



# SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK

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Policy Compendium

Website

Parent Portal

Staff Handbook

## Key Contacts

Riverside Campus			
Director of Schools (acting on behalf of the Governing Body)	Assistant Principal (Students) and Designated Safeguarding Lead (DSL)	Assistant Principal (Junior) and Deputy Designated Safeguarding Lead (DDSL)	Deputy Designated Safeguarding Lead (DDSL)
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Child Protection concerns should be referred to the Assistant Principal & Designated Safeguarding Lead (DSL) or Ass. Dir. of Safeguarding & Deputy Designated Safeguarding Lead (DDSL).

All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues. If the member of staff reporting suspicions remains unsatisfied by a decision not to act by the Principal and the DSL, he or she may enact the School Speak Out Policy and report concerns directly to the Representative of the Governing Body responsible for Child Protection, Mr Tim Nuttall. He or she will be considered to have acted as a responsible citizen and will not be held accountable for undermining a school decision.

## **Introduction**

**Child Protection** *is the process of protecting students identified as either suffering, or likely to suffer, significant harm as a result of physical, sexual, or emotional abuse or neglect.*

**Safeguarding** *involves the measures and structures put in place by the school which are designed to prevent children from coming to harm.*

Shrewsbury International is a school fully committed to fulfilling its responsibilities in safeguarding students and keeping every child safe. This policy is designed in keeping with the Mission where we endeavour to “nurture outstanding students” and School Values of Exceptional People in which we commit to being a “caring, thoughtful community” and Care and Compassion in which we recognise the “pressures on young people in the modern world” and the importance of “partnerships that allow children to be happy as well as successful.”

The safeguarding responsibility includes a duty to treat all children equally and offer the same right to safety to all. This encompasses these principles :

- To protect children from harm
- To prevent impairment of children’s health and development
- To ensure that children are growing up in circumstances consistent with the provision of safe and effective care thus enabling those children to have optimum life chances and to enter adulthood successfully
- To treat the interests of our children as paramount (taking into consideration any disability, their culture and history)
- To consider at all times the best interests of the child

The purpose of this policy is:

1. to create a culture within the school which helps students feel safe and able to talk freely, believing that they will be listened to and valued;
2. to raise awareness in all staff about their shared responsibility for identifying and responding to possible concerns of abuse (including reports of historic abuse); staff should adopt the approach that “it could happen here”.
3. to provide support and guidance to all members of the school community;
4. to provide a systematic method of monitoring students thought to be at risk;

5. to build relationships with other agencies in order to work collaboratively and effectively together.

The Children Act 1989 brought together in a single coherent framework the law relating to students in the UK and in many areas it provides excellent guidance for international schools. It aims to strike a balance between the rights of students to express their views on decisions made about their lives, the rights of parents to exercise their responsibilities towards the child and the duty of the interested agencies to intervene where the child's welfare requires it. This policy is also informed by CIS International Task Force for Child Protection (ITFCP) [Managing Allegations](#) of Child Abuse document, the UN Convention on the Rights of the Child (CRC) and by Thai law and child protection systems.

Pertinent extracts from the CRC are listed below:

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 31:** Children have the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

**Article 36:** Children should be protected from any activities that could harm their development.

## **Safeguarding and Prevention**

The school provides a safe, positive, supportive and stimulating environment which promotes the social, physical, psychological and moral development of the individual child.

The school will:

1. seek to maintain an ethos where students feel secure, are encouraged to talk and are listened to;
2. ensure children know that there are adults in the school whom they can approach if they are worried;
3. include in the curriculum opportunities to help students stay safe from abuse and to give them the confidence to seek help.
4. ensure that students are aware of how to stay safe online.
5. provide information to parents on how to support their child.

Prevention also includes:

- ensuring safer recruitment practices;
- ensuring through training that all teaching and non-teaching staff are aware of and committed to following the Child Protection Policy and Child Protection procedures, Code of Conduct, the Speak Out Policy. The full list of related policies can be found later in this document (Appendix 1);
- including in the curriculum, activities and opportunities for PSHE/Learning for Life/ Sixth Form Studies which equip students with the skills they need to stay safe from abuse and radicalisation which will help them develop realistic attitudes to the responsibilities of adult life;
- providing pastoral support that is accessible and available to all students and ensuring that students know that there are adults in the school that they can talk to about their concerns.

Every member of staff employed by Shrewsbury International School has a duty to make sure that he/she is aware of this Policy as advised by the Senior Management Team whose duty it is to ensure that the highest standards for the welfare of our students are maintained through regular training of all staff. It is expected that all staff are familiar with the guidance in Part One of [Keeping Children Safe in Education](#), 2019 as published by the UK Government.

Under the guidance of The Children Act, CIS ITFCP guidelines, the CRC and Thai law, Shrewsbury International School accepts its responsibility in the following areas:

1. **Records.** Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Any member of staff receiving a disclosure of abuse, noticing signs or indicators of abuse or having concerns about a student's welfare must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location.
  - a. These records at Riverside must be entered into the Wellbeing Manager module of iSAMS.
  - b. These records at City must be entered on the Cause for Concern Form and handed to DSL immediately

These records are confidential and accessible only to the Principal, Vice-Principals and the Assistant Principal (Students) who acts as the DSL. If a student transfers

from the school, these files will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead. A photocopy of the CP information will be posted (recorded delivery) and the originals will be retained in School. Equally, a request for CP information from feeder schools will be made when a new student is admitted to the School.

2. **Staff.** All staff working for Shrewsbury International School will undergo full Safer Recruitment procedures which may include Disclosure and Barring Service, International Child Protection Certificate (ICPC) and requests for Police Records from any previous countries of residence.
3. **Behaviour.** Clear standards of behaviour between staff and students and between student and student exist and are adhered to. These standards are outlined in the [Staff Code of Conduct](#).
4. **Training.** (See the CP Training Schedule for details of allocated training moments for each section of the staff body - Appendix 2). All members of staff should understand their responsibilities in being alert to the signs of abuse and be aware of their responsibility to refer any concerns to the Designated Safeguarding Lead (DSL). The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. The Assistant Principal (Students) will audit training on a termly basis and present records to SMT.
5. **Policy and Procedure.** The Child Protection Committee (including representatives from both SHR and SHC) will meet regularly to review policy and procedures related to Child Protection and to discuss and establish best practice across the whole school. SMT meetings will review this policy on an annual basis.
6. **Confidentiality.** The management of confidentiality is an essential factor in all issues relating to Child Protection. The only purpose of confidentiality with respect to Child Protection is to benefit the child. Staff should never give students or adults an absolute guarantee of confidentiality but must ensure that the information is disclosed only to the people who need to know. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018, GDPR, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or be in the best interests of the child, for example, where safety and welfare of that child necessitates that the

information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

7. **Use of the school premises by other organisations.** Where services or activities are provided separately by another body, using the school premises, the School will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
8. **Residential Visits.** All providers of residential centres will be expected to meet certain minimum requirements regarding child protection. Providers must have: a Child Protection Policy; a staff Code of Conduct; a reporting procedure for concerns of abuse with a named lead person. All visits will be Risk Assessed before being authorised.



# **Shrewsbury International School Child Protection Procedures**

Every member of staff of Shrewsbury International School must know that they have a duty to be aware of the possibilities of child abuse. If any member of staff has the slightest suspicion that a member of the School is at risk of abuse, they should immediately inform the relevant Designated Safeguarding Lead using the procedures outlined in this Policy.

## **Roles and Responsibilities**

### **All staff**

All staff must read and understand the Child Protection Policy. An electronic record is kept by the school acknowledging individual staff members' understanding of the school policy.

All staff must be aware of:

- Their responsibilities as a person in a 'position of trust'
- Our systems which support safeguarding, including this Safeguarding and Child Protection policy, the Employee Code of Conduct Policy, the role and identity of the designated safeguarding lead and deputy/deputies, the school behaviour policy.
- Their role in identifying emerging problems, liaising with the designated safeguarding lead, and sharing information.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

## **The Governing Body and the Director of Schools**

The Governing Body will approve this policy at regular intervals, and hold the Principal to account for its implementation. The Director of Schools will monitor the effectiveness of this policy.. The Director of Schools will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher where appropriate (see appendix). All Governors should read Keeping Children Safe in Education (KCSIE) Part 1 and it is suggested that all read KCSIE Part 2.

The Director of Schools SIA, Dr Tim Nuttall acts of behalf of the governing body with reference to safeguarding and child protection matters, and he can be contacted on (tim.nuttall@shq.asia.com)

His responsibilities include :

- On behalf of the Governors, carrying out detailed monitoring of the implementation of the Policy and Procedures;
- Maintaining close and regular contacts with the DSLs
- Working with the DSLs to review the Child Protection Caseload and judge the efficiency with which procedures have been implemented and to report on this to the Governors;

## **RIVERSIDE CAMPUS**

### **The Principal**

The Principal, Mr Chris Seal can be contacted on : [chris.s@shrewsbury.ac.th](mailto:chris.s@shrewsbury.ac.th) . His responsibilities include:

- ensuring that the Policy and Procedures approved by the Governors are fully implemented (including an annual review of sample entries in the Single Central Register);
- ensuring that the role of DSL is filled by an individual with appropriate qualifications and experience and given significant prominence in the school community;
- ensuring safe staff recruitment and that adequate staff checks and records are maintained.
- An obligation to report termly to the Board of Governors with regards to breaches of this policy

## The Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) is :

**Nick Loudon**, Assistant Principal (Students) [nicholas.l@shrewsbury.ac.th](mailto:nicholas.l@shrewsbury.ac.th)

Tel: 081 696 5122

The Deputy Designated Safeguarding Leads (DDSL) are :

**Cassie Lockwood**, Assistant Principal (Junior) [cassandra.l@shrewsbury.ac.th](mailto:cassandra.l@shrewsbury.ac.th)

**Khun Supattra Wattananond (Mah)**, Wellbeing Team [supattra.w@shrewsbury.ac.th](mailto:supattra.w@shrewsbury.ac.th)

### DSL responsibilities include:

- The Designated Safeguarding Lead is a member of the Senior Management Team, contact details can be found above.
- The Designated Safeguarding Lead takes lead responsibility for child protection and wider safeguarding.
- If the Designated Safeguarding Lead is absent the Deputy DSL or an appropriate safeguarding lead will be available
- If the DSL and both DDSLs are absent, the Principal will be the designated lead
- The DSL/DDSLs will be given the time, funding, training, resources and support to:
  - Provide advice and support to other staff on child welfare and child protection matters.
  - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
  - The reporting and evaluation of assessments of children's level of risk (in line with Governors reports framework).
- The DSL is expected to manage CP referrals and support staff in making referrals
- Liaison with the Principal on CP and safeguarding matters
- Acting as a source of advice, support and expertise in child safeguarding concerns
- Managing, undertaking and delivering safeguarding training
- Managing referrals to external support agencies in Bangkok
- Leading Team Around the Child meetings
- Ensuring secure, detailed and accurate record keeping for CP concerns
- Formulation of a termly report to the Board of Governors
- Promote proactive strategies which create a culture of safeguarding in the school
- Reviewing and updating the Child Protection policy on an annual basis

The full responsibilities of the designated safeguarding lead and deputy/deputies are set out in their job description which is kept within individual personnel files.

## **CITY CAMPUS**

### **The Principal**

The Principal, Ms Amanda Dennison and she can be contacted on : [Amanda.D@shrewsbury.ac.th](mailto:Amanda.D@shrewsbury.ac.th) Her responsibilities include:

- ensuring that the Policy and Procedures approved by the Governors are fully implemented (including an annual review of sample entries in the Single Central Register);
- ensuring that the role of DSL is filled by an individual with appropriate qualifications and experience and given significant prominence in the school community;
- ensuring safe staff recruitment and that adequate staff checks and records are maintained.
- An obligation to report termly to the Board of Governors with regards to breaches of this policy

### **The Designated Safeguarding Leads**

The Designated Safeguarding Lead (DSL) is :

**Fiona Betts**, Vice Principal [Fiona.B@shrewsbury.ac.th](mailto:Fiona.B@shrewsbury.ac.th)

The Deputy Designated Safeguarding Leads (DDSL) is :

**Khun Jantana Silva (Gii)** Learning Mentor [Jantana.K@shrewsbury.ac.th](mailto:Jantana.K@shrewsbury.ac.th)

### **DSL responsibilities include:**

- The designated safeguarding lead is a member of the Senior Management Team, contact details can be found above.
- The designated safeguarding lead takes lead responsibility for child protection and wider safeguarding.
- During term time, the designated safeguarding lead is available during school hours for staff to discuss any safeguarding concerns.
- When the designated safeguarding lead is absent communication is clear and the Deputy DSL or an appropriate safeguarding lead will be available, the safeguarding coordinator must act as cover, again the front cover of this policy outlines details, names and contact information.
- If the DSL and DDSL is absent, the Principal will be the designated lead
- The designated safeguarding lead & safeguarding coordinator will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- The reporting and evaluation of assessments of children's level of risk (in line with Governors reports framework)
- Managing referrals - the DSL is expected to manage CP referrals and support staff in making referrals
- Liaison with the Principal on CP and safeguarding matters
- Acting as a source of advice, support and expertise in child safeguarding concerns
- Managing, undertaking and delivering safeguarding training
- Managing referrals to external support agencies in Bangkok
- Leading Team Around the Child meetings
- Ensuring secure, detailed and accurate record keeping for CP concerns
- Formulation of a termly report to the Board of Governors
- Promote proactive strategies which create a culture of safeguarding in the school
- Reviewing and updating the Child Protection policy on an annual basis

## **Procedure in the event of a disclosure**

1. **LISTEN** to the child in a calm, sympathetic way.

Allow the child to tell their story in their words.

Promise discretion but not confidentiality.

2. **RESPOND** by confirming your understanding of the situation.

Explain what you will do next.

Reassure the child you will do your best to help.

Acknowledge their courage in talking to you.

Refer the situation immediately to Safeguarding Lead if the child is at imminent risk.

3. **RECORD** as much detail as possible in Wellbeing Manager on iSAMS.

Use the questions on the Firefly to guide your report.

Do not discuss the matter with anyone else or take any further action.

Your duty to report ends at this point.

### **Action to be taken by the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead**

Following the receipt of a report, the DSL will seek advice from the Principal, Vice Principals as appropriate and will agree on the next steps in relation to:

- Informing the parents of the student(s) involved when appropriate
- Medical examination or treatment
- Immediate protection for the victim or the student who has given information about an abuser or a student against whom an allegation has been made
- Inform the student or the adult who made the allegation of what the next steps are to be
- Act to safeguard all students involved
- A record of the steps taken will be recorded in the Wellbeing Manager module in iSAMS.

Where a number of students are involved, a secure, supervised space in school should be provided for each student.

If there is an allegation about a person outside of the school community then the Police (and or the relevant Embassy staff) will be informed.

## **Procedures Following an Allegation of Abuse by a Member of Staff**

See also

Riverside campus: [Speak Out Policy](#) [Complaints Policy](#) and [Staff Disciplinary](#)

City campus: [Speak Out Policy](#) and [Complaints Policy](#) and [Staff Disciplinary](#)

An allegation should be made if a teacher or other member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

If an allegation is made against a teacher or member of staff, then the quick resolution of that allegation will be a clear priority. The Principal should be informed at the earliest opportunity.

If it is decided by the Principal, the DSL and the Director of Schools that a Child Protection Investigation is called for, it is the responsibility of the Principal to initiate the Safeguarding Allegation Protocol (see below). Should the Principal, the DSL and the Representative of the Governing Body for CP decide that there are no grounds for a Child Protection Investigation, the matter should be dealt with under the Complaints Policy or Staff Discipline Policy.

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Director of Schools (SIA), Dr Tim Nuttall, without prior notification to the Principal. If the allegation concerns the DSL and/or DDSL, then the Principal must be informed.

## **Safeguarding Allegation Protocol**

In cases where an investigation is deemed necessary the Principal will follow the below:

1. Establish Allegation Management Team (selected from)
  - a. DSL and/or DDSL
  - b. Principal
  - c. Member of Governing Body and/or Director of Schools
  - d. HR Manager
2. Take action to ensure the safety of the child - consider whether further contact with the child(ren) can be stopped. This may involve the suspension from work of the member of staff. The Principal or DSL will appoint a Case Leader (member of staff with appropriate CP training) to support the child. The Principal and DSL should at this stage, consider carefully the appropriate contact with the parent(s) of the child
3. An Investigating Officer should be named from the Allegation Management Team (typically the DSL) to collate all disclosures and the statements relating to the subject of the investigation. It may be necessary to seek legal, medical or external advice before questioning the adult under investigation
4. Investigating Officer to ensure the allegation is fully documented and ensure that as many relevant details as possible are collected as a priority
5. The investigation into the member of staff needs to focus purely on the facts of the case
6. The Investigating Officer refers all evidence to the Allegation Management Team for assessment
7. The person who is the subject of the allegation will normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded
8. Should the Principal deem it necessary, the case will move directly to Stage 2 of the Disciplinary Process in the Staff Disciplinary Policy. The Meeting (Stage 3) will be held with selected members of the Allegation Management Team (typically the Principal and the DSL) and will follow Stage 3 of the Disciplinary Process in the Staff Disciplinary Policy
9. The meeting needs to focus purely on the facts of the case



## The Outcome

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The following areas are also to be considered:

- A. Has the investigation and meetings answered this guiding question: is this person suitable to work with children?
- B. Careful consideration should be given to the communications leading from the investigation - who knows about the allegation already? Who needs to know - parents, staff, wider community?
- C. The wellbeing of the subject of the investigation must be considered and support must be offered by the school. The implications of undergoing this kind of investigation are serious and potentially permanent.
- D. Support may be needed for other staff and close colleagues or friends of the person under investigation.
- E. Police may well be informed if there are grounds to believe that a criminal offence may have been committed.
- F. The Director of Schools must be informed of the outcome of such meetings

If the outcome is **substantiated** then the Principal will refer the outcome to the Chair of Governors and further action will be discussed. Any other outcome requires immediate reporting to the Director of Schools.

Communication of the outcome will be considered carefully. The following is pertinent:

- The outcome may require the convening of a Critical Incident
- The member(s) of staff involved in the allegation and outcome will be offered timely and sensitive communication at the discretion of the Principal

- Consideration will be given to the communication with the student(s) and all other parties involved and they will be offered timely and sensitive communication at the discretion of the Principal and/or the DSL

### **In the case of a return to work decision**

A return to work should not be conditional upon any special considerations since this means that the person is deemed suitable to work with children. Further training on professional conduct and behaviour may be appropriate to ensure that a repetition of inappropriate behaviour does not occur.

If the allegation is false, unfounded, or unsubstantiated then the HR records will reflect this and a full record of the way the allegation was managed will be presented to the file. This material is available to referees.

If the allegation is malicious then all notes or records related to the investigation must be removed from their personnel file and the matter will not form part of any references. Malicious allegations by students will be managed using the Student Behaviour Policy.

The member of staff will receive ongoing support from the School management.

See appendix 1 for further guidance and related policies.

### **Disqualification by Association**

It is an expectation on all staff to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of students in the school. Staff should be aware that they must inform the School if their circumstances change in this regard.

### **Reporting**

The school may report to the DBS, FOBISIA, and appropriate Embassy **within one month of leaving** any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The school has a duty to consider referral to the National Crime Agency and/or the Police via the British Embassy in Bangkok where staff are returning to the UK. Subsequently a referral would be made by those authorities to the Disclosure and Barring Service of Teacher Services (or both). This will be in line with the criteria by TRA. A report

will also be submitted to the relevant staff at the relevant local embassy or tho the Royal Thai Police , where applicable.

### **Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Children are capable of abusing their peers. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assault, sexting and involvement in gang culture. Staff should be clear that allegations of peer on peer abuse will be investigated in line with the Behaviour Policy and the Anti Bullying Policy and additional pastoral support will be put in place when required. Peer on Peer abuse should never be tolerated and is not “banter” or “part of growing up”.

The response to any alleged instances of peer on peer abuse will be guided and supported by this document:

[Peer on Peer abuse toolkit](#) , Farrer and Farrer

### **Child Sexual Exploitation**

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power or status to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage satisfaction or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an

extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Infatuations**

All staff must be aware of the need to deal with student infatuations, should they occur, in an open and transparent way. Any incidents or indications (verbal, written or physical) that suggest a student may have developed an infatuation for a member of staff must be reported immediately to a Line Manager or a member of the SMT. Professional boundaries must be maintained.

### **Monitoring**

This policy will be reviewed by the Senior Management Team every year with the Board of Governors, staff and parents informed of any material changes / amendments. All governors, staff and parents will be made aware of the school's child protection policy and the implication of the school's duty to report concerns.

## **Appendix 1**

### **Recognising and responding to abuse (advice to all staff)**

Abuse and neglect are described in four categories, as defined in the Department for Education's document '[Keeping Children Safe in Education, 2019](#)'.

There are 4 categories of abuse:

1. Physical abuse;
2. Emotional abuse including Bullying;
3. Neglect;
4. Sexual abuse

Children may be registered for one or more categories on a Child Protection Register. Children will be registered on the Child Protection Register if they are deemed to be at risk. Children will be closely monitored for attendance and changes in patterns of behaviour.

#### **Signs to look for**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree. The signs below may indicate a child in distress and should always be taken seriously:

1. Significant changes in behaviour - becoming withdrawn, aggressive, uncharacteristic behaviour;
2. Children isolating themselves from friends and peers;
3. Children wanting to talk to you and then having nothing to say

#### **Physical abuse**

Physical abuse is defined as:

The threat or the use of force which results in pain or injury or a change in the person's physical health.

OR

The non-accidental infliction of physical force that results in bodily injury, pain or impairment. Physical abuse may involve: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately causes illness in a child.

Signs to look for:

1. Cuts, scratches, bruises, weal marks, burns, or poor skin condition;
2. Poor hygiene;
3. Dehydration, malnourishment, or loss of weight;
4. Unexplained behaviours including tiredness, change of appetite, fearfulness, flinching;
5. Lack of treatment to wounds;
6. Lack of care including being left in soiled clothing;
7. Unexplained bruises, particularly on arms and upper body;
8. Unexplained marks of any kind e.g. burns, scratches;
9. Wearing clothes to cover injuries, even in hot weather;
10. Chronic running away;
11. Fear of medical help or examination;
12. Self-destructive tendencies;
13. Aggression towards others;
14. Fear of physical contact, shrinking back if touched;
15. Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to make him study);
16. Fear of suspected abuser being contacted;
17. Refusal to undress for PE;
18. Bald patches;
19. Self-destructive tendencies

## **Emotional Abuse**

Emotional abuse is defined as: The willful infliction of mental suffering by others.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional, mental or verbal abuse also includes:

1. Swearing;
2. Bullying;
3. Conditional love or threats;
4. Humiliation;
5. Instilling fear;
6. Discriminatory remarks;
7. Loss of liberty;
8. Denial of access to others, outings or important events;
9. Denying the person's right to make their own decisions.

Signs to look for:

1. Changes in mood, attitude or behaviour;
2. Changes in sleep patterns;
3. Becoming incontinent, aggressive / passive;
4. Deterioration in health;
5. Becoming confused, disoriented or depressed;
6. Starts to gain or lose weight;
7. Becomes resigned, has low self-esteem or refuses to talk;
8. Physical, mental and emotional development is delayed;
9. Sudden speech disorders;
10. Continual self-depreciation;
11. Overreaction to mistakes;
12. Extreme fear of any new situation;
13. Neurotic behaviour (rocking, hair twisting, self-mutilation);
14. Extremes of passivity or aggression;
15. Physical, mental and emotional development lags;
16. Sudden speech disorders;
17. Continual self-depreciation ('I'm stupid, ugly, worthless, etc');
18. Overreaction to mistakes;
19. Extreme fear of any new situation;
20. Inappropriate response to pain ('I deserve this');
21. Neurotic behaviour (rocking, hair twisting, self-mutilation);
22. Extremes of passivity or aggression

## **Sexual Abuse**

Sexual Abuse is defined as: This is when a vulnerable person has been involved in a sexual activity or relationship which they did not want, have not consented to or consented to under false pretences.

OR

They did not have capacity or understanding to allow them to have consented.

OR

Is against the law.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Contact - inappropriate touch anywhere, masturbation, part penetration or attempted penetration of the vagina, anus, mouth with penis, finger or other object.

Non-contact - inappropriate looking, photography, indecent exposure, serious teasing or innuendo, pornography, harassment, enforced witnessing of sexual acts or media.

Signs to look for

1. Emotional distress;
2. Genital discomfort;
3. Bruises or lacerations of the genitals;
4. Semen or blood stained clothing;
5. Wetting or soiling;
6. Change in behaviours or sleeping difficulties;
7. Particular reluctance to be with an individual.
8. Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age;
9. Medical problems such as chronic itching, pain in the genitals, sexually-transmitted diseases;
10. Personality changes such as becoming insecure or clinging;
11. Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
12. Sudden loss of appetite or compulsive eating;



13. Being isolated or withdrawn;
14. Inability to concentrate;
15. Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder;
16. Starting to wet again, day or night/nightmares;
17. Become worried about clothing being removed;
18. Suddenly drawing sexually explicit pictures;
19. Trying to be ultra-good or perfect; overreacting to criticism;
20. Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-takers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs to look for:

1. Constant hunger;
2. Poor personal hygiene;
3. Constant tiredness;
4. Poor state of clothing;
5. Emaciation;
6. Untreated medical problems;
7. No social relationships;
8. Compulsive scavenging;
9. Destructive tendencies.

## **Appendix 2**

### **Guidance on sexting**

Details of how to respond to incidents of sexting can be found at the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **Appendix 3**

### **Useful External Contacts**

ChildLine Thailand offers a free, 24 hour phone service in Thai for any child who wants confidential advice (Thai language only):

**Childline Thailand** 1387

**The Samaritans** 02 713 6793

#### **Thai Police Safeguarding Unit**

The Center for the Protection of Children’s Rights Foundation (CPCR) 02-4121196

**Thailand Internet Crimes Against Children Task Force** <http://ticac.police.go.th/>

**British Embassy Police** 02-3058333

**US Embassy** 02-2054000

**Malaysia Embassy** 02-6296800

**German Embassy** 02-2879000

**French Embassy** 02-6575100, 02-6272100

**Chinese Embassy** 02-2450088

**Embassy of the Netherlands** 02-3095200

**Embassy of the Philippines** 02-2590139

## **Appendix 4**

### **Related Policies**

This Policy should be read in conjunction with the following policies which can be found in the Policy Compendium:

[Staff Code of Conduct](#)

[Speaking Out \(Whistleblowing\) Policy](#)

[Social Media Policy](#)

[Anti-Bullying Policy](#)

[Critical Incident Policy](#)

[Staff Recruitment Policy](#)

[Termination of Employment](#)

[Data Protection Policy](#)

[Suicide Prevention Policy](#)

Student Behaviour Policy

Equal Opportunities Policy

### **Other guidance**

[Protocol for Managing Allegations of Abuse by Educators and Other Adults](#)

**Appendix 5**  
**Calendar of Safeguarding Training**

<b>Date</b>	<b>Wk</b>	<b>Course</b>	<b>Recipients</b>
August	3	A, C/D, F	New Staff, TAs, Interns and GAP students; all You Time providers ;
October	4	C/D	new You Time staff, Block 2 starters
January	2	F, G	All Staff
	3	E, E	Instrumental Teachers
	4	C/D	new You-Time Teachers, Block 3 starters
February	4	G	TA training (ongoing)
April	4	F, C/D, G	Teaching and Non Teaching Staff, new You Time teachers, Block 4 starters
June	1	B	All teaching Staff renewing contract, Thai studies teachers
	3	H	Non Teaching/Admin Staff
July/August	1	I	Auxiliary staff
	2	I	Auxiliary staff

	3	I	Auxiliary staff
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<b>Course Type</b>	<b>Details</b>
<b>A</b>	Full face-to-face Induction Courses for all New Staff
<b>B</b>	Contract Renewal Course for existing staff- Educare Refresher module
<b>C</b>	Basic Awareness for You Time, Eng
<b>D</b>	Basic Awareness for You Time, Thai
<b>E</b>	Basic Awareness for Instrumental Teachers, Eng
<b>F</b>	Whole Staff INSET presentation - according to need
<b>G</b>	TA training, Wednesday afternoons (1 per Half Term)
<b>H</b>	Basic Awareness for Admin staff
<b>I</b>	Auxiliary staff (security, kitchen, cleaners, maintenance, gardeners), Thai

Other Child Safeguarding training : One Minute Guides posted on Firefly which focus on a specific area of child safeguarding. This can be added to Departmental agenda for discussion and clarification at regular intervals.

**Appendix 2**

**Safeguarding Training**

<b>Course Type</b>		<b>Details</b>
<b>A</b>	<b>August</b>	Full face-to-face induction Course for New Staff (Course a/b/c/d/e)
<b>B</b>	<b>Ongoing for new staff (Friday afternoon)</b>	Basic Awareness for You Time & Instrumental Teachers (English & Thai)
<b>C</b>	<b>Thursday afternoons (1 per half term)</b>	TA Training
<b>D</b>	<b>Ongoing for new staff (Friday afternoon)</b>	Basic Awareness for Admin Staff
<b>E</b>	<b>Ongoing for new staff (Friday afternoon)</b>	Basic Awareness for Auxiliary Staff
<b>F</b>	<b>May</b>	Contract Renewal Course for existing staff- Educare Refresher module