



Dynamics International School Pte Ltd

583 Orchard Road #13-03 Forum The Shopping Mall Singapore 238884

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DIS Safeguarding and Child Protection Policy

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1. Introduction

Dynamics International School (DIS) is committed to safeguarding and promoting the welfare, dignity, and rights of all students, including those with special educational needs and disabilities (SEND), and those who may be legally recognised as adults. This policy outlines our comprehensive approach to creating a safe, inclusive, and supportive learning environment, where every student can thrive and all staff are empowered to uphold the highest standards of care and professional conduct.

Safeguarding at DIS extends beyond child protection to include the psychological safety and well-being of staff and other members of the school community. This policy complies with Singapore's Children and Young Persons Act and the Personal Data Protection Act (PDPA), and aligns with relevant internationally recognised standards for child and student safeguarding.

2. Purpose

This policy aims to:

- Define safeguarding and child protection responsibilities for all members of the school community, including students and staff.
- Provide a framework for recognising, reporting, and responding to concerns involving children, vulnerable adults, or staff.
- Promote a culture of vigilance, transparency, psychological safety, and accountability.
- Uphold the right of every student, regardless of age, ability, or background, to protection from harm, abuse, neglect, and exploitation.

3. Definitions

- **Safeguarding:** The proactive commitment to ensuring the safety, dignity, and well-being of all students, particularly those with additional and complex needs, by creating a protective, inclusive, and nurturing environment. It also involves promoting a culture in which all staff working in the school feel psychologically safe, professionally respected, and supported to raise concerns, maintain appropriate boundaries, and contribute to a shared duty of care.
- **Child Protection:** Actions taken to protect a child at risk of or suffering harm.
- **Abuse:** Includes physical, emotional, sexual abuse, neglect, peer-on-peer abuse, online harm, and exploitation.
- **DSL:** Designated Safeguarding Lead responsible for coordinating safeguarding practices.



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- **Staff:** All full-time, part-time, temporary, and contracted personnel including volunteers.
- **Child:** For the purpose of this Policy, “Child” means any boy or girl under the age of 14 years, “Young Person” means any boy or girl of over the age of 14 years but under 18 years; but does not include any person who is or has been married or in a civil union (Children and Young Persons Act, 2001 Singapore).
- **Student:** For the purpose of this P
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- olicy, all individuals enrolled at the school, regardless of age, including minors and adult learners who may have additional support needs.

4. Scope

This policy applies to all DIS staff, volunteers, service providers, and students across all levels and programmes.

5. Roles and Responsibilities

Designated Safeguarding Lead (DSL):

The DSL leads all safeguarding efforts at Dynamics International School (DIS), ensuring a consistent and proactive approach to the protection and well-being of all students and staff. This includes:

- Acting as the primary point of contact for all safeguarding and protection concerns including those involving children, vulnerable adult students, and staff.
- Leading the development, implementation, and review of safeguarding policies and procedures.
- Maintaining confidential, detailed, and securely stored records of all safeguarding concerns and actions taken.
- Liaising with external agencies (e.g., Child Protection Services, Police) and serving as the school’s recognised safeguarding contact.
- Providing ongoing support and guidance to staff, students, and families.
- Ensuring all staff receive appropriate training and understand their safeguarding responsibilities.
- Collaborating with DIS Management, and the Board to ensure appropriate sharing of information to protect students.
- Monitoring and maintaining awareness of students identified as “At-Risk”, and sharing relevant concerns with key staff.



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The DSL plays a critical role in creating a safe and responsive school environment, ensuring that safeguarding practices are proactive, well-coordinated, and compliant with legal and ethical obligations.

All Staff:

The safety and well-being of students is paramount. Staff must:

- Complete safeguarding training during induction and annually.
- Uphold professional conduct and boundaries.
- Be aware of, and alert to, potential indicators of abuse or neglect.
- Immediately or within 24 hours record a factual account of any concerns they have, or that are brought to their attention and report safeguarding concerns to the DSL using the official Safeguarding Concern and Incident Reporting Form (Appendix A).
- Appropriately seek advice and support from the DSL who will then contact external agencies if appropriate.
- Work in co-operation with the Management, parents and caregivers, unless this compromises the safety of the student.
- Follow all safeguarding and child protection protocols.
- Never promise confidentiality to a student disclosing a concern.

It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report any concerns, suspicions, or allegations of suspected abuse immediately and ensure that the concern is taken seriously and reported.

The statutory responsibility to investigate allegations of child abuse rests with Child Protection Services of the Ministry of Social and Family development (MSF) and the Singapore Police.

6. Recognising Abuse

Particular attention should be given to atypical behaviour in special educational needs and disabilities (SEND) students. Indicators may include withdrawal, aggression, regression, or sudden behavioural changes. Children with SEND, including neurodiverse students (e.g., those with autism, ADHD, or communication difficulties), may be more vulnerable to abuse due to challenges in communication, emotional regulation, and interpreting social cues. This section outlines clear definitions and indicators of abuse and neglect, with additional notes specific to neurodiverse presentations.



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6.1 General Guidelines

- Always monitor for significant changes in a child's usual behaviour or functioning.
- Recognise that a single indicator may not confirm abuse, but patterns or unexplained shifts in behaviour or well-being should raise concern.
- When in doubt, consult the Designated Safeguarding Lead (DSL).

6.2 Types of Abuse

A. Emotional Abuse

Definition: Persistent verbal or emotional maltreatment that impairs a child's emotional development. Includes rejection, isolation, humiliation, intimidation, age-inappropriate expectations, or exposure to domestic violence.

Key Indicators

- Physical: Unexplained somatic complaints (e.g., headaches, abdominal pain), failure to thrive, bedwetting or soiling without medical cause.
- Behavioural: Anxiety, withdrawal, aggression, obsessive behaviour, low self-esteem, nightmares, regression.
- Caregiver: Public shaming, unrealistic demands, lack of affection, involving child in adult conflict or issues.

SEND-Specific Notes:

- Distress may manifest as repetitive behaviour, shutdowns, or echolalia (repeating abusive phrases).
- Developmental delays may mask emotional harm.

B. Neglect

Definition: Persistent failure to meet a child's basic physical, emotional, medical, or supervisory needs, causing significant harm.

Key Indicators

- Physical: Poor hygiene, unsuitable clothing, untreated medical conditions, malnutrition.
- Behavioural: Chronic absenteeism, risk-taking, food hoarding, poor hygiene awareness, developmental delays.



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- Caregiver: Disengagement, failure to provide care, mental health or substance misuse, prioritising own needs.

SEND-Specific Notes:

- Missed therapy sessions or failure to implement IEPs may be forms of neglect.
- Concerns may be dismissed as “part of the disability” rather than unmet care needs.

C. Physical Abuse

Definition: Any non-accidental physical injury or harm, including hitting, burning, shaking, or poisoning.

Key Indicators

- Physical: Bruises, cuts, burns, fractures (especially at various healing stages), signs of restraint.
- Behavioural: Flinching, hypervigilance, reluctance to go home, aggression.
- Caregiver: Inconsistent injury explanations, delays in seeking treatment, downplaying injuries.

SEND-Specific Notes:

- Injuries may be wrongly attributed to self-harm or mobility challenges.
- Students may not be able to describe pain clearly or verbally.

D. Sexual Abuse

Definition: Involvement of a child in sexual activities or exposure to inappropriate sexual material, including non-contact acts.

Key Indicators

- Physical: Genital pain, infections, bleeding, discomfort sitting, pregnancy.
- Behavioural: Sexualised play or language, avoidance of certain individuals, changes in toileting, compulsions.
- Caregiver: Over-monitoring, invasion of privacy, inappropriate language, substance misuse.

SEND-Specific Notes:

- Limited vocabulary may hinder disclosure.
- Boundary violations may be misunderstood or normalised by the child.



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- Abuse may be expressed through drawings, play, or changes in routine behaviour.

E. Family Violence / Intimate Partner Violence

Definition: Exposure to physical, emotional, or psychological abuse between caregivers or within the home.

Key Indicators

- In the Child: Aggression, fearfulness, somatic complaints, avoidance of home.
- In the Victim (caregiver): Unexplained injuries, anxious or submissive behaviour.
- In the Perpetrator: Controlling behaviour, minimising violence, blaming others.

SEND-Specific Notes:

- Exposure to conflict can intensify anxiety, trigger sensory dysregulation, or cause regression.
- Children may mimic abusive dynamics in peer relationships or play.

6.3 Peer-on-Peer Abuse and Bullying

Definition: Abuse inflicted by one child on another, including physical harm, sexual harassment, coercion, exclusion, or online abuse.

Indicators:

- Unexplained injuries or emotional distress after peer interaction.
- Avoidance of school, therapy, or social settings.
- Inappropriate or overly compliant behaviour with peers.
- Signs of cyberbullying (e.g., changes in device usage, anxiety linked to messages).

SEND-Specific Notes:

- Students may be more vulnerable to peer exploitation.
- Difficulties with social cognition can cause misinterpretation of bullying or social rejection.
- Staff must be sensitive to subtle signs of distress in non-verbal or socially anxious students.



6.4 Observational Cues for Non-Verbal or Minimally Verbal Students

- Sudden behaviour changes (e.g., withdrawal, aggression, rocking).
- Unexplained injuries or physical symptoms.
- Avoidance of certain staff or peers.
- Regression in toileting, motor skills, or feeding.

6.5 Immediate Action Protocol for Staff

When to Act:

- Immediately upon observing concerning signs or hearing a disclosure. Refer to [Section 7. Guidelines for Responding to Concerns](#).

6.6 Special Responsibility Toward Neurodiverse Learners

Staff must interpret behaviours with heightened sensitivity when working with neurodiverse students, who may:

- Struggle to communicate distress.
- Display behaviours (e.g., stimming, shutdowns, noncompliance) that mask abuse.
- Be at increased risk of being targeted or misjudged.

Best Practice:

- Consult specialists (e.g., counsellors, therapists) when interpreting behavioural changes.
- Always consider a safeguarding concern when a neurodiverse child shows a sudden change in baseline behaviour.
- Do not assume behaviours are “just part of the condition” – look for patterns, context, and accompanying signs.

7. Guidelines for Responding to Concerns

All concerns must be reported using the Safeguarding Concern and Incident Reporting Form ([Appendix A](#)).

Remain calm and composed if a child shares an experience of abuse. Disclosures may happen unexpectedly, so your tone, facial expressions, and body language are just as



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important as your words. Listen attentively, reassure the child, and avoid showing shock or distress. Clarify only when necessary to ensure understanding and accurate reporting. Showing emotional overwhelm may cause the child to stop talking or withdraw their disclosure.

Do Not:

- Ask leading questions or introduce names, ideas, or concepts the child hasn't mentioned.
- Express disbelief, doubt, or shock.
- Correct, challenge, or try to influence the child's account.
- Blame the child or make judgmental remarks, such as "Why didn't you tell me earlier?" or "Why did you let that happen?"
- Promise confidentiality - explain that you must share the information with those who can help.
- Attempt to investigate the matter yourself.
- Delay in reporting the disclosure to the Designated Safeguarding Lead (DSL).

Do:

- Stay calm and composed. Your emotional state helps the student feel safe and supported.
- Listen actively and attentively. Allow the student to share at their own pace without interrupting. Listening does not mean questioning.
- Believe what the student says. Show that you take their disclosure seriously, regardless of how they express it.
- Use open, non-leading questions only when necessary to clarify (e.g., "Can you tell me more about that?"). Do not ask questions that suggest answers.
- Reassure the child. Let them know they were right to tell you and that they are not to blame.
- Avoid making promises, especially about confidentiality. Be honest that you must share the information with the appropriate adults to keep them safe.
- Acknowledge the child's feelings. Use simple, affirming language like "I understand this is hard to talk about" or "You've been very brave to tell me."
- Document the disclosure accurately. Record exactly what the child said, using their own words where possible. Include the date, time, location, who was present, and your response.
- Report the concern immediately to the Designated Safeguarding Lead (DSL). Do not delay.
- Maintain confidentiality. Share the information only with those who need to know in order to take appropriate safeguarding action.
- Seek support for yourself if needed. Disclosures can be distressing; speak with your DSL or a supervisor if you require guidance or emotional support.



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7.1 Responding to Clear Disclosures of Abuse

When a child makes a direct or explicit statement indicating possible abuse, staff must not question or investigate. For instance:

- “Dad burned me with his cigarette.”
- “My helper locked me in the storeroom all night.”

These types of disclosures are considered clear and serious and require the following steps:

- Respond calmly and reassuringly, affirming that the child did the right thing by telling you.
- Report immediately to the Designated Safeguarding Lead (DSL), who will assess and refer the matter to the Child Protective Service (CPS) under the Ministry of Social and Family Development (MSF) or the police, if the child is at immediate risk.
- Complete Referral Form for Abuse/Neglect ([Appendix B](#)).
- Do not attempt to investigate, ask leading questions, or seek more details. This may compromise the child’s safety or any legal investigation.

Maintaining the integrity of the child’s disclosure and ensuring their immediate safety is the priority. The appropriate authorities are responsible for conducting all further inquiries.

8. Child Protection Procedures

8.1 General Responsibilities

All staff at DIS are required to respond to any concern regarding abuse by following the school’s safeguarding procedures, consulting with appropriate leaders, and collaborating with external agencies when necessary. These procedures cover:

- Identifying signs of abuse
- Responding appropriately to disclosures (verbal or behavioural)
- Following the reporting process accurately and promptly

8.2 Identification of Abuse



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If the DSL is unavailable, staff should consult the Deputy Head of School or another member of the Management Committee. Key indicators of abuse can be found in Section [6.2 Types of Abuse](#).

8.3 Responding to Disclosures

If a student discloses abuse:

- Take the disclosure seriously, regardless of setting or personal opinions.
- Remain calm, listen without interrupting, and avoid asking leading questions.
- Do not investigate or attempt to handle the matter independently.
- Follow the reporting steps outlined in [Section 7](#) and refer to [Appendix A](#) for further guidance.

8.4 Peer-on-Peer Harmful Behaviour

DIS recognises that students can sometimes harm other students in ways that fall outside typical developmental behaviour, including bullying, physical aggression, or sexual assault. When such incidents are reported:

- Apply safeguarding and child protection procedures to support both the alleged victim and alleged perpetrator.
- Refer to the DIS Anti-Bullying Policy ([Appendix D](#)) as needed.

8.5 Self-Harm and Suicidal Concerns

If a student expresses suicidal thoughts or engages in self-harm:

- Notify the DSL and Management Committee immediately.
- Ensure appropriate mental health support is coordinated for the student and contact Institute for Mental Health (IMH) as appropriate. Refer to Section 8.6.

8.6 Reporting Procedures

All suspicions, disclosures, or allegations of abuse must be reported to the DSL without delay. If the DSL is unavailable, notify another member of the Management Committee. When reporting:

- Complete the Referral Form for Abuse/Neglect ([Appendix B](#)), documenting the student's exact words and your response.



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- The DSL will review the form and determine next steps, which may include contacting Child Protective Services (CPS), Institute of Mental Health (IMH), or the police.
- If physical harm is visible, send the child to the designated School Nurse. In emergencies, bring the student to a hospital (e.g., IMH, KKH, NUH, or SGH).

Special notes:

- In cases of suspected sexual abuse, the school must notify CPS or the police. Families should not be informed if they may pose a risk to the student.
- For external abuse, parents may be informed unless doing so endangers the student.
- DIS will not conduct investigations; this is the role of external authorities.
- If abuse by a staff member is suspected, the individual will be immediately placed on leave of absence, and HR, Head of School, and Directors will be notified.

8.7 Communication and Confidentiality

DIS maintains a commitment to confidentiality. However:

- Sharing information with relevant agencies to protect a student is not a breach of confidentiality.
- Parents are informed unless doing so poses a risk to the student.
- All decisions to share or withhold information must be documented in the student's Child Protection File.

8.8 Documentation Standards

All student protection documentation must include:

- Factual observations (with date, time, and location).
- Direct quotes from the student or other parties.
- Actions taken, by whom, and when.
- Records are kept secure and confidential in accordance with PDPA.
- Access is limited to relevant personnel.
- Records are retained as per legal requirements.

9. Intimate and Personal Care Protocols

9.1 Overview and Guiding Principles



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We acknowledge that some students may require assistance with personal hygiene and menstrual management. These situations are sensitive and must be addressed with the highest levels of professionalism, dignity, and safeguarding awareness. This section outlines protocols for supporting students with personal care needs, ensuring that staff actions are consistent with safeguarding expectations and the promotion of student autonomy.

All personal care practices at DIS are guided by the following principles:

- **Dignity and Respect:** Every student has the right to be treated with respect and to have their personal and physical boundaries honoured.
- **Safety and Privacy:** Support must be provided in a private, safe environment with measures in place to protect both students and staff from harm or misinterpretation.
- **Child-Centred Care:** Students' developmental needs, communication abilities, and emotional responses guide how care is delivered.
- **Promotion of Independence:** Staff are expected to encourage and empower students to carry out personal care tasks independently, whenever feasible.

9.2 Personal Care and Hygiene Support

Some students at DIS may require assistance with toileting, changing clothes, or other hygiene-related needs due to sensory processing challenges, physical limitations, or cognitive differences.

Where such needs are anticipated:

- Personal care must always take place in a private and appropriate setting, and the student's consent (verbal, gestural, or supported communication) must be sought before each intervention.
- Staff must remain calm, supportive, and professional, using respectful, age-appropriate language.

If a student experiences a toileting accident or begins menstruating unexpectedly:

- Staff may provide limited and necessary assistance to uphold the student's dignity and prevent physical or emotional harm.
- The student must be offered privacy, clean clothing, and reassurance. If the student is non-verbal or shows signs of distress, staff should document behavioural cues and emotional responses.



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- Verbal assent must be obtained from the student, to the extent they are able to communicate, before any support is provided.
- Parents must be informed on the same day if possible.
- Any emotional, behavioural, or physical indicators of discomfort, distress, or potential harm must be flagged to the DSL for follow-up.

10. Child Protection Training

- All staff will receive safeguarding training relevant to their roles including scenario-based modules and SEND-focused sessions.
- The DSL will undergo advanced training and serve as the point of contact for advice and support.
- New staff receive training as part of induction and are given a copy of this policy.
- Refresher training will occur annually.
- Training includes identifying signs of abuse, reporting procedures, and staff responsibilities.

11. Safer Recruitment

Our safer recruitment practices are designed to ensure that those who pose a risk to children are not employed or engaged by DIS.

Key Recruitment Safeguards

- Mandatory background checks, including local and international criminal record checks, child protection registries, and verification of identity and right to work.
- At least two professional references, one of which must be from the most recent employer and comment on the applicant's suitability to work with children.
- Signed declaration of criminal history and any past safeguarding concerns from all applicants.
- Structured interviews, including safeguarding-related questions to assess understanding of child protection responsibilities.
- Verification of qualifications, employment history, and investigation of any employment gaps.

Additional Considerations for Staff Working with Students

Staff in roles involving direct contact with students (e.g., teachers, therapists, learning support assistants) undergo enhanced vetting. Candidates are assessed on their understanding of safeguarding, child protection and working with neurodiverse or vulnerable learners.



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Training Requirements

- All new staff receive mandatory safeguarding and child protection training during induction.
- Annual refresher safeguarding training is provided to all staff.

Ongoing Compliance and Monitoring

- All staff must disclose any new criminal charges or safeguarding concerns during their employment.
- Volunteers, contractors, and third-party providers must undergo appropriate vetting before interacting with students.
- The HR team and Safeguarding Committee regularly review recruitment and vetting procedures to ensure continued compliance with international safeguarding standards.

12. External Agencies and Escalation

The DSL may contact:

- Ministry of Social and Family Development (MSF)
- Singapore Police Force
- Institute of Mental Health (IMH)
- Allied Health Professionals (e.g., psychologists, counsellors)

If a concern involves a staff member, the Head of School investigates. If the Head of School is involved, the Board is notified.

Ministry of Social and Family Development (MSF) – Child Protection Service

- 24/7 Helpline: 1800-777-0000
- Website: <https://www.msf.gov.sg>

Singapore Police Force

- Emergency Hotline: 999
- Non-emergency: 1800-255-0000
- Website: <https://www.police.gov.sg>

Institute of Mental Health (IMH)

- Emergency Hotline: Tel: 6389 2222
- Main Line / General Enquiries: Tel: 6389 2000



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- Website: <https://www.imh.com.sg/Pages/default.aspx>

Allied Health and Counselling Referrals

Therapy Services – Partner Clinics

- Dynamics Psychology/Counselling Head of Services
Name: Natalie Lim
Email: natalie_lim@therapy.com.sg

13. Monitoring and Review

The policy is reviewed annually or upon regulatory updates. Feedback from staff, students, and families informs revisions.



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Appendix A: Safeguarding Concern and Incident Reporting Form

To be completed by any staff member who observes, receives, or is made aware of a safeguarding concern or incident. Submit to the Designated Safeguarding Lead (DSL) immediately.

Section 1: Basic Information

Name of Student	
Date of Report	
Time of Report	
Class / Year Group	
Gender	
Neurodiverse / SEND status (<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown)	
Name of Reporting Staff Member	

Section 2: Nature of Concern or Incident

- ☐ Physical Abuse
 - ☐ Emotional Abuse
 - ☐ Sexual Abuse
 - ☐ Neglect
 - ☐ Family Violence / Domestic Abuse
 - ☐ Peer-on-Peer Abuse / Bullying
 - ☐ Online or Cyberbullying
 - ☐ Self-harm / Suicidal concerns
 - ☐ Disclosures by student
 - ☐ Observed behaviour / injury
 - ☐ Pattern of concern / change in behaviour
 - ☐ Other (please specify):
-



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Section 3: Details of the Concern or Incident

(Please record exactly what you observed or were told, including dates, times, behaviours, injuries, or conversations. Use the child's own words if a disclosure was made. Avoid interpretation or assumptions.)

Section 4: Immediate Actions Taken

(Include what you did, who you informed, and any steps taken to ensure student safety.)

Section 5: Observations of the Student's Behaviour or Presentation

(Especially important for non-verbal or neurodiverse students. Note any changes, stimming, withdrawal, aggression, regression, etc.)

Section 6: Signature of Reporting Staff Member

Signature:

Date:

Time Submitted to DSL:



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Section 7: To Be Completed by DSL

Date & Time Received	
Action Taken (<input type="checkbox"/> Monitored internally <input type="checkbox"/> Parents contacted <input type="checkbox"/> External agency notified <input type="checkbox"/> Other)	
Follow-Up Plan	
Referral Made To	
Name of DSL	
Signature / Date	

Confidentiality Note: This form is to be kept in the student's Safeguarding File, separate from academic records, and may only be accessed by the Safeguarding Team and authorised senior leadership.



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Appendix B: Referral Form for Abuse/Neglect

To be completed by any staff member who suspects, observes, or receives a disclosure of abuse or neglect. Submit to the Designated Safeguarding Lead (DSL) immediately.

Section 1: Student Information

Full Name:

Date of Birth:

Gender:

Class / Year Group:

Known SEND/Neurodiverse Status: ☐ Yes ☐ No ☐ Not Sure

Date of Report:

Time:

Section 2: Type of Concern (tick all that apply)

- ☐ Physical Abuse
 - ☐ Emotional Abuse
 - ☐ Sexual Abuse
 - ☐ Neglect
 - ☐ Family/Intimate Partner Violence
 - ☐ Peer-on-Peer Abuse
 - ☐ Disclosure by student
 - ☐ Repeated concerning behaviour
 - ☐ Visible injury or distress
 - ☐ Other (specify):
-



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Section 3: Description of Concern / Disclosure

Please provide a factual account of what was observed, heard, or disclosed. Use the child's exact words where possible. Avoid interpretation or speculation.

Section 4: Immediate Action Taken

What did you say or do?

Who did you inform (name and role)?

Was the child sent to the nurse or hospital? If yes, where?



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Section 5: Reporter Details

Full Name:

Role/Position:

Signature:

Date:

Section 6: DSL Use Only

Date Received:

Time:

Reviewed by (Name):

Actions Taken:

- ☐ Internal Monitoring
- ☐ Parents Notified
- ☐ Referral to Child Protective Services (CPS)
- ☐ Referral to Police
- ☐ Other (specify):

Follow-up plan:

Signature (DSL):

Date:



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Appendix C: Staff Code of Conduct–Safeguarding & Professional Boundaries

All staff at Dynamics International School (DIS) hold positions of trust and responsibility in their interactions with students. Maintaining clear professional boundaries is critical to safeguarding the wellbeing of all learners, especially those who are neurodiverse or have special educational needs (SEND). This code sets out the expected standards of behaviour to ensure a safe, respectful, and inclusive school environment.

1. General Principles

- All staff are role models. Behaviour inside and outside the school setting must uphold the values and responsibilities of the profession.
- Boundaries apply at all times, including during one-on-one learning support, assessments, co-curricular activities, and digital communication.
- Power dynamics are inherent in adult-student relationships. Staff must never exploit or blur these dynamics, even unintentionally.

2. Guiding Safeguarding Principles for One-to-One Interactions

Make it Purposeful

- Only conduct one-to-one sessions (academic, counselling, or behavioural support) when necessary and clearly linked to educational goals or student wellbeing.
- Consider alternatives such as small group work or co-facilitated sessions, especially with neurodiverse students who may be vulnerable to misinterpretation of intentions.

Make it Public

- Hold meetings in visible, open, and observable spaces (e.g., classrooms with open doors, glass-panelled offices).
- Avoid secluded or isolated areas.
- For online sessions, use approved school platforms, with parental awareness.

Make it Authorised

- Inform and, where appropriate, obtain parental/guardian consent for individual sessions, particularly for ongoing support.
- Avoid informal tutoring and do not provide unmonitored arrangements outside the school's knowledge.



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Make it Timely

- Schedule support during regular school hours wherever possible.
- Avoid extended or late-night communications or meetings, unless pre-authorised and necessary for student safety.
- Limit the duration of sessions to avoid dependency or undue influence.

3. Boundaries with Students

Staff must:

- Maintain professional physical, emotional, and relational boundaries at all times.
- Never initiate physical contact beyond what is required for safety or care, and always with sensitivity to the student's comfort and consent.
- Avoid favouritism, gift-giving, or creating special relationships that could be misinterpreted.
- Be especially cautious when interacting with neurodiverse students who may misread social cues or have difficulty articulating discomfort.

Example: Sitting close to a student with sensory processing issues to provide reassurance may feel supportive, but could overwhelm or distress the child. Always ask, observe reactions, and maintain a respectful distance.

4. Communication with Students

- Use clear, age-appropriate, and respectful language in all interactions.
- Avoid sarcasm, teasing, or language that could undermine a student's confidence.
- Do not share personal life details, discuss inappropriate topics, or seek emotional support from students.
- Treat all students equally and maintain a professional tone in both verbal and written communication.

Example: Avoid using pet names, emojis, or overly casual messages when texting or emailing students – even when intended kindly.

5. Use of Technology

Staff must:

- Use only school-approved platforms and email accounts when communicating with students.
- Do not contact students using personal phones, messaging apps, or social media accounts.



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- Avoid online contact outside of school-sanctioned learning or well-being activities.
- Ensure all digital interactions are transparent, professional, and accessible to line managers or parents upon request.

Example: A learning support staff member providing virtual reading help should do so via the school's approved platforms, with parents informed of the arrangement and session times logged.

6. Reporting Concerns

Staff are required to:

- Report any concern or suspicion of abuse, boundary violations, or inappropriate behaviour immediately to DSL.
- Err on the side of caution - if unsure, consult the DSL.
- Report if another staff member appears to be violating professional boundaries, even if unintentionally.
- Document concerns factually using the Safeguarding Concern and Incident Reporting Form ([Appendix A](#)).

7. Summary of Key Expectations

Area	Expectations
Boundaries	Maintain professional relationships; avoid familiarity, secrecy, or preferential treatment.
Communication	Use clear, respectful, and appropriate language; never share personal life matters.
Technology	Use school-approved platforms only; avoid private messaging or personal accounts.



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Reporting	Immediately report concerns about students or staff; do not delay or investigate independently.
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Final Note

Professional boundaries are essential not just for student protection, but also for protecting staff from misunderstandings or allegations. Upholding these standards ensures that all students – especially those with additional needs – feel safe, respected, and supported in every interaction.



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Appendix D: DIS Anti-bullying Policy

1. Policy Statement

At Dynamics International School (DIS), we are committed to creating a safe, inclusive, and respectful environment for all members of our community. Bullying of any kind – including harassment, intimidation, or social exclusion – is not tolerated. This policy applies to all students, staff, parents, guardians, service providers, and visitors.

Our school has a special commitment to protecting the well-being of students with special educational needs and disabilities (SEND), who may be more vulnerable to bullying and social exclusion.

2. Purpose of the Policy

This policy aims to:

- Ensure the entire DIS community understands what constitutes bullying and its harmful impact.
- Equip staff and students with clear procedures to report and respond to bullying.
- Promote an inclusive, empathetic school culture where diversity is celebrated.
- Provide tailored support to neurodiverse or special needs students who may experience or witness bullying.
- Collaborate with families to address patterns of behaviour and support students in conflict resolution.

3. Definition of Bullying

Bullying is a repeated, intentional act of aggression or exclusion involving a real or perceived power imbalance. It may be physical, verbal, social, psychological, or digital. Bullying causes physical or emotional harm, and can significantly impact a student's learning and wellbeing.

Types of bullying include (non-exhaustive):

- *Verbal*: Name-calling, insults, teasing, threats, sexual harassment, or offensive remarks.
- *Physical*: Hitting, pushing, tripping, damaging property, unwanted physical contact.
- *Social/Relational*: Exclusion, spreading rumours, humiliation, manipulation of friendships.
- *Cyber*: Online harassment, harmful posts or messages, impersonation, or exclusion from digital platforms.



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- *Psychological*: Intimidation, stalking, coercion, or isolating behaviour.

⚠ Note: A single serious incident may be addressed as bullying, especially where students with SEND are involved and may not recognise patterns or articulate distress clearly.

4. Prevention and Whole-School Responsibility

DIS believes in proactive education and culture-building to prevent bullying. All community members share responsibility for creating a safe and respectful school climate.

Staff Commitments:

- Model respectful, inclusive language and behaviour.
- Embed empathy and anti-bullying education in the curriculum as appropriate.
- Intervene immediately when witnessing unkindness or exclusion.
- Monitor environments such as playgrounds, corridors, and transitions carefully.

Student Expectations:

- Treat all peers with respect, regardless of differences in learning, behaviour, or background.
- Refrain from any form of bullying (e.g., physical, verbal, social, or online) whether during school hours or outside of school, including on digital platforms and in social settings involving classmates.
- While incidents may be reported regardless of where they occur, DIS may only act on those within its formal jurisdiction.
- Support peers who are being excluded, harmed, isolated, or targeted, and foster inclusive peer relationships.
- Understand the impact of online behaviour and uphold respectful conduct in all digital communications, including outside school hours.

Parent/Guardian Roles:

- Talk with the student regularly about their friendships, peer dynamics, and experiences at and beyond school.
- Monitor digital behaviour and online and social media interactions encouraging empathy, accountability, and responsible online interactions.
- Report concerns to the school promptly and work collaboratively with staff to address bullying or exclusion.



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- Reinforce expectations around respectful behaviour toward peers both during and outside of school hours, including in after-school programs, online platforms, and social gatherings.
- Work in partnership with staff to support healthy peer relationships.
- Model respectful, inclusive communication and support the development of a safe, compassionate peer environment.

5. Reporting and Responding to Bullying

All bullying concerns will be taken seriously and acted upon promptly, with sensitivity and discretion. While the school strongly encourages respectful conduct beyond school hours and off-campus, DIS does not have the jurisdiction to formally investigate or discipline students for incidents that occur outside school grounds or outside school-supervised activities.

Reporting Procedures:

- Any student, staff member, or parent may report concerns to a Homeroom Teacher, or the Head of School.
- Staff who receive reports must log them using the Safeguarding Concern and Incident Reporting Form ([Appendix A](#)).
- The DSL will lead the response process and coordinate follow-up actions.

Response Steps:

1. Interview all involved parties sensitively and separately.
2. Assess whether the behaviour meets the threshold for bullying.
3. Notify parents of all students involved.
4. Apply appropriate disciplinary or restorative measures based on the context and needs of the students.
5. Provide support to the targeted student (e.g., counselling, social skills support, peer buddy).
6. Where applicable, involve the broader Support Team (e.g., therapists, psychologist/counsellor).

Documentation:

- All incidents and actions will be documented in the student's confidential file.
- Patterns of behaviour will be tracked and monitored over time.

6. Additional Considerations for SEND and Neurodiverse Students



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- Students with SEND may have limited social awareness or communication skills, making them more vulnerable to misinterpretation or peer rejection.
- Staff must be especially alert to non-verbal indicators of distress such as withdrawal, aggression, or changes in routine behaviour.
- Restorative conversations should be adapted to the child's communication needs, using visuals, role-play, or scripting if necessary.
- Additional social-emotional coaching may be provided to both the targeted and involved students.

7. Policy Review and Governance

This policy will be reviewed annually by the Safeguarding Committee. Student and parent feedback will be included in the review process to ensure the policy remains relevant, effective, and inclusive.



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Appendix E: Annual Safeguarding and Child Protection Policy Acknowledgment Form

This form confirms that I have read, understood, and agree to adhere to the DIS Safeguarding and Child Protection Policy and its Appendices.

I WILL

- ☐ Create and maintain a physically and emotionally safe learning environment for all students and colleagues.
- ☐ Treat all individuals with respect, integrity, courtesy, and dignity.
- ☐ Maintain appropriate professional and physical boundaries; touch students only when necessary, appropriate, and in a non-sexual, public manner.
- ☐ Comply with DIS reporting procedures for suspected abuse and report any safeguarding concerns promptly to the DSL.
- ☐ Cooperate fully with any investigations involving student or staff safety or well-being.
- ☐ Contribute to a school culture where all students and staff feel psychologically safe and supported.

I WILL NOT

- ☐ Be alone with a student outside of professional responsibilities without prior parental consent or notification to a school leader.
- ☐ Hit, physically assault, or emotionally abuse students.
- ☐ Engage in sexual, exploitative, or abusive conduct of any kind toward a student.
- ☐ Use abusive, suggestive, or sexually inappropriate language or gestures.
- ☐ Comment on a student's appearance in a sexualized or inappropriate manner.
- ☐ Transport a student alone in my personal vehicle outside of emergencies or without appropriate consent.
- ☐ Condone or ignore student behaviour that is abusive or unsafe.
- ☐ Act in ways that shame, humiliate, or degrade students.
- ☐ Smoke, vape, consume alcohol, or use illegal substances in the presence of students or while on school duty.
- ☐ Accept gifts over S\$50 or give private gifts to students without the knowledge of parents or the DSL.
- ☐ Engage in private or unmonitored communication with students via social media or messaging platforms.
- ☐ Accept or send social media friend/follow requests to students until after their graduation from DIS.



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- ☐ Disregard inappropriate conduct or bullying directed toward staff by students or other adults.

Acknowledgment

I, the undersigned, confirm that I have received, read, and understood the following:

DIS Safeguarding and Child Protection Policy

Appendix A: Safeguarding Concern and Incident Reporting Form

Appendix B: Referral Form for Abuse/Neglect

Appendix C: Staff Code of Conduct

Appendix D: Anti-bullying Policy

I understand my responsibilities to:

- Safeguard the welfare of all students and contribute to a safe and respectful environment for all staff at DIS.
- Promptly report any concerns to the DSL using the prescribed procedures.
- Maintain professional boundaries and confidentiality in all interactions with students, families, and colleagues.

I acknowledge that non-compliance with this policy may result in disciplinary action, including possible dismissal and/or legal referral. I agree to participate in annual safeguarding training and stay informed of updates shared by the school.

Staff Member Details

Name:

Position:

Email:

Signature:

Date:

To be submitted to: Designated Safeguarding Lead (DSL). Retention: A copy will be kept in the staff member's personnel file.