



DOVER COURT
INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

Safeguarding and Child Protection Policy

November 2023

1.Rationale and Aims

Dover Court International School is a school with inclusion at its heart. We respect all children and are committed to providing an environment where all children feel safe and belong so that they may flourish. Safeguarding is everyone's responsibility.

The aims of this policy are to:

- 1.1 set out our obligations to provide a safe environment for all children to learn and achieve;
- 1.2 raise awareness of the safeguarding and child protection issues;
- 1.3 define roles and responsibilities to safeguard children and protect them from harm;
- 1.4 help identify children who are suffering or who are at risk of harm;
- 1.5 ensure effective communication, monitoring and appropriate action to keep children safe;
- 1.6 define procedures following a concern raised about a child or self –disclosure;
- 1.7 be clear on our approach to safeguarding and child protection with all stakeholders;
- 1.8 set out the procedures to follow where there is concern about an adult.

2.Principles

- 2.1 The safety of the child is priority and all decision making is based upon their 'best interests'.
- 2.2 All adults (staff, visitors, third party providers, parents and volunteers) who interact with children are required to adhere to our policy and procedures related to safeguarding and child protection (codes of conduct)
- 2.3 Child abuse does not discriminate. Any child may need support, some children are particularly vulnerable requiring early or additional help e.g. those with special educational needs, low attendance or medical issues.
- 2.4 We work in partnership with parents/carers/guardians and other professionals, e.g. counsellors and external agencies to ensure the protection of children.
- 2.5 We ensure that through our contextualised PSHE and well-being programmes, children learn that they have rights, can recognise abuse and are empowered to tell a trusted adult if they are at risk of or being harmed.

3.Legal framework

3.1 Our school is committed to the [UN Convention on the Rights of the Child](#) 1989 and is guided by the UK Department for Education (DfE), 'Keeping Children Safe in Education' ([KCSIE 2023](#)) and '[Working together to Safeguard Children](#)' 2018. We recognise that we must contextualise our approach to our international environment. We operate within Singapore legislation on safeguarding and child protection which is derived from the [Children and Young Persons Act](#) 1993 (CYPA). This national legislation enhanced in 2020, sets out safeguards, protects and rehabilitates children and young persons (aged below 18 years). The Singapore Government considers a child to be persons under the age of 14 and a young person to be between 14 and 16 years old. The school will follow the Singapore Child Abuse Reporting Guide (CARG) to engage support as required.

4.Key Definitions

4.1 'A child'

'Child' refers to all enrolled students.

4.2 Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve their mental and physical health and well-being of all students in our care and enabling every student to have optimum life changes and enter adulthood successfully.

4.3 Child Protection

Child protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering harm as a result of abuse or neglect and are at risk of significant or immediate harm.

4.4 Types of Abuse

Abuse is defined as any form of maltreatment of a child, rarely 'stand-alone', children may experience more than one.

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, biting, strangling or scalding or otherwise causing physical harm to a child.

Emotional Abuse: the persistent maltreatment of a child such as causing severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only so far as they meet the needs of another person.

Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.

Neglect: is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development.

Child on Child Abuse: can happen both inside and outside of school and online. It refers to abuse by one child of another child – regardless of the age, stage of development, or any age differential between them. This abuse between children of the same or similar age, or stage of development.

5.Roles and responsibilities

Safeguarding and child protection are embedded into all aspects of school operation, learning programmes, routines, trip and residential risk assessments, campus maintenance and strategic planning to ensure that keeping children safe and protected from harm remains central. Whilst all adults have a responsibility to safeguard and protect children, there are key senior staff with specific safeguarding responsibilities and additional staff comprising the 'team around the child' considered to be the most likely trusted adults. Staff training emphasizes that any member of staff may be the trusted adult for the child in need and must be prepared to respond to disclosures and follow processes in place.

6. Reporting a concern about a child and self-disclosures

Any concern about a child, no matter how 'small' should be passed onto a Designated Safeguarding Lead (DSL) in person (ideally) and recorded on CPOMS, our secure online platform, within 24 hours for staff with CPOMS access. All other adults are required to complete the 'Record of Concern'. Concerns

must only be investigated by DSLs, who may or may not involve the person who raised the concern. Staff should be familiar with the 'signs of abuse' included in annual training which may present in learning (changes in behaviour, through art, writing, storytelling) as well as through self-disclosure or physical evidence of abuse. Written concerns should be factual and in as much detail as possible, with body maps completed should physical abuse be suspected. Adults should remain calm and composed when a child makes a disclosure, focusing on giving the child time and space to talk, listening for understanding and not asking questions. The DSL decides the most appropriate course of action beyond a concern, which could range from monitor, to escalate to the Principal based on the level of risk to the child. All adults working with children should ensure that they protect themselves against allegations by following policy and procedures. Should an adult be concerned about the behaviour of a child towards them or find themselves in situations where they have not followed guidance, e.g. physically touching a child, being contacted by a child online on social media, walking into the wrong bathroom, assisting a child at risk in a social situation beyond school, these must be reported.

7. Use of Physical Intervention and restraint

In exceptional circumstances it may be necessary for a member of staff to make a physical intervention to prevent the child harming themselves or others. The school provides training through the 'Crisis Prevention Institute' (CPI) through a school-based trainer. Training is valid for one year. Identified and 'CPI' trained staff will only use physical intervention when the risks involved in doing so are outweighed by the risks involved in not acting. Physical intervention is regarded as a last resort and when all de-escalation strategies have been unsuccessful. Staff working with children with complex needs are supported through safety plans implemented by DSLs and designed with specialists, e.g. psychologists.

8. Reporting a concern about an adult

Concerns related to the behaviour of adults (e.g. staff, contractors, third-party personnel, volunteers or parents) must be reported in person to the Principal and in their absence a Head of School. In this instance, concerns are not logged on CPOMS. In meeting our obligation to keep children safe, it is the duty of staff to raise concerns about the actions or attitude of adults when necessary. All allegations are treated seriously and appropriately by the Principal who investigates and decides the next steps. Historical allegations will be fully investigated by the school. If the allegation is against the Principal, the NAE Regional HR Director, NAE Regional Managing Director and NAE Head of Safeguarding should be contacted.

9. Confidentiality guidelines

The privacy and dignity of the child must be protected at all times and all information about a suspected or reported safeguarding concern must be kept confidential to the staff managing the concern, who will determine who 'needs to know'.

Key elements of confidentiality in safeguarding and child protection:

9.1 All records of child protection concerns, disclosures or allegations should be treated as sensitive information and kept securely and separate to the general records of the child. Student information related to safeguarding must only be accessible to those involved in supporting the child decided by the DSL.

9.2 Confidentiality must never be promised to a child during or after a disclosure. Staff receiving a disclosure should inform the child that they may need to pass on information to a named individual (DSL) to help keep them safe.

9.3 When a child is transferring school and there are safeguarding or child protection concerns, the school will endeavour to ensure the new school has an awareness to fully support the child's transition.

9.4 The school works within the context of local and international child protection laws and NAE guidelines adhering to requirements for sharing information.

10.Safeguarding and Child Protection Training

All staff, volunteers and third-party providers (e.g. catering and transport) are provided with appropriate general safeguarding training through Nord Anglia University (NAU) online training or [childsafeguarding.com](https://www.childsafeguarding.com) when onboarding and before any interaction with children. All adults also receive contextual face to face training once per year and a register is taken and retained by HR. Training is delivered by DSLs who have all completed level 3 safeguarding training with a recognised training body. Level 3 training is refreshed every two years. Identified DSLs also complete ASIST, suicide prevention training, renewed every two years. Face to face training throughout the year for teachers, TAs and student support staff affirms policy and procedures and support to staff in managing disclosures. Training focuses on the diversity of the student body, is contextualised to our school, locality and international setting. Regular updates, reminders and 'check-points' through surveys, are in place to maintain awareness and importance.

11.Safer Recruitment

11.1 The school adopts best practice in recruitment from ensuring candidates are aware of the school approach to safeguarding through the school website, in job advertisements, interview processes and content and by ensuring background screening checks are undertaken before staff commence employment. Successful written and verbal references are required to secure employment. Appropriate staff involved in recruitment complete the NAU Safer Recruitment online training every two years. NAE

11.2 Volunteers form an important resource to the school. All volunteers are required to complete safeguarding training and follow the Parent Volunteer guidelines. Volunteers will always be under the direct supervision of a member of staff and will not have 1:1 contact with any child.

12.Safeguarding Curriculum

Rights and Responsibilities are emphasized in each school and safeguarding is embedded into the planned PSHE curriculum, which is age appropriate. Assemblies throughout the year incorporate key themes which promote school values, mental well-ness and affirm positive behaviour with 'safety' for all prioritized. Children and parents in the Secondary School are made familiar with key Singapore laws and penalties associated with risk-taking behaviour (including underage sex) for their protection. Local external organisations are drawn upon to support programmes with school counsellor contribution across the schools.

13.Digital Safety and Data Protection

With increased access to and use of technology we recognise that this brings additional and ever-changing risks for children. Safe and responsible use are socialised throughout the school and supported by policies and procedures such as the NAE Social Media Policy, NAE Acceptable Use policy and DCIS Digital Devices Policy Guidelines through ongoing professional and community awareness and learning. The use of devices, platform activity and internet access are monitored and appropriate communication channels are reinforced to all adults to emphasize professional boundaries.

Safeguarding learning includes online safety in an effort to make children aware of risks, pornography, fake news and racist or radical and extremist views.

14. Safeguarding Review and Audit

The Safeguarding and Child Protection policy will be reviewed annually. The school will complete an annual self-audit for the NAE Head of Safeguarding, completing a detailed written evaluation with clear actions for ongoing development. All policies and procedures linked to the Safeguarding and Child Protection policy will take into account the annual updates. The Executive Leadership Team and DSLs must sign the policy after each update. This policy is available to all stakeholders via the school website and all staff are required to acknowledge they have read and understood the policy in writing.

Appendix 1: Roles and Responsibilities

Everyone has a responsibility to protect children, to raise concerns and take prompt action.

Roles and Responsibilities
Nord Anglia Education (NAE) The CEO and Education Director are ultimately responsible to ensure NAE Schools understand and follow the guidance in Nord Anglia safeguarding related policies.
Principal, Headteachers and Senior Management Team <ul style="list-style-type: none">• Ensure that the NAE child protection and safeguarding statement together with procedures are implemented across the school and are followed by all staff and volunteers.• Adopt and review policy regularly in line with best practice NAE and DfE.• Implement a clear job description for Designated Safeguarding Leads (DSLs)• Allocate sufficient time, resources and training to enable DSLs to carry out their roles effectively.• Ensure that the culture of the school facilitates concerns being raised and handled sensitively.• Ensure that safeguarding is addressed through the curriculum.• Ensure the school site is secure.• Ensure NAE procedures are fit for their school and location.• Ensure that mapping of local legislation, guidance and supportive agencies is undertaken and added to procedures.• Only deploy staff who will have unsupervised contact with children, where safer recruitment procedures have been followed.
Designated Safeguarding Leads <ul style="list-style-type: none">• Named staff who act as Child Protection Officers and are accountable to the Principal.• DSLs receive appropriate training to equip them to undertake their role, are given sufficient time in the working day to undertake the role and are able to prioritize safeguarding when necessary.• There are two guiding principles for DSLs; 1. The welfare of the child is always paramount and 2. Confidentiality should be respected as far as is reasonably possible.• DSLs lead safeguarding and child protection training for staff, volunteers and third-party providers.• The DSL has the responsibility to make decisions about what to do next and take appropriate action as they have the 'complete picture' and should support decisions with noted rationale in child protection cases.• DSLs manage disclosures with sensitivity and decisiveness, harnessing support for the child.• DSLs ensure accurate records are maintained and appropriately stored and shared maintaining the highest levels of confidentiality.• DSLs maintain records of 'at risk' children, monitoring and actioning appropriate support.• DSLs ensure that PSHE programmes are regularly reviewed for age appropriate, international content and include digital safety.

- DSLs support Singapore legislation in relation to child protective services and understand local context in relation to safeguarding and child protection.
- Work with external agencies (e.g. Child Protection Service) as required, with the knowledge of the Principal.

*The job description for DSLs is incorporated into leadership job descriptions as above.

Safeguarding Committee

- Contributes to the ongoing development and continual improvement of safeguarding and child protection in the school through collaboration in the completion of the annual NAE action plan.
- Meets once per term to discuss the action plan informing ongoing development.
- Is a critical friend of policy and practice with the remit to 'close gaps' with an inclusive approach, taking on board different perspectives depending on individual roles at the school.

Social Emotional Counsellors

- Are represented on the safeguarding committee.
- Provide insight (including numerical data) into trends and concerns from their work with students.
- Support safeguarding and child protection issues as requested by DSLs.
- Contribute to safeguarding education including well-being in curriculum programmes.
- Offer advice and provide links to external agencies as required.

Director of Operations

- Has secure understanding of the principles of effective safeguarding and child protection related to their role.
- Ensures that policies and procedures are adhered to by facilities, security and third- party providers.
- Ensures that the school environment supports safeguarding, e.g. visibility and signage.
- Manages visitors on site including approval and supervision.
- Ensures that systems are in place to record site activity.
- Ensures that CCTV systems are mapped, maintained and that procedures are in place to carry out investigation effectively and confidentially.
- Ensures that identification lanyards are issued and returned by staff, parents, helpers, visitors and contractors.
- Reports any safeguarding concerns directly to the Principal and in their absence the respective Head of School.
- Oversees risk management including risk assessments in the areas of safeguarding and student safety for overseas trips.
- Oversees medical rooms, resources and practices ensuring school policies are followed.
- Ensures that the appropriate 'internet filters' are in use and that policies are in place to protect children from accessing and sharing harmful content.
- Ensures full compliance with NAE and local data protection policies and law.

- Ensures issues related to health and safety are recorded, actioned and resolved.

Director of Human Resources

- Maintains the single central register.
- Ensures that all recruitment policy and procedures are followed and that safer recruitment training is completed for all staff every two years.
- Ensures that recruitment literature and advertisements reference safeguarding.
- Ensures that all adults who have direct or indirect contact with children have undergone appropriate clearance checks and are safe to work with children.
- Ensures all staff complete basic NAU safeguarding online annual training.
- Maintains records of annual face to face and online safeguarding and child protection training completed by all staff and third-party providers.
- Supports investigation into safeguarding allegations against staff.
- Supports leadership in staff disciplinary matters as requested by the Principal.

All Staff

- Are subject to safer recruitment background checks prior to employment.
- Read, sign and follow key safeguarding policies annually, e.g. staff code of conduct.
- Accept responsibility for and be proactive in safeguarding children.
- Attend all mandatory safeguarding training from the onboarding stage and refresher training throughout their employment.
- Know and understand the types and signs of abuse including child-on child abuse.
- Uphold the highest standards of behaviour inside or outside the workplace, adhering to the staff code of conduct.
- Listen and take seriously the views and concerns of the child.
- Report concerns to a school DSL within 24 hours and record concerns.
- Understand how to report a concern using CPOMS or the agreed Record of Concern form.
- and complete promptly.
- Should be aware that technology is a significant factor in many safeguarding and well-being issues and that Children are at risk of abuse and other risks online as well as face to face. Children can also abuse other children online e.g. harassment and sending misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.