



KING'S COLLEGE INTERNATIONAL SCHOOL  
BANGKOK

<b>Reference number</b>		<b>Policy name</b>	Child Protection and Safeguarding Policy
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<b>Person(s) responsible</b>	Mrs Sarah Raffray Executive Principal	<b>Date of next review</b>	April 2024
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<b>Vision, mission and values</b>	<p><b>Mission</b> To produce well-rounded, academically successful, happy young men and women.</p> <p><b>Vision</b> To engage, inspire and extend our students, our staff and the wider community.</p> <p><b>Values</b> To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
<b>Purpose</b>	<p>Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.</p> <p>Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.</p> <p>Child includes everyone under the age of 18 and applies to pupils/students at our school; however, the policy will extend to visiting children and students from other establishments.</p> <p>Parents refers to birth parents, appointed legal guardians in situations where both parents are absent and other adults who are in a parenting role, e.g., stepparents, foster carers, or adoptive parents.</p> <p>This policy has been developed in accordance with the principles established by the statutory guidance documents applicable to schools in the UK: the Children Acts 1989 and 2004; and the Education Act 2002. This policy also reflects the guidance from 'Keeping Children Safe in Education' 2022 (KCSIE).</p> <p>The Governing body takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with others to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.</p> <p>This policy applies to all members of staff, governors and volunteers working in the school.</p>

<b>Approved by</b>	SLT	<b>Date</b>	29/05/2023
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## Contents

<b>Contents</b> .....	<b>2</b>
<b>Terminology</b> .....	<b>6</b>
<b>Safeguarding Statement 2023</b> .....	<b>9</b>
<b>Chapter 1 - Introduction</b> .....	<b>11</b>
1.1 Definitions.....	11
1.2 Legislation.....	12
1.3 Thai Legislation.....	13
1.4 UK Legislation.....	14
<b>Chapter 2 – Policy overview</b> .....	<b>15</b>
2.1 Policy Principles & Values.....	15
2.2 Policy Aims.....	15
2.3 Supporting Children.....	16
2.4 Prevention / Protection.....	17
2.5 Safe School, Safe Staff.....	18
<b>Chapter 3 - Roles and Responsibilities</b> .....	<b>20</b>
3.1 All School Staff.....	20
3.2 The Executive Principal.....	22
3.3 The Designated Safeguarding Leads:.....	23
3.4 The Deputy Designated Safeguarding Leads (DDSLs) and Child Protection Officers (CPOs):.....	26
3.5 All members of The Governing Body.....	26
<b>Chapter 4 - Multi-agency Working</b> .....	<b>29</b>
<b>Chapter 5 - Confidentiality and Sharing Information</b> .....	<b>30</b>
<b>Chapter 6 - Child Protection Procedures</b> .....	<b>31</b>
6.1 Introduction.....	31
6.2 Procedures.....	31
6.3 Following a report of concerns.....	32
6.4 Dealing with disclosures.....	33
6.5 What happens next?.....	35
<b>Chapter 7 - Allegations against adults who work with children</b> .....	<b>36</b>
7.1 Procedure.....	36
7.2 Section 1 deals with allegations against staff.....	36
7.3 Section 2 of part 4 of Keeping Children Safe in Education 2022.....	37



<b>Chapter 8 - What is child abuse?</b> .....	<b>39</b>
8.1 What is abuse and neglect?.....	39
8.2 Physical abuse.....	39
8.3 Emotional abuse.....	41
8.4 Sexual abuse.....	43
8.5 Neglect.....	44
8.6 Child-on-Child Abuse.....	48
8.7 Physical Abuse.....	53
8.8 Harmful Sexual Behaviour.....	53
<b>Chapter 9 - Other Forms of Abuse and Safeguarding Issues</b> .....	<b>54</b>
9.1 Anti-Bullying/Cyberbullying.....	54
9.2 Children who identify as Lesbian, Gay, Bisexual, or Trans (LGBT).....	54
9.3 Online Safety.....	55
9.4 Racist Incidents.....	56
9.5 Domestic Abuse/ Domestic Violence.....	56
9.6 Child Sexual Exploitation (CSE).....	57
9.7 Procedures for managing the sharing of nudes / youth produced sexual imagery.....	58
9.8 Honour-Based Abuse.....	63
9.9 Forced Marriage.....	63
9.10 Contextual Safeguarding – Risks outside of the home.....	64
9.11 Children with special educational needs and disabilities.....	64
9.12 Children Missing Education.....	64
9.13 Elective Home Education.....	65
9.14 Pupils Missing Out on Education.....	65
9.15 School Attendance and Behaviour.....	66
9.16 Restrictive Physical Intervention.....	66
9.17 Health (including Mental Health).....	67
<b>Chapter 9 - Low Level Concerns and Whistleblowing</b> .....	<b>68</b>
<b>Chapter 10 - Links with other school policies and procedures</b> .....	<b>69</b>
<b>Chapter 11 - Available further advice on safeguarding and child protection</b> .....	<b>70</b>
Additional advice and support.....	70
Abuse.....	70
Bullying.....	70
Children missing from education, home or care.....	70
Children with family members in prison.....	71



Child Exploitation.....	71
Drugs.....	71
“Honour Based Abuse” (so called).....	71
Health and Well-being.....	71
Private fostering.....	71
Radicalisation.....	71
Upskirting.....	71
Violence.....	72
Advice for governing bodies/proprietors and senior leaders.....	72
Remote education, virtual lessons and live streaming.....	72
Support for children.....	73
Parental support.....	73
<b>Appendix 1: listening to student voice.....</b>	<b>74</b>
1. Form Groups.....	74
2. School Council.....	74
3. Student DEI committees/subcommittee such as the GS.....	74
4. Student surveys and pupil voice discussion groups.....	75
5. PSHE lessons.....	75
6. Teachers and Assistant Teachers.....	75
7. The Learning Enrichment department.....	76
8. Nursing staff.....	76
9. School hotspots.....	76
<b>Appendix 2 :Visiting Speakers.....</b>	<b>77</b>
Overview.....	77
School protocol.....	77
<b>Appendix 3: Contractor Policy and Procedure.....</b>	<b>79</b>
1. Introduction.....	79
2. Definition.....	79
3. Procedure.....	79
4. Disclosures.....	80
5. After completion of cleared checks.....	80
<b>Appendix 4: Allegations of abuse made against staff.....</b>	<b>83</b>
Suspension.....	83
Procedure for dealing with allegations.....	84
Early Years.....	85



KING'S COLLEGE INTERNATIONAL SCHOOL  
BANGKOK

Timescales.....	86
Specific actions.....	86
Unsubstantiated or malicious allegations.....	87
Confidentiality.....	87
Record-keeping.....	87
References.....	88
Learning lessons.....	88
<b>Appendix 5 : Important Thai Information relating to child protection.....</b>	<b>89</b>
<b>Appendix 6 Student welfare and risk assessment policy.....</b>	<b>91</b>
<b>Appendix 7: Safeguarding during enforced school or year group closure.....</b>	<b>91</b>



### **Mission**

To produce well-rounded, academically successful, happy young men and women.

### **Vision**

To engage, inspire and extend our students, our staff and the wider community.

### **Values**

To create a community where everyone mirrors our values of good manners, kindness and wisdom.  
Aims

### **Terminology**

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 and applies to pupils/students at our school; however, the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents, appointed legal guardians in situations where both parents are absent and other adults who are in a parenting role, e.g., stepparents, foster carers, or adoptive parents.

Job Title	Name	Responsibility
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# KING'S COLLEGE INTERNATIONAL SCHOOL BANGKOK

Overall responsibility for Safeguarding	Mrs Sarah Raffray Executive Principal <a href="mailto:sarah.r@kingsbangkok.ac.th">sarah.r@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 3101)	Takes overall responsibility for child protection and wider safeguarding across the whole school community.
DSL Early Years	Mr Raj Ladva Head of Early Years <a href="mailto:rajeev.l@kingsbangkok.ac.th">rajeev.l@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 5001)	Is the lead contact person for all safeguarding concerns in Early Years
Deputy DSL (DDSL) Early Years	Deputy DSL in Early Years are:  Ms Alys Leighton-Rahman, Deputy Head of Early Years <a href="mailto:alys.l@kingsbangkok.ac.th">alys.l@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 5001)  Mrs Sarah Raffray Executive Principal <a href="mailto:sarah.r@kingsbangkok.ac.th">sarah.r@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 3101)	Supports DSL for Early Years.
DSL Primary	Mrs Helen Searle Head of Primary School <a href="mailto:helen.s@kingsbangkok.ac.th">helen.s@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 4000)	Is the lead contact person for all safeguarding concerns in the Primary School.
Deputy DSL (DDSL) Primary	Deputy DSLs in the Primary School are:  Mr Jerome Marshall Deputy Head of Primary School <a href="mailto:jerome.m@kingsbangkok.ac.th">jerome.m@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 4003)  Mrs Sarah Raffray Executive Principal <a href="mailto:sarah.r@kingsbangkok.ac.th">sarah.r@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 3101)	Supports DSL for Primary .
DSL Senior School	Mr Matthew Gibson Deputy Head of Senior School <a href="mailto:matthew.g@kingsbangkok.ac.th">matthew.g@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 6000, 6001)	Is the lead contact person for all safeguarding concerns in the Senior School.
Deputy DSL (DDSL) Senior	Mr William Forse Headmaster <a href="mailto:William.f@kingsbangkok.ac.th">William.f@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 3101)	Supports DSL for Senior.



KING'S COLLEGE INTERNATIONAL SCHOOL  
BANGKOK

	<p>Mrs Sarah Raffray Executive Principal <a href="mailto:sarah.r@kingsbangkok.ac.th">sarah.r@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 3101)</p>	
<p>Child protection officer (CPO) Seniors</p>	<p>Mr. Yodchai Nikornpakorn Service Manager <a href="mailto:yodchai.n@kingsbangkok.ac.th">yodchai.n@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 4002)</p>	<p>Supporting Thai staff and volunteers in understanding their roles and responsibilities in relation to safeguarding. Leads on discussions with Department Children and Youth.</p>
<p>Child protection officer (CPO): Primary</p>	<p>Khun Kritsana (Beed) Athiwate <a href="mailto:kritsana.a@kingsbangkok.ac.th">kritsana.a@kingsbangkok.ac.th</a></p>	
<p>EY Safeguarding Officer :</p>	<p>Ms Preeya Phomtaeng <a href="mailto:preeya.p@kingsbangkok.ac.th">preeya.p@kingsbangkok.ac.th</a></p>	
<p>School Counsellors</p>	<p>Ms Emily Gumb <a href="mailto:emily.g@kingsbangkok.ac.th">emily.g@kingsbangkok.ac.th</a></p> <p>Ms Henriette Teuchler <a href="mailto:henriette.t@kingsbangkok.ac.th">henriette.t@kingsbangkok.ac.th</a></p>	<p>Supporting students involved in safeguarding concerns or investigations, understanding their rights and responsibilities when it comes to safeguarding. Supporting staff involved in any investigations.</p>
<p>Designated Safeguarding Governor (DSG)</p>	<p>Khun Thitiporn Rattanpian Vice Chair of Executive Committee <a href="mailto:thitiporn.r@kingsbangkok.ac.th">thitiporn.r@kingsbangkok.ac.th</a> 02 481 9955 (or internal ext 8888, 3113)</p>	<p>Designated lead for safeguarding for the governors</p>





## Safeguarding Statement 2023

“It could happen here”

At the school we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to actively provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of emotional and physical abuse, including neglect, and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

The purpose of this policy is to provide staff, volunteers, and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers about how we will safeguard their children whilst they are in our care.

## Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- show signs of abuse/neglect;
- Have special educational needs (SEN) or disabilities;
- Are young carers;
- Have English as an additional language;
- have a marginalised identity;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence; where a parent or carer is in prison;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation; Are at risk due to either their own or a family member's mental health needs.



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- Are at particular risk as members of marginalised groups of identity-based harm - we recognise identity-based harm as a form of abuse
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, gender expression/reassignment, religion/belief or sexuality;
- 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;
- 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 a transient lifestyle;
- 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.



## Chapter I - Introduction

This policy has been developed in accordance with the principles established by the statutory guidance documents applicable to schools in the UK: the Children Acts 1989 and 2004; and the Education Act 2002. This policy also reflects the guidance from 'Keeping Children Safe in Education' 2022 (KCSIE).

The Governing body takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with others to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff, governors and volunteers working in the school.

### 1.1 Definitions

The following definitions apply in this policy:

A child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday.

References to the "school" mean, unless otherwise stated, the school owned and operated by XET in Thailand, namely, King's College International School Bangkok.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

References to DSL means the Designated Safeguarding Lead or their deputy who is referred to as the DDSL

Guidance and documents referred to in this policy

- [Keeping Children Safe in Education 2022 \(KCSIE\)](#)
- [Disqualification under the Childcare Act 2006 \(updated 2018\)](#)
- ['What to do if you are worried a child is being abused' 2015](#)



- [Teacher Standards 2011 \(updated 2021\)](#)
- Information Sharing Advice for Practitioners' guidance 2018
- [The Equality Act 2010](#)
- The Human Rights Act 1998
- [Sexual Violence and Sexual Harassment in Schools and Colleges 2021](#)
- [Relationships Education, Relationships and Sex Education and Health Education 2019](#)
- [Early years Foundation Stage Framework 2021](#)
- <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

## 1.2 Legislation

Convention on the rights of the child

As a school working in Thailand we endorse the United Nations Convention on the Rights of the Child (CRC), of which Thailand is a signatory. Key articles include:

Article 19 UNCRC – Protection from abuse and neglect

- The state shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 34 UNCRC – Sexual exploitation

- Undertake to protect the child from all forms of sexual exploitation and sexual abuse. In particular take all appropriate measures to prevent: The inducement or coercion of a child to engage in any unlawful sexual activity; The exploitative use of children in prostitution or other unlawful sexual practices; and the exploitative use of children in pornographic performances and materials.



### 1.3 Thai Legislation

As a school working in Thailand we have a statutory responsibility to uphold the Child Protection Act 2003 and make arrangements to safeguard and promote the welfare of children.

#### Article 29 – Mandatory reporting requirements

- Upon finding a child in circumstances in need of protection a person shall notify a competent official without delay. A physician, nurse, psychologist, teacher, instructor or employer shall report immediately to a competent official or police officer if it is apparent or suspected that the child has been tortured or is sick due to unlawful care.
- Persons notifying or reporting in good faith under this Article shall receive appropriate protection and shall not be held liable for any civil, criminal or administrative action arising there from.

#### Article 25 – Parents/Guardians/Carers of a child are forbidden to act as follows:

- Abandon a child at a nursery or health care facility, or with a person employed to look after the child, or at a public place or any other place, with the intention of not taking him or her back;
- Neglect a child at any place by failing to arranging for appropriate safety protection or care;
- Deliberately or neglectfully withhold from a child, things that are necessary for sustaining the child's life or health, to an extent which seems likely to cause physical or mental harm to the child;
- Treat a child in ways or manners which hinder his or her growth or development;
- Treat a child in ways or manners which constitute unlawful caring.

Article 26 - a person is forbidden to commit or omit acts which result in torturing a child's body or mind.

#### Article 63 - Schools shall set up systems and activities to:

- Provide guidance, counselling and training for students, and guardians, with a view to promoting appropriate behaviour, social responsibility and safety for the students.

In Thai law, Article 1567(2) of the Civil and Commercial Code allows parents to impose 'reasonable' punishment for the purposes of discipline. However, corporal punishment has been shown by research to seriously damage a child's mental and physical health and affect their long-term development. The School considers corporal punishment a form of physical abuse and does not condone its use in the home.



Useful resources include

<https://www.globalsafeguardingcollaborative.org/>;

<https://www.cois.org/about-cis/child-protection/resources>;

[https://www.childlinethailand.org/how\\_we\\_help/](https://www.childlinethailand.org/how_we_help/)

#### **1.4 UK Legislation**

As an international school which is partnered with a British school in England we are guided by the statutory guidance used in the UK because it contains principles for working with children across the whole world. This legislation is however not statutory in countries outside the UK. The Designated Safeguarding Governor must be informed of any significant child protection concern.



## Chapter 2 – Policy overview

### 2.1 Policy Principles & Values

- a. The welfare of the child is paramount.
- b. Maintain an attitude of “It could happen here”.
- c. Children have a right to feel safe and secure; they cannot learn effectively unless they do so.
- d. All children have a right to be protected from harm and abuse.
- e. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account risks outside of the home, in accordance with statutory guidance. This includes the school’s responsibility to prevent, interrupt and correct identity-based harm
- f. All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff, but especially the DSLs, will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation, and serious youth violence.
- g. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- h. The school will work in partnership with parents. The school recognises that the child’s safety is paramount and will always act in the child’s best interests. Whilst the school will work openly with parents as far as possible, it will contact the Ministry of Education, Embassies, Childline Thailand or the Police without notifying parents where this is in the child’s best interests.

### 2.2 Policy Aims

- a. To demonstrate the school’s commitment about safeguarding and child protection to pupils, parents, other partners and the wider school community.
- b. To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- c. To enable the school to effectively contribute to assessments of need and support for those children.



- d. To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- e. To develop and promote effective working relationships with other agencies, in particular, the Ministry of Education, OPEC, Sub/District Police, BMA, etc.
- f. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications (if required), and a satisfactory police check clearance or national check (according to the School requirement and KCSIE 2022 guidance), and a Single Central Record is kept for audit.
- g. To ensure that we comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.

### 2.3 Supporting Children

- a. To ensure that we comply with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.
- b. We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- c. We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- d. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- e. Our school will support all children:
  - i. We promote a caring, safe, inclusive and positive environment within the school.
  - ii. We encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
  - iii. We ensure children are taught to understand and manage risk through Relationships and Sex Education (RSE) and through all aspects of school life. This includes online safety and anti-bullying, inclusivity, personal safety and independent travel.
  - iv. We respond sympathetically to any requests for time out to deal with distress and anxiety and support students in maintaining positive mental health. There is a whole school approach to pupil wellbeing.
  - v. We offer details of helplines, counselling or other avenues of external support. This includes counselling in school which is also available for parents.
  - vi. We liaise and work in partnership with other support services and agencies involved in student safety and wellbeing.
  - vii. We will notify the Ministry of Education or police immediately if there is a significant concern.





- viii. We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared in a confidential and timely way to the new setting.
- ix. We encourage children to share concerns as well as offering access to school counselling and learning enrichment. Children know who they can talk to if they do not feel safe.
- x. We will reassure all children who are victims of abuse that they will be taken seriously and will be supported. They should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.
- xi. We will ensure that, following any safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

## **2.4 Prevention / Protection**

We recognise that the school plays a significant part in the prevention of harm by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will:

- a. Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- b. Engage in regular consultation with children through surveys and focus and feedback groups. Further details of the school's work can be found in the appendix which sets out how the school listens to pupil voice'.
- c. Ensure that all children know there is a trusted adult in the school whom they can approach if they are worried or in difficulty. Pupils are supported by their tutor in the senior school, their class teacher in the primary school and in the early years' centre, and made aware of other avenues of support.
- d. Include safeguarding across the curriculum, including opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- e. Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks in accordance with the School's Acceptable Use of IT policies.



## 2.5 Safe School, Safe Staff

We will ensure that:

- a. The school operates safer recruitment procedures that include statutory checks on staff suitability to work with children. Disqualification under the Childcare Act 2006 still applies to staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. There are other organisations check-based and self check- based.  
All staff must finished their self checks as follows;
  - Childcare Disqualification Requirements
  - Employee Self Medical Declaration Form
  - Acknowledge of Keeping Children Safe in Education 2022Other organisations check-based as follows;
  - Current Residence Police Clearance
  - Home Country Police Clearance
  - Enhanced DBS (if eligible)
  - International Child Protection Certificate (ICPC) (if eligible)
- b. All staff have a responsibility to inform the head if their circumstances change whilst employed at the school. This statement is in the Staff Code of Conduct and Staff Handbook, which all staff have signed and agreed to adhere to.
- c. We will not accept a Curriculum Vitae (CV) unless alongside a full application form from anyone applying to work at the school. As part of our background checks, we complete an online search for shortlisted candidates.
- d. All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, Staff Code of Conduct, Pupil Behaviour Policy, Child Protection and Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and [Keeping Children Safe in Education 2022 part 1 and annex B](#). Part 2 of this guidance relates to "The Management of Safeguarding" and will be issued to all Governors.
- e. All staff receive safeguarding training at induction using the Educare package and in person training and receive safeguarding updates (for example, via email, and staff meetings), as required, but at least annually. In addition, we deliver regular safeguarding update sessions



for all staff and role-specific safeguarding training at INSET days and during specific safeguarding training sessions.

- f. All members of staff are trained in and receive regular updates in online safety.
- g. All staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse, how to respond to allegations and disclosures of abuse and how to report safeguarding and child protection issues. They will also instigate the annual review of this policy and the Wimbledon Safeguarding Audit.
- h. The Child Protection and Safeguarding Policy is made available via the school website. Hard copies of this policy can be viewed by request from the school reception.
- i. We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.
- j. We will rigorously seek to ensure the suitability of adults working with children on school sites at any time and this includes any persons or organisations using our buildings or outside spaces in a letting or hiring agreement. We will adhere to best practice in international schools following guidance from the Global Safeguarding Collaborative, CIS, the International Centre for Missing and Exploited Children.
- k. Community users organising activities for children are aware of the school's Child Protection and Safeguarding Policy, guidelines and procedures.
- l. The name of the Designated Safeguarding Leads, deputies and Child Protection Officers are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse. We actively seek ways to ensure all children know they can speak to a trusted adult of their choice in school



## Chapter 3 - Roles and Responsibilities

### 3.1 All School Staff:

#### **We notice. We act. We follow up**

All staff have a key role to play in identifying concerns and in providing help for children. To achieve this, they will:

- a. Provide a safe environment in which children can learn. Follow the guidelines in KCSIE 22 by avoiding banter, sarcasm and actively listening to pupil voice and fostering good relations between different groups to promote social cohesion
- b. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- c. Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- d. Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- e. Attend training to be aware of and alert to the signs of child abuse.
- f. Maintain an attitude of "it could happen here" with regards to safeguarding.
- g. Know how to respond to a pupil who discloses or alleges harm or abuse following training of 'Working together to Safeguard Children' (2018), and 'What to do if you are worried a child is being Abused' (2015).
- h. Know who the DSLs and Deputy DSLs are and know how to contact them.
- i. Report their concerns to the DSL immediately and on that day if they are worried a child is being abused and record their concerns. If the DSL is not contactable immediately, a Deputy DSL should be informed.
- j. If in exceptional circumstances the DSLs and or member of SLT is not available, will not delay in taking appropriate action. This could include making a referral to the Department for Children and Youth, the embassy if relevant and / or the police if there is a concern of a child suffering or being likely to suffer from harm or immediate danger. The DSL must be informed as soon as possible if this occurs.



- k. Know that they can seek advice at any time from the Child Line Helpline on 1387. The DSL must be informed as soon as possible if this occurs.
- l. Follow the allegations procedures and inform the executive principal if the disclosure is an allegation against a member of staff, supply staff or a volunteer. Low level concerns should be reported to the executive principal, or the headmaster in her absence.
- m. Treat information with confidentiality but never promising to “keep a secret”.
- n. Understand Early Help and be prepared to identify and support children who may benefit.
- o. Have an awareness of the role of the DSL, (part 1 and annex B of Keeping Children Safe in Education 2022, the school’s Child Protection & Safeguarding Policy, Staff Code of Conduct), Pupil Behaviour Policy, and procedures relating to the safeguarding response for children who go missing from education.
- p. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and the Thai Personal data Protection Act (PDPA) are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- q. All staff must be aware that they cannot promise a child confidentiality or promise to keep secrets which might compromise the child’s safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families; in this respect they are confidential, and the executive principle, the headmaster or the DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- r. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy). It takes a great deal of courage for a child to disclose and staff must be respectful of their right for only those who need to know to be informed. This is especially true in the case of identity based harm.
- s. Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- t. Assist the Governing Body and the executive principal in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.



### 3.2 The Executive Principal

In addition to the role and responsibilities of all staff the executive principal has overall responsibility for safeguarding and will ensure that:

- a. The strongest possible safeguarding culture is set by the consistent modelling of excellent working relationships and a culture of listening carefully to all members of the school community.
- b. The school fully contributes to locally agreed and national guidance as well as best practice in line with Working Together to Safeguard Children 2018 guidance.
- c. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff. The Executive Principal will chair regular meetings with all DSLs to ensure that all safeguarding information is triangulated, that themes emerging are acted upon and any training required is put in motion.
- d. All staff are aware of who the DSLs are and their roles.
- e. Sufficient time, training, support, funding, resources, are allocated to the DSLs to carry out their roles effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- f. Opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.
- g. Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- h. With the DSLs, ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- i. Where there is a safeguarding concern, that the child's wishes, and feelings are considered when determining what action to take and what services to provide.
- j. Child-centred systems and processes are in place for children to express their views and give feedback.



- k. All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the low-level concern and whistle-blowing procedures.
- l. Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- m. Acting as the “case manager” in the event of an allegation of abuse made against a member of staff or volunteer
- n. Discharge the responsibility under Working Together to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Department for Children and Youth, Education Ministry, Relevant Embassy and to the Disclosure and Barring Service (DBS) as appropriate.
- o. Ensuring that proper vetting processes including the follow up of references and reviews of safer recruitment practices.
- p. Ensuring the Non Disclosure Agreements are not used.

### **3.3 The Designated Safeguarding Leads:**

In addition to the role and responsibilities of all staff, the DSLs will:

- a. Hold the lead responsibility for safeguarding and child protection (including online safety) for their sections of the school (senior, primary, and early years); this responsibility is not able to be delegated.
- b. Adopt an “it could happen here” approach to safeguarding. Set a culture of listening to pupils and repeatedly asking the NSPCC question “Why don’t children tell adults and why don’t adults listen?” Take the lead in triangulating sources of information and constantly challenging all in the community to reflect on what can be seen, what can be done better using pupil voice, and what can be learned.
- c. Actively and imaginatively promote a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.
- d. Refer cases where a crime may have been committed to the Police as required.
- e. Follow DfE and KCSIE 2022 guidance on ‘Child on Child Abuse’ when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.



- f. Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- g. Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- h. Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and knowledge and skills refreshed at regular intervals but at least annually. DSLs, and CPO, will also receive training on identity-based harm and will ensure that staff receive this training including reporting procedures for incidents of identity-based harm
- i. Liaise with school staff (especially pastoral support, heads of house and heads of year, nurses, school counsellors, and the learning enrichment team) on matters of safety and safeguarding.
- j. Be alert to the specific needs of children in need, those with SEND, those who identify as LGBTQ+ and those who are young carers. Be alert to fact that identity-based harm can manifest in many forms, including, but not limited to, microaggressions, hate speech, online harassment, child-to-child abuse, physical violence, and social exclusion. Ensure staff are able to appropriately deal with incidents of identity-based harm whilst maintaining the dignity of the person who is the target and build responsibility and accountability for the person who has caused harm.
- k. Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- l. Keep detailed, accurate records (either written or using appropriate secure online software, such as our bespoke school software of KIM secure notes), that includes all concerns about a child, even if there is no need to make an immediate referral, and the rationale for decisions made and action taken. Records also require a clear and comprehensive summary and details on how the concern was followed up and resolved.
- m. Ensure that an indication of the existence of a Child Protection file is cross referenced on the pupil school file.
- n. Ensure that when a pupil transfers school, their child protection file is passed to the new school within 5 days of starting a new term, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.





# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

If a child is British and/or Dual Nationality British, we are also bound to share child protection concerns with the British Embassy in Thailand as they have a responsibility to monitor these concerns. If we do not have details of a forwarding school, the British Embassy will monitor the case and if necessary, involve Social Services in the UK if it is suspected that the child and family have returned to the UK.

- o. Ensure that where a pupil transfers school and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new school immediately. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- p. Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. Copies should be handled under the school's policies relating to data retention.
- q. Work with the DSL team to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine.
- r. Ensure that the school follows locally agreed and national guidelines in cases of child-on-child abuse.
- s. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- t. Ensure that all staff are aware of systems at the school which support safeguarding. These are explained as part of their induction and updated once a year thereafter. Staff should sign to say they have read, understood and agree to work within the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Pupil Behaviour Policy, Missing Pupil Policy and Keeping Children Safe in Education 2022 (KCSIE) Part 1 and annex B and ensure that the policies are used effectively.
- u. Organise child protection and safeguarding induction, with the support of HR, regularly updated training, and a minimum of annual updates (including online safety) for all school staff.
- v. Keep a record of attendance and address any absences.



- w. Ensure that, in collaboration with the school leadership and governors, the Child Protection and Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- x. Ensure that the Child Protection Policy is available publicly on the school website and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- y. Ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Leads and their deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- z. In conjunction with the Executive Principal Ensure that the Single Central Record is compliant with Keeping Children Safe in Education 2022.
- aa. Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2022.

### **3.4 The Deputy Designated Safeguarding Leads (DDSLs) and Child Protection Officers (CPOs):**

In addition to the role and responsibilities of all staff each DDSLs and CPOs will:

- a. Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2022.
- b. Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- c. Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- d. In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all the functions above.

### **3.5 All members of The Governing Body**

- a. There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- b. They facilitate a whole school approach to safeguarding children and young people.



- c. Where there is a safeguarding concern, children's wishes, and feelings should be taken into account when determining what action to take and what services to provide. Systems should be well promoted, understood and easily accessible for children to confidently report abuse, knowing that their concerns will be treated seriously.
- d. The school has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Code of Conduct, a Pupil Behaviour Policy and a response to children who go missing from education. Ensure that these policies are reviewed annually.
- e. The school reviews these policies and their implementation, and shares this with governors at least termly in the form of a safeguarding committee meeting, and additionally via one external audit annually.
- f. The school operates safer recruitment procedures that include statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- g. At least one member of the governing body has completed safer recruitment training to be repeated every five years.
- h. Staff have been trained appropriately and this is updated in line with guidance, and all staff have read Keeping Children Safe in Education (2022) Part 1 and Annex B and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- i. All Governors receive appropriate safeguarding training at induction and then at regular intervals. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.
- j. There are effective procedures for dealing with allegations of child-on-child abuse.
- k. All staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding Policy and Staff Code of Conduct,
- l. The school has procedures for dealing with allegations of abuse by staff (including supply staff and the executive principal), contractors and volunteers with children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.
- m. A nominated governor for safeguarding (including Online Safety) is identified, receives regular training which includes training in identity based harm.
- n. A member of the Senior Leadership Team has been appointed as the Designated Safeguarding Lead (DSL) for each school section (senior, primary and early years) who will



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

take lead responsibility for safeguarding and child protection in that section and that the role is explicit in the role holder's job description.

- o. On appointment, the DSLs and deputies undertake relevant training and then 'update' training every two years as well as attending DSL network events and meetings.
- p. Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through relationships and sex education (RSE). We recognise that there cannot be a "one size fits all" style and there needs to be a personalised and contextualised approach for more vulnerable children, victims of abuse and those with Special Education Needs and Disabilities (SEND).
- q. Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all UK Governors and International Police Checks are in place where required.
- r. Any weaknesses identified in safeguarding procedures are remedied with urgency.
- s. The school is aware that inspections will always report on whether arrangements for safeguarding children and learners are effective.
- t. The school understands that there must be no discriminating against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)



## Chapter 4 - Multi-agency Working

The school has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body, SLT and DSLs need to ensure that the school contributes to multi-agency working in line with statutory guidance "Working Together to Safeguard Children 2018". We will ensure that we will fully contribute to all multi-agency assessments concerning students/pupils at this school.

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## Chapter 5 - Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018\) guidance.](#)

Information will be shared with staff within the school who 'need to know'.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and Thai Personal Data Protection Act (PDPA) are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for safeguarding concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in the school's current Data Protection Policy.

All staff must be aware that they cannot promise a child confidentiality or promise to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families and in this respect are confidential and the head or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

All staff will always undertake to share our intention to refer a child to the Department for Children and Youth and/or the police with their parents'/carers' consent unless to do so could put the child at greater risk of harm or impede a criminal investigation.



## Chapter 6 - Child Protection Procedures

### 6.1 Introduction

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse including child on child abuse.

The primary concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, Special Educational Needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility or other specific cognitive needs arising from neurodiversity.

### 6.2 Procedures

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

- a. Report it to the DSL in their section immediately.
- b. Make an initial record of the information related to the concern if possible.
- c. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- d. The DSL will support the staff member to fill in the Reporting a Safeguarding concern form (link) to make an accurate record (which may be used in any subsequent legal proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of;
  - i. Dates and times of their observations
  - ii. Dates and times of any discussions in which they were involved.
  - iii. Any injuries identified on a body map (bruises, marks, lacerations, burns etc. and where they are visible on the body)



- iv. Explanations given by the child/adult
  - v. Rationale for decision making and action taken
  - vi. Any actual words or phrases used by the child
- e. Records should be uploaded via the KIM secure notes system. Handwritten notes should be signed, scanned and uploaded as PDFs attached to the secure note record.
- f. In the absence of the DSL or the deputies, staff must be prepared to refer directly to the governor responsible for safeguarding or the Police if appropriate should there be the potential for immediate significant harm.

### **6.3 Following a report of concerns**

Following a report of concerns the DSL must:

- Discuss with the DSL group and seek advice from wider professional networks and risk assess the situation. . If there is not a risk of significant harm, the DSL will either actively monitor the situation (through the pupil welfare system) or consider Early Help.
- When a pupil needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified parents, unless this poses a further risk to the child.
- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the Department for Children and Youth, embassies if relevant and/or the police.
- Try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral. However, this should only be done when it will not place the child at increased risk or could impact a Police investigation. The child's views should also be considered. Consider producing a risk assessment to ensure as many risks have been mitigated as possible. Try to include the voice of the child.
- Inform the governor responsible for safeguarding





## 6.4 Dealing with disclosures

### All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with cognitive and expressive difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. They may also feel anxious that parents, whom they love, will get in trouble if they talk about their neglect or abuse - often that is the barrier in counselling to get children to open up. It also could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent them from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that they determine how best to build trusted relationships with children and young people which facilitate communication.

All staff must know who the DSLs are and who to approach if the DSLs are unavailable. All staff have the right to make a referral to Children's Social Care or the Police directly and must do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

The school will also take care to support staff who have heard a disclosure to ensure that they are also cared for.



Dealing with disclosure or abuse or allegation

Remain calm, give the child your full attention, listen non-judgementally

Reassure them that they have done the right thing in telling you

Do not offer confidentiality

Ask clarification questions only, **Tell Explain Describe.**  
Avoid leading or suggestive questions.

Explain to them what you are going to do with the information

Inform the DSL as soon as possible

Consider the child's immediate safety

Make a record using the child's own words

Seek support for yourself



## 6.5 What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out. Ensure the incident is recorded.

Receiving a disclosure can be upsetting for the member of staff. The school will reassure staff that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.



## Chapter 7 - Allegations against adults who work with children

### 7.1 Procedure

Keeping Children Safe in Education 2022 part 4 has 2 sections.

Staff who are concerned about the conduct of a colleague (including visiting professionals and volunteers), towards a student, are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount. This procedure empowers staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

As a British School overseas we are committed to follow KCSiE. In September 2021, the Department for Education introduced the necessary reporting of low-level concerns in relation to the staff code of conduct.

### 7.2 Section 1 deals with allegations against staff

Section 1 deals with allegations against staff which meet the threshold of being investigated. This procedure must be used in all cases in which it is alleged a member of staff, supply staff, volunteer or contractor in a school, or another adult who works with children has:

- Discuss with the DSL group and seek advice from wider professional networks and risk assess the situation. . If there is not a risk of significant harm, the DSL will either actively monitor the situation (through the pupil welfare system) or consider Early Help.
- 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 to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.



In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, supply staff, volunteer or contractor to the Executive Principal immediately.

If an allegation is made against the Executive Principal, the concerns need to be raised with the Safeguarding Governor as soon as possible. If the Safeguarding Governor is not available, then the Chair of Governors should be contacted directly.

There may be situations when the Executive Principal or Safeguarding Governor will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Executive Principal or Safeguarding Governors they will follow the actions outlined in the appendix Allegations made against members of staff

When using a contractor or outside provider, the school will inform the agency of its process for managing allegations.

The school will continue to support any investigation that is required.

### **7.3 Section 2 of part 4 of Keeping Children Safe in Education 2022**

Section 2 of part 4 of Keeping Children Safe in Education 2022 deals with low-level concerns.

These will not be treated as insignificant but will require a report to the executive principal. If the low-level concern is reported to the DSL or headmaster, then they will inform the executive principal in a timely fashion according to the nature of the concern, who will make the ultimate decision on how to respond.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Examples of such behaviour could include, but are not limited to:



# KING'S COLLEGE INTERNATIONAL SCHOOL BANGKOK

- being over-friendly with children,
- having favourites,
- taking photographs of children on their mobile phone,
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- using inappropriate sexualised, intimidating, or offensive language.

The purpose of this process is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Low-level concerns about a member of staff should be reported to the executive principal. Where a low-level concern is raised about the executive principal, it should be shared with the governor responsible for safeguarding..

If a report is determined to be unsubstantiated, unfounded, false or malicious, the executive principal should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.



## Chapter 8 - What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2018). In addition to these definitions, children can also be abused by being sexually or criminally exploited, honour-based abuse, forced marriage or female genital mutilation. Abuse includes hate speech, harassment or violence based on a person's marginalised identity (race, ethnicity, gender, gender expression or reassignment, sexuality, religion/belief or disability)

### 8.1 What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

### 8.2 Physical abuse

Physical abuse may involve hitting, cutting, 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.

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped or hit hard with a flat hand)



- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched





- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

### 8.3 Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to 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 cyber bullying), 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 in isolation.

Most harm is produced in low warmth, high criticism homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate



challenge or intervention could affect positive change and prevent more intensive work being carried out later.

#### Indicators of emotional abuse

#### Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

#### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., bed wetting, soiling themselves, refusing to feed themselves
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

#### Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted



- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## 8.4 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 rape, assault by penetration (other than by a penis) or nonpenetrative 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 (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Child Sexual Exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.



## Indicators of sexual abuse

### Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted infections (STI's)
- Unexpected pregnancy
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

### Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## 8.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.



Neglect may occur 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 caregivers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff develop must be discussed with the DSL.



It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies
- Poor attachment to caregivers and emerging mental health difficulties

Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional. There are a huge number of risks that face children from all walks of life and being a child in an affluent family is often perceived to protect those children from some of these dangers. In reality, children from affluent families aren't as sheltered from neglect as some of us may think. In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling lonely, with their emotional needs unfulfilled by their parents. It has also been suggested that as well as not spending quality time with their children, affluent parents may put a high amount of pressure on their children to succeed academically, which can sometimes lead to psychological and emotional problems for children.



## **Parental alcohol and substance abuse , domestic violence/abuse and parental mental illness**

These three factors (also known as the toxic trio) are often considered problems that only occur in poorer families; however, this is not the case. These same issues are also found in affluent families and have lasting effects on the children in the home.

## **More relaxed attitudes to drug use and sexual activity**

It can sometimes be the case that due to a lack of parental supervision and guidance, wealthy parents may have a more relaxed attitude to the risks their children take, or in many cases aren't sufficiently present or available to know about what their children are doing. This can lead to increased risks for their children, who may have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

## **Unsupervised Living Conditions**

The School considers that due care means that children should be living with a parent or guardian until leaving school. In instances where this provision is not being met, the School will advise parents but cannot enforce a change legally. Such arrangements typically have an adverse effect on a child's academic progress and emotional wellbeing. Equally, living arrangements which constitute a child living with a nanny or similar carer are not advised as the absence of a parent or carer may mean that a child's emotional needs are not being met. In such instances the School will advise the family appropriately but would not be able to change any arrangements legally.

However, under the Child Protection Act Thailand, in certain situations the school would be duty bound to report circumstances that constituted negligence to a competent authority.

The school uses the following key questions to ensure that students living unsupervised are cared for:

- Do we have contact details for the relevant adults (including next of kin)?
- What are the emergency arrangements?
- Is the child eating properly?
- Is the child washing properly?
- Is the child able to clothe themselves properly?
- Does the child have relevant insurance cover?
- Is the child safe? Do they know how to keep the home safe? Are there
- Any safety issues in travel?
- Are there issues surrounding the child's attendance?
- Are we fully aware of what the child is doing in their free time?



- Is the child sleeping properly? (eg are they staying up late gaming?)
- Are they able to organise their day-to-day life?
- Are they able to organise their academic commitments?
- Do they have due emotional support?
- Are there any additional plans needed for holidays or non-term time?

## 8.6 Child-on-Child Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school recognises that children can abuse their peers.

The forms of child-on-child abuse are outlined below:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual Violence and Sexual Harassment.
- Identity based abuse
- violence, including gender-based and other identity-based violence;
- identity-based hate speech and/or harassment
- encouraging others to engage in identity-based hate speech, harassment or violence
- threatening or intimidating behaviour
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.

The term child-on-child abuse can refer to all these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e., girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence). It is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.





We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

Child-on-child abuse will not be passed off as 'banter', 'boys being boys' or 'part of growing up', and staff will challenge inappropriate behaviour between children. Any downplaying of conduct can lead to a culture of unacceptable behaviour which will lead to children not reporting or normalising abuse, causing an unsafe environment. We are clear that there will be a zero-tolerance approach to any form of abuse including child-on-child abuse.

This school understands that even if there are no reports of child-on-child abuse, this does not mean that it is not happening.

## ALLEGATIONS OF ABUSE MADE AGAINST OTHER STUDENTS

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously. We also recognise that identity based abuse is also increasingly prevalent. We take a zero tolerance approach to this.

Most cases of students hurting other students will be dealt with under our School's behaviour policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put students in the School at risk;
- Is violent
- Involves students being forced to use drugs or alcohol;
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos;
- (including sending nudes or partial nudes).

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate;
- The DSL might contact the Ministry of Education, the Department for Children and Youth and follow its advice, as well as the police if the allegation involves a potential criminal offence;



## KING'S COLLEGE INTERNATIONAL SCHOOL BANGKOK

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys;
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent;
- Ensuring students know they can talk to staff confidentially by speaking to the DSLs;
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.



### Responding to reports of Sexual Violence and Sexual Harassment (Part 5 KCSIE 2022)

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- In some cases, children will find it difficult to tell staff about the abuse so it may come via a third party. Children should never be given the impression that they are creating a problem by reporting sexual abuse or harassment.
- We will carefully listen non-judgmentally to the child.
- Staff taking the report will inform the DSL or in their absence a Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the Department for Children and Youth. The DSL will consider: -

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally
- Early Help intervention
- Refer to the Department for Children and Youth
- Report to the Police all cases of sexual violence (generally in parallel with a referral to Department for Children and Youth)

Risk Assessment:

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.



The risk assessment will consider:

- The alleged victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Support regarding risk assessments will be reviewed in a meeting with all DSL, the Headmaster and the Executive Principal.

Ongoing Response:

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police.
- Where there is a criminal investigation into an allegation of rape, assault by penetration or sexual assault, the alleged perpetrator should in most circumstances be removed from any classes they share with the victim.
- The DSL will consider how best to keep the alleged victim and alleged perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into an allegation of rape or assault by penetration leads to a conviction or caution, the school will liaise with relevant external agencies in order to determine the appropriate course of action. This may include considering appropriate sanctions in accordance with the school's behaviour policy and in consultation with external agencies. The wellbeing and wishes of the victim will be especially important in determining how to proceed in such cases. The (alleged) victim, (alleged) perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.
- A record of SVSH incidents is maintained by the Executive Principal.



## 8.7 Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority. Where appropriate and necessary, the school will seek advice from external agencies such as the Police and Department for Children and Youth

## 8.8 Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in Keeping Children Safe in Education 2022. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Sexual behaviour between children will be considered harmful if one of the children is much older; if there is more than 2 years difference in age or one child is in puberty and the other is not. A younger child can abuse an older child, particularly if one has power over the other, for example, with a disability or SEND.

Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.



## Chapter 9 - Other Forms of Abuse and Safeguarding Issues

### 9.1 Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document.

We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the head and the DSL will also consider child protection procedures.

The PSHE curriculum regularly provides opportunities for children to understand that bullying is wrong, its impact and how to deal with it.

A record of bullying incidents is maintained by the DSLs. An overarching log is shared by DSLs and is monitored regularly by the Executive Principal as part of the DSLs regular meetings.

An overarching log is held by the Headmaster.

### 9.2 Children who identify as Lesbian, Gay, Bisexual, or Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who identify as LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who identify as LGBT lack a trusted adult with whom they can be open. The school will provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the British statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

A record of incidents of LGBT related bullying is maintained in the relevant bullying log.



### 9.3 Online Safety

The school has an Acceptable Use policy which explains how we try to keep pupils safe in school and when learning remotely, including how we respond to online safety incidents. We follow the 'Teaching online safety in school' Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects ([Teaching Online Safety in Schools, June 2019](#)) to guide practice.

Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and TikTok and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The deputy head (Pastoral) has oversight of systems and procedures in place to ensure online safety.

The governing body ensures that appropriate filters and monitoring systems are in place. This is to ensure that children have access to 'safe' information and that 'over blocking' does not restrict access to their learning. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home). Please see below list of links on the section entitled Further advice on safeguarding and child protection is available for guidance and information.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.



Any data, files or images that are believed to be illegal must be passed to the Police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. The school follows DFE ['searching, screening and confiscation at school'](#) guidance and its search and screening policy [here](#)

The school's policy on the use of mobile phones is set out in its Acceptable Use Policies.

#### **9.4 Racist Incidents**

Repeated racist incidents or a single serious incident are deemed to fall under safeguarding concerns and may lead to consideration under child protection procedures. The DSLs maintain a record of racist incidents. Any record of an incident will be investigated thoroughly and any trends or patterns noted. Where necessary the school will increase training of staff and/or students to actively ensure there is a zero tolerance approach. Serious sanctions will be invoked if required.

#### **9.5 Domestic Abuse/ Domestic Violence**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, financial, psychological or sexual abuse. It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that several abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

If you are concerned that a child is suffering from or witnessing domestic abuse, you should inform the DSL without delay.





## 9.6 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse and occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child in sexual activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. The abuse 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. It can range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual and exploitation as well as being physical can be facilitated and/or take place online.

All staff are aware of the link between online safety and vulnerability to exploitation.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The school is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.



Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- Police involvement, Police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **9.7 Procedures for managing the sharing of nudes / youth produced sexual imagery**

This is a suggested approach based on guidance from the UK Government for all staff and for DSLs and senior leaders. Sharing nudes and semi-nudes: how to respond to an incident (overview)  
December 2020 GOV.UK



### Your responsibilities when responding to an incident

If you are made aware of an incident involving sharing nudes, you must report it to the DSL immediately and follow the below steps:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Following a report of an incident, the DSL will follow the procedures outlined below:

#### Initial review

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or Department for Children and Youth
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)



Finkelhor and Wolak's typology of youth-produced imagery cases can be used to define and assess incidents according to motivations.

Incidents can broadly be divided into two categories:

- **aggravated:** incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can further be sub- categorised into:
  - **adult involved:** adult offenders attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders.
  - **youth only – intent to harm:** these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people.
  - **youth only – reckless misuse:** no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.
  
- **experimental:** incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be subcategorised into:
  - **romantic:** incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair
  - **'sexual attention seeking':** the phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.
  - **other:** cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

The DSL will make an immediate referral to police and/or Department for Children and Youth if:

- The incident involves an adult



- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 15
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or Department of Children and Youth.

#### Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or Department for Children and Youth, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to Department for Children and Youth and/or the police immediately.

#### Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

#### Referring to the police

If it is necessary to refer an incident to the police, this will be done through our Police Contact listed above.

#### Recording incidents

All incidents and the decisions made in responding to them will be recorded.

#### Removing the image

Report remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet <https://www.iwf.org.uk/our-technology/report-remove/>

#### Curriculum coverage



The below is provided as an example of how you might demonstrate the way your curriculum covers sharing nudes. Insert details of your own approach here.

Students are taught about the issues surrounding sharing nudes as part of our PSHE education and computing programmes. Teaching covers the following in relation to sharing nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sharing nudes is also shared with students so they are aware of the processes the School will follow in the event of an incident.



## 9.8 Honour-Based Abuse

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour-Based Abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion
- Challenge their parents' views on religion or choose a different religion to the family religion
- want to get out of an arranged or forced marriage
- wear clothes or take part in activities that might not be considered traditional within a culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

## 9.9 Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. They should follow usual protocols followed by the DSLs used whenever a child is at risk of serious harm.



## 9.10 Contextual Safeguarding – Risks outside of the home

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

exploitation by criminal gangs and organised crime groups

- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Staff are trained on contextual influences and follow the school procedures for reporting concerns.

The DSLs will ensure that information is shared in the referral process to help social care assessments consider contexts outside of the home.

## 9.11 Children with special educational needs and disabilities

The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities.

## 9.12 Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.





The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation.

The school will hold more than one emergency contact number for each pupil, in line with our admissions procedures.

The school will ensure that there is a record of joiners and leavers as defined.

When a pupil leaves the school, the school will make reasonable enquiries to establish the whereabouts of a child before deleting the child's name from the school register.

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Monitor each child's attendance through their daily register and follow the school's procedure in cases of unauthorised absence. Ensure that any triangulation with other risk factors occurs at the DSLs regular meetings.
- Remove a child's name from the admissions register on the date that the child leaves the school.
- Follow its policy on children missing education.

### **9.13 Elective Home Education**

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will work together with key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND or is otherwise vulnerable..

### **9.14 Pupils Missing Out on Education**

Most children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to



these as Pupils Missing Out on Education (PMOOE), because they are not accessing their education in school in the 'usual way'.

Where a pupil is unable to attend school in the usual way, the school will work closely with parents to consider the most appropriate provision. Reviews will be frequent enough to provide assurance that the modifications are achieving their objectives and that the pupil's needs are being met.

### **9.15 School Attendance and Behaviour**

Additional policies and procedures are in place regarding school attendance and behaviour.

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### **9.16 Restrictive Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries. Further details are outlined in the Staff Code of Conduct.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.



## 9.17 Health (including Mental Health)

### Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

Where children have suffered abuse and neglect and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of the school's DSLs. The school has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. The school has a separate mental health policy.

Any child with a significant health condition requiring regular medication or treatment will require an Individual Health Care Plan which will be completed with the parent and relevant DSL. It is vital that parents inform us if their child has a health condition of this nature to enable us to ensure that their child's health needs are managed appropriately whilst they are at school. Information from this plan will be shared with key staff members to ensure that they are alert to the child's individual needs.



## Chapter 9 - Low Level Concerns and Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Whistleblowing regarding the executive principal should be made to the Chair of the Executive Committee, whose contact details are readily available to staff

We hope that before the need to whistleblow arises that all staff will notice any behaviours amongst colleagues or indeed themselves which might not be in line with the Staff Code of Conduct and the highest standards of professional conduct. The [Low Level Concerns policy](#) is available here and forms for reporting are available on KIM. LLCs will be dealt with in accordance with the policy and reported termly to governors on an anonymised basis. They will also be discussed in the same way at the regular Safeguarding meetings to ensure that any patterns, themes or requirements for training are identified and followed up. If there is any need to discuss whether a LLC meets a threshold for being managed as an allegation, the Executive Principal will take advice from relevant authorities in Thailand or the UK.

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## Chapter 10 - Links with other school policies and procedures

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](#)
  - [Low Level Concerns policy](#)
  - [Whistleblowing](#)
  - [Recruitment, Selection and Disclosure policy](#)
  - [Educational Visits](#)
  - [Missing student](#)
  - [Student supervision](#)
  - [Learning Enrichment](#)
  - [Disability](#)
  - [Records retention](#)
  - [Peer on peer abuse Policy.](#) - to be updated asap
  - [CCTV Policy](#)
  - [Health and Safety Policies](#)
  - [Staff wellbeing Policy](#)
-



## Chapter 11 - Available further advice on safeguarding and child protection

Further advice on safeguarding and child protection is available from:

- Contextual Safeguarding Network  
<https://www.contextualsafeguarding.org.uk/>  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- British Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020)  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-healtheducation>  
<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
- UK Council for Child Internet Safety (UKCIS) guidance:  
<https://www.gov.uk/government/publications/education-for-aconnected-world>

### Additional advice and support

#### Abuse

- [List of child protection agencies](#)
- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

#### Bullying

- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- [Preventing and Tackling Bullying](#) - DfE advice
- [Cyber bullying: advice for heads and school staff](#) - DfE advice

#### Children missing from education, home or care

- [Children missing education](#) - DfE British statutory guidance
- [Child missing from home or care](#) - DfE British statutory guidance



- [Children and adults missing strategy](#) - Home Office strategy

### Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

### Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

### Drugs

- [Drugs: advice for schools](#) – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

### “Honour Based Abuse” (so called)

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

### Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

### Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

### Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

### Upskirting

- [Upskirting know your rights](#) – UK Government



## Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy

## Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [Sharing nudes and semi nudes](#) and [using-external-visitors-to-support-online-safety-education](#)

## Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning





### Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

### Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online



## Appendix I: listening to student voice

### 1. 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 Key Stage 2 School. This regular contact allows students to have easy access to form tutors to raise any concerns.

### 2. School Council

- 2.1. 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 DEI committees/subcommittee such as the GS

- 3.1. The student GSA (gender & sexualities alliance) is a student-led group composed of students from year 7-11, who have volunteered to take part. The group is independently organised and is for anyone regardless of their sexual orientation, gender identity or gender expression.



- 3.2. The purpose of the GSA is to work for equality and visibility of LGBT+ students and their rights, to help reduce stigma and discrimination, creating a more accepting and inclusive school environment.
- 3.3. The GSA provides a safe place for students to meet, support each other, talk about issues related to sexual orientation, gender identity and expression, and work to end homophobia, biphobia and transphobia. It helps individuals feel seen, validated and not alone in their experiences, improving their mental and emotional well being.

#### **4. Student surveys and pupil voice discussion groups**

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;

Follow up discussions take place with focus groups to triangulate these surveys and ensure we are doing everything we possibly can to make sure children feel they can talk to adults and that adults are listening.

#### **5. PSHE lessons**

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.

#### **6. Teachers and Assistant Teachers**

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



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

## **7. The Learning Enrichment department**

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.

## **8. Nursing staff**

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.

## **9. School hotspots**

Students are asked as part of the weekly well-being survey 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. This information is triangulated with any information raised by counsellors when they meet weekly with SLT.



## Appendix 2 :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 (Sept 2022) 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. An online search of the speaker will be conducted.



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.

Visitors will be required to sign and agree to the school's safeguarding and DEI agreements. 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](#)

Other visitors including parents

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.

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.



## Appendix 3: 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 2022 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 2022 (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
- 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

#### 4. 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 Executive Principal or 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.<sup>6</sup> 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. Please see our Safer Recruitment policy [here](#)

#### 5. 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. HR must be satisfied with these processes before anyone can begin.

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





# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- 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.
- 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.
- Treat all members of the school community with dignity and respect regardless of their identity and role in the community.

### 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



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

- 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
- Treat all members of the school community with dignity and respect regardless of their identity and role in the community.



## Appendix 4: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children
- It applies regardless of whether the alleged abuse took place in the School. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.
- We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the School so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the School so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation



- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Executive Principal (or Designated Safeguarding Governor where the Executive Principal is the subject of the allegation) – the 'case manager' – will take the following steps:

Immediately discuss the allegation with the DSL. Where threshold of significant harm has been met, the Designated Safeguarding Governor (DSG) should be informed. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or Department for Children and Youth. The case manager may, on occasion, consider it necessary to involve the police before consulting the DSL and Child Protection and Safer Recruitment Advisor – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the DSL (and the police or Department for Children and Youth, where necessary). Where the police and/or Department for Children and Youth are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the School is justified or whether alternative arrangements such as those outlined above can be put in place.

If immediate suspension is considered necessary, agree and record the rationale for this with the DSL/Executive Principal. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the School and their contact details.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the DSL what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.



If it is decided that further action is needed, take steps as agreed with the DSL to initiate the appropriate action in School and/or liaise with the police and/or Department for Children and Youth as appropriate.

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Department for Children and Youth and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

Make a referral to the DBS (or equivalent organisation if non UK staff) and inform embassy for their country of origin where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child. All concerns pertaining to Thai staff should be reported to the Ministry of Education, the Department for Children and Youth and the police.

All significant safeguarding concerns need to be shared with Kings College Wimbledon if situation warranted them needing to know.

### **Early Years**

We will inform the Thai Police and any relevant embassy of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations.

If the School is made aware that the UK secretary of state has made an interim prohibition order in respect of an British teacher, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.



### **Timescales**

This is a guide based on best practice but is subject to outside agencies:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

- Action following a criminal investigation or prosecution

The case manager will discuss with the DSL and DSG, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or Department for Children and Youth.

- Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the School ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the School's personnel make a referral to:

- the DBS for consideration of whether inclusion on the barred lists is required and UK embassy (if person is from the UK)
- Embassy from country of origin and equivalent of DBS for non UK staff
- Ministry of Education, the Department for Children and Youth and the police if staff member is Thai.



- If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the DSG who will in turn discuss with Kwi representative on whether to refer the matter to the Teaching Regulation Agency (or equivalent in country of origin for staff member) to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the School.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Executive Principal, headteacher, or other appropriate person in the case of an allegation against the Executive Principal or headteacher, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

### **Confidentiality**

The School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the DSL police and Department for Children and Youth, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)



If an allegation or concern is not found to have been malicious, the School will retain the records of the case on the individual's confidential personnel file. We will retain all records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

We will retain all records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are substantiated, we will review the circumstances of the case with the DSG to determine whether there are any improvements that we can make to the School's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual





## Appendix 5 : Important Thai Information relating to child protection

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
- 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](#)  
[Safeguarding Agencies in Thailand](#)



## Appendix 6 [Student welfare and risk assessment policy](#)

### Appendix 7: Safeguarding during enforced school or year group 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.

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 (Early Years and Primary 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



# KING'S COLLEGE INTERNATIONAL SCHOOL

## BANGKOK

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;

- [Key pastoral points for remote learning](#)