's People & Culture (HR) department and the Discipline & Misconduct Policy and Procedure, determine any pay arrangements for the employee (normally the employee will be on half pay during any stand down period unless disqualified or prevented from performing his/her duties by an external body. The balance will be returned if the claim of misconduct is not substantiated.)
 - o should facilitate support for all parties including the complainant

Notifying the Employee

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

for any period of time from normal duties, the Principal and employee will discuss what, if any, statement will be made to staff concerning his/her absence.

Pastoral Care

Pastoral care and support will be offered to:

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

APPENDIX 4: Procedures For Reporting Harm By A Non-Employee

Non-employee	Any person who is not an employee of the school (i.e. family member, friend, volunteer or other).
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- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions.
- The Principal shall consult the Counsellor / Heads of School on all learner protection matters.

APPENDIX 5: Procedures For Reporting Harm By A Peer

Learner	This includes any person, regardless of age, who is enrolled at the school.
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- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions.
- The Principal shall consult the Counsellor / Head of School for all learner protection matters.

Assessments of peer abuse concerns should consider the behaviour in the following ways:

- is this a single incident or has it been sustained
- is this socially acceptable
- Is it discrimination or victimisation
- Is it coercive and planned
- Is there a power imbalance

Harm may be a result of peer to peer incidences. It may take the form of (but is not limited to):

- Physical Abuse
- Emotional/Psychological Abuse
- Sexual Abuse

- o Sexualised behaviours among learners may be evident in schools. Some forms of this behaviour may be considered age appropriate whilst others may be considered inappropriate
- o Schools must respond appropriately to any learner sexual behaviour
- o All cases of alleged developmentally inappropriate behaviour are reported to the Principal
- o Steps should be taken to ensure the safety of the learner
- Bullying - all types of significant harassment and intimidation
- Cyber bullying - Although there are no specific laws against cyber bullying in Singapore currently, there are existing laws that can be applied as the act itself may amount to criminal intimidation under the Penal Code and/or harassment under sections 13A and/or 13B of the Miscellaneous Offences (Public Order and Nuisance) Act (Cap 184) and/or the Protection from Harassment Act Chapter 256A (31 May 2015).

Learners with a disability:

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

APPENDIX 6: Procedures For Reporting Harm By Self-Harm

Self Harm	cutting, burning, non-lethal overdoses of alcohol/substances, reckless dangerous physical activities, unsafe promiscuity or behaviour that causes injury
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- The Principal shall make decisions in response to notifications of harm. In the absence of the Principal, the Heads of School shall make such decisions.
- The Principal shall consult the Counsellor / Head of School for all learner protection matters.

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

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

APPENDIX 7: Legislation and References

The School has developed its Policy with reference to:

- The Children and Young Persons Act (CYPA), Chapter 38 - An Act to provide for the welfare, care, protection and rehabilitation of children and young persons who are in need of such care,

protection or rehabilitation, to regulate homes for children and young persons and to consolidate the law relating to children and young persons

- S175 education Act 2002 – Safeguarding and Promoting the Welfare of Children - teachers' responsibilities in relation to safeguarding in England
- Education (Accreditation of Non-State Schools) Act 2001 and Regulation 2001 (Qld). – the act was implemented to strengthen non-government school criteria for accreditation
- Children First: National Guidance, 2011 - Ireland's national guidance for the protection and welfare of children
- Protecting Children in Singapore – Ministry of Social and Family Development, 2005
- The United Nations Conventions on the Rights of the Child – Ministry of Social and Family Development
- Ministry of Social and Family Development Singapore (MSF) Website
- Penal Code - 2008
- Criminal Procedure Code - 2010
- Protection from Harassment Act - 2014

Confidentiality and Personal Data

Nexus International School (Singapore) is committed to complying with the Singapore Personal Data Protection Act (PDPA) 2012 in protecting learners and parents' personal information that has been processed by the School. For more information on Personal Data Protection Policy and Privacy Policy, please refer to <https://www.nexus.edu.sg/protection-policy>. If you have any queries regarding the policy or your personal data, please email the Data Protection Officer: dpo@nexus.edu.sg.

Legal Implications of Reporting – Protection for Notifiers

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

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