



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK

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Key Contacts

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1. Introduction

The Child Protection and Safeguarding policy of Shrewsbury International School Bangkok applies to the Riverside Campus and City Campus.

This policy is consistent with the school's Mission and Values, which seek to "nurture outstanding students" as "exceptional people", creating a "caring, thoughtful community". The school's "care and compassion" recognises the "pressures on young people in the modern world" and emphasises the importance of "partnerships that allow children to be happy as well as successful."

Safeguarding are the measures and structures put in place by the school which are designed to prevent all students in general from coming to harm and is characterised by these principles:

- To provide protection for students
- To commit to preventing damage to students' health and development
- To ensure that students experience safe and effective care
- To consider the best interests of the student

Child Protection is part of the Safeguarding process and concerns procedures which detail how to respond in protecting students that have been specifically identified as either suffering, or likely to suffer, harm arising from experiences of abuse which are physical, sexual, psychological or emotional in nature.

Child Protection and Safeguarding are central to the life of the school and underpin relevant aspects of the educational process, the school community and policy development.

The Principal, the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) have a primary responsibility for ensuring the effective implementation of the Child Protection and Safeguarding policy.

This policy applies to all students, to all adults working in or on behalf of the school, and to parents and the wider school community. The school considers it essential that everyone connected to or working at the school, and participating in associated activities, understands and complies with their safeguarding obligations and responsibilities.

2. Aims

The aims of this policy are to:

1. Inform members of staff, parents, students and governors about the school's Child Protection and Safeguarding measures and to develop awareness and identification of abuse
2. Maintain an environment and culture where students are safe, listened to, and are encouraged to talk about their experiences and/or concerns
3. Promote a culture of safety, equality and protection
4. Develop staff awareness of their shared responsibility for identifying, responding and reporting possible Child Protection and Safeguarding concerns
5. Specify roles, responsibilities and procedures for dealing with and referring Child Protection and Safeguarding concerns, including expectations for monitoring, recording and reporting
6. Specify procedures for dealing with allegations of abuse
7. Ensure members of staff are competent to carry out their Safeguarding responsibilities, supported appropriately by the school
8. Build relationships with other agencies to work collaboratively and effectively together.

3. Review

This policy is reviewed by the school's Senior Management Team every year with reference, where appropriate, to:

1. Thai law, in particular, the Child Protection Act of 2003
2. United Kingdom guidance and best practice, with reference, in particular, to the UK Government's current [Keeping Children Safe in Education](#) publication
3. The Council of International Schools International Task Force for Child Protection, with particular reference to the [Managing Allegations](#) of Child Abuse document
4. The United Nations [Convention on the Rights of the Child](#).

4. Roles and Responsibilities

4.1 The Advisory Board of Governors

The Advisory Board of Governors shall review this policy periodically and advise the school on its content and application. It will receive Child Protection and Safeguarding reports from the Principal at each Advisory Board of Governors' meeting.

4.2 The Director of Schools

The Director of Schools acts on behalf of the Advisory Board of Governors with reference to Child Protection and Safeguarding matters.

The Director of Schools will have regular contact with the Principals and DSLs to monitor the satisfactory implementation of this policy and to review the Child Protection caseload.

The Director of Schools will also lead the investigation procedure in the event that an allegation of abuse is made against the Principal (Appendix 3).

4.3 The Principal

The Principal's responsibilities include:

- Ensuring that this policy is fully implemented in the school
- Ensuring that the role of DSL is filled by an individual with appropriate qualifications and experience and given significant prominence in the school community - it is good practice for the DSL to be a member of the Senior Management Team
- Ensuring safer recruitment of members of staff and that adequate checks and records are maintained
- Reporting termly to the Advisory Board of Governors on implementation and monitoring.

4.4 The Designated Safeguarding Lead (DSL)

The DSL has the lead responsibility for Child Protection and Safeguarding issues at

the school. The DSL's responsibilities include:

- Liaising closely with the Principal and the DDSL on Child Protection and Safeguarding priorities
- Promoting proactive strategies which create a culture of Child Protection and Safeguarding in the school
- Take part in reviewing the Child Protection and Safeguarding policy annually
- Providing a termly report to the Advisory Board of Governors
- Providing advice, support and expertise to members of staff for Child Protection and Safeguarding concerns
- Managing and delivering Child Protection and Safeguarding training
- Managing Child Protection and Safeguarding cases and interventions
- Maintaining secure and accurate Child Protection and Safeguarding records
- Managing liaison with external support agencies

If the Designated Safeguarding Lead is absent, the DDSL will act as the designated lead. If the DSL and both DDSLs are absent, the Principal will act as the designated lead.

4.5 Members of Staff

Every member of staff of Shrewsbury International School has a duty to be aware of the possibilities of child abuse and that "it could happen here". Members of staff must immediately report any suspicion or concern of abuse or concern of a student's welfare, however slight, to the DSL or DDSL. All members of staff must understand and be fully aware of:

- This Child Protection and Safeguarding policy
- Their responsibilities as a person in a 'position of trust'
- Their role in identifying and reporting possible issues or concerns
- The signs of different types of abuse and neglect, as well as the related Safeguarding issues
- The Staff Code of Conduct
- The Behaviour policy
- The roles and identities of the DSL and DDSL
- The procedure for informing the DSL of possible issues or concerns whilst maintaining an appropriate level of confidentiality.

5. Safeguarding measures at the school

The school is committed to promoting Safeguarding awareness and implementation, reflected in organisational culture, the curriculum and student programmes, the recruitment and training of members of staff, and the strengthening of parent partnerships.

Sections 5 and 6 are supported by Appendices 1-5, which provide further detailed information, procedures and guidance for implementation of the Child Protection and Safeguarding policy.

5.1 Students

5.1.1 Caring and Informed Environment

The school is committed to providing a safe, positive, supportive and stimulating environment which promotes the social, physical, psychological and moral development of each individual student. The school seeks to:

- Maintain an ethos where students feel secure, are encouraged to talk and are listened to
- Ensure students know that there are adults in the school whom they can approach if they are worried
- Include in the curriculum education to help students stay safe from abuse and to give them the confidence to seek help
- Ensure that students are aware of how to stay safe online
- Provide safeguarding information to parents on how to support their child.

5.1.2 Awareness and Curriculum

The school makes students aware of:

- How they can always speak to someone. All students are made aware of key members of staff whom they can talk to about any issues or concerns, including the class teacher/form tutor, the DSL and the DDSL
- What steps to take to protect themselves from harm
- Behaviours towards them that are not acceptable and
- How they can keep themselves safe generally

Students are treated with dignity and respect and their views are listened to. The school listens and consults with students through the student council, worry boxes, referral to a member of the listening/wellbeing team, annual student questionnaires and the presence of additional adults in classrooms. We make students aware of these arrangements through assemblies, posters/notices around the school, and regular themed weeks e.g., anti-bullying, health and wellbeing week.

Safeguarding is a priority in the curriculum including 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, and which will help them develop realistic attitudes to the responsibilities of adult life.

5.2 Members of Staff

5.2.1 Safer Recruitment

The school checks the suitability of members of staff (including staff employed by another organisation that come to work in the school). Interviewers and Human Resources staff regularly update their safer recruitment training.

The school maintains a Single Central Record consistent in nature to that maintained by schools in the UK. The Record contains the child protection checks made on the following categories of individuals:

- All members of staff (including staff contracted from another organisation or company) who work at the school
- All You-Time! and Sports Excellence providers
- All Governors
- All others whose work involves regular contact with students in the school

The school checks the identification of individuals working at the school. For members of staff contracted from another organisation, the school obtains written confirmation of necessary child protection checks.

5.2.2 Training and Induction

The school's DSL and DDSL undertake Child Protection and Safeguarding training from a specialist provider in the UK at least once every two years. The DSLs also receive training from FOBISIA. This ensures these key members of staff are up to date with current practices and procedures.

The Principal and all other teaching and non-teaching members of staff, governors, volunteers and others with regular access to the school, undertake induction and repeat Child Protection and Safeguarding training appropriate to their roles. The training is either provided in-house face-to-face or online through approved training providers. The training of members of staff is organised and led by the DSL, and it is well-planned, regular and satisfactory completion is a requirement of employment for all members of staff at the school.

Upon induction to the school all academic members of staff are given access to these school policies and documents:

- The Behaviour policy
- The Speak Out policy
- The Child Protection and Safeguarding policy
- The Staff Code of Conduct
- The UK guidance document, Keeping Children Safe In Education (KCSIE)

All members of staff are required to sign a register to confirm that they have received, read and understood this Child Protection and Safeguarding policy. A questionnaire is used to ensure members' of staff comprehension is satisfactory.

5.2.3 Support and Guidance

The DSL and DDSL will be supported by each other, the Principals and the Director of Schools.

Child Protection and Safeguarding is a standing agenda item for weekly staff briefings and team meetings, including Senior Management Team meetings.

The DSL and the DDSL are responsible for providing guidance and support to members of staff working directly and regularly with students whose safety and welfare are at risk.

5.3 Partnership with Parents

The school shares a purpose with parents to educate and keep our students safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive

information unless we have their permission to do so, or it is necessary to do so in order to protect a student.

The school will share with parents, or those persons with parental responsibility, any concerns we may have about their child unless by doing so we may place a child at increased risk of harm.

6. Safeguarding Processes

6.1 Record-keeping

Well-kept records are essential to good Child Protection and Safeguarding practice. The school records all reported concerns about its students in a special database which is overseen by the DSL.

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. The member of staff is required to submit the record to the DSL via the school's database portal.

Child Protection and Safeguarding records are confidential and accessible to the Principal, Vice-Principals, the DSL, any member of the Senior Management Team formally delegated by the DSL, and class teachers on a need-to-know basis.

If a student transfers to another school, Child Protection files for the student where relevant will be copied and forwarded confidentially to the DSL at the student's new school. When admitting new students to the school, a request will be made to the student's previous school for Child Protection information.

6.2 Confidentiality

The management of confidentiality is an essential factor in all issues relating to Child Protection. The core purpose of confidentiality with respect to Child Protection is to safeguard the student.

Members of 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 in accordance with this policy. It should be explained to students

that they should not keep secrets if this means that they, or others, will continue to be harmed.

Normally, the school will not disclose personal information to third parties (including other agencies) without the consent of the subject of that information in accordance with the school's Data Protection policy. In some circumstances, obtaining consent may not be possible or sharing may be in the best interests of the student, for example, where the safety and welfare of that student necessitates that the information should be shared. The school shall evaluate if disclosure is justifiable in each case, according to the particular facts of the case, and legal advice may be sought.

6.3 Student Risk Assessments

In response to concerns identified, the school carries out safeguarding risk assessments for individual students, supported by action plans identifying how potential risks would be managed.

6.4 External Providers

6.4.1 Use of the school premises by other organisations

Where services or activities are provided separately by another organisation, using the school premises, the school will ensure that the organisation concerned has appropriate policies and procedures in place with regard to Child Protection and Safeguarding. Should it be necessary to have any subcontractor on site during a school day, they must be accompanied by responsible staff from the school at all times.

6.4.2 Residential Visits

All providers of residential centres must meet the school's requirements regarding Child Protection and Safeguarding. Providers must have: a Child Protection policy; a Staff Code of Conduct; and a reporting procedure for concerns of abuse with a named lead person. All visits will be risk-assessed by the school before the residential visit is authorised.

6.5 Reporting an allegation of abuse against a member of staff

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

- Behaved in a way that has harmed a student, or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards a student or students in a way that indicates he/she may be unsuitable to work with students

Appendix 3 sets out who an allegation should be made to and the process that the school will follow relating to allegations of abuse made against a member of staff.

Appendix 1

Reporting procedure and action steps by a member of staff

The following procedure and action steps apply to a member of staff who receives a student disclosure or who identifies a possible issue or concern:

1. **LISTEN** to the student in a calm, sympathetic way
 - Allow the student 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 student you will do your best to help
 - Acknowledge their courage in talking to you
 - Refer the situation immediately to the DSL if the student is at imminent risk

3. **RECORD** as much detail as possible
 - Use the school-approved recording and reporting procedure
 - Maintain confidentiality and only discuss the matter with the DSL

Identifying a possible issue or concern

Where the member of staff has a Child Protection and Safeguarding concern they must report as a matter of urgency.

Action to be taken by the DSL/DDSL

Following the receipt of a report, the DSL/DDSL 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 involved as appropriate
- Medical assessment or treatment if there are signs or suspicions of injury
- Immediate protection for the individual concerned or the student who has given information about an abuser or a student against whom an allegation has been made
- Informing the student or the adult who made the allegation of the next steps to be followed

- Acting to safeguard all students involved
- Recording the steps and action taken in the school's database

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

If there is an allegation made against a person outside the school community, then a decision will need to be made about making contact with a referral to an appropriate external agency.

Appendix 2

Signs to look for – recognising and responding to abuse

This guidance, organised into Sections A and B, is based on Thai and UK guidance and best practice; and reinforced through regular staff training and promotion of awareness within the school community of students and parents.

Section A: Four Categories of Abuse (KCSIE)

There are four main categories of abuse, as defined in the United Kingdom's Department for Education's document '[Keeping Children Safe in Education](#)':

1. Physical
2. Emotional
3. Sexual
4. Neglect

1. 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:

- Cuts, scratches, bruises, weal marks, burns, unexplained marks of any kind, or poor skin condition
- Poor hygiene
- Dehydration, malnourishment, or loss of weight
- Unexplained behaviours including tiredness, change of appetite, fearfulness, flinching

- Untreated wounds
- Lack of care including being left in soiled clothing
- Bruises, patches or marks on the body
- Concealment or covering of injuries
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact, shrinking back if touched
- Excessive punishment at home
- Fear of suspected abuser being contacted
- Refusal to undress for PE
- Self-destructive tendencies.

2. Emotional Abuse

Emotional abuse is defined as the wilful infliction of psychological 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 individuals 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 expectations 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. Emotional abuse may involve seeing or hearing the ill-treatment of another person. It may involve children frequently feeling frightened, in danger, or being exploited or corrupted.

Emotional, mental or verbal abuse also includes:

- Swearing
- Bullying
- Conditional love or threats
- Humiliation
- Instilling fear

- Discriminatory remarks
- Loss of liberty
- Denial of access to others, outings or important events
- Denying the person's right to make their own decisions

Signs to look for:

- Changes in mood, attitude or behaviour
- Changes in sleep patterns
- Deterioration in health
- Becoming confused, disoriented or depressed
- Starts to gain or lose weight
- Becomes resigned, has low self-esteem or refuses to talk
- Physical, mental and emotional development is delayed
- Sudden speech disorders
- Continual self-deprecation
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (such rocking the body, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Physical, mental and emotional development lags
- Inappropriate response to pain ('I deserve this').

3. Sexual Abuse

Sexual abuse is defined as occurring when:

- A vulnerable person has been involved in sexual activity or relationship which they did not want, have not consented to or have consented to under false pretences, or
- An individual did not have capacity or understanding to have consented, or
- Actions are defined as being 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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or producing,

pornographic material, or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Sexual abuse can involve the following types of physical contact (inappropriate touching anywhere, masturbation, part penetration or attempted penetration of the vagina, anus, mouth with penis, finger or another object); and the following types of non-contact activity (inappropriate looking, photography, indecent exposure, serious teasing or innuendo, pornography, harassment, and enforced witnessing of sexual acts or media).

An individual experiencing sexual abuse can exhibit the following kinds of behaviour and / or physical conditions (with inspection and examination of such conditions to be undertaken by an appropriate medical professional):

- Change in behaviour and personality, including sleeping difficulties and manifestations of insecurity
- Being overly affectionate or knowledgeable in a sexual way inappropriate to the student's age
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Trying to be ultra-good or perfect
- Overreacting to criticism
- Wetting or soiling
- Reluctance to be in the presence of an individual; lack of trust or fear of someone well known, such as a babysitter or childminder
- Drawing sexually explicit pictures
- Reacting to the prospect of clothing being removed
- Emotional distress
- Depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Genital discomfort, bruising, laceration or evidence of sexually transmitted diseases
- Clothing stained with semen or blood.

4. 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 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 caretakers) 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:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies.
- Regularly absent from school.

Section B: Indicators, activities and behaviours typically associated with Child Protection and Safeguarding concerns

1. Attendance

Poor or irregular attendance at school can be an indicator of concern for children with welfare and safeguarding concerns. A parent failing to inform the school that a child has an authorised absence could be a cause for concern.

2. Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a mental health related diagnosis. However, the school's members of staff and Wellbeing Team are well placed to observe

children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or may be at risk of developing one.

3. Child on Child Abuse

Safeguarding issues can manifest themselves via child on child abuse. Children are capable of abusing their peers. This can happen both inside and outside school, as well as online.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting).
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Members of staff should be clear that even if there are no reports of such abuse in school it does not mean it is not happening.

Members of staff should be clear that allegations of child on child 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. Child on child abuse should never be tolerated and is not “banter” or “part of growing up”.

All members of staff are trained to understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Members of staff are

clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

The response to any alleged instances of child-on-child abuse can be guided further by this document: [Child on child abuse tool kit](#), Farrer and Farrer.

4. Child on child sexual violence and harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary school to university. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; occurring online and face to face (both physically and verbally).

[UK guidance document on sexual violence and harassment](#)

5. Child Sexual Exploitation

Child Sexual Exploitation 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.

6. Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse, requiring intervention 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 interactions, 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, members of staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Members of staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

7. 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. Members of staff need to be alert to the possibility of a girl being at risk of FGM, or having suffered FGM.

Appendix 3

Procedure for dealing with an allegation of abuse made against a member of staff

1. An allegation of abuse made against a member of staff

All reports whether made by a member of staff, student or parent, must be made directly to the Principal.

After an initial assessment of the allegation, The Principal together with the DSL and the Director of Schools will decide whether to initiate a Child Protection Investigation.

The Chair of the Advisory Board of Governors will be informed of the allegation and the subsequent outcome.

2. An allegation of abuse made against the Principal

All reports whether made by a member of staff, student or parent must be made to the Director of Schools.

After an initial assessment of the allegation, The Director of Schools together with the DSL and with advice from the Chair of will decide whether to initiate a Child Protection Investigation.

The Chair of the Advisory Board of Governors will be informed of the subsequent outcome.

If an investigation is initiated, the Principal (or the Director of Schools, in the case of an allegation against the Principal) will follow the Investigation Protocol (see below).

Consideration for proceeding with an investigation

If a Child Protection investigation is not initiated, because the allegation is not related to Child Protection and Safeguarding, the matter may be considered instead under the school's Complaints policy or the Staff Discipline policy depending on the nature of the allegation.

Where an investigation into the allegations of abuse is considered necessary the Principal (or, in the case of an allegation against the Principal, the Director of Schools) will instigate the investigation procedure below.

Investigation Protocol

1. Establish an Investigation Team selected from:
 - The DSL and/or DDSL
 - The Principal
 - A member of the Advisory Board of Governors and/or the Director of Schools
 - The Human Resources Manager
2. Inform the member of staff to which the allegations relate of the investigation and clearly outline the steps that will be taken.
3. Take action to ensure the safety of the student.

Consider whether further contact between the member of staff member and the student can be stopped. This may involve restriction on the member of staff, including suspension.

The Principal or DSL will appoint a Case Leader (member of staff with appropriate Child Protection training) to support the student.

The Principal and DSL will consider the appropriate contact with the parent(s) of the student.

4. Appoint an Investigating Officer from one of the members of the Investigation Team (typically the DSL). The Investigation Officer will:
 - Ensure that the allegation is fully documented and that as many relevant details as possible are collected as a priority
 - Collate all disclosures and statements regarding the investigation as appropriate
 - Focus purely on the facts of the case
 - Once collated refer all the material gathered to the Investigation Team for assessment.

Outcome

On the completion of the investigation, the Investigation Team will deliberate and arrive at one of the following conclusions (as defined under the UK KCSIE guidance):

- **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 and 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

In connection with the conclusion that is arrived at, the following matters will be considered:

1. Whether or not the member of staff concerned is suitable to work with children
2. Communication arising from the allegations, the investigation, the outcome and consequent action and to which parties: parents, members of staff, and members of the wider community
3. The wellbeing of the member of staff concerned and any support the school should arrange
4. The wellbeing for other members of staff and close colleagues or friends of the member of staff concerned
5. Whether or not there is reason to believe a criminal offence may have been committed

The Investigating Officer will inform with the Principal and the Director of Schools of the Investigation Team's conclusion. If the allegation is substantiated the Principal will also inform the Chair of the Advisory Board of Governors.

The Principal and the Director of Schools will agree on:

1. Whether or not the case should move directly to Stage 2 of the Disciplinary Process as set out in the school's Staff Disciplinary policy
2. Whether or not a further response according to the Critical Incident policy is required
3. Whether or not to take action involving any parties outside the school community

4. The communication of the outcome and any further action to other parties. At the discretion of the Principal the member of staff and the student each will be offered timely and sensitive communication

Where the member of staff concerned has been suspended pending the outcome of the investigation and is subsequently considered suitable to work with children, appropriate training on professional conduct and behaviour will be implemented.

Where the allegation is found to be false, unfounded, or unsubstantiated the school's Human Resources personnel record for the member of staff concerned will state such and contain a full record of the allegation and its assessment. This material is available to disclose to the member of staff's referees for subsequent employment.

Where the allegation is found to be malicious, all records related to the allegation and any investigation will not be recorded in the school's Human Resources personnel record for the member of staff concerned and the matter will not form part of any references for subsequent employment.

Malicious allegations made by students may be dealt with under the school's Student Behaviour policy.

3. Staff Relationships and Associations

It is an expectation on all members of staff to inform the school where their relationships and associations, both within and outside the workplace (including online) may have implications for the safeguarding of students in the school. Members of staff should be aware that they must inform the school if their circumstances change in this regard. The school will assess all information disclosed for any safeguarding implications and take appropriate action.

4. Disclosure of unsuitability to work with children to other parties

The school will normally inform other relevant parties if a person (whether employed, contracted, a volunteer or a student) is considered unsuitable to work with children.

Other parties include organisations, establishments and agencies, in Thailand and the UK, that are concerned with child protection and the safeguarding of children.

5. Reporting about Safeguarding practice

Members of staff can follow the school's Speaking Out/Whistleblowing policy to raise concerns about Safeguarding at the school or potential failures by the school or its members of staff to properly fulfil safeguarding responsibilities.

Students and parents can report their concerns about Safeguarding at the school to the DSL, the Principal or the Director of Schools as appropriate.

Appendix 4

Useful External Contacts

Childline Thailand 1387

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

Department of Children and Youth, the Ministry of Social Development and Human Security 02-2555850-7

The Samaritans 02 113 6789

Thai Police Safeguarding Unit 02-4121196

The Centre for the Protection of Children's Rights Foundation (CPCR)

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

British Embassy 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 5

Related school policies

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

Anti-Bullying

Critical Incident

Data Protection

Equal Opportunity

Governance Structure

Rules of the Advisory Board of Governors

Social Media

Speaking Out (Whistleblowing)

Staff Code of Conduct

Staff Recruitment

Student Behaviour

Suicide Prevention

Termination of Employment

Other guidance

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

[UK Council for Internet Safety](#)