



# SHREWSBURY INTERNATIONAL SCHOOL





BANGKOK




Policy Title:	Child Protection and Safeguarding
Policy Section:	Section E - Teaching and Learning
Policy Number:	E1
Approval:	SIA Annual Review, SHR SMT 0426 & SHC SMT 069
Reviewer:	Director of Schools with NIL/FNB
Review Body:	SIA and SMT (SHR/SHC)
Publish to:	Policy Compendium Website Parent Portal Staff Handbook

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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."

Child Protection is the process of protecting students that have been specifically identified as either suffering, or likely to suffer, significant harm arising from experiences of abuse which are physical, sexual, psychological or emotional in nature.

Safeguarding means 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 and Safeguarding are at the forefront of the school and underpin relevant aspects of the educational process, the school community and policy development.

The Principal, the Designated Safeguarding Leads and the Deputy Designated Safeguarding Leads 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 their safeguarding obligations and responsibilities.

## **2. Aims**

The aims of this policy are to:

1. Inform staff, parents, students and governors about the school's Safeguarding measures and to develop awareness and identification of abuse
2. Establish and maintain an environment and culture where students are safe, listened to, and are encouraged to talk about their experiences
3. Promote a whole school culture of safety, equality and protection
4. Develop staff awareness of their shared responsibility for identifying and responding to child protection and safeguarding reports, possible signs and concerns
5. Specify roles and responsibilities, procedures for dealing with and referring concerns for students thought to be at risk, including expectations for monitoring, recording and reporting
6. Define procedures for dealing with allegations of abuse
7. Ensure 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, taking relevant advice from the Advisory Board of Governors and, where appropriate, input from:

1. Thailand's laws, in particular the Child Protection Act of 2003 which has been enforced since 30 March 2004, and child protection administration systems and enforcement in Thailand.
2. United Kingdom guidance and best practice, with reference, in particular, to the [Keeping Children Safe in Education](#) publication.
3. The Council of International Schools (CIS) 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 and advise on its application to the school. 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; and liaises with any Governor approved by the Board to provide advice and monitor Child Protection and Safeguarding.

The responsibilities of the Director of Schools include:

- Carrying out detailed monitoring of the implementation of this policy, including working with the Principals
- 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
- The Director of Schools will act as the case manager in the event that an allegation of abuse is made against the Principal.

### **4.3 The Principal**

The Principal's responsibilities include:

- Ensuring that this policy is fully implemented
- 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 safer recruitment of staff and that adequate staff checks and records are maintained
- Reporting termly to the Advisory Board of Governors on implementation and monitoring.

- Deciding whether it is appropriate to pass a Child Protection record to other agencies (as per 6.1).

#### **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 on Child Protection and Safeguarding priorities
- Ensuring that the Senior Management Team implements the intent of the Child Protection and Safeguarding policy
- Promoting proactive strategies which create a culture of Safeguarding in the school
- Reviewing and updating the Child Protection and Safeguarding policy annually
- Providing a termly report to the Advisory Board of Governors
- Acting as a source of advice, support and expertise in Safeguarding concerns
- Managing, undertaking and delivering Safeguarding training
- Managing Child Protection cases
- Leading "Team Around the Child" meetings and other interventions
- Ensuring secure, detailed and accurate record keeping for Child Protection concerns
- Categorising reported concerns for action and response, following due evaluation and consultation as necessary, according to the school's agreed tracking tags and the following Levels of Action:
  - Level 4: Guidance provided by the Safeguarding Team
  - Level 3: Intervention led by the Safeguarding Team
  - Level 2: Intervention supported by the Principal or Senior Management Team
  - Level 1: Intervention directed by an External Service.
- Managing referrals to external support agencies.

If the Designated Safeguarding Lead is absent, the Deputy Designated Safeguarding Lead (DDSL) or another appropriate safeguarding lead will deputise. If the DSL and both DDSLs are absent, the Principal will act as the designated lead.

The DSL/DDSLs will be given suitable time, funding, training, resources and support to:

- Provide advice and support to staff on Child Protection and Safeguarding matters
- Take part in strategy discussions and inter-agency meetings and/or support other members of staff in this regard
- Report and evaluate assessments of a student's level of risk and action taken (in line with the school's agreed reporting framework).

The full responsibilities of the DSL and DDSL are set out in their job descriptions.

#### **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. If any member of staff has the slightest suspicion or concern that a student is at risk of abuse, or they have a concern for their welfare, they should immediately inform the DSL or DDSL. Members of staff working with students should maintain an attitude of 'it could happen here' where Safeguarding is concerned.

All members of staff must understand and be fully aware of:

- Their responsibilities as a person in a 'position of trust'
- Their role in identifying possible issues or concerns
- The signs of different types of abuse and neglect, as well as the related safeguarding issues
- The school's requirement for safeguarding training
- This Child Protection and Safeguarding policy
- 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 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**

All students in the school are made aware of key members of staff whom they can talk to about any issues or concerns, including the DSL and the DDSL, who are senior members of staff with responsibility for Child Protection.

We also make students aware of:

- Their right to be listened to
- 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's arrangements for consulting with and listening to students include 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 Staff**

### **5.2.1 Safer Recruitment**

The school checks the suitability 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. For details, see the school's Safer Recruitment policy.

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

- All 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 at least once every two years. The DSLs also receive training from FOBISIA. This ensures these key staff are up to date with current practices and procedures.

The Principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate 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 service providers. The training of staff is organised and led by the DSL, and it is well-planned, regular and a requirement of employment at the school.

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

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

All staff are required to sign a register to confirm that they have received, read and understood this Child Protection and Safeguarding policy.

### **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 an agenda item for staff meetings, including Senior Management Team meetings, and opportunities are created to discuss and address related matters on a weekly basis.

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.

We encourage parents to discuss any concerns they may have with members of our school staff.

## **6. Safeguarding Processes**

The processes of Safeguarding emphasised here include the keeping of records, respecting confidentiality, assessing student risk, specifying requirements for external providers, and addressing allegations of abuse made against a staff member.

### **6.1 Record-keeping**

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concern held about a student 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.

Through regular training the staff of the school are equipped to record Child Protection and Safeguarding concerns in the approved school administration communication and database software.

Child Protection and Safeguarding records are confidential and accessible only to the Principal, Vice-Principals, the DSL and any member of the Senior Management Team formally delegated by the DSL.

If a Shrewsbury student transfers to another school, any Child Protection files for the student will be copied and forwarded confidentially to the DSL at the student's new school. When admitting new students to Shrewsbury, 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 benefit the student.

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 following through with identified concerns, 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 seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to Child Protection and Safeguarding.

### **6.4.2 Residential Visits**

All providers of residential centres will be expected to 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 student.

An allegation of abuse made against a staff member, whether made by a staff member, a student or a parent, should be communicated directly to the Principal, who is required to decide with the DSL and the Director of Schools whether to initiate a Child Protection investigation. The allegation and its outcome are to be reported to the Chair of the Advisory Board of Governors.

If an allegation is made by a staff member, student or parent against the DSL, the communication should be directly to the Principal, who is required to decide with the Director of Schools and the Chair of the Advisory Board of Governors whether

to initiate a Child Protection investigation. The allegation and its outcome are to be reported to the Advisory Board of Governors.

If an allegation is made by a staff member, student or parent against the Principal, the communication should be directly to the Director of Schools, who is required to decide with the DSL and the Chair of the Advisory Board of Governors whether to initiate a Child Protection investigation. The allegation and its outcome are to be reported to the Advisory Board of Governors.

The detailed procedure relating to allegations of abuse made against a staff member is addressed in Appendix 3.

## 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 according to the school-approved procedure.

### 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(s) involved when appropriate
- Medical examination or treatment if there are signs or suspicions of injury
- 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 the next steps to be followed



- Act to safeguard all students involved
- Record the steps and action taken in the school-approved 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 of the school community, then a decision will need to be made about making contact with a referral to an appropriate external agency.

## Appendix 2

### What to look out for – recognising and responding to abuse

This guidance, organised into Sections A and B, is based on Thailand and UK statutory 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:

1. Cuts, scratches, bruises, weal marks, burns, unexplained marks of any kind, 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. Untreated wounds
6. Lack of care including being left in soiled clothing

7. Bruises, patches or marks on the body
8. Concealment or covering of injuries
9. Chronic running away
10. Fear of medical help or examination
11. Self-destructive tendencies
12. Aggression towards others
13. Fear of physical contact, shrinking back if touched
14. Excessive punishment at home
15. Fear of suspected abuser being contacted
16. Refusal to undress for PE
17. 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:

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. Deterioration in health
4. Becoming confused, disoriented or depressed
5. Starts to gain or lose weight
6. Becomes resigned, has low self-esteem or refuses to talk
7. Physical, mental and emotional development is delayed
8. Sudden speech disorders
9. Continual self-deprecation
10. Overreaction to mistakes
11. Extreme fear of any new situation
12. Neurotic behaviour (such as rocking the body, hair twisting, self-mutilation)
13. Extremes of passivity or aggression
14. Physical, mental and emotional development lags
15. 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

When an individual did not have capacity or understanding to have consented.

OR

When 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):

1. Change in behaviour and personality, including sleeping difficulties and manifestations of insecurity.
2. Being overly affectionate or knowledgeable in a sexual way inappropriate to the student's age
3. Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
4. Sudden loss of appetite or compulsive eating
5. Being isolated or withdrawn
6. Inability to concentrate
7. Trying to be ultra-good or perfect
8. Overreacting to criticism
9. Wetting or soiling
10. Reluctance to be in the presence of an individual; lack of trust or fear of someone well known, such as a babysitter or childminder
11. Drawing sexually explicit pictures
12. Reacting to the prospect of clothing being removed
13. Emotional distress
14. Depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
15. Genital discomfort, bruising, laceration or evidence of sexually transmitted diseases.
16. 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:

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.
10. 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. Child 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 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. Peer on Peer Abuse**

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

Peer on peer 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). Refer to [Sharing nudes and semi nudes](#)
- 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).

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

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".

All staff are trained to understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. 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 peer-on-peer abuse can be guided and supported by this document:

[Peer on Peer abuse toolkit](#), 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 (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.

#### **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, 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.

## **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. 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**

An allegation of abuse made against a staff member, whether made by a staff member, a student or a parent, should be communicated directly to the Principal, who is required to decide with the DSL and the Director of Schools whether to initiate a Child Protection investigation. The allegation and its outcome are to be reported to the Chair of the Advisory Board of Governors.

If an allegation is made by a staff member, student or parent against the Principal, the communication should be directly to the Director of Schools, who is required to decide with the DSL and the Chair of the Advisory Board of Governors whether to initiate a Child Protection investigation. The allegation and its outcome are to be reported to the Advisory Board of Governors.

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

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.

If an investigation is not initiated because there are no grounds to the allegation, no further process will be made.

### **Safeguarding Allegation Protocol**

In cases 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**

1. Establish an Allegation Management Team (selected from)
  - 1.1 DSL and/or DDSL
  - 1.2 Principal
  - 1.3 Member of the Advisory Board of Governors and/or Director of Schools
  - 1.4 Human Resources Manager.
- 2 Inform the staff member of the investigation and clearly outline the steps that will be taken.
- 3 Take action to ensure the safety of the student:
  - 3.1 Consider whether further contact between the staff member and the student can be stopped. This may involve restriction on the member of staff, including suspension
  - 3.2 The Principal or DSL will appoint a Case Leader (member of staff with appropriate Child Protection training) to support the student
  - 3.3 The Principal and DSL should consider the appropriate contact with the parent(s) of the student.
- 4 An Investigating Officer will be appointed from one of the members of the Allegation Management Team (typically the DSL).
- 5 The Investigation Officer will:
  - 5.1 Collate all disclosures and the statements regarding the investigation. It may be necessary to seek legal, medical or external advice before questioning the adult under investigation
  - 5.2 Ensure that the allegation is fully documented and that as many relevant details as possible are collected as a priority
  - 5.3 Focus purely on the facts of the case
  - 5.4 Refer all evidence to the Allegation Management Team for assessment.

## **Outcome**

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

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

In connection with the above conclusion, 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, 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 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 findings of the Allegation Management Team will be concluded with the Principal and the Director of Schools will be informed of the outcome. If the outcome 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 in the school's Staff Disciplinary policy; and whether or not the case

should require the convening of a further response according to the Critical Incident policy.

2. Whether or not to take action involving any parties outside of the school community.
3. Communication of the outcome and any further action to other parties will be considered carefully. The following considerations are pertinent:
  - 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.

Where the member of staff concerned has been suspended pending the outcome of the investigation and is subsequently considered suitable to work with children, further 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 contained 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 will be dealt with under the school's Student Behaviour policy.

### **3. Staff Relationships and Associations**

It is an expectation on all 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. 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 takes seriously the obligation to inform other parties if a person (whether employed, contracted, a volunteer or a student) is considered unsuitable to work with children.

Other parties include 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 Whistleblowing policy to raise concerns about safeguarding at the school or potential failures by the school or its staff to properly fulfil safeguarding responsibilities.

Students and parents can report their concerns about safeguarding at the school to the DSL or the Principal.

## 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](#)