

<b>Reference number</b>		<b>Policy name</b>	Safeguarding Handbook
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<b>Person(s) responsible</b>	Senior Leadership Team (SLT)	<b>Date of next review</b>	June 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. 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; the Education Act 2002 and the Equality Act 2010. This policy also reflects the guidance from 'Keeping Children Safe in Education' 2023 (KCSIE).</p> <p>Excom 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>	25/02/2023
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KING'S COLLEGE  
INTERNATIONAL SCHOOL  
BANGKOK

# SAFEGUARDING HANDBOOK

King's College International School Bangkok





## Safeguarding Handbook

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## **Safeguarding Handbook**

### **I Introduction**

#### **Safeguarding is everyone's responsibility.**

The Executive Principal takes overall responsibility for safeguarding at King's College Bangkok.

In a growing school Safeguarding must be given the visibility it needs. The Executive Principal chairs a fortnightly meeting of the wider safeguarding team which includes DSLs DDSLs, the Director of DEI, counsellors and the Governor for Safeguarding. This group monitors trends of every kind, triangulates data and trends, oversees the full review of policy and practice for all safeguarding policies and attendance data.

The Director of DEI reports to the Executive Principal to ensure this role is also given the authority it needs. All schools have work to do on ensuring that we promote inclusion and tackle all forms of discrimination based on the protected characteristics. We recognise the need for staff to be aware of the protected characteristics and be able to identify identity-based harm. We acknowledge the layers of cultural sensitivities in our community and the complex but wonderful work we want to do as a school and in the context of our region. Kindness, good manners and wisdom are our school values - we are building a community and best practice in diversity, equity and inclusion is our intent. Inclusion is the word we hear our students and staff use and drives our work on DEI.

Our DSLs are part of Bangkok hubs. They form a vital route for information sharing and mutual raising of red flags if there are patterns of concern; for example KISB will be jousting an extraordinary hub meeting to discuss race related incidents as this is a concern across Bangkok International schools.

As a member of Fobisia and ISAT we also benefit from the wider South East Asian expertise. Meetings, conferences specifically on safeguarding and updates on emerging practice and Thai law inform our work, as well as form the essential networking and access to shared advice which is at the heart of strong safeguarding practice. We test ourselves all the time - we review, constantly, we reflect and learn.

The safeguarding team has an established set of protocols to respond to emergency or growing crisis situations. We are used to running strategy meetings to plan for short, medium and long term situations, drawing on local and international resources as we do so.

### **2.Crisis Management**

**Safeguarding is always about sharing the right information with the right people at the right time.**

**You are never on your own and you must have support. There may be times when we cannot meet the need.**



If a member of the safeguarding team or extended support team is offering support to a very vulnerable or susceptible student they can remember the following especially if offering out of hours support.

We have a DSL google space for immediate posts or alerts.

There will always be an SLT member of staff on duty to provide immediate support on whatever level.

Always contact emergency services if necessary.

Always contact the person they are living with to let them know if there is a suicidal ideation.

Be mindful about when you check emails out of hours in terms of expectations. We recommend that members of the Safeguarding team have an out of office message that has all the emergency numbers and steps to be taken for accessing emergency services or support.

## 2. Links to related policies and documents

The documents contained in this handbook reflect, alongside the [Safeguarding Policy](#), the school's commitment to safeguarding. In particular it shows work in response to the promotion of British and Thai Values and the Prevent Duty, as well as more general matters of student behaviour and good conduct

### Appendix 1a. Job Description: Designated Safeguarding Lead (DSL)

### Appendix 1b. Job Description Deputy Designated Safeguarding Leads (DDSL)

### Appendix 1c Director of DEI

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## Appendix 1a DSL Purpose of the role

To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place at King's College International School Bangkok.

To promote the safety and welfare of children and young people involved in King's College International School Bangkok's activities at all times.

## Duties and responsibilities

1. Take a lead role in developing and reviewing King's College International School Bangkok's safeguarding and child protection policies and procedures.



2. Take a lead role in implementing King's College International School Bangkok's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in King's College International School Bangkok's activities are responded to appropriately.
3. Make sure that everyone working or volunteering with or for children and young people at King's College International School Bangkok, including the executive committee and board of Excom, understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.
4. Make sure children and young people who are involved in activities at King's College International School Bangkok, and their parents/carers, know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
5. To work with section DDSLs and the school ICT manager in overseeing digital responsibility and e-safety, including the management of filtering and monitoring systems.
6. Receive and record information from anyone who has concerns about a child who takes part in King's College International School Bangkok's activities.
7. Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with King's College International School Bangkok may present a risk to children or young people. This includes:
  - a. assessing and clarifying the information
  - b. making referrals to statutory organisations as appropriate
  - c. consulting with and informing the relevant members of the organisation's management
  - d. following the organisation's safeguarding policy and procedures.
8. Take a lead role in liaising with, pass on information to and receive information from statutory child protection agencies such as:
  - a. the local child protection services
  - b. the police. This includes making formal referrals to agencies when necessary.
9. Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
10. Work closely with the executive committee and Executive Principal to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.



11. Report regularly to the governing board on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.
12. Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
13. Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area in addition to any local laws and changes.
14. Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at King's College International School Bangkok.
15. Attend safeguarding team meetings, supervision sessions and management meetings as arranged.
16. Work flexibly as may be required and carry out any other reasonable duties. The designated safeguarding lead must have received relevant safeguarding and child protection training that is specific to their role. This training should be refreshed regularly and they should keep up to date with any changes in safeguarding and child protection legislation and guidance.
17. Be available for staff to contact at any reasonable time if they have a concern about the welfare of a child.
18. To provide yearly- training and in year updates to staff and advanced training to any Child Protection Officers appointed by the school. This will include ensuring that all relevant staff will complete the statutory training through Educare.
19. To oversee the work of the services manager in training the local staff in child protection. To ensure that all mid-year joiners receive this training.
20. To be the lead in any official inquiry relating to the safeguarding of children at King's College International School Bangkok.

Appendices: Helpful resources for a DSL

[Child abuse and neglect](#)

[Recognising and responding to abuse](#)

[Safeguarding and child protection](#)

### **Availability**

During term time and in the holidays the DSL and Headmaster can be reached via email or phone: Helen Searle 0655863285, Christopher Branch 0642032958, Raj Ladva 0851366070 or Sarah Raffray



080 101 5943. If the DSL is not able to see a colleague or student/ parent in person he/ she will arrange to speak on the phone as soon as possible.

## **Appendix 1b. Job Description: Deputy Designated Safeguarding Lead (DDSL)**

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### **Purpose of the role**

To deputise in the absence of the Designated Safeguarding Lead (DSL).

To support the DSL in ensuring that appropriate arrangements for keeping children and young people safe are in place at King's College International School Bangkok.

To support the DSL in promoting the safety and welfare of children and young people involved in King's College International School Bangkok's activities at all times.

To be responsible for e-safety for their section of the school

### **Duties and responsibilities**

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

### **Training**

DDSLs are trained to the same level as DSL.

### **Availability**

Each section of the school has two DDSLs, including one native Thai-speaker per section.

#### Early Years

Alys Leighton-Rahman (English speaker)

Preeya Phomtaeng (Thai speaker)

#### Primary

Jerome Marshall (English speaker)

Pornsiri Putsiri (Thai speaker)

#### Senior

William Forse (English speaker)

Matthew Gibson (English speaker)

Fasai - Pawita Boonchoo (Thai speaker)





## Appendix 1c Job description Director DEI

### ☰ Director of Diversity, Equity and Inclusion (DEI) \_Job Description

## Appendix 2 Related School Policies

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- [Acceptable Use of ICT for Students](#)
- ☰ Promotion of Good Behaviour Policy: Early Years, Primary School and Senior School.docx
- [Anti-Bullying](#)
- [Mental Health & Wellbeing](#)
- [Positive handling for Year 1 and above](#)
- t ☰ Staff Code of Conduct 2023
- [Whistleblowing](#)
- [Recruitment, Selection and Disclosure policy](#)
- ☰ RISK ASSESSMENT POLICY
- ☰ King's College Bangkok Health and Safety
- [Educational Visits](#)
- [Missing Student](#)
- [Student supervision](#)
- [Learning Enrichment](#)
- [Disability and reasonable adjustment](#)
- [Records retention](#)
- [CCTV Policy](#)
- ☰ RSE whole school policy Jan 2024
- ☰ Pastoral Care Policy



### Appendix 3 Kindness at King's Bangkok

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#### Kindness at King's Bangkok

Kindness at King's Bangkok is a school-wide policy to encourage tolerance and awareness of others.

*“Every student, along with the teaching staff, has an important role to play in upholding and maintaining our values with regard to kindness, good manners and wisdom. These values will be genuinely upheld if day-by-day each of us helps to create a compassionate and supportive environment, one in which people feel valued, able to be themselves and are free from any form of intimidation. As intelligent and thoughtful people, we believe that you are capable of judging the impact of your actions and words on another person. All forms of behaviour, whether in person, at school, or in the virtual world should be maturely considered and rooted in kindness, civility and decency.”*

*There may be times in which you feel concerned by unkind behaviour that has happened to you or that you have observed happening to someone else. If this is the case, as a member of King's Bangkok, please recognise that you have a responsibility to share any ongoing concerns with a trusted adult. It is not acceptable or humane to turn a blind eye or stand by and allow known acts of unkindness to continue without letting a teacher or parent know. This caring action is not only for your happiness or the benefit and well-being of another person, but most importantly it clearly upholds the compassionate, kind, and respectful culture of King's Bangkok. We are all very proud of our school's welcoming atmosphere and trust that you will always recognise your vital role in sustaining it.”*



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## Appendix 4: How safeguarding is taught at King's College International School Bangkok

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### 1. Introduction

All students have a form/house tutor who is responsible for their pastoral care. The form/house tutor keeps a close eye on the student's wellbeing and may be the person to whom a student makes any safeguarding disclosure.

All staff are trained in safeguarding, and all academic departments share responsibility in safeguarding the children under their care, and so this document is intended to serve as a summary of how students at King's Bangkok are taught about safeguarding (particularly in helping students to adjust their behaviour to reduce risks) through the curriculum and PSHEE. In all cases, should academic discussion cause concerns about the wellbeing of a student their form teacher, or if appropriate the DSL, is informed.

### 2. PSHE

[W Primary PSHE Policy.docx](#)

[W PSHE Policy \(LITMW\).docx](#)

PSHEE is taught through timetabled lessons from Years 1 upwards and through a series of visiting groups and speakers. All PSHEE discussions, whether taking place in taught lessons or form periods take place under appropriate agreed ground rules of trust and support. The role and responsibility of teachers with regards to safeguarding concerns are made clear at the start of each year.

**Current affairs** discussion and debate take place at regular intervals throughout the term and will often relate to safeguarding topics in the news.

All lessons are regularly reviewed and the scheme of work modified to reflect current concerns.

### 3. ICT & Computing

Safe use of ICT is covered within the PSHE curriculum, within Computing lessons and also a lecture delivered to parents. During Computing lessons, students are made aware of the dangers of the use of machines (computers, tablets, phones) and the internet. Discussions on safeguarding usernames and passwords, suitability and dangers along with the amount of time spent on online games as well as social websites like Club Penguin Island, Instagram and Facebook are discussed. Appropriate consideration is given to the risk of exploitation on the internet both by discussion and by restricting certain websites on the school network. Time is also spent considering safe and respectful use of electronic communication along with cyberbullying, its effects and ways to report it.

### 4. Science

All students are made aware of lab safety rules and these are reinforced continuously.



Each practical lesson discusses risks, and how to reduce them before undertaking the lesson – all students are expected to stand up and wear goggles for safety, when applicable.

## **5. Design and Technology**

All students are made aware of the workshop safety rules and these are reinforced continuously.

At the start of each practical lesson the teacher reminds students of risks when using tools and equipment, and how to reduce them before undertaking the lesson. Students are told about the importance of respecting others in the workshops. The teacher will monitor the lesson and remind students of safety as appropriate.

## **6. Art**

Students are given thorough instruction in the safe use and handling of all tools and materials. They are reminded to always take care when working in the art studios and to be mindful of the work of others. Students are taught how to use cutting tools safely when undertaking ceramics and print making activities, and support is requested when students need extra supervision to ensure safety.

A broad range of themes are explored to stimulate and support learning in Art. Topics and imagery for resource material are selected with regard to age appropriateness. Books which contain imagery that may not be suitable for younger children are kept in restricted areas. Issues arising from discussion about art encourage reflection about cultural and personal values.

## **7. English and History**

The study of English and History at King's Bangkok lends itself to considerable discussion of many important topics important to safeguarding. Appropriate consideration of moral, philosophical and ethical issues is part of our teaching. Class discussions help build skills such as empathy and tolerance, and to consider the importance of different cultural perspectives. One of the primary aims of our teaching is to uphold the traditional role of a humane liberal education in nurturing tolerance of the views of others and an open-minded approach to society.

## **8. Geography**

There are clear rules on Geography field trips to reduce the likelihood that students will come to harm. These are especially important when students are in unfamiliar areas and when engaged in activities that require conversations with unknown individuals. Prior to carrying out fieldwork investigations we openly discuss in class potential hazards and we clearly state in a letter emailed to all parents that we strongly advise a responsible adult is present at all times. We also discuss the likelihood and severity of various hazards and how these risks may be reduced.

Within the classroom, students are encouraged to consider a range of different viewpoints and to understand why people think differently about certain ideas. Indeed, many topics in the Geography syllabus can be controversial (Eg, migration) and specifically encourage the consideration of moral, philosophical and ethical issues. Through these topics (and others), students gain an awareness of the significance of cultural and religious diversity, human rights, corruption, political systems etc.

## **9. Maths**



Whilst the study of mathematical ideas occurs predominantly in the arena of pen and paper and does not bring immediate safeguarding risks, our teaching of the subject lends itself to the support of numerous skills that help build students' perception of themselves and the world around them. Mathematics is an egalitarian subject, contributions to its questions range across world cultures and periods of history, in this way awareness and valuing of all contributions is intrinsic to a proper appreciation of the subject. At King's Bangkok, students of all abilities enjoy the subject and the challenges it presents, responding competitively to extension problems, seeing that false starts and learning from mistakes is part of how we learn and building confidence and a sense of achievement through their achievements. As a wider subject, mathematics teaches us how to make sense of the world around us. In a productive maths lesson, apart from the norms of maintaining good behaviour and respect for others' contributions, students learn how to calculate, reason and solve problems.

### **10. Mandarin**

Our instruction of modern foreign languages goes beyond the linguistic, and garnering an appreciation of Chinese cultures helps our students to foster feelings of empathy and tolerance.

### **11. Thai and Thai Studies**

Our teaching of Thai goes beyond the linguistic, and garnering an appreciation of Thai culture is a compulsory part of the curriculum. Appropriate consideration of moral, philosophical and ethical issues is part of our teaching. Class discussions help build skills such as empathy and tolerance, and to consider the importance of different cultural perspectives. One of the primary aims of our teaching is to uphold the traditional role of a humane liberal education in nurturing tolerance of the views of others and an open-minded approach to society.

### **12. PE and Games**

In all areas of sport and physical education, students follow the rules and laws of each sport to not only create a competitive and fair environment but also to ensure the students safety at all times. This can take the form of techniques that are taught, the importance of warm-ups (to reduce the risk of injury and to prepare the mind and body for exercise), the requirement of wearing the correct equipment or the important safety aspects in an environment like the swimming pool where rules are enforced from the outset (Eg, no diving in the shallow end, running poolside or the procedures for an emergency situation in the pool). In addition to this, formal and informal sessions take place with regards to risky human behaviours, such as the dangers of performance enhancing drugs. Students are educated in this area so that informed decisions can be made.

PE and swimming are often areas where child abuse issues are identified through students wishing to miss lessons to visible signs of abuse. Teacher's must be mindful of this and raise any concerns to The CPO/DSL.

### **13. Drama**

Drama demands the investment of empathy, thoughtfulness and sensitivity. Work in drama can present a challenge to the students and it can relate closely to difficulties in their current or past lives. Therefore, it is essential for practitioners of drama to use their professional skills and to display appropriate sensitivity in taking dramatic work forward with all children. Drama practitioners must create an open environment for the teaching of drama in order to protect the children. During



rehearsals, teachers should keep the SLT informed of any rehearsals that take place outside the normal teaching hours and keep the SLT informed of any rehearsals that take place with individual learners, making sure the location and environment in which that work takes place is as open as possible.

During school productions, staff should apply their professional judgement when supervising students who are changing into costumes. They must ensure that they are never alone with a single student in a situation which could be misconstrued or compromising. When quick-changes are required in the communal backstage area, a designated, segregated area will be created for this to take place. In major productions with a large number of students backstage, there should always be two or more teachers present in the changing and waiting area. Visiting freelance professionals, such as make-up and costume specialists, should be briefed as to school procedures, and not left in a supervisory capacity. Any freelance member of staff working backstage should go through recruitment checks.

#### 14. Music

In instrumental ensembles, students are often surrounded by instruments that are particularly valuable. Care is taken to ensure that all students are aware of the delicate nature of much of the equipment that surrounds them in rehearsals and are encouraged to behave responsibly to minimise damage or injury. Much tuition in the Music department is individual (1:1) and students are made aware of the ways in which they should communicate safely with their teachers outside lessons. Through the study and performance of cultural Music, students develop a strong awareness of social, moral, spiritual and cultural issues.

#### Appendix 5: annual safeguarding audit - staff

An annual external audit is undertaken. It is carried out each year and ensures that we monitor the following as a minimum

I	Designated Safeguarding Lead	Evidence of compliance
1.1	Has s/he been trained at level 3 within the last 2 years?	
1.2	Do all staff know who the DSL is?	
1.3	Who deputises when the DSL is not available, and do all staff know this?	
1.4	Does the DSL understand s/he must pass immediately to the head any allegations against staff?	
1.5	Does s/he understand s/he must pass immediately to the child protection governor any allegation against the headmaster?	



2	Information for Staff	Evidence of compliance
2.1	Does the school have a Safeguarding Policy?	
2.2	Is the school's safeguarding policy reviewed annually by the DSL and checked by the Governing Body?	
2.3	Does the staff handbook include information about the safeguarding policy and procedures and who to contact in the school?	
2.4	Is there a system for staff and other adults in the school to learn about child safeguarding and the school's safeguarding procedures?	
2.5	Have all teaching and support staff been trained in basic awareness of child protection in the last year?	
2.6	Is there a handout for supply staff and volunteers which outlines the discipline and safeguarding procedures?	
2.7	Does the induction programme for all staff include a suitable focus on safeguarding?	
2.8	Does the safeguarding policy reference also the behaviour policy, anti-bullying policy, first aid, PSHE and health & safety policies?	
2.9	Does the school test and record understanding of the key policies and documents, including KCSIE September 2023, Part I and Annex A? Have all members of staff signed to confirm that they have read and understood these documents?	

3	Student Support	Evidence of compliance
3.1	Is the ethos of your school one in which children are always valued, respected, listened to and taken seriously?	
3.2	Do staff create and use opportunities to encourage children to communicate about issues that concern them?	
3.3	Is appropriate support available to students, including anyone who are at particular risk or who have disclosed abuse?	
3.4	Do students who may be concerned about abuse know how to access support for themselves or their friends?	
3.5	Are appropriate measures in place to safeguard children on educational visits?	





3.6	Is there appropriate support for an awareness of students who may be at risk in their use of the internet?	
4	<b>Record Keeping</b>	<b>Evidence of compliance</b>
4.1	Is there an established system for recording confidential child safeguarding information?	
4.2	Are these child safeguarding records kept separately from the students' personal files?	
4.3	Are all staff fully aware that they may from time to time be required to monitor particular students with regard to child safeguarding concerns?	
4.4	Are all staff fully aware that all records should be kept bearing in the mind that they may become evidence if there are safeguarding concerns?	
4.5	Does the school's system ensure that confidential safeguarding information on a student is transferred when the student moves to or from another school?	

5	<b>Information to Parents</b>	<b>Evidence of compliance</b>
5.1	Does the school include in the prospectus, information for parents about the school's role in child safeguarding?	
5.2	Does the school have a system to inform parents of support available within the community?	

6	<b>Curriculum</b>	<b>Evidence of compliance</b>
6.1	Does the school promote child protection and the safeguarding of children through the curriculum (i.e. personal safety, keep safe, self-esteem, anti-bullying, sex and relationships, access to the internet)?	
6.2	Does the school have effective policies on the use of ICT and mobile devices for students and staff?	
6.3	Does the code of conduct (staff) address appropriate use of social media and technologies?	
6.4	Is there a student welfare risk assessment in place?	
6.5	Does the school have clear rules and education on on-line safety? Are appropriate filters in place?	

7	<b>Common Assessment Framework</b>	<b>Evidence of compliance</b>
7.1	Do you know who, within the school, coordinates Common Assessments (Early Help Assessments)?	



7.2	Is that person aware of the procedures and protocols for use of the EHA?	
7.3	Has that person undertaken training in the use of the EHA?	

8	Child Protection Conferences	Evidence of compliance
8.1	Do you know who from the school attends child protection conferences and children in need planning conferences?	
8.2	Are suitable arrangements in place for cover when staff attend child protection conferences?	

9	Recruitment & Selection of Staff	Evidence of compliance
9.1	Are senior staff and the Executive Committee aware of the procedures the school must follow for safer recruitment and selection of staff and volunteers?	
9.2	Have the Executive Principal, headmaster, child protection governor and sufficient senior staff been trained in 'Safer Recruitment' within the last five years?	
9.3	Do the senior staff/Executive Committee understand the processes of ICPC and Prohibition checking and how to interpret the response?	
9.4	Does the school have appropriate procedures for central recording of ICPC and other recruitment data on all staff?	

10	Allegations against staff & a Code of Conduct	Evidence of compliance
10.1	Are senior staff/Excom aware of the procedures the school must follow when an allegation of abuse has been made against the Executive Principal headmaster, a member of school staff or a volunteer?	
10.2	Have senior staff and the child protection governor undertaken any training in managing allegations against staff?	
10.3	Do senior staff and Excom have an understanding of the statutory guidance on 1) <i>Behaviour &amp; Discipline in Schools 2016</i> 2) <i>Preventing and Tackling Bullying 2017</i> 3) <i>Use of Reasonable Force 2013</i> 4) <i>Screening, Searching &amp; Confiscation (2018)</i> ?	



10.4	Have all teaching and support staff been provided with appropriate training, in line with KCSIE 2023?	
10.5	Are you satisfied with the school's arrangements to reduce the likelihood of allegations Eg, a policy & training on physical intervention, a Code of Conduct that explains boundaries of professional behaviour?	
10.6	Are all staff aware of their duty of care and their responsibility to prevent and tackle bullying?	
10.7	Have all teaching and support staff been provided with appropriate training to prevent and tackle bullying?	

11	Governors' Responsibilities	Evidence of compliance
11.1	Does the DSL make an annual report to the Governing Body covering changes to policy and procedures, training undertaken by the DSL, other staff & child protection governor, the number of cases (without names or details) and the place of child safeguarding issues in the curriculum?	
11.2	Have all relevant members of the Executive Committee been provided with appropriate child safeguarding training, focussed on their statutory responsibilities?	
11.3	Has the chair of governors been trained in 'Safer Recruitment' techniques?	
11.4	Has a board member been nominated for liaison, to monitor and support the work of the DSL?	
11.5	Is the child protection governor aware of his/her responsibility to manage any allegation against the headmaster and received appropriate training?	
11.6	Are the governing body aware of their responsibilities relating to extended provision or other activities taking place on school premises, outside normal school hours?	
11.7	Do all of the governing body understand that they have no right of access to information involving any child protection cases within school?	
11.8	Do all of the governing body (except the chair for allegations against the Headmaster) understand that they have no right of access to information involving any allegation against a member of staff until it becomes an internal disciplinary issue?	
11.9	Do the governing body check that child safeguarding arrangements are adequate and that	



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	deficiencies or weaknesses are remedied without delay?	
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12	Links with other agencies	Evidence of compliance
12.1	Is the school pro-active in establishing positive links with other relevant agencies within Bangkok.	
12.2	Any other significant points to review.	



## Appendix 6: annual safeguarding audit - child protection governor

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Aims:

1. To assist in the making of a report to the Board of Governors on safeguarding practice. This enables the Board of Governors to monitor compliance with:-
  - a. the requirements of statutory guidance for schools as set out in *Keeping Children Safe in Education (Sept 2021)* and *Working Together to Safeguard Children (2018)*;
  - b. other relevant legislation eg. *Independent Schools Standards Regulations*
2. To enable the Board of Governors to assure itself that the school is discharging its safeguarding responsibilities effectively by providing evidence of statutory compliance and in the use of effective policies and practices;
3. To provide examples of good safeguarding practice that form part of the school's daily life and is part of its culture. Examples should be drawn from discussions with teachers, non-teaching staff, students and parents.

Annual Report to Board of Governors on Safeguarding Children	Date completed:
This report is for the period/school year:	Dates:
Nominated Board member for Safeguarding/Child Protection:	Name:  Signature:

### 1. Check the following policies are in place and review dates current:

Policy and procedures	Last date of review	Next date of review	How made available	Board of Governors Comments
Safeguarding	Aug 2020	Jun 2021	Google Drive	
Visiting teachers have Staff code of conduct	Aug 2020	Jun 2021	Google Drive	
Part one of <i>KCSIE 2020</i> Part I and Annex A issued and available to all	Aug 2020	Jun 2021	Google Drive	



staff? Staff have signed to confirm that they have read and understood this?				
Safer recruitment	Aug 2020	Jun 2021	Google Drive	
Allegations against staff	Aug 2020	Jun 2021	Google Drive	
Attendance and Missing Student policies (including students missing from education)	Aug 2020	Jun 2021	Google Drive	
Anti-bullying	Aug 2020	Jun 2021	Google Drive	
Behaviour rewards and sanctions policy	Aug 2020	Jun 2021	Google Drive	
Positive handling	Aug 2020	Jun 2021	Google Drive	
Acceptable use of ICT.	Aug 2020	Jun 2021	Google Drive	
<i>Working Together to safeguard children 2018</i> – available to members of staff.	Aug 2020	Jun 2021	Google Drive	



Drugs & substance	Aug 2020	Jun 2021	Google Drive	
Educational visits	Aug 2020	Jun 2021	Google Drive	
First Aid and Fire Regulations	Aug 2020	Jun 2021	Google Drive	
PSHE curriculum	Aug 2020	Jun 2021	Google Drive	
Visitor/access policy	Aug 2020	Jun 2021	Google Drive	
Supervision of students	Aug 2020	Jun 2021	Google Drive	
Visiting Speaker Policy	Aug 2020	Jun 2021	Google Drive	

**2. Sample checks to ensure that all staff are aware of policies and are using them to inform practice.** (*Information gathered should be anonymous.*)

The objective is to determine whether all staff are aware of:

- their role and responsibilities in safeguarding and child protection
- the policies and where to find them
- who they should speak to if in any doubt

Any emerging themes from evidence of excellent knowledge through to gaps in understanding will be summarised and passed to the designated safeguarding lead (DSL). This will be done regularly.

Date of Board member visit / Board Member by name	Questions asked: <i>examples</i>	Responses	Excom Comments
	a) <i>Who is the DSL?</i> b) <i>What do you do if you have any concerns about the safety of a child?</i> c) <i>When were you last Safeguarding trained?</i>  <i>– these to be agreed each review period</i>		
Person A / Job title			



Person B / Job title			
Person C / Job title			

**3. Check the Single Central Register (SCR) to ensure all records are in place and include random sample staff audits to include:**

The nominated board member will check the *Single Central Record* regularly without notice –during the course of a school year. The purpose is to ensure that it is in place and kept up to date. Random sample staff audits will be used to check the status of the SCR. Sample check as follows:

Audit: name of staff member(s) typically to include: full-time teacher, full-time support staff, supply teacher, visiting music teacher or sports coach, volunteer, governor.	In place: (Y or N)	Last updated	By whom	Compliant?	Comment
Identity checks have been carried out.					
Checked through the COBIS prohibition from teaching.					
ICPC checks carried out.					
Risk assessment detailed in comments sections where ICPC not available prior to start date.					
Qualifications checked.					
Police certificates (the last 10 years for expat teachers, up to date for Thai staff)					
Social Media checks done.					
References verified.					





Name of governor doing the check:	Date of visit:		
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**4. Safeguarding training records for staff and Child Protection Governor**

- Check safeguarding training records for all staff and Child Protection Governor
- Check induction for new members on site
- Check that training is up to date as per guidance

Record findings in tabular format for easy reference; add copies of any summary training records:

Training records	How kept?	Complete?	Comment
DSLs			
Headmaster			
Staff			
Governing Board Members			
New employees			
Volunteers (if applicable)			

**5. Check who is trained in Safer Recruitment and that the training is certified**

Who is trained and why?	Certified? Shown in records?	Comments
SLT (inc DSL)		
Heads of department		



HR		
Support staff involved in recruitment administration		
Members of the Executive committee		
Others		

**6. Check HR and Safer Recruitment policies are in place and practice is following policy, to include:**

	Y/N	Comment
Safer Recruitment checklist is regularly used		
At least one accredited safer recruitment person is on the interview panel		
All job descriptions / person specs include statements of safeguarding.		
DSL job descriptions include roles and responsibilities for safeguarding		
References are taken up at the short list stage (all teaching staff/where possible for support staff) and include specific questions about suitability for working with young people (safeguarding questions).		
References include current and/or last employer		



Any request for references is monitored and chased to ensure available before interview / offer of employment (all teaching staff / where possible for support staff)		
Medical questionnaires or medical declarations are completed		
Any gaps in education/employment history are fully explained and verified where necessary		
Successful candidate's qualifications and identity are verified		
Any missing information or inconsistencies are followed up		

**7. Are safeguarding concerns recorded and stored securely and shared with the relevant authority with a record made of the referral ?**

	How kept?	Comment
Records separately and securely stored		
Clear chronology and contact details		
Referral details attached if relevant		
Procedures for follow up in place		

**8. Annual meeting with DSLs to check that they are able to fulfil their role and responsibilities**

The member of the Governing Body with the safeguarding brief is to meet at least annually with the DSLs to ensure that they have the appropriate authority and the time, funding, training, resources and support to fulfil their role and responsibilities. The findings from these meetings are to be summarised and included in the annual report.



**Appendix 7: Prevent duty risk assessment**

	<b>Steps taken</b>	<b>Comment</b>
<ul style="list-style-type: none"> <li>TV and social media</li> </ul>	<p>Student and staff acceptable use of ICT and social media policy up to date and widely published</p> <p>King's Bangkok firewall and ICT monitoring</p> <p>Assemblies to address this topic</p> <p>Parental education through PSHE newsletter</p> <p>Student and parent workshops</p>	
<ul style="list-style-type: none"> <li>External influences: religious assemblies, political organisations, rights activists publicity,</li> <li>Lack of student understanding in the link between extremist ideologies and terrorism</li> </ul>	<p>Guidance given to colleagues on checks to be done for visiting speakers</p> <p>Students educated in Values and taught to be discerning learner</p> <p>PSHE curriculum and lesson-based discussion</p>	
<ul style="list-style-type: none"> <li>Staff not aware of signs of extremism</li> <li>Staff not aware of how or when to report a concern</li> <li>Staff not confident enough to challenge extreme views</li> <li>Lessons being taught to influence</li> <li>Member of support staff influencing students</li> </ul>	<p>Staff training on Prevent Duty clear in Safeguarding policy (additional on-line training for teaching staff) and referral. Clear guidance given on lesson content and supervision to all colleagues.</p> <p>Clear Whistleblowing policy</p> <p>Clear staff understanding in the school's aims and ethos</p> <p>Schemes of work and meetings reflect discussion of Values</p> <p>Speakers not left unsupervised with colleagues- procedure document in use</p>	



<ul style="list-style-type: none"> <li>● Students influenced by a peer</li> <li>● Parental and wider family influence</li> <li>● Visiting speakers</li> <li>● Lack of student freedom to articulate views</li> <li>● Senior colleagues and DSL not clear on responsibilities re the Prevent Duty</li> <li>● Recruitment checks on staff</li> <li>● School trips and exchanges</li> <li>● Governors not aware of their responsibilities</li> </ul>	<p>Tutor group and subject lessons allow discussion of extremist issues in a sensible way</p> <p>Policies updated and made known on the website</p> <p>The school's aims and ethos made public</p> <p>Parent pastoral events</p> <p>Tutor/form teacher and parent links</p> <p>Additional Prevent training provided to DSL and senior colleagues</p> <p>Senior colleagues trained in safer recruitment</p> <p>Educational trips and visits policy requires thorough checks pre visits...</p> <p>Governing Body read and review the Safeguarding policy annually- training reviewed too</p>	
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**The Government's Prevent Duty defines radicalisation as:**

*'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces.'* (2011)

**The table highlights how the school is:**

- being aware of all the ways in which the school may be vulnerable to its learners becoming radicalised
- identifying the levels of risk proportionate to the school
- ensuring that all relevant policies and procedures are in place to mitigate that risk
- regularly reviewing these risks and checking to ensure relevant procedures are being carried out.

**Appendix 8: The Prevent Duty audit**

**PSHE**



Fundamental values are promoted in PSHE lessons, alongside specific lessons on extremism. If views expressed during debates in PSHE lessons concern teachers or they consider a certain student or students are at risk of radicalisation, evidenced by the expression of extreme views which are at odds with fundamental values of democracy, the rule of law, individual liberty and mutual respect as well as tolerance of different faiths and beliefs or, in very extreme circumstances, a call for members of the armed forces to be killed; teachers are aware that they should inform the student's tutor, DSL, with utmost urgency. All teachers at the school should present their views and those of others in a balanced and non-partisan way. They should also challenge, as a matter of routine, any extremist or discriminatory opinions.

- During PSHE lessons students explore a range of sensitive and controversial issues and they are equipped with a range of skills to cope and manage difficult situations, including discussing how they can make safe choices and resist peer pressure.
- Students are encouraged to develop positive character traits of resilience, determination, sound self-esteem and confidence
- Citizenship lessons are included in the PSHE programme at King's Bangkok and these help to give students the tools to play an active role in society.

### **Appendix 9: Values at King's College International School Bangkok**

- The values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are central to our school values of Kindness, Good Manners and Wisdom.

Students should have an understanding, acceptance and appreciation of the following:

- How citizens can influence decision making through the democratic process
- That living under the rule of law protects individual citizens and is essential for well-being and safety
- That there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such the courts maintain independence.
- That the freedom to hold other faiths and beliefs is protected in law
- That people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- That the importance of identifying and combatting discrimination.

### **[Appendix 10: Child Protection Declaration Form](#)**

### **Appendix 11: Additional safeguarding training plan for heads of Sport, Drama, Music, Co-Curricular and Educational Visits**

This training should be provided by the heads of the above departments for all staff who join them during the course of the year.

1. During the course of a school year, heads of these departments are expected to support the schools' designated safeguarding leads and head of HR in providing additional training to staff who join their department on a permanent or temporary basis. This may include those working as volunteers from



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time to time. Heads of department are asked to recognise that the additional training may be tailored depending on the specific duties of the colleague and their experience.

Any employee will have already read the following policies as part of their induction process:

- *Keeping Children Safe in Education (September 2020) Part 1A*
- *the Safeguarding Policy,*
- *the Staff Code of Conduct,*
- *the Kindness at King's document (Appendix 3 in the Safeguarding Handbook),*
- *the behaviour rewards and sanctions policy,*
- *the First Aid Policy and*
- *the Acceptable Use (of ICT) Policy.*

The additional training should draw on that knowledge and encourage questions on matters of best practice in relation to your department.

2. The following key points should be covered:

- a. The appropriate professional manner to be adopted by colleagues at all times. Trainers should draw on the points made in the *Staff Code of Conduct* and illustrated through the *Kindness at King's Bangkok* document. Trainers should stress that colleagues should model respectful, kindness and professional approaches through their actions and communications. Students must feel that they can speak to a colleague if they are concerned, but they must see this colleague as a trusted adult, not a friend.
- b. All colleagues should have read and be allowed to discuss the *Kindness at King's Bangkok* document. Colleagues should be clear on the expectations of all students and also on the ways in which they, as the adult, establish and sustain a 'safe' and happy environment.
- c. In the event of a disclosure, colleagues should know what to do, how to record this information and who to tell.
- d. Reporting and recording procedures should be clear in the event of the above or parent communications, injuries or simple concerns from a colleague about various matters.
- e. Safer-working practices should be discussed. These are exemplified in the *Staff Code of Conduct* in such matters as changing rooms, one to one meetings...
- f. Clarity should be provided on the school's approach to social media and all contact with students.
- g. The signs of abuse, as detailed in *Part 1 of KCSIE (January 2021)* should be discussed in relation to how these may be noticed when working with students.
- h. In the event of illness or injury to a student, colleagues should know what to do.



## Appendix 12: Response to news of a death – of a current student, a recently-left student or a member of staff

News should be recorded by the colleague in receipt of the information and the headmaster should be immediately informed.

The headmaster will liaise with members of the SLT to ensure the following is done.

Contact the **family** involved, find out reasonable information and act according to their wishes and the needs of the school.

1. For the senior school, where possible, the student's **house tutor** and **head of house** should be informed before the news is widely disseminated.
2. Inform **Head of Finance and Accounts** to pre-empt bills to bereaved family etc.
3. Inform the **HR department** if appropriate.
4. Where there is a health implication, inform the **school nurses**.
5. Communicate with **teaching and support staff** across both schools.
6. Communicate with the **Executive committee and Governors**.
7. Communicate with **students and their parents** as required, being respectful of the family's wishes and sentiments.
8. Communicate with **the alumni** using the website and social media if required.
9. Make sure there is a clear **press release for the website** and other areas.
10. Ensure that all staff and support know **not to speak to the press**.
11. Contact **external agencies**, such as the police if needed.

### Medium and longer-term responses

These will cover the following:

1. On-going liaison with the family.
2. Communications with alumni; friends and staff will be sustained, as appropriate.
3. Counselling provision for all parties will be reviewed.

## Appendix 13: Training guidelines – safer working practices for school bus drivers

These guidelines are intended to keep both drivers and students safe. Any breach of these guidelines may lead to a request from the school to the bus company for the driver concerned not to be used any longer on any of the school's routes.

A **breach of trust** occurs when the boundaries of the relationship between a professional (or trusted adult) is broken due to **inappropriate behaviour by the professional**, which involves **an abuse of power**. Anyone working or volunteering in organisations which deliver services to children and young





people automatically enters into such a relationship as soon as they engage in providing such services. They may, through **inappropriate** (and **not necessarily illegal**) actions breach this trust.

The bus company is responsible for ensuring these guidelines are communicated to all drivers who drive on any of the school's routes. A record of when these guidelines have been communicated to each driver should be kept alongside the record of all the driver's required pre-employment checks.

### **GUIDELINES TO BE COMMUNICATED TO ALL DRIVERS**

- As an adult in a position of trust, drivers should maintain high standards of personal conduct and adopt an appropriate, caring but professional relationship with students at all times.
- As a trusted adult, this means that over time a driver may come to know a number of students very well as they have daily interaction with them. Conversations with them should always be appropriate and carried out in the open - drivers are advised that conversations about their own private affairs or those of a student should be avoided.
- When there is only one child on a bus at either the beginning or end of a journey, drivers should take particular care with how they interact with them.
- Drivers should not provide their personal contact details to students or parents, but should ask that parents contact the school for information on buses and their whereabouts (if delayed).
- Drivers must not ask for or take personal contact details for any students and must not communicate with students via text, phone or any form of messaging or social media sites, whether during working hours or otherwise.
- Offensive language must not be used either whilst driving the bus or when waiting to collect or drop off students.
- Drivers should ensure that students adhere to the school's behaviour guidelines, but are not responsible for disciplining them.
- Any concerns regarding the welfare or behaviour of a student should be referred directly to the school as soon as possible.



## Appendix 14: Training guidelines – safer working practices for school lunch providers

These guidelines are intended to keep both lunch providers and students safe. Any breach of these guidelines may lead to a request from the school to Epicure for a member of staff not to be used any longer in any of the school's dining halls.

A **breach of trust** occurs when the boundaries of the relationship between a professional (or trusted adult) is broken due to **inappropriate behaviour by the professional**, which involves **an abuse of power**. Anyone working or volunteering in organisations which deliver services to children and young people automatically enters into such a relationship as soon as they engage in providing such services. They may, through **inappropriate** (and **not necessarily illegal**) actions breach this trust.

The Services Manager is responsible for ensuring these guidelines are communicated to all employees who work in any of the school's kitchens and dining hall. A record of when these guidelines have been communicated to each employee should be kept alongside the record of all the employee's required pre-employment checks.

### GUIDELINES TO BE COMMUNICATED TO ALL EMPLOYEES

- As an adult in a position of trust, Epicure staff should maintain high standards of personal conduct and adopt an appropriate, caring but professional relationship with students at all times.
- As a trusted adult, this means that over time a member of dining staff may come to know a number of students very well as they have daily interaction with them. Conversations with them should always be appropriate and carried out in open areas - they are advised that conversations about their own private affairs or those of a student should be avoided.
- Staff should not provide their personal contact details to students or parents, but should ask that parents contact the school for information.
- Staff must not ask for or take personal contact details for any students and must not communicate with students via text, phone or any form of messaging or social media sites, whether during working hours or otherwise.
- Offensive language must not be used.
- Staff should ensure that students adhere to the school's behaviour guidelines, but are not responsible for disciplining them.
- Any concerns regarding the welfare or behaviour of a student should be referred directly to the school as soon as possible.



## Appendix I5: Procedures for monitoring student and staff access to the internet via the school network.

### For students:

The internet may only be used for research related to academic subjects, individual study, CCAs, Higher Education or Careers, i.e. for educationally beneficial tasks rather than recreational use such as games. Students may not use 'chat' services.

### Monitoring

Students should be aware that any use of the school network is monitored to ensure appropriate usage. This includes the remote scanning of computer monitors, the checking of files and emails, and the live and post analysis of internet sites visited.

### Monitoring procedures and sanctions:

Student internet usage is monitored and reports are generated every day. These are reviewed by the Director of ICT and if necessary SLT and Teachers. A record is kept by ICT and SLT of inappropriate usage or attempted usage and subsequent action taken. Tutors will be asked to raise minor concerns with tutees over inappropriate usage. A record of such a warning will be kept on secure notes.

Repeated access or attempts to inappropriate material following a warning will usually result in students being awarded a detention and removal of internet access privileges for a student. More serious sanctions will be applied for continued failure to use the internet appropriately or repeated attempts to access inappropriate material.

The DSL will immediately investigate any activity which may be linked to a child protection concern or radicalisation. The response to a inappropriate usage or attempted usage will be dealt with in accordance with the thresholds set out in the table below:

### Safeguarding thresholds and responses

Level	Concern type	Action possibilities
1	Immediate risk	Pastoral support, referral, disciplinary procedure.
2	Guidance needed	Advice/conversation and/or monitoring. Possible sanction.
3	No action required	Record information, cross reference for any patterns.

Immediate risk- we consider this to be a more immediate pastoral or safeguarding concern This will be indicated by the nature of the search weighed up against any legitimate reason for searching, whether the content was accessed deliberately.



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Guidance needed, - this is a less serious concern, but a student or member of staff may need guidance/action to result in more appropriate computer use

No action – it may be that over a period of time those monitoring recognise a pattern which means a student/member of staff/issue is raised to level 2.

Any serious pastoral issues or safeguarding concerns must be passed to the DSL.

## **For staff:**

It should be noted that users of the Internet do not have a right to confidentiality or privacy when using or accessing King's College International School Bangkok's communication tools. The Director of ICT ensures compliance with School policies. All users agree to such monitoring and reviewing of Internet access. King's Bangkok uses monitoring software to track the usage of the school's Internet service. This software records details of every web site visited, along with the relevant user name and date/time details, and produces regular reports for monitoring purposes.

Prohibited uses of the Internet at all times include, but are not limited to, viewing, storing, distributing or otherwise using the facilities for the following:

1. Illegal activities (including any violation of copyright laws)
2. Threatening, abusive, harassing or discriminatory behaviour
3. Slandorous or defamatory purposes
4. Obscene, suggestive or intimate messages or offensive graphical images or pornographic materials
5. Activities that will incur a cost to the School without prior proper authorisation
6. Chain letters through email
7. Private, commercial activities for profit making purposes
8. Malicious damage
9. Inappropriate political, religious or recreational use

Misuse, or visits (or attempted access) to sites of a dubious nature, will automatically be reported and dealt with in line with normal disciplinary procedures. The Director of ICT is responsible for monitoring access by staff.

The 'safeguarding' group (DSL and Headmaster) are able to access 'blocked' sites in able to ascertain the seriousness of any attempts to access sites of a dubious nature. The IT department will provide a laptop for this purpose where appropriate.

Any breach of this acceptable use policy will be taken very seriously and disciplinary action may result, which may involve summary dismissal in the most serious cases.

## **Appendix I 6: Dip testing procedure**

### **I. Overview**

King's College International School Bangkok has a robust system for monitoring Internet searches and blocking websites and links which are inappropriate for students and staff to use while on school site. The system is managed by the ICT department and monitored by the DSL and Headmaster. To ensure that flaws



and gaps in the system do not arise, the firewall is challenged on a termly basis by members of the safeguarding team.

## **2. Purpose**

The procedure is designed to ensure that our ICT safeguarding methods are working effectively and both students and staff are prevented from accessing inappropriate content while on school premises.

## **3. Scope**

The scope of this procedure includes all personnel who have a safeguarding responsibility with the school.

## **4. Procedure**

- 5 random inappropriate websites will be selected and recorded.
- The safeguarding team will then attempt to access these websites using both staff and student accounts.
- Relevant heads of section will be informed before this takes place to avoid any confusion or concern.
- If any website is accessible, the ICT department will investigate both internally and with the security provider and ensure that it becomes blocked.

Appendix 17: [Template letter for transfer of safeguarding file for students leaving King's College International School Bangkok.](#)

Appendix 18: [Safeguarding and child protection request for information form](#)