



DOVER COURT
INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

Safeguarding & Child Protection Policy Parts 1 - 12

1. Rationale and Introduction

At Dover Court International School (DCIS), we respect all children and we are committed to providing an environment where all children are safe and can flourish.

- 1.1. The health, safety and wellbeing of all our children are of paramount importance to all the adults who work in our school. Our children have the right to safeguarding and protection, regardless of educational needs, age, gender identity, sexual orientation, race, religion, culture or disability.
- 1.2. This policy on child protection and safeguarding provides clear direction on behaviour to ensure the safeguarding of children and on action to be taken to protect children. This policy also makes explicit our school commitment to the continued development of good practice and sound, understood procedures.
- 1.3. In our school, we respect our children. The atmosphere within school is one that encourages all children to do their best. Children are provided with opportunities that enable them to take and make decisions for themselves.
- 1.4. The school recognises that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. The teaching of personal, social, health and citizenship education helps to develop positive attitudes in children and makes them aware of the impact of their decisions on others. We also teach them how to recognise risks in different situations, and how to behave in response to them.

All staff have a role to play in the identification and prevention of abuse and this policy sets out how this happens.

2. Legal framework

- 1.2. Our school is committed to the [UN Convention on the Rights of the Child](#), which is supplemented by the standards set by the safeguarding organisation "[Keeping Children Safe.](#)" Where possible and relevant, DCIS seeks to apply the UK Department for Education's (DfE) statutory guidance "[Keeping Children Safe in Education](#)" (KCSIE 2021). DCIS is guided by, and operates within, Singapore legislation on safeguarding and child protection. To protect children from harm and ensure their wellbeing, the school will act in accordance with the relevant and latest legislation.
- 1.3. The Singapore [Children and Young Persons Act \(CYPA\)](#) is the key national legislation that safeguards the care, protection and rehabilitation of children

and young persons (aged below 18 years). The July 2020 update to this Act provides further guidance to safeguard the interests of abused or neglected children, improve the rehabilitation and reintegration of youth offenders, and guide families with community support.

3 Aims

This policy aims to:

- 3.1. set out our obligations in providing a safe environment for children to learn and flourish;
- 3.2. establish what actions the school takes to ensure that children remain safe at home and in school;
- 3.3. raise the awareness of all staff of child protection issues;
- 3.4. define staff roles and responsibilities in possible child protection cases;
- 3.5. help identify children who are suffering, or at risk of being harmed;
- 3.6. ensure effective communication between all staff on child protection issues;
- 3.7. define the procedures to be followed when encountering any issue relating to child protection.

4 Staff responsibilities

4.1 All adults

All adults in the school have a responsibility to safeguard and protect the children in our school. There are, however, key people with specific responsibilities. These key people are listed in Appendix A: Designated Safeguarding Leaders 2022.

All staff have a responsibility to report to a Designated Safeguarding Leader (DSL) any concern they have about the safety of any child in their care.

All staff (including partner organisations and contractors) having unsupervised contact with children must:

- Be familiar with and follow this safeguarding policy and all other safeguarding related policies;
- Be subject to safer recruitment processes and checks prior to starting at the school (unless an action plan/risk assessment is in place to ensure staff member is supervised until the check is passed);
- Be alert to signs and indicators of possible abuse, including peer-on-peer abuse;
- Listen to and take seriously the views and concerns of children;
- Record any concerns and report these to the DSL
- Follow the procedures outlined in this document if concerned about any child;

- Support children, staff or other adults who have concerns or who are the subject of concerns to act appropriately and effectively in instigating or co-operating with any subsequent process of investigation;
- Undertake appropriate child protection/safeguarding and safer recruitment training and refresher training every two years;
- Understand the potentially serious disciplinary or even criminal consequences for failure to abide by the Code of Conduct (Appendix B). All staff and volunteers need to recognise that if their behaviour outside the workplace clearly breaches the code of conduct and questions their suitability and becomes a potential reputational risk to our school or to Nord Anglia Education (NAE), this too may be considered a disciplinary matter.

All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) must:

- Undergo a safeguarding briefing/induction in relation to their role and understand what is required of them if they have concerns and who they should be reporting to if required;
- Provide written confirmation to demonstrate that where appropriate, all partner agencies' staff and contractors have been safely recruited and appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, appropriate to the role and contact they will have with children before they commence their role at DCIS. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Principal or DSL to assess this risk, not individual members of staff or partner organisations themselves;
- Where partners/contractors do not have their own safeguarding or child protection policy, the school will provide a copy of our own policy in their own language if needed and ask partners or contractors to read and follow this. These requirements will be part of any contractual arrangements;
- Follow the guidance laid down in this policy at all times.

4.2 The Principal

It is the responsibility of the Principal to ensure that:

- the school adopts and regularly reviews policies and procedures to safeguard children in the school in line with the latest guidelines and policies and best practice from the DfE and NAE;
- these policies are understood and implemented by all staff;
- trained DSLs are appointed and identified;
- sufficient resources are allocated for staff to carry out their responsibilities effectively, including time for the DSLs to carry out their role effectively;
- DSLs have a published and understood Job Description to define their duties as DSLs (Appendix C: Job Description for DSLs);
- all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe;

- safeguarding is addressed through the curriculum;
- a record of all training, updates and relevant safeguarding checks undertaken by staff in relation to safeguarding and child protection is maintained and available for audit and inspection.

4.3 Designated Safeguarding Leaders (DSLs)

- There are named people, the DSLs, who act as Child Protection Officers.
- Both female and male DSLs are in role at all times.
- School level DSLs are in role for Primary and for Secondary at all times.
- The DSLs are guided by two principles:
 - The welfare of the child is always paramount.
 - Principles of appropriate confidentiality are respected.
- The DSLs are responsible to the Principal. They should:
 - Have appropriate training in addition to the basic training that other staff receive; this comprises Nord Anglia University (NAU) Safeguarding for DSLs and NAU Safeguarding for Recruiters and can be supplemented by certification by external agencies such as ICPA.
 - At least one and preferably all DSLs have a current Level 3 Safeguarding Certificate.
 - Provide advice and support to all members of staff.
 - Ensure that procedures are in place and known to staff.
 - Ensure that the entire school community knows who the DSLs are.
 - Ensure that appropriate training is provided to all staff and responsible adults.
 - Decide which people need to be made aware of children considered to be at risk.
 - Ensure that children considered to be at risk are monitored.
 - Ensure that accurate records are kept and that these records are separate from academic records and are secure.
 - Work with internal and external agencies as appropriate.

More detail on training and support can be found at Appendix D: Training and Support.

5 Confidentiality

- 5.1 Confidentiality needs to be fully understood by all those working with children, particularly in the context of child protection. The purpose of confidentiality in this respect is to benefit the child.
- 5.2 A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret. Child protection concern must be reported to a DSL and may require further investigation.

- 5.3 Sensitive information about children should be shared by the DSL only on a 'need to know' basis. This will include information passed to a receiving school when a child transfers. (See Appendix E: Child Protection Information Sharing Guidance, NAE Draft 31 July 2019).
- 5.4 In a conversation where a child makes a disclosure, staff members should remind the student that they may need to pass the information on for the sake of the student's welfare. Whenever possible, the staff members should indicate to the student to whom the disclosure will be referred.
- 5.5 Students should be generally encouraged to confide in their parents/carers about issues which are a concern to them, unless the staff member believes it is to the detriment of the child to do so (e.g. in the case of suspected abuse by a parent).

6 Employment and recruitment

- 6.1 The school will do all it can to ensure that all those working with children in school are suitable people. This involves scrutinising applicants, verifying their identity and qualifications, and obtaining and verbally verifying references, as well as Enhanced Disclosure and Barring Service (DBS) checks, Section 128 direction and barred list checks.
- 6.2 The school will meet all the requirements of the [NAE's Background Checking Policy](#) and the [standards for British Schools Overseas](#).
- 6.3 All potential employees are interviewed at least twice.
- For teaching staff, the Head of School or Principal is directly involved in at least one interview.
 - For administrative and support staff, the HR Manager is involved in at least one interview.
- 6.4 All advertisements and job descriptions refer prominently to our child protection policy and safer recruitment practices.
- 6.5 All interviews test candidates' background and motivation through checking on CV history gaps and the use of a range of Warner questions.
- 6.6 Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft

information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal and Regional HR Manager.

7 If an adult has concerns about a child

- 7.1 All adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded.
- 7.2 If an adult suspects that a child may be a victim of abuse, they should not try to investigate, but should immediately inform the DSL about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse which a child gives them.
- 7.3 Where a student makes a spontaneous disclosure it is important that the procedures in Appendices E (Child Protection Information Sharing Guidance), F (Action), G (Record Keeping And Confidentiality), H (Confidential Record of Concern) and I (Body Map Guidance) are followed.
- 7.4 If child abuse is suspected, the school may, at the direction of the Principal, carry out a full investigation, obtaining statements from the alleged victim, the accused and witnesses.

8 If an adult is put in a potentially compromising situation

- 8.1 We endeavour to behave in ways which always protect ourselves. We recognise that events are sometimes out of one's control.
- 8.2 If you are placed in a position where you feel uncomfortable, either by another adult or by a child, report to the DSL immediately. If you are not able to meet a DSL the same day, write a description of the event on the Confidential Record of Concern form (Appendix H) and send it to the DSL as soon as possible.
- 8.3 Examples include: inadvertently being observed changing in an adult changing room by a lost child; being inappropriately propositioned or accused by a student; inadvertently observing a student in a state of undress; inadvertently touching a student in an inappropriate manner; being accidentally or deliberately touched in an inappropriate way by a child; being

overheard making a comment to another adult that you would not want repeated.

9 Physical restraint

- 9.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to minimise the risk of harm to a child or others. Such intervention will always be the minimum necessary to resolve the situation.
- 9.2 Staff members are required to inform the Principal, as soon as possible, about any incident where physical restraint has been applied. If some time is likely to pass before being able to inform the Principal, write down all details of the event and submit through CPOMS.
- 9.3 There is a schedule of training to ensure that there are appropriately trained staff across the school. The school provides training through the Safety Intervention Certification Programme, accredited by CPI.
- 9.4 The school's Physical Intervention Policy can be found at Appendix J.

10 Allegations against staff

- 10.1 If an allegation is made against a member of the school staff (including supply staff or a volunteer helper), it will always be initially investigated by the Principal, or, in the case of the allegation being against the Principal, by the Director of Education for NAE.
- 10.2 If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.
- 10.3 The school will seek advice from NAE's Regional HR Manager and Director of Safeguarding on these matters and comply with national guidance.

11 Follow up and continued support

Following a reported case of child abuse or neglect, the Principal may decide that the school may take any or all of the following actions:

- investigate as appropriate, including keeping a record of all dialogue and findings;
- provide opportunities in school for the child to be counselled and supported;
- make contact with the child's family to provide information, support and guidance;
- provide the child's teachers with ongoing support.
- liaise with medical and mental health professionals outside of school;
- follow the [Singapore Child Abuse Reporting Guide](#) (CARG) to engage other support.
- with the agreement of NAE, share its concerns for the child's welfare with any other schools to which the child transfers. See Appendix E: Child Protection Information Sharing Guidance (NAE);
- with the agreement of NAE, discuss the situation with legal authorities, the sponsoring employers of the child's parents and or the embassy of the parents' home nation. See Appendix E: Child Protection Information Sharing Guidance (NAE)

12 Auditing, Reporting, Review and Sign-off

To support the implementation of this Safeguarding and Child Protection Policy, the school will complete an annual self-audit to enable review by the NAE Head of Safeguarding.

In addition, elements of safeguarding practice in schools will be part of focus of the quality assurance framework and will continue to be an element of the school's Health and Safety reviews and Internal Audit.

This policy is made available to children and parents alike in hard copy when requested but also through our website. The policy will be translated into as many languages as is requested.

This policy is reviewed and updated on a regular basis but **at least every year**.

Senior staff and DSLs must adopt and sign this policy after each update. A copy of the revised policy is made available to all staff, volunteers, parents and students