



I.16 Safeguarding Policy

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1.1 The Designated Safeguarding Lead: Helen Searle (Level 3 Trained) helen.s@kingsbangkok.com
Child Protection Officer: Yodchai Nikornpakorn (John) (Level 3 Trained) yodchai.n@kingsbangkok.com
Deputy Safeguarding lead: Thomas Banyard (Level 3 Trained) thomas.b@kingsbangkok.com

1.2 The child protection governor for the school is Khun Thitiporn Rattanapian, who can be contacted via thitiporn.r@kingsbangkok.com

2 Introduction

2.1 Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to achieve the best outcomes.

2.2 The core safeguarding principles of King's College International School Bangkok (hereafter 'the School') are:

- it is everyone's responsibility, including the School and all school staff to protect and promote the children's welfare;
- children who feel safe are happier, more emotionally secure and are more likely to achieve their potential;
- staff and the board will be involved in the development and review of policy, processes and implementation annually unless events mean this must be reviewed more frequently;
- the board will review this document annually unless events mean this must be reviewed more frequently.

2.3 This policy is addressed to all staff and volunteers, is available on request and is published on the School website. It is a whole-school policy and applies wherever staff, the Board or volunteers working with students, even where this is away from the School, for example on an educational visit.

2.4 The policy has followed, where possible, the statutory guidance documents applicable to schools in the UK: the HM Government document *Working together to safeguard children* (2018); and the Department for Education *Keeping children safe in education* (Sept 2020). It aims also to observe the principles of the UN Convention on the Rights of the Child (UNCRC) and of the Child Protection Act Thailand (2003)

2.5 It is also important that staff read this policy with reference to the more detailed guidance offered in the following policies:

- [Acceptable Use of ICT for students](#) and Staff (which includes a section on on-line safety)
- [Behaviour Rewards and Sanctions](#)
- [Early Years Behaviour and self regulation policy](#)
- [Anti-Bullying](#)
- [Mental Health & Wellbeing](#)
- [Positive Handling](#)
- [Staff Code of Conduct](#)



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- [Whistleblowing](#)
- [Recruitment, Selection and Disclosure policy](#)
- [Educational Visits](#)
- [Missing student](#)
- [student supervision](#)
- [Learning Enrichment](#)
- [Disability](#)
- [Records retention](#)
- [Peer on peer abuse Policy.](#)
- [CCTV Policy](#)
- Health and Safety Policies

2.6 As well as the explanations in this policy, colleagues may refer to the *Safeguarding Handbook*. The handbook provides more detailed documentation on the school's efforts to educate and listen to the students in safeguarding matters, follow the directives of the Prevent Duty and foster a respectful and caring school environment.

3 Statement

3.1 Every student should feel safe and protected from any form of abuse and neglect. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. the School will:

- ensure that we practise safer recruitment in checking the suitability of staff, the Executive Committee and volunteers (including staff employed by another organisation) to work with children and young people; [Recruitment, Selection and Disclosure policy](#)
- be alert to signs of abuse and neglect both in the School and from outside (including online) and to protect each student from any form of abuse and neglect, whether from an adult or another student;
- deal appropriately through the safeguarding structure and procedure with every suspicion or complaint of abuse and neglect and to support children who have been abused in accordance with his/her agreed child protection plan;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations. Concerns about the conduct of staff members should be immediately escalated to the Headmaster and/or to the child protection governor;
- be alert to the needs of children with physical and mental health conditions;
- operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- take all practicable steps to ensure that school premises are as secure as circumstances permit; [CCTV Policy](#)
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area (appendix 8).

4 Principles

- The child's welfare is paramount.



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- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.
- All staff are responsible and have a duty of care for safeguarding and the welfare of children as part of their professional duties.
- All staff have an equal responsibility to act in accordance with this policy and procedures and Keeping Children Safe in Education (KCSIE). All staff have to be alert to situations:
 - where a child might benefit from early help; or
 - which give rise to concerns about a child; or
 - which indicate a child is in danger or at risk of harm. Part 1 of KCSIE is provided to colleagues each school year and at the start of their employment with the School and staff will be required to confirm that they have read and understand this.

4.1 The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's recruitment, selection and disclosure policy. Where staff from another organisation are working with students on another site, the School will have received confirmation that appropriate child protection checks have been carried out on those staff.

4.2 All staff and students involved in child protection issues will receive sustained and appropriate support from relevant members of the senior management team, who will follow this policy's guidance and statutory guidance in doing so.

4.3 The School will work with other agencies to assess, identify, and support those children who could benefit from early help, are suffering harm or who may suffer harm without intervention.

5 Aims

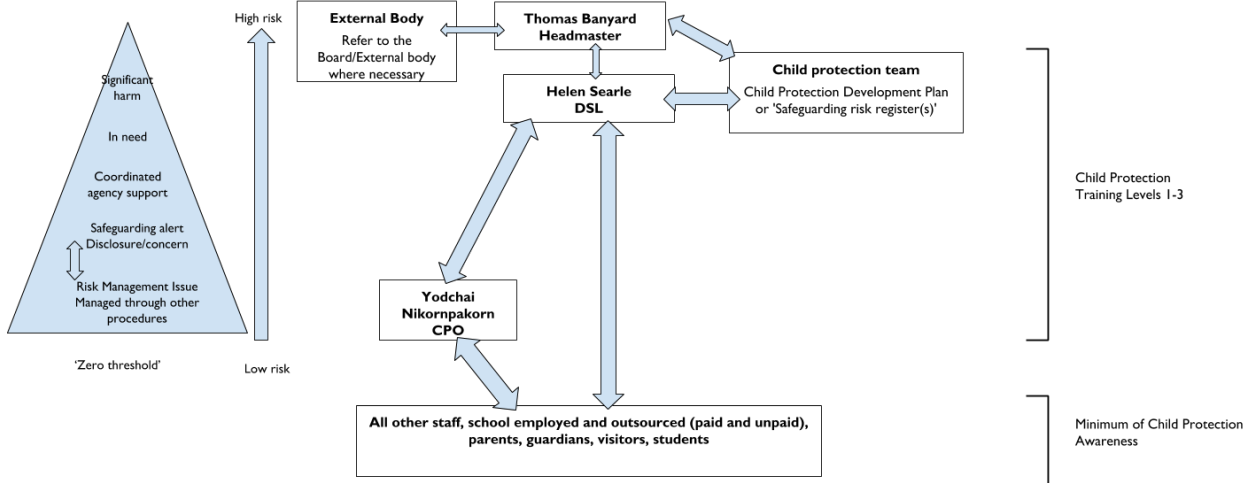
- to ensure good practice throughout the School;
- to illustrate the School's commitment to safeguarding children and to sustain an environment where staff feel able to raise concerns; and
- to provide all staff, volunteers and governors with the required information needed to fulfil their statutory responsibilities for safeguarding.

6 Roles and responsibilities

6.1 Safeguarding Framework and Structure



Safeguarding Framework and Structure



6.2 Role of the Governing Body

- Designate a Board member to take leadership responsibility for the School's safeguarding arrangements (the child protection governor). It is the responsibility of the full Board to review annually the Safeguarding Policy and effective implementation of its procedures.
- Appoint a Designated Safeguarding Lead: Helen Searle being the DSL and deputy DSL: Thomas Banyard who are Level 3 qualified Safeguarding lead. The DSL is a senior member of staff, of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection. Their role is to support colleagues to recognise the needs of students, identify potential indications of concern or abuse, listen supportively to disclosures and share information appropriately and effectively.
- Appoint a CPO (Child Protection Officer): Khun Yodchai Nikornpakorn who supports the DSL and deputy DSL.
- Clearly define responsibilities for the Designated Safeguarding Lead and give them sufficient external training (updated every two years), time, funding, supervision and support to develop the knowledge and skills to fulfil their student safeguarding responsibilities effectively. All DSLs are trained at Level 3.
- Recognise the importance of the role of the DSL and support them; ensure the training necessary to be effective is undertaken.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place including criminal record checks.
- Recognise the contribution the School can make to helping children keep safe through the teaching and encouragement of responsible attitudes to adult life through PSHE and other curriculum and co-curricular areas.
- Ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online.
- Ensure that information is shared, as appropriate, with external agencies or professionals
- Ensure that the School has effective policies in place for handling complaints and allegations.

6.3 The Child Protection Governor should:

- have strategic oversight of key child protection matters, but with overall operational responsibility and accountability for safeguarding happening through the Headmaster;



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- liaise with partner agencies, as appropriate;
- have Level 3 safeguarding training;
- instigate the annual review of this policy.

6.4 Key matters, although not exclusive, to be checked by the annual audit of safeguarding carried out by the full board are:

- statutorily compliant procedures are in place for dealing with allegations of abuse made against members of staff;
- that procedures are in place to handle allegations against other children;
- that safer recruitment policies, training and procedures are in place;
- that training in child protection is undertaken, that the DSL and CPO receive refresher training every two years and that regular safeguarding and child protection updates are received at least annually;
- issues and themes which may have emerged in the School and how these have been handled;
- the contribution the School is making to multi-agencies working in individual cases or local discussions on safeguarding matters.

6.5 Duty of staff and volunteers

All staff, board and volunteers of the School are under a general legal duty and duty of care to:

- protect children from abuse and neglect;
- be aware of the terms and procedures in this policy and to follow them;
- have read and understand Part I of KCSIE and, for staff in leadership positions and/or with direct contact with children; [KCSIE 2020](#)
- attend appropriate safeguarding training;
- abide by the guidance outlined in the Staff Code of Conduct and other related policies referenced in this policy and the appendices. The code of conduct gives clear guidance about behaviour so as to avoid placing students or staff at risk of harm, or at risk of allegations of harm;
- be aware of the signs of abuse and neglect so that they are able to identify potential issues;
- to keep a sufficient record of any concerns, discussions and decisions in accordance with this policy; and
- report any matters of concern in accordance with this policy.

6.6 The broad areas of responsibility for the DSL are as follows, as stipulated in KCSIE:

6.6.1 Managing referrals

- receive safeguarding concerns;
- set up relevant green room meetings;
- refer cases to the Headmaster unless the case is against the Headmaster in which case they refer the case to the Board member who is in charge of safeguarding;
- refer cases where a person is dismissed or left employment due to risk/harm to a child to the relevant Child Protection services as required;
- refer cases where a crime may have been committed to the relevant body as required;
- be the person most likely to have a complete safeguarding picture and be the most appropriate person to advise in response to safeguarding concerns;
- always be available to discuss safeguarding concerns;
- Securely store safeguarding information

6.6.2 Work with others



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- Liaise with the Headmaster to inform him of safeguarding issues.
- When an allegation against a member of staff is received, King's Bangkok adopts the guidance from KCSIE but adapts it to recognise that we do not have the support of a local educational authority. Instead leadership is taken on by the DSL and the Headmaster. The DSL and Headmaster may decide to appoint, or seek consultation with, a foundation and/or an independently trained advisor for safeguarding if considered necessary.

6.6.3 Training requirements

The DSL, Child Protection Officer (CPO) will receive training to provide them with the knowledge and skills required to carry out the role. This training will be carried out every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- ensure each member of staff has access to, is trained in, and understands the School's Safeguarding Policy and procedures and the Staff Code of Conduct, especially new and part time staff;
- are alert to and support the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate and secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

6.6.4 Raising awareness

- the DSL should ensure the School's child protection policies are known, understood and used appropriately;
- ensure this policy is reviewed annually (as a minimum) and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance;
- ensure this policy is available publicly, on the school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made, recognising the role of the School in this process; and

6.6.5 Child protection file

- Where children leave the School, ensure their child protection file is copied for any new school or sixth form college as soon as possible, but transferred separately from the main student file, ensuring secure transit and that confirmation of receipt is obtained.
- Prior to joining the school, the student's previous school is contacted to ask for any child protection information available.

6.6.6 Prevent

- In accordance with the *Prevent Duty Guidance for England and Wales (March 2015)* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* the DSL has, in addition, the following responsibilities:
 - acting as the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - coordinating Prevent duty procedures in the school;



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- undergoing Workshop to Raise the Awareness of Prevent (“WRAP”) or other appropriate training;
 - maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.
- Please also see the DSL’s job description.

6.7 Deputising for the DSL

If the DSL is unavailable the activities of the DSL will be carried out by the Headmaster who has also undertaken training to provide him with the knowledge and skills required to carry out the role. In this policy, reference to the DSL includes the Headmaster where the DSL is unavailable.

Both the DSL and Headmaster may be contacted via email in relation to any safeguarding concerns out of school hours.

7 Safer recruitment

7.1 The School is committed to safer recruitment and the School’s HR department is responsible for implementing these practices. See the [Recruitment, Selection and Disclosure policy](#) for details.

8 Guidelines for good practice

8.1 To meet the responsibilities towards children, all staff are expected to:

- read and understand the School’s Safeguarding Policy, and other related policies;
- treat all children with respect;
- set a good example by conducting ourselves appropriately;
- involve children in decision-making which affects them;
- encourage positive and safe behaviour among children;
- be alert to changes in children’s behaviour and maintain an attitude of ‘it could happen here’ where safeguarding is concerned;
- recognise that challenging behaviour may be an indicator of abuse;
- encourage and maintain appropriate standards of conversation and interaction with and between children, avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- be aware of the risks of peer-on-peer abuse;
- be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse;
- be a good listener; and
- ask the child’s permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE, or administering first aid. (This varies on the age of the children)

8.2 The School recognises that the staff who have become involved with a child who has suffered harm, or who is likely to suffer harm may find the situation stressful and upsetting. Support will be given to such staff by the School providing the opportunity to talk through their anxieties, and to seek further support should it be required. In addition, staff will be supported if they are called upon to take a case to the authorities and will not be penalised for doing so.

9 Vulnerable children



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9.1 Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. (See Appendix I for details about the types and signs of abuse.) Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

9.2 The School also recognises that children may not be at risk of significant harm but are in need of additional support from one or more agencies.

9.3 To ensure that all of our children receive equal protection, we will give special consideration and attention to any child who is:

- showing signs of abuse/neglect;
- disabled or has special educational needs;
- living in an identified domestic abuse situation;
- a young carer;
- showing signs of engaging in anti-social or criminal behaviour including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- affected by known parental substance misuse or is misusing drugs or alcohol themselves;
- affected by a parent(s) suffering with mental health problems or living in chaotic, neglectful and unsupportive home situations;
- an asylum seeker;
- is at risk of modern slavery, trafficking, radicalisation or exploitation;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living a transient lifestyle;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- a child in care or who has returned home to his/her family from care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care;
- is a privately fostered child.

9.4 Special consideration and attention includes monitoring through the pastoral systems of the School. At King's Bangkok this is achieved through:

- the tutor system;
- the head of year structure;
- secure notes, filed in the DSL's room;
- cause for concern lists;
- the Bullying file;
- the Child Protection file;
- regular meetings between the Child protection officers, form/house tutors and the DSL where the welfare of students of concern or in need is actively monitored and reported to the DSL, who advises on actions to take (including managing referrals), support mechanisms and record-keeping.

9.5 Any concerns should be reported in accordance with the procedures set out in this policy. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.



10 Training

10.1 New staff, including temporary staff and volunteers as well as the Executive Committee, will receive induction training on appointment, overseen by the DSL, that includes:

- the contents of this policy;
- the Staff Code of Conduct, including acceptable use of ICT and social media policies, and the Whistleblowing policy;
- the Behaviour, rewards and sanctions policy identification and role of the DSL, Headmaster and CPOs;
- Part I and, for all leaders and those working directly with children, Annex A of KCSIE.

10.2 All staff will receive a copy of this policy and Part I of KCSIE, and will be required to confirm that they have read and understand these.

10.3 All staff will undergo child protection training, annually. In addition, all staff members will receive safeguarding and child protection updates via staff meetings.

10.4 The School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as child sexual exploitation, female genital mutilation, cyberbullying and mental health. The DSL, deputy DSL and CPO will update their training, every 2 years at level 3 standard. Their knowledge and skills will also be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. In addition, senior staff will receive safer recruitment training. A record of all training will be kept by the head of HR.

10.5 The child protection Governor will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

10.6 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including questionnaires, staff meetings, professional development reviews.

10.7 Students will be made aware of child protection through the curriculum and PSHE programme including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

11 School premises

11.1 the School will take all practicable steps to ensure that school premises are as secure as circumstances permit. Visitors are to report to the reception where they are to sign in. They will be given a visitor badge which they are to wear throughout their visit. All parents will receive cards allowing them entry to the School campus at certain times of the day. Their movement around the School at these times will be monitored by security and they must be accompanied by a member of staff at all times unless it is at the beginning or end of the school day.

11.2 During school events, parents' evenings and open days, visitors will be expected to sign in. Visitors to open events are given an open day visitor badge to wear on arrival and during the duration of their visit to the School.

11.3 If a visitor wishes to see a student, then the visitor should be directed to reception and the appropriate senior teacher called.



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11.4 Where possible, members of staff are asked to inform the reception of expected visitors in advance.

11.5 Visitors without badges on the School site or badged and unaccompanied in a building should be politely challenged by members of staff.

12 Cyber Safety

12.1 Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings. These technologies may also be used by those who wish to radicalise vulnerable children for their violent purposes.

12.2 The safe use of technology is a focus in all areas of the curriculum and students receive guidance on cyber safety through our PSHE programme. The School has appropriate filters and monitoring systems in place and is mindful that this should not lead to unnecessary restrictions on learning. Cyber-bullying by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures

13 Missing child, and children missing from education procedures

13.1 A child who goes missing from an education setting is a potential indicator of abuse or neglect. All staff should be aware of the School's procedures which are used for searching for and reporting any student missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing.

13.2 The School shall inform the applicable child protection agency of any student who:

1. fails to attend school regularly; or
2. has been absent without the School's permission for a continuous period of ten school days or more without relevant medical reports.

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

14 Action to prevent radicalisation

14.1 The School recognises its responsibility to protect children and young people from being radicalised, influenced by extremist views or drawn into terrorism. All teachers will present their views or the views of another in a balanced and non-partisan way. Teachers will also challenge, as a matter of course, any extremist opinions or discriminatory views. Students' resilience against radicalisation or extremism is developed through the close pastoral relationships between staff, students and their families, but more specifically through the school's active promotion of British and Thai values, as appropriate in lessons, and through the PSHE schemes of work that include lessons on the signs and dangers of extremism, as well as guidance on what to do if students are concerned for themselves or a friend. Staff are trained, as part of the safeguarding training, to recognise and know how to respond to a concern. If a member of staff is anxious about extremist views or attitudes being shown by a student, (or parent) or is concerned by any other aspect of their behaviour they should report the matter to the DSL, as they would any other safeguarding concern. The DSL will consult with senior colleagues and assess the level of risk. Further action might include the DSL's liaison and referral to the



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appropriate agencies, embassies (for expat students) and local authorities (or police). If a member of staff has an allegation about the behaviour and attitude of a colleague or visiting speaker, they should speak immediately to the Headmaster, who will liaise with the DSL.

14.2 See also the information in Appendix I about the types and signs of abuse.

15. Listening to students

15.1 The school is an open and caring community, one in which colleagues, students and parents can raise and share views on school life. See Appendix 5.

16. Complaints about staff

16.1 All staff are required to report any concern or allegations about school practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm in accordance with this policy. See the procedures set out in appendix 4.

16.2 Staff and volunteers should also feel able to follow the School's separate whistleblowing procedures to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of students, and that such concerns will be taken seriously. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. For further details of the procedures, please refer to the School's Whistleblowing Policy.

16.3 The Complaints Policy will be followed if a parent raises a concern about poor practice or wrongdoing by a member of staff that does not involve the safeguarding of children.

17. Recognising abuse and potential harm

17.1 Full details on the types and signs of abuse are found in Appendix I.

18. Procedures - what to do if you have a concern

18.1 Every complaint or suspicion of abuse or neglect from within or outside the School will be taken seriously and in accordance with this policy. If staff are ever unsure, they must always speak to the DSL.

18.2 A member of staff suspecting or hearing a complaint of abuse or neglect must:

- listen carefully to the child without interruption and keep an open mind. All staff should have the attitude that 'it could happen here' and should not take a decision as to whether or not the abuse has taken place;
- not ask leading questions, that is, a question which suggests its own answer. TED questions should be asked, Tell me, Explain, Describe;
- disclosures or concerns must not be discussed with anyone except the DSL, Helen Searle and/or Thomas Banyard;
- reassure the child and let them know they were right to share;
- reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this policy to ensure that the correct action is taken; and
- keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.



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Colleagues should use the Student Safeguarding Concern Form in Appendix 2 of this document for recording.

18.3 Preserving evidence: all other evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers, CCTV), must be kept securely with the [Student Concern Form](#) and passed on in accordance with the procedures set out below.

19 Early Help

19.1 The school understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

19.2 The school's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those students who may face additional safeguarding challenges.

19.3 A member of staff or volunteer who considers that a student may benefit from early help should in the first instance discuss this with the DSL who will take the lead on cases involving early help. The DSL will consider the appropriate action to take and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

19.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

19.5 Any child may benefit from early help but staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child such as drug or alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

20 Concerns about a student's welfare

20.1 If a member of staff is concerned about a student's welfare they should act on those concerns immediately by following the procedures set out in this policy and informing the DSL (appendix 4).

20.2 On being notified of a concern the DSL will consider, with the relevant people, the appropriate course of action. Such action may include early help or a referral to the child protection foundation.

20.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to the child protection foundation if the student's situation does not appear to be improving.



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20.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

20.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to the authorities in extreme cases. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

20.6. If a student is in immediate danger or is at risk of harm, a referral should be made to one of the child protection agencies [List of child protection agencies](#).

20.6.2 Anybody can make a referral in these circumstances although we would still expect a member of staff to seek the support and guidance of the DSL or a member of SLT.

20.6.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

20.7 FGM: anyone who undertakes teaching work must report to the authorities cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL.

20.8 Making a referral

20.8.1 The relevant contact information is set out in section I of this policy. If the referral is made by telephone, this should be followed up in writing.

20.8.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received promptly, within one working day. If this is not received, the DSL (or the person that made the referral) should contact the authority.

20.8.3 If, after a referral, the student's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the student's situation improves.

20.8.4 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

20.9 The School has procedures for dealing with allegations against teachers, the Headmaster, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Part 4 of KCSIE (appendix 4).

20.10 Allegations against a teacher who is no longer teaching and historical allegations should be referred directly to the Headmaster. This may lead to using resources in respective embassies, Home country child protection departments, education departments etc. as points of reference and/or independent child protection consultancy advice

20.11 Code of conduct: detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is mainly held in the Staff Code of Conduct in the staff handbook.

20.12 Allegations against students



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20.12.1 The conduct of students towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a student which may raise safeguarding concerns may include:

- violence, including gender-based violence;
- threatening or intimidating behaviour;
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- sexting;
- encouraging others to engage in inappropriate sexual behaviour;
- any form of inappropriate behaviour by an older student towards a younger or more vulnerable student;
- bullying, including cyberbullying.

20.12.2 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place ([Anti-bullying Policy](#)) and students are taught at all stages of the School about acceptable behaviour and how to keep themselves safe.

20.12.3 Abusive behaviour by students must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation of violence or any form of sexual harassment is not acceptable.

20.12.4 Allegations against students should be reported in the same way as allegations against teachers (set out above).

20.12.5 A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The DSL will take advice from external agencies during the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by an external agency in relation to allegations of abuse, the School will ensure that parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult.

20.12.6 Where an allegation is made against a student, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all students involved, including support from external services as necessary.

20.12.7 Safeguarding incidents or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

21 Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the authorities, the Police and before discussing details with parents. There is no requirement to gain parental consent before a referral is made, if this is in the best interests of the child. In all cases, the DSL will be guided by the child protection agencies.

22 Confidentiality and information sharing



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22.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with external agencies, when appropriate to ensure that all relevant information is shared.

22.2 Where allegations have been made against staff, the School will consult with the relevant child protection agencies/Embassies for further advice.

23 Monitoring and review

23.1 The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the governing body as necessary and seeking contributions from staff. The designated safeguarding lead will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

23.2 Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the executive committee. Where an incident involves a member of staff, relevant external agencies, when appropriate, will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

23.3 The Governing Body will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the child protection governor, preparing a written report commissioned by the Governing Body.

23.4 The Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. The Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the child protection foundation if necessary. Detailed minutes recording the review by the governing body will be made.

Appendix I: Types and signs of abuse

I Types of abuse

1.1 KCSIE acknowledges the following as specific safeguarding issues:

- children missing from education
- children missing from home or care
- bullying including cyberbullying
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy



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- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

1.2 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

1.3 Part I of Keeping Children Safe In Education (KCSIE) defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

1.3.1 **Physical abuse:** a form of abuse which 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 induces, illness in a child.

1.3.2 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.3.3 **Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

1.3.4 **Sexual violence and harassment** between children in schools: this can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence in the context of this policy has the same meaning as those offences set out in the Sexual Offences Act 2003. Sexual harassment means unwanted conduct of sexual nature. Being a victim of sexual violence or harassment may adversely affect a child's educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.



Staff should:

- make clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or appear to dismiss sexual violence or harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. This might include telling sexual stories, making comments, taunting or jokes of a sexual nature;
- challenge behaviours (which are potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- be aware that some groups are more at risk: girls, children with special educational needs and LGBTQI children.

If a child makes a report of sexual violence or sexual harassment, the matter is likely to be complex and require difficult decisions to be made, often quickly and under pressure. As with all safeguarding matters, it is important that the DSL is informed as soon as practicable.

When a child reports that they have been the subject of sexual harassment or violence, it is important that they are taken seriously and reassured that they will be supported and kept safe. They should not be given the impression that they are creating a problem by reporting the issue and should not be made to feel ashamed for making a report.

1.3.5 Neglect: 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 during 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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

1.3.6 Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power 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 or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years including 16 & 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology or a combination of both;
- can involve force and/ or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (Eg, through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including



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gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The following may be signs of a child who is being sexually exploited:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education

1.3.7 Honour-based violence: abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

1.3.7.1 Female genital mutilation (FGM): FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of child abuse with long-lasting harmful consequences. In Thailand it is something that appears largely ignored by the Thai Health Authorities, yet it is prevalent in the five southern Thai provinces that are mainly Muslim communities and which connect with the Malaysian border where it is extremely prevalent. The FGM/C type practiced in Thailand is Type IV.

All staff must be aware of the requirement for teachers to report to the child protection foundation where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 191. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students. Unless the teacher has a good reason not to, they should discuss any such case with the DSL.

1.3.7.2 Forced marriage: a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

1.3.8 Radicalisation and the Prevent duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The school aims to build students' resilience to radicalisation by promoting fundamental British and Thai values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism, but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:



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Extremism: "vocal or active opposition to fundamental British and Thai values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorism ideology. 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances."

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (Eg, the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."



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Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note 'The use of social media for on-line radicalisation' (2015) includes information on how social media is used to radicalise young people and guidance on protecting students at risk.

1.3.9 Sexting- youth produced sexual imagery

'Sexting' means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the Headmaster and only where:

1. it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
2. it is necessary to report the image to a website or agency to have it taken down; or
3. a student has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where an image must be viewed:

1. viewing should take place on School premises wherever possible;
2. the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
3. a member of SLT should be present to monitor and support the person viewing the image. This member of staff does not need to view the image;
4. full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
5. any member of staff who views an indecent image should be given appropriate support.

If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

If external agencies do not need to be involved, the School must consider the deletion of any images. Students should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation (if the website does not provide this option).

Where a student receives unwanted images, the School should advise the student and his/her parents of options that may be available to block the sender or to change the student's mobile phone number or email address.



1.3.10 Special educational needs and disabilities (SEND)

The School welcomes students with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

Additional barriers can exist when detecting the abuse or neglect of students with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's special educational need or disability without further exploration;
- students with a special educational need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

1.3.11 Children and the court system

Children are sometimes required to give evidence either as witnesses in the criminal courts or as part of family court procedure. This can be stressful and may reflect existing conflict and difficulties in the family. Staff members should be aware that any child who is involved in the court process may be at risk of a particular safeguarding issue.

1.3.12 Children with family members in prison

Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children.

1.3.13 Child Criminal exploitation: county lines

Criminal exploitation of children is geographically widespread and is a typical feature of county lines criminal activity; drugs networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, and towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the child protection foundation should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement- based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

1.3.14 Domestic Abuse



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The cross- government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive or threatening behaviour violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to:

- psychological
- physical
- sexual
- financial and
- emotional

Exposure to domestic abuse and/or violence can have a serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationship, as in the context of their home life. The following links provide information on domestic abuse and how a child can be helped:

- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- <https://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- <http://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

1.3.15 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and safeguarding team are aware of contact details and referral routes into the relevant authorities so that they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property. In most cases the School staff will be considering homelessness in the context of children who live with their families and intervention will be on that basis. However, it should be recognised that some 16 and 17 year olds may be living independently for example, having been excluded from the family home and will require a different level of intervention and support. Children's services will be the lead agency for those young people and the DSL should ensure appropriate referrals are made based on the child's circumstances.

1.3.16 Peer on peer abuse ([Peer on peer abuse policy](#))

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include but is not limited to bullying (including cyber-bullying) sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals.

2 Recognising abuse

2.1 Physical abuse

2.1.1 Physical signs to look out for:

- injuries which the child cannot explain, or explains unconvincingly;
- injuries which have not been treated or treated inadequately;
- injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs;



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- bruising which resembles hand or finger marks;
- cigarette burns, human bite marks;
- broken bones (particularly in children under the age of two);
- scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

2.1.2 Behavioural signs to look out for:

- a child who is reluctant to have his parents contacted;
- aggressive behaviour or severe temper outbursts;
- a child who runs away or shows fear of going home;
- a child who flinches when approached or touched;
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal;
- covering arms and legs even when hot;
- depression or moods which are out of character with the child's general behaviour;
- unnaturally compliant behaviour towards parents or carers;

2.2 Emotional Abuse

2.2.1 Physical signs to look out for:

- a failure to grow or to thrive (particularly if the child thrives when away from home);
- sudden speech disorders;
- delayed development, either physical or emotional.

2.2.2 Behavioural signs to look out for:

- compulsive nervous behaviour such as hair twisting or rocking;
- an unwillingness or inability to play;
- an excessive fear of making mistakes;
- self-harm or mutilation;
- reluctance to have parents contacted;
- an excessive deference towards others, especially adults;
- an excessive lack of confidence;
- an excessive need for approval, attention and affection;
- an inability to cope with praise.

2.3 Sexual Abuse

2.3.1 Physical signs to look out for:

- pain, itching, bruising or bleeding in the genital or anal areas;
- any sexually transmitted disease;
- recurrent genital discharge or urinary tract infections without apparent cause;
- stomach pains or discomfort when the child is walking or sitting down;
- pregnancy.

2.3.2 Behavioural signs to look out for:

- sudden or unexplained changes in behaviour;
- an apparent fear of someone;
- running away from home;
- nightmares or bed-wetting;
- self-harm, self-mutilation or attempts at suicide;
- abuse of drugs or other substances;



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- eating problems such as anorexia or bulimia;
- sexualised behaviour or knowledge in young children;
- sexual drawings or language;
- possession of unexplained amounts of money or gifts;
- the child taking a parental role at home and functioning beyond their age level;
- the child not being allowed to have friends (particularly in adolescence);
- alluding to secrets which they cannot reveal;
- telling other children or adults about the abuse;
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

2.4 Neglect

2.4.1 Physical signs to look out for:

- being constantly hungry and sometimes stealing food from others;
- being in an unkempt state; frequently dirty or smelly;
- loss of weight or being constantly underweight;
- being overweight;
- being dressed inappropriately for the weather conditions;
- untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

2.4.2 Behavioural signs to look out for:

- being tired all the time;
- frequently missing school or being late;
- failing to keep hospital or medical appointments.;
- having few friends;
- being left alone or unsupervised on a regular basis;
- compulsive stealing or scavenging, especially of food.

2.5 Radicalisation

2.5.1 Signs to look out for:

- emotional changes such as appearing withdrawn or depressed;
- increase in aggression or isolation;
- increase in online activity;
- changes in appearance related to religious observance or group identity;
- student is increasingly judgemental or argumentative.

2.6 Child criminal exploitation

2.6.1 Signs to look out for:

- increased absence from school;
- a change in friendships or having relationships with older individuals or groups;
- a significant decline in performance at school;
- signs of self – harm or a significant change in wellbeing;
- signs of assault or unexplained injuries;
- receiving unexplained gifts or new possessions.

Appendix 2: Child Protection – Student safeguarding concern form



[Child Protection - Student Safeguarding Concern Form](#)

Appendix 3: Child Protection – [Allegation against a staff member by a student](#)

Appendix 4: allegations of abuse against teachers and other staff

This guidance reflects Part 4: KCSIE which will be followed when dealing with allegations against staff and volunteers.

1 Key points:

1.1 If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated. The child protection foundation will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria set out in paragraph 2.1 below.

1.2 Allegations that are found to be malicious should be removed from personnel records; and any that are false, unsubstantiated, or malicious should not be referred to in employer references.

1.3 Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The School should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the child protection foundation if there are grounds for believing a criminal offence may have been committed).

2 Procedure

2.1 the School's procedures for dealing with allegations against staff will be used where the teacher, the Headmaster, child protection Governor, volunteer 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 would pose a risk of harm if he or she work regularly or closely with children.

2.2 The procedures below for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a child protection foundation investigation. In these cases, local arrangements should be followed to resolve cases without delay. Advice from the child protection foundation will be sought in borderline cases. Some rare allegations will be so serious that they require immediate intervention by the child protection foundation.

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

- **substantiated:** there is sufficient evidence to prove the allegation;
- **false:** there is sufficient evidence to disprove the allegation;
- **malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

3 Reporting an allegation



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3.1 The reporting requirements for allegations against a teacher, the Headmaster, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his/her concerns with the DSL and making a referral via him/her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

3.2 Where an allegation or complaint is made against any member of staff (other than the Headmaster), the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Headmaster, or in his absence, to the child protection governor. The allegation will be discussed immediately with the child protection foundation before further action is taken. Where appropriate, the Headmaster / child protection governors will consult with the DSL.

3.3 Where an allegation or complaint is made against the Headmaster, the matter should be reported immediately to the child protection governors or, in his/her absence, to the vice chair, without first notifying the Headmaster. The allegation will be discussed immediately with the child protection foundation before further action is taken. Contact with the child protection governor can be made.

3.4 Where an allegation is made against any governing board member, the matter should be reported immediately to the chair of the Governing Board or the child protection governor. If either the chair of the Governing Board or the child protection governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the child protection foundation before further action is taken. Where appropriate, the chair of the Governing Board will consult the child protection governor, and vice versa.

3.5 If it is not possible to report to the Headmaster, the chair of the Governing Board or the child protection governor in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the chair of the governing body and the child protection Governor.

3.6 The person taking action in accordance with the procedures in this appendix is known as the "case manager".

4 Disclosure of information and confidentiality

4.1 The case manager will inform the accused person of the allegation as soon as possible after the child protection foundation has been consulted.

4.2 The parents of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

4.3 It is extremely important that when an allegation is made, the School makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. There are statutory reporting restrictions in place preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.



4.4 The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”.

4.5 The Headmaster/DSL should take advice from the relevant agency as appropriate to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

5 Further action to be taken by the School

A School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part Four of KCSIE and the School's employment procedures.

6 Resignations and compromise agreements

6.1 If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

6.2 So-called ‘compromise agreements’ or settlement agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough child protection foundation investigation where that is appropriate.

7 Record keeping

7.1 Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

7.2 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

8 References



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Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

9 Oversight and monitoring

9.1 The relevant agency has overall responsibility for oversight of the procedures for dealing with allegations. They will monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

10 Action following a conclusion of a case

10.1 It is our duty to inform the relevant agencies where we think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. Referrals should be made as soon as possible.

10.2 Where a teacher has been removed from relevant work with children or has chosen to cease relevant work in circumstances where they would have been removed had they not done so because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

11 Action in respect of unfounded or malicious allegations

11.1 If an allegation is determined to be unsubstantiated or malicious, the child protection foundation should help determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headmaster should consider whether any disciplinary action is appropriate against the student who made it; or whether the child protection foundation should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student. Where a parent has deliberately invented an allegation, the Headmaster may request that the student be withdrawn from the School on the basis that they have treated the School or a member of staff unreasonably.

Appendix 5: listening to student voice

I Form Groups

The form/house tutor is responsible for the day to day wellbeing of students in his/her form and is the first port of call for students or parents should they have any concerns.

The form tutor sees his/her form every morning and afternoon and also teaches their form in the Pre-prep and Junior School. This regular contact allows students to have easy access to form tutors to raise any concerns.

2 School Council



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2.2. The School Council is a student-elected body that represents the students' interests and concerns. It is independently organised and conceived by the students involved. Its role is also to involve students more directly in the strategic planning of their school life and environment.

2.2 From Year 3, there is at least one representative for each year group on the council. The role of the staff is to respond to concerns, where possible, on behalf of the school and to guide the implementation of more formal requests from the students for change or justification.

2.3 The council provides an excellent forum for student's views to be sought on future developments at school.

2.4 Meetings are held twice per term as advertised in the calendar. Although staff are welcome to address the council, it is requested that they ask the council beforehand.

2.5 The student body is kept informed in assemblies of developments which have taken place as a result of points raised at council meetings.

3 student surveys

3.1 Students from Year 3 upwards are encouraged to fill in surveys about aspects of the school. These include questions on:

- classwork and homework;
- teaching styles;
- enjoyment of lessons;
- extra-curricular activities;
- friends;
- support networks from students and teachers;

4 PSHE lessons

4.1 Regular PSHE lessons provide an opportunity for students to express opinions either during class discussion or separately after the lesson. Specific topics included within the PSHE programme give students the opportunity to discuss issues which may be of concern.

5 Teachers

5.1 All teachers at King's Bangkok are expected to listen to students, to take seriously and to act appropriately on any concerns. All teachers are given training in safeguarding and child protection, which is refreshed annually, together with regular safeguarding and child protection updates.

5.2 Homeschool books and homework planners have a reminder of who students can go to if they have any worries.

6 The Learning Enrichment department

6.1 The Learning Enrichment department provides academic support to those students who find aspects of the curriculum a challenge. As part of this support, LE staff do listen carefully to any whole-school or pastoral points raised by such students.



7 Nursing staff

7.1 During trips to the medical room, students will often raise concerns for which they may give their permission to be shared with a trusted teacher.

8 School hotspots

Students are encouraged to fill out a hotspot grid, showing areas in school in green where they are happiest, yellow and red where they feel least happy to identify if there are any trends to this.

Appendix 6: Visiting Speakers

Brief details for visiting speakers should be forwarded to the SLT in advance of the talk and ideally at least one week beforehand.

Introduction

King's Bangkok often invites speakers from the wider community to give talks to enrich our students' experience. The school recognises the enormous benefit gained by students from speakers from all walks of life. Both the school and students greatly appreciate the time and effort that visiting speakers put into their presentations.

The purpose of this policy is to set out the school's legal obligations when using visiting speakers and to set out the standards of behaviour expected from visiting speakers.

Overview

The *Prevent Duty Statutory Guidance (March 2015)*, along with *Keeping Children Safe in Education (September 2020)* expect schools to have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.

The school's responsibility to students is to ensure they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the school and British and Thai values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

School protocol

All requests for outside speakers (be this from a student or member of the school's staff) must firstly be discussed with the SLT.

The school will consider any risks and complete the checklist for visiting speakers before agreeing to a visiting speaker attending the school. This will take into account any safeguarding checks considered, appropriate in the circumstances, and may include a Police check if relevant. The school may also conduct research on the visiting speaker and/or their organisation, as appropriate.

The school will obtain an outline of what the speaker intends to cover in advance of the visit. In some cases, the school may also request a copy of the visiting speaker's presentation and/or footage in advance of the session to ensure it is appropriate to the age and maturity of the students to be in attendance.



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Visiting speakers will be supervised by a member of staff whilst on the school site. At no point will a visiting speaker be left unsupervised on site whilst students are present. Any concerns for the content or nature of the talk should be referred to the school's SLT immediately.

On arrival at the school, visiting speakers will be required to show an original current identification document including a photograph (such as a passport or photo card driving licence) and will be asked to sign the visitors' book. The visiting speaker will be issued with a visitors' badge and the school's safeguarding card, which they must wear/ keep at all times whilst on school site.

The school will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the school's *Data Protection Policy*. Plans for a visiting speaker and the completed form (attached) should be given to the SLT well in advance of the speaker's visit.

[Checklist for visiting speakers](#)

Appendix 7: Contractor Policy and Procedure

This policy and procedure applies to all contractors working at King's College International School, Bangkok.

1. Introduction

This Contractors' policy and procedure sets out the school's framework and core principles for the undertaking of vetting checks on contractors in line with the statutory guidance *Keeping Children Safe in Education* and the Independent Schools Inspectorate's (ISI) *Handbook For The Inspection Of Schools*.

2. Definition

A "contractor" is defined as an individual who undertakes work irrespective of whether it is on a long term or short-term basis, under a contract for services. They are not on the payroll of the school, but they are on the payroll of the organisation that employs them, or they are self-employed.

This definition covers a wide range of external providers, from contract cleaners who are on site permanently, to maintenance workers who may be on site for several months to occasional or temporary contractors, who may visit for only a few hours.

3. Procedure

Where a head of department has identified that a contractor or group of contractors needs unsupervised access to the school site they will inform the Human Resources department.

Human Resources (HR) will contact the employing organisation requesting a written assurance that all checks, as laid out in the statutory guidance *Keeping Children Safe in Education* and the Education (Independent School Standards) (England) Regulations 2014, both as amended from time to time, have been completed.

In addition, the employing organisation will provide the following information on the form provided by the schools HR department;

- Full name of the individual
- Start date in employee organisation
- Date of Birth



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- Date Police check obtained and by whom
- Any information disclosed on the Police certificate
- Reference number of Police check, where relevant
- Recruitment, including gaps in employment, and identity checks carried out at the time of appointment
- 2 x satisfactory references received
- Cleared medical where applicable e.g. coach drivers/ food providers

5. **Disclosures**

If the Police check contains any disclosure, the contracting company must contact the school at least 14 days in advance of the person's planned arrival on site to discuss whether it is appropriate for the person to work at the school.

If the disclosure is deemed low risk and considered appropriate by the school, the Human Resources Director in conjunction with the Headmaster or Designated Safeguarding Lead, will undertake a risk assessment. The outcome of the risk assessment will be communicated to the head of department. This risk assessment needs to be put in place in advance of the person starting work on site.

6. **Self-employed contractors**

It is not possible for contractors to complete checks on themselves. Therefore, where it is not possible for another individual to carry out the checks on a self-employed individual, the schools HR Department may undertake the checks on their behalf. The school will invoice the contracting company for any costs incurred.

7. **After completion of cleared checks**

Once HR has received all checks and associated paperwork the contractor should, on their first day, bring with them the original copy of their Police certificate and photo ID. Once verified, a photo of the contractors will be taken and a contractors badge issued together with contractor badge guidelines. The contractors badge must be worn and be on show at all times. Any contractor who does not have a badge may be requested to leave the site immediately.

Training will be given on Safeguarding expectations for any contractors who will not be accompanied at all times.

Code of Contract for Contractors

- Work safely, responsibly and in an open and transparent way. You are responsible for your own actions and behaviour.
- Avoid any conduct which would lead any reasonable person to question your motivation and intentions.
- The taking of photographs of students is strictly prohibited
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This includes contractors working on site during the school holidays.
- Avoid contact with children or young people on the site. Never give your personal details to a child or young person and never ask for theirs.
- Identification badges must be worn in a visible position by all contractors.
- Know where your agreed work area, toilets and access routes are and stay within them and obtain permission if you think that you need to go outside the agreed work area, toilets or access routes. **student toilets are strictly off limits and are not to be used by adults.**



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- The School and grounds are a strict nut free and no smoking area. Non- prescription drugs and and/or alcohol are not to be brought onto the site. On no account are contractors permitted to work on site whilst under the influence of drugs or alcohol (with the exception of prescription drugs which have been disclosed to the contractor's manager who has confirmed the contractor is safe to work.)
- Keep staff informed of where you are and what you are doing.
- Do not swear or use inappropriate language. Use of radios and other portable music players is prohibited and all contractors and sub-contractors are prohibited from shouting, spitting, horseplay or any other behaviour that may be considered inappropriate in a school environment.

CLEARED CONTRACTORS GENERAL SAFEGUARDING GUIDELINES

BADGES

If you are a cleared contractor, you will have been issued with a photo ID badge. You **MUST ALWAYS** wear your ID security badge on school grounds. It must always be worn in the allocated badge holder. **It must always be fully visible and not tucked inside clothing.**

YOU MUST NOT, UNDER ANY CIRCUMSTANCES, ALLOW ANYONE ELSE TO USE YOUR BADGE.

You will be challenged by School staff if you are on site and they are unable to see your badge.

If you lose your security badge you must inform the school security officers as soon as possible so that your lost badge can be disabled and a new one issued to you.

OTHER INFORMATION

- All cleared contractors are provided with a copy of the the school's safeguarding expectations – please ensure you read this carefully
- You must read the information on the **Safeguarding Reminder Card** provided with your badge and be aware of who the Designated Safeguarding Leads are – you may be asked questions on this at any time.
- If you are accessing the school using your ID security badge, please do **not** let anyone else in behind you, e.g. people who are tailgating
- Please ensure that you do not take any photos on site which include any students, as the school has very detailed guidelines on the taking of photos
- Do not engage in conversation with any students
- When on site, please ensure you only use Staff or Visitor toilets – not student toilets

Appendix 8: Important Thai Information relating to child protection



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Every **child** has the **right** to survival, protection and education. The **United Nations Convention on the Rights of the Child** (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural **rights** of every **child**, regardless of their race, religion or abilities. (1989) Thailand signed this in 1992 but refused to sign article 22 - relating to child refugees. [UNCRC English](#)
[UNCRC Thai](#)

Child protection act 2003 is the Thai domestic law governing child protection, child protection authorities and related offences. [Thailand's Child protection law](#)

- 1) Age of consent in Thailand is 15 under law for either gender. If one party decides to remove the consent, it can be appealed by the parents.
- 2) Prostitution Act - Offense to have sexual intercourse with a prostitute under the age of 18.
- 3) Age of legal responsibility in Thailand is 7. However courts tend to wait until a child is 14 until they are criminally sanctioned. A court may sanction parents before then or take the child into care. World wide the UN is trying to raise this age to 15.
- 4) The minimum smoking age in Thailand is 20
- 5) The minimum drinking age in Thailand is 20
- 6) The child is subject to parental control of the parents until the child is legally determined to be an adult. Adulthood occurs when the child reaches the age of majority which is **20 years old** in Thailand or when the child gets married.
- 7) The age a child can marry is 17. In the south some girls are instructed to marry from age 13 years under specific conditions imposed by the courts where they may have been subject to serious sexual assault (rape) by an older male. Thereby removing any prosecution opportunity against the offending male.
- 8) More than 70% of children in Thailand are subject to corporal punishment.
- 9) Custody in Thailand - According to Thailand child custody law, both lawful parents of a child have full custodial rights (unless a Thailand court order modifies these parental rights.) Nevertheless, unmarried biological fathers do not have custodial rights (without a legal order.) Legal issues in child custody cases in Thailand often involve the finding of *paternity* through tests. In other words, Thailand law requires that a father be the "legal" parent, as well as the biological parent, to have parental rights and legal child custody. Women, on the other hand, when they are the birth mother are considered by Thai law to be the lawful parent without additional court or administrative processes. In Thailand family law uses the *best interest of the child* as their major policy concern in determining child custody case.
- 10) If the child is born outside of marriage, the mother is given sole custody and the father is given no rights to the child until he legitimises the parent child relationship through a court order or the mother's consent filed with the local provincial government. A person can be named on the birth certificate as the father of the child, but that does not confer him any rights over the child.

Thailand is on the Tier 2 watchlist countries whose governments do not fully comply with the Trafficking Victim Protection Act (TVPA's) minimum standards, but are making significant efforts to bring themselves into compliance with those standards and:

- The absolute number of victims of severe forms of trafficking is very significant or is significantly increasing; or



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- There is a failure to provide evidence of increasing efforts to combat severe forms of trafficking in persons from the previous year; or
- The determination that a country is making significant efforts to bring themselves into compliance with minimum standards was based on commitments by the country to take additional future steps over the next year.

Thailand's latest UN Inspection Report identified the following as areas of concern:

- Corporal punishment is a problem in the home and elsewhere
- There is evidence of child labour and juvenile justice
- Non-discrimination across all regions (particularly a problem with girls)
- Nationality (migrant/minority group children in country but not recognised by country, no passport)
- Children in prison with mothers (very high rate)
- Adolescent health e.g AIDS, HIV, stigmatisation etc. Can lead to illegal abortions.
- Asylum seeking refugee children camps, conditions, education isn't working (linked to article 22).
- Minimum age of marriage in Thailand is 17. In some areas i.e. South Thailand it is 13. UN want to see this raised to 18. If a girl is raped and becomes pregnant the court can make the girl marry the offender. The offender is then never charged with the abuse.
- Principle of the best interest of the child. The criminal justice court process is not operating in the best interests of the child.
- Sexual exploitation and abuse of both boys and girls.

[Child Protection in Thailand, towards an improved system](#)

Appendix 9: [Student welfare and risk assessment policy](#)

Appendix 10: Safeguarding during enforced school closure

[Online learning Policy](#)

The risks which are present in a physical setting are, by and large, equally present in a virtual setting. That said, there are added risks associated with a virtual environment which include online grooming, online radicalisation, harmful content, online bullying, and peer-on-peer abuse.

Negative experiences and distressing life events, such as circumstances that enforce school closure, can affect the mental health of students and their parents. Staff will be aware of this in setting expectations of students' work where they are at home.

King's College International School Bangkok will continue to provide a safe environment, including online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this Safeguarding policy and where appropriate, referrals should still be made in the same way.

Online teaching should follow the same principles and ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We use an online filtering system to help identify any child protection issues arising.



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The school will be in regular communication with parents, and these communications will be used to reinforce the importance of children being safe online. Parents will be made aware of what their children are being asked to do online and the remote learning handbook (Senior School) and instructions to students and parents (Pre-prep and Junior School) will detail who from the school their child is going to be interacting with online.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- no 1:1s, groups only;
- staff and students must wear suitable clothing, as should anyone else in the household;
- any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background;
- video conferences should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- language must be professional and appropriate, including any family members in the background
- staff must only use platforms identified by the school to communicate with students;
- staff must use their school accounts, not personal accounts when contacting students;
- if students are not attending online lessons, please let the SLT know so we can follow this up. The DSL or Headmaster will attempt to contact the parents through various methods. If contact cannot be made or if the DSL or Headmaster deems it necessary, a home visit would be undertaken, or advice sought from an appropriate agency. A risk assessment will be carried out before any such visit is made to ensure staff and the family are not put at risk;

Safeguarding Concerns

Where the DSL has identified a child to be a safeguarding concern, or who would normally receive pastoral support in school, they should ensure that a robust communication plan is in place for that student. Details of this plan must be recorded as should a record of contact made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

King's College International School Bangkok and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. King's College International School Bangkok recognises that school is a protective factor for children and young people, and unforeseen school closure can affect the mental health of students and their parents/carers. Teachers at the School need to be aware of this in setting expectations of student's work when they are at home.

Peer on Peer Abuse

King's College International School Bangkok recognises that during the closure, a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within this Safeguarding policy. The school will listen and work with the student, parents/carers and any multi agency partner required to ensure the safety and security of that student. Concerns and actions must be recorded and appropriate referrals made.

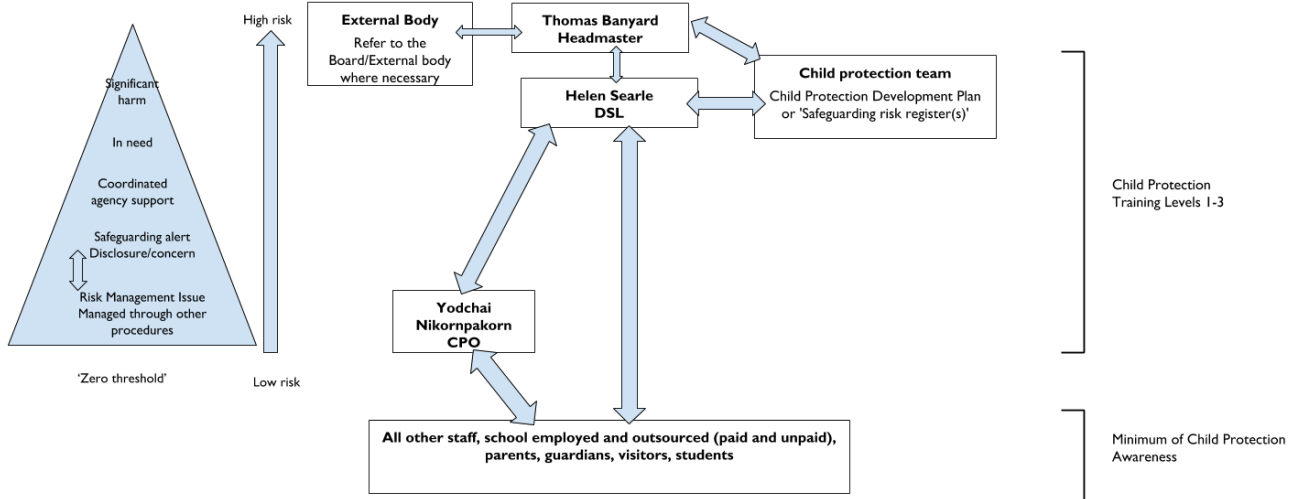
Appendix 11: King's safeguarding Structure



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Safeguarding Framework and Structure



Appendix 12 [Safeguarding Agencies in Thailand](#)

Appendix 13 [Key pastoral points for remote learning](#)