



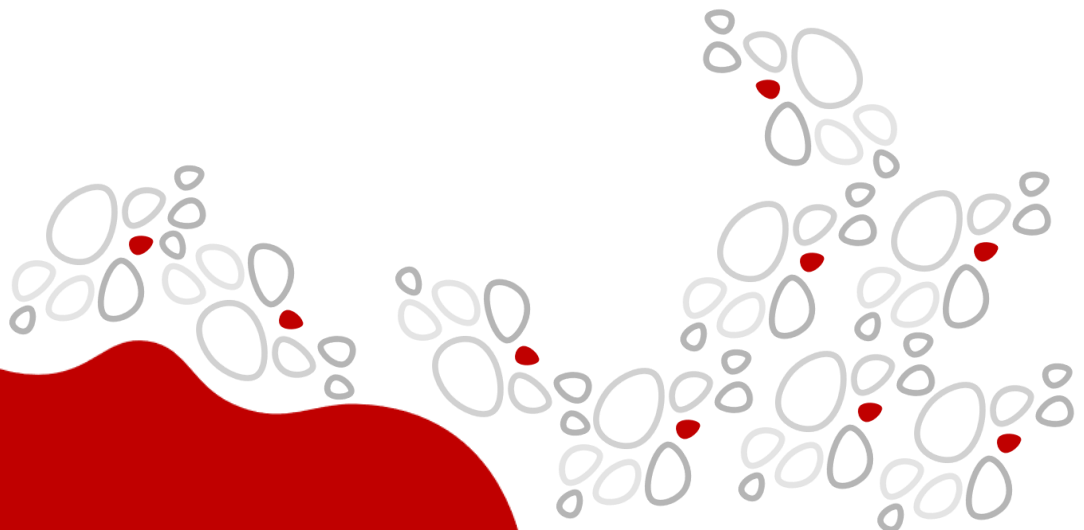
**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

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**HELPING DYSLEXIC PEOPLE ACHIEVE**

# **DYSLEXIA ASSOCIATION OF SINGAPORE CHILD SAFETY FRAMEWORK**

## **2021**





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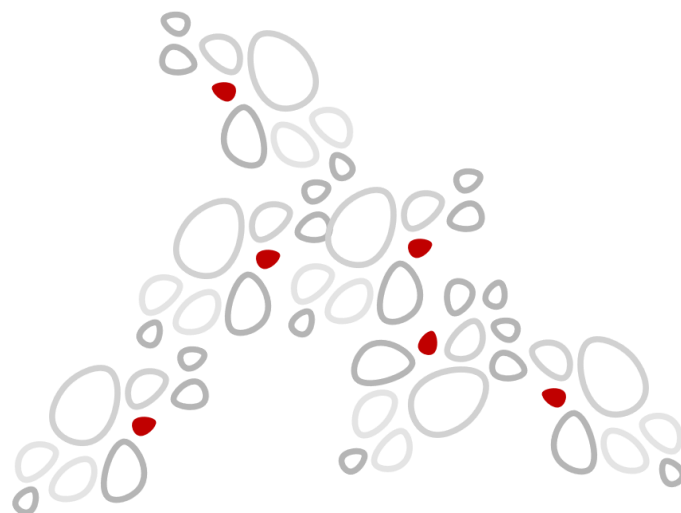


# **DYSLEXIA ASSOCIATION OF SINGAPORE**

# **CHILD SAFETY FRAMEWORK**

# **2021**

*Maintaining the wellbeing of staff and students in educational setting through improving the climate of the classroom and the mental wellbeing of both our educators and students, that reflects the fundamental value of inclusivity.*



*Created by the DAS HEAL Team*



**Holistic • Education • Alternative • Learning**

HEAL is a wellness powerhouse that aims to educate DAS professionals in the area of social and emotional support.

The programme is influenced by the elements of Counselling, Mindfulness, Positive Psychology and Science of Well-being.

**MISSION:**

Maintaining well-being of staff and students in educational setting through improving the climate of the classroom and the mental wellbeing of both our educators and students, that reflects the fundamental value of inclusivity.

The programme aims to help staff and students in the following areas:

- ◆ Improve personal development
- ◆ Develop interpersonal skills
- ◆ Build on decision-making & problem solving skills
- ◆ Provide support on mental and social-emotional issues

HEAL adds value to the educational experience through curated teaching design, psychological safety, conflict resolution, innovative and sustainable teaching approaches.

The HEAL team is a merger of the CalmEd team and Talk-O-boTics team supported by Ms Madinah Begum and Ms Harsheeni Rajoo.

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## DAS CHILD SAFETY FRAMEWORK

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# BACKGROUND

## **BACKGROUND OF FRAMEWORK**

This child safety framework aims to help DAS educators understand how to act in less common classroom scenarios. The framework includes steps to take for a variety of different situations, order of people to report to, as well as useful information/resources which would aid educators to respond quickly and smoothly. This framework is meant for identifying and reporting students who pose potential risk to themselves and others. Educators are not expected to resolve the student's issues. Currently, the framework consists of the following topics: suicide/self-harm, bullying, abuse, physical violence and mental health related issues.

## **IMPORTANCE OF FRAMEWORK**

The framework covers many different situations, many of which could either endanger the lives of staffs and students or have long-lasting consequences if no action is taken. Therefore, it is very important to understand how to react quickly in such potentially dangerous scenarios to minimize any harm taking place. At the same time, it is also important to learn the warning signs of such dangerous situations, enabling DAS to take early action and prevent the escalation of such incidences.

# GENERAL GUIDELINES

The following guidelines are applicable to all scenarios.

## 1. Centre Manager (CM) /Educational Therapist (Edt) Responsibilities

- ◆ CM/Edt to oversee case of student until student is determined to not pose danger to self or others. (Case-by-case basis jointly assessed by Edt, CM and Educational Advisor (EA))

## 2. Proposed action plans for Edt's class when Edt is attending to student

- ◆ **Scenario 1:** If the student is currently not in danger, the Edt can engage the student after class ends.
- ◆ **Scenario 2:** If the student is currently in danger, the Edt should request for another Edt or Student Services Assistant (SSA) to supervise their class.
- ◆ **Scenario 3:** If the student is currently in danger and there are no available personnel in the branch center, the Edt may have to leave the class unsupervised. Edt has to inform CM about the unattended class. Edt should also explain the current situation to the parents of the students in the unsupervised class.

## 3. Parents are not cooperating with Edt

- ◆ If parents are not cooperating with Edt to help the student, Edt should consult with EA or CM on how to proceed with the situation. The scenario will be handled on a case-by-case basis.

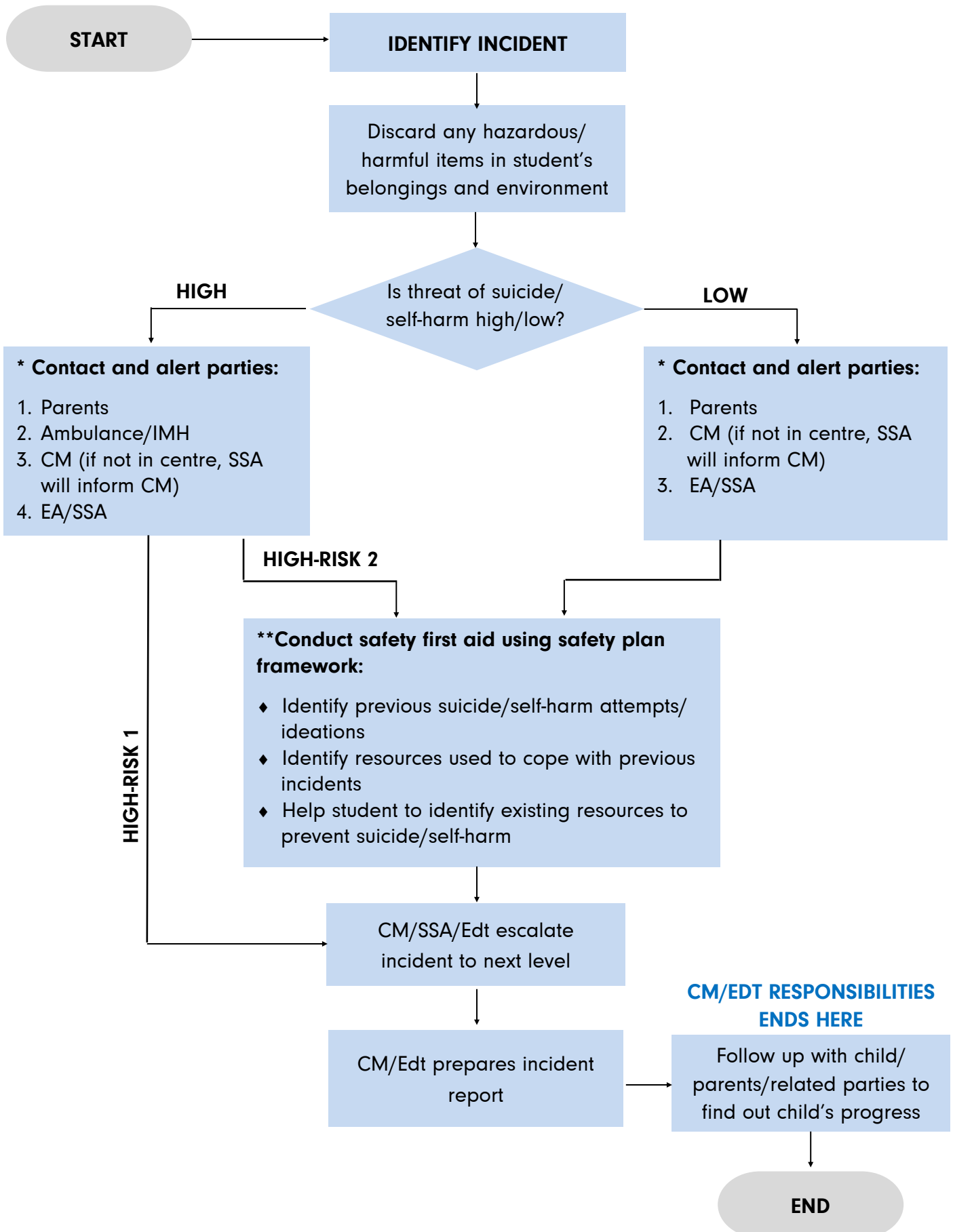
## 4. Post-situation debrief

- ◆ Post-situation debrief and counselling to be handled by EA/Madinah to assess psychological well-being of Edts.

## 5. Refresher Training

- ◆ Role-plays are conducted every semester (two terms) for Edts to familiarize and refresh themselves on the reporting procedure.

## 2.1 SUICIDE AND SELF HARM





## 2.1 SUICIDE AND SELF HARM

### REMARKS

Safety Plan to be shared with Parents, Educational Advisor (EA) and Centre Manager (CM)

To follow-up with parents within the next few days.

#### \* CONTACT AND ALERT PARTIES

There is no particular order to contact the parties involved. It varies according to the case. For most cases, Parents and CMs should be contacted first.

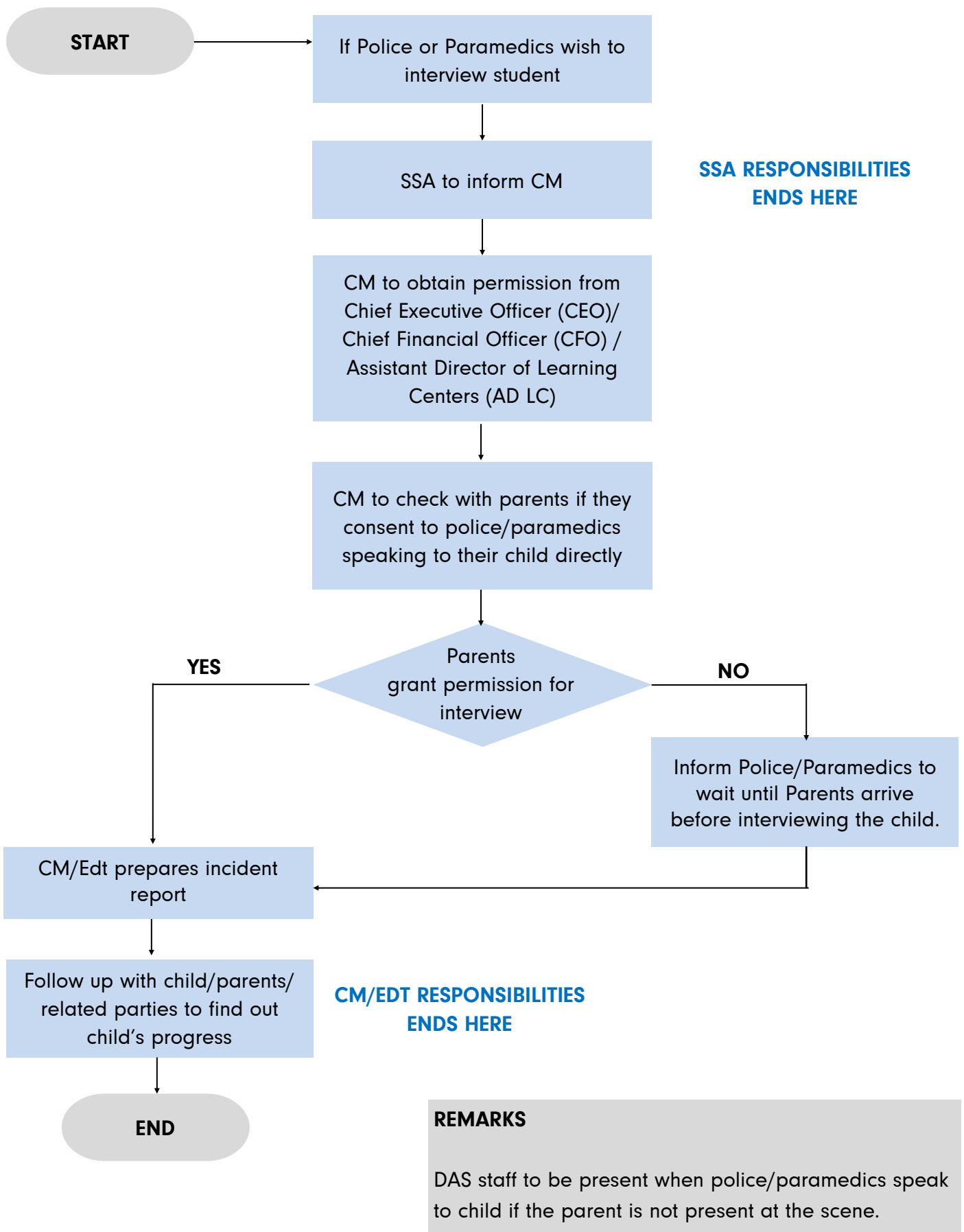
#### \*\* CONDUCT SAFETY FIRST AID USING SAFETY PLAN FRAMEWORK

Edts are encouraged to link up with EA/Talk-o-boTics team instead of using the safety plan framework if they are uncomfortable in executing it.

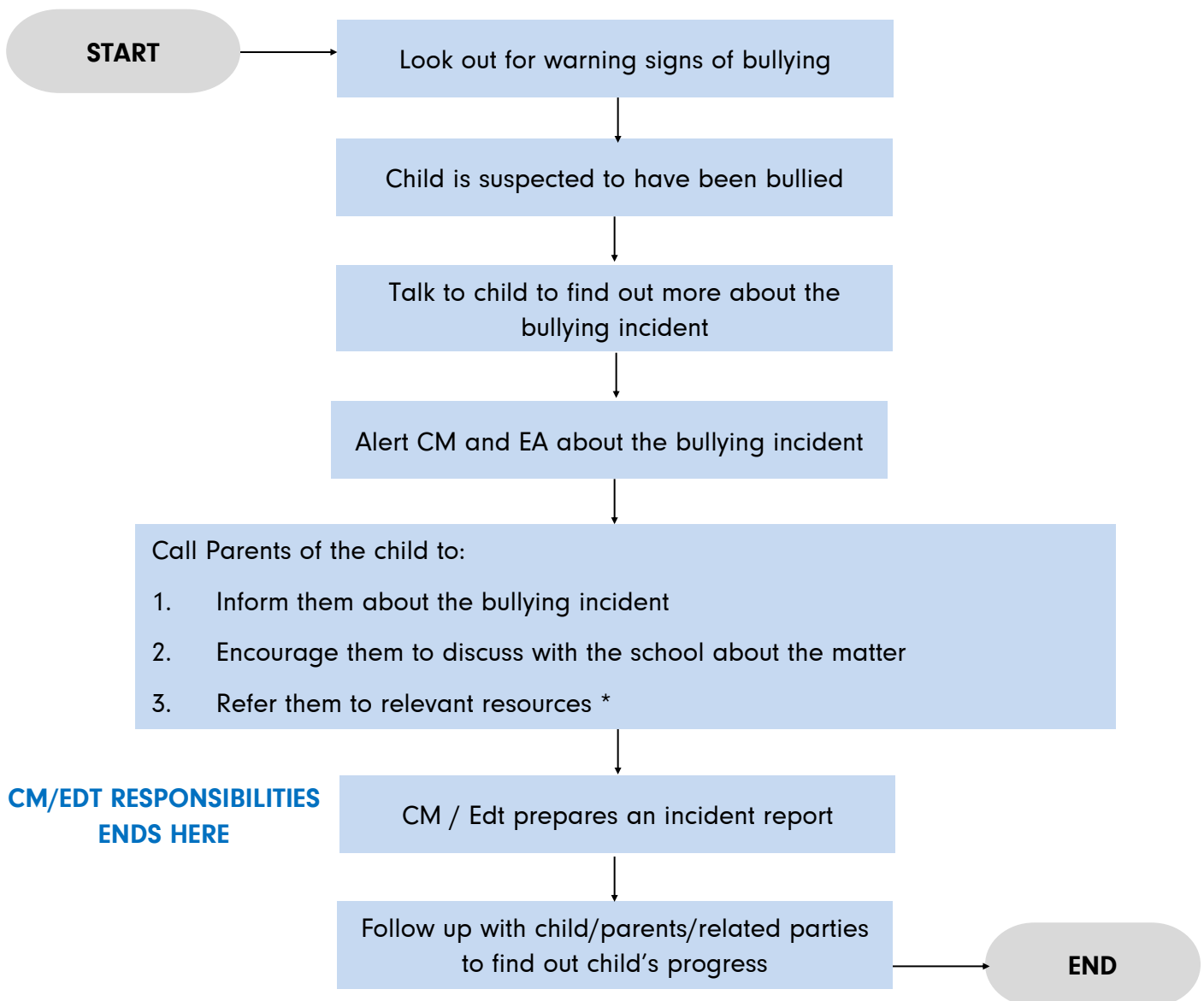
### ADDITIONAL RESOURCES

- ◆ The pdf version of the Suicide Safety Guidelines handout and Safety Plan worksheets can be downloaded at the Talk-O-boTics site:  
<https://sites.google.com/das.org.sg/talk-o-botics/home/child-safety-framework>
- ◆ Progressive muscle relaxation exercise:  
<https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/4%20Emotion%20Regulation%20Skills/Client%20Handouts/Relaxation/Relaxation%20Script%20for%20Younger%20Children.pdf>
- ◆ Samaritans of Singapore (suicide hotline/text messaging):  
[www.sos.org.sg](http://www.sos.org.sg)

## 2.1 SUICIDE AND SELF HARM - Part 2



## 2.2 BULLYING



### FOR BULLYING CASES, PRACTICE HEAC:

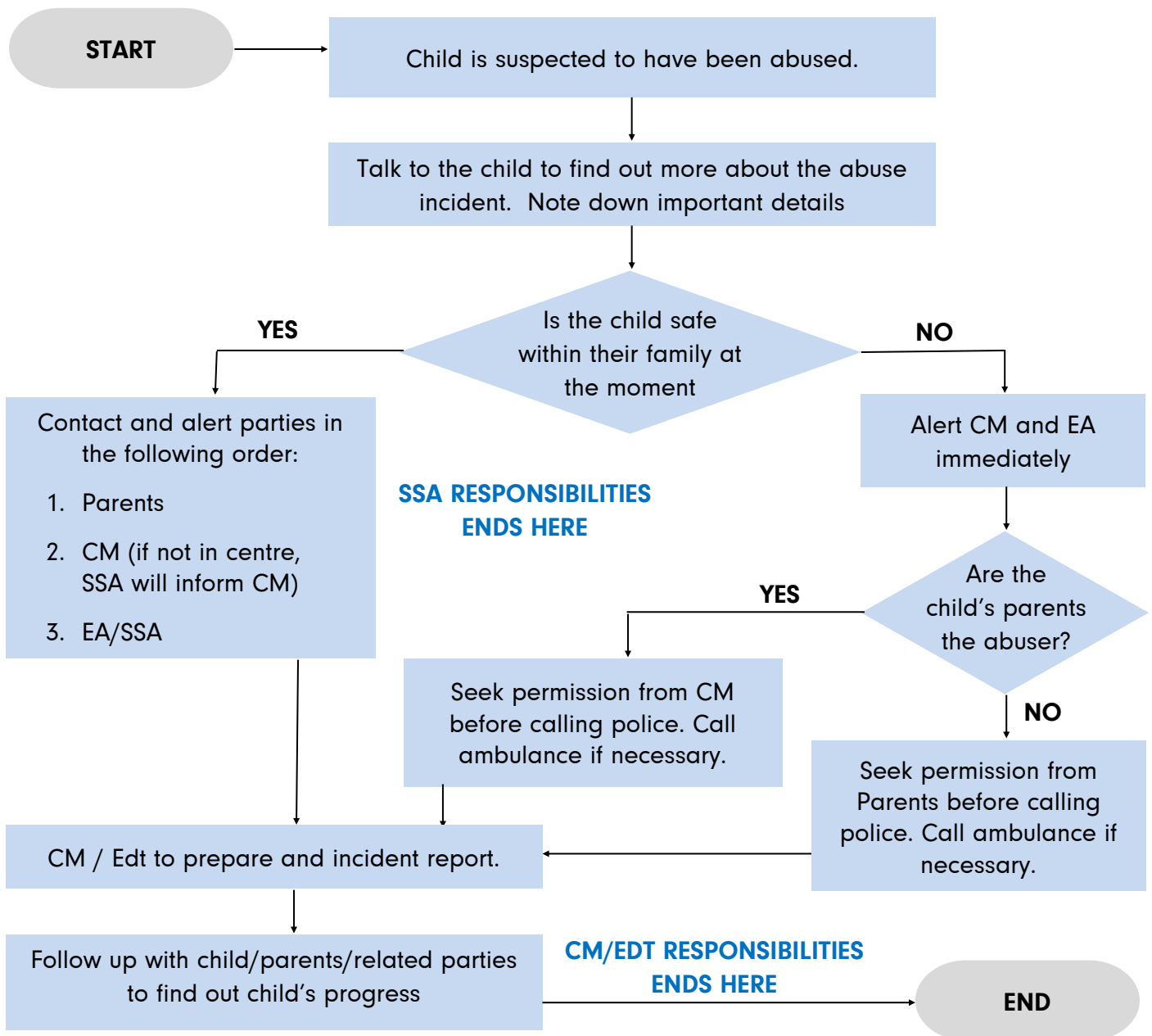
- ◆ Hear calmly without judgement
- ◆ Empathise with child and provide unconditional positive regards
- ◆ Ask the child about what they wish to do and how you can help
- ◆ Contact their parents to follow up on the episode

You are encouraged to provide parents and students with external resources as stated below.

#### \* BULLYING RESOURCES FOR CHILDREN & PARENTS:

- ◆ Tinkle Friend Helpline (support & advice for distressed Primary School children): **1800 274 4788**
- ◆ Fei Yue eCounselling Centre for Youths: **www.ec2.sg**
- ◆ Information about bullying: **www.bulyfree.sg**
- ◆ **Bullying handout and worksheets can be downloaded at the Talk-O-boTics site:**  
<https://sites.google.com/das.org.sg/talk-o-botics/home/child-safety-framework>

## 2.3 ABUSE



It is not uncommon for abusers to be in denial about their actions. As long as the child feels that they are in distress, it is time to take action. **FOR CASES WHERE THE CHILD IS IN IMMEDIATE DANGER, CALL 999 IMMEDIATELY**

### IMPORTANT DETAILS TO NOTE DOWN:

- ◆ Description of abuse, injuries, neglect
- ◆ Location of abuse
- ◆ When/how did you find out about the abuse?
- ◆ Child's name, age, address
- ◆ Identity of the abuser (name, age, relationship with child)
- ◆ Your own name and contact details

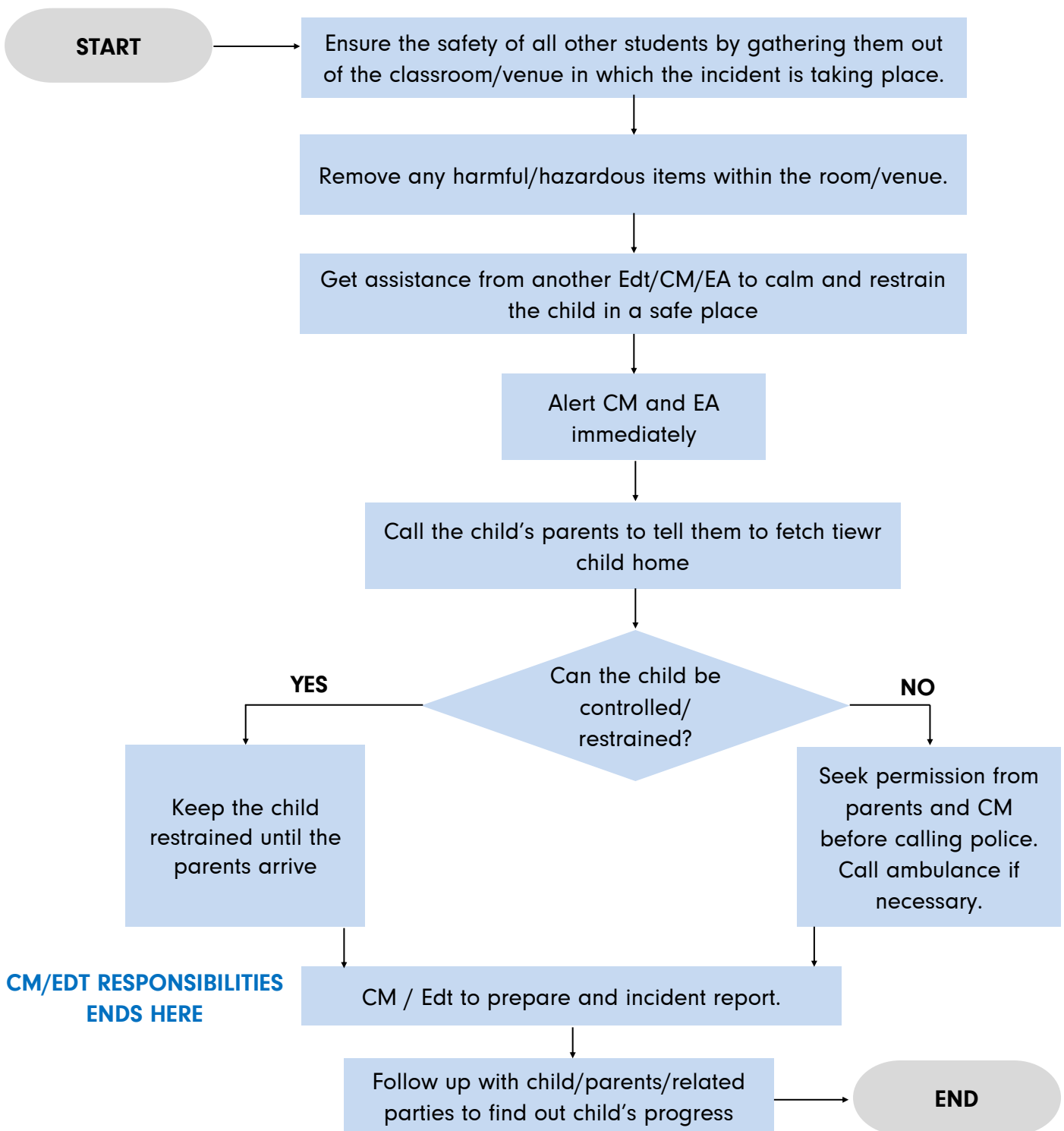
### CHILD PROTECTION SERVICES:

Child Protective Service Helpline (non-emergency): **1800-777-0000**

Big Love Child Protection Specialist Centre: **[www.biglove.org.sg](http://www.biglove.org.sg)**

Fei Yue Child Protection Specialist Centre: **[www.fycs.org/our-work/children/community-based-child-protection-specialist-centre/](http://www.fycs.org/our-work/children/community-based-child-protection-specialist-centre/)**

## 2.4 PHYSICAL VIOLENCE IN CLASS



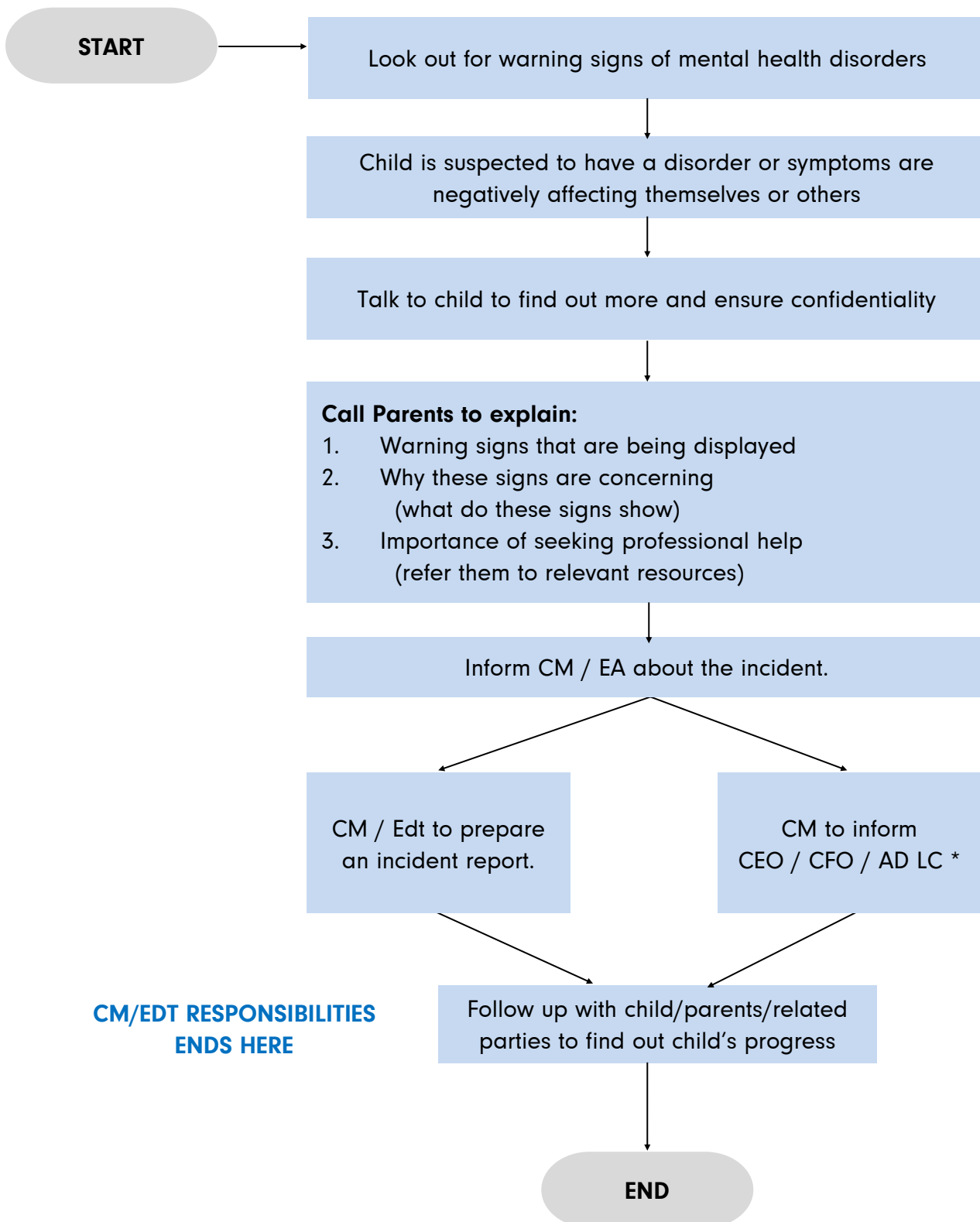
### TIPS FOR HANDLING PHYSICAL AGGRESSION:

- ◆ Avoid physical / verbal confrontation
- ◆ Be assertive / directive but NOT aggressive
- ◆ Do not make the student feel threatened
- ◆ Get help from others as soon as possible
- ◆ Use physical intervention as a last resort

### SINGAPORE EMERGENCY HOTLINES:

- ◆ Police emergency hotline: **999**
- ◆ Police emergency SMS: **71999**
- ◆ Police non-emergency hotline: **1800 255 0000**
- ◆ SCDF emergency ambulance/fire services: **995**
- ◆ Non-emergency ambulance services: **1777**

## 2.5 MENTAL HEALTH RELATED ISSUES



## 2.5 MENTAL HEALTH RELATED ISSUES

### REMARKS

- ◆ Common warning signs of poor mental health:  
<https://classroommentalhealth.org/common-concerns/>
- ◆ Ensuring confidentiality is important in establishing trust. Here are some examples of how you can do so: <https://classroommentalhealth.org/help-students/disclosure/>
- ◆ Student needs to be informed about breaking confidentiality if necessary. Student should also understand that this information would be related to their parents

\* CM to inform CEO / CFO / AD LC only if CM determines case to be severe.

### RELEVANT MENTAL HEALTH RESOURCES:

IMH Child Guidance Clinic (consultation): **6389 2222**

Child & Adolescent Counselling: **6733 2893**

Fei Yue eCounselling Centre for Youths: [www.ec2.sg](http://www.ec2.sg)

Additional information about mental health disorders:

<https://www.samhealth.org.sg/understanding-mental-health/what-is-mental-illness/>





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