



# SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • CITY CAMPUS

Policy Title: Child Protection and Safeguarding

Policy Section: Section E - Teaching and Learning

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Website

Parent Portal

Staff Handbook

## Key Contacts

Governor	Principal	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (Thai first language) (DDSL)
Stephen Holroyd 	Amanda Dennison 	Fiona Betts 	Ms Gii 
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Child Protection concerns should be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)

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. If the member of staff reporting suspicions remains unsatisfied by a decision not to act by the Principal and the DSL, he or she may, enact the School Speak Out Policy and report concerns directly to Governor responsible for Child Protection, Mr Stephen Holroyd. He or she will be considered to have acted as a responsible citizen and will not be held accountable for undermining a school decision.

## **Introduction**

**Child Protection** *is the process of protecting students identified as either suffering, or likely to suffer, significant harm as a result of physical, sexual, or emotional abuse or neglect.*

**Safeguarding** *involves the measures and structures put in place by the school which are designed to prevent and respond to abuse and/or neglect.*

Shrewsbury International School Bangkok City Campus (The School) is a school fully committed to fulfilling its responsibilities in safeguarding students and keeping every child safe - everywhere. This policy is designed in keeping with the Mission where we endeavour to "nurture outstanding students" and School Values of Exceptional People in which we commit to being a "caring, thoughtful community" and Care and Compassion in which we recognise the "pressures on young people in the modern world" and the importance of "partnerships that allow children to be happy as well as successful."

The safeguarding responsibility includes a duty to treat all children equally and offer the same right to safety to all. This encompasses these principles :

- To protect children from harm (maltreatment)
- To prevent impairment of children's health and development
- To ensure that children are growing up in circumstances consistent with the provision of safe and effective care thus enabling those children to have optimum life chances and to enter adulthood successfully
- To treat the interests of our children as paramount (taking into consideration any disability, their culture and history)
- To consider at all times the best interests of the child

The purpose of this policy is:

1. to create a culture within the school which helps students feel safe and able to talk freely, believing that they will be listened to and valued;
2. to raise awareness in all staff about their shared responsibility for identifying and responding to possible concerns of abuse (including reports of historic abuse); staff should adopt the approach that "it could happen here".
3. to provide support and guidance to all members of the school community;

4. to provide a systematic method of monitoring students thought to be at risk;
5. to build relationships with other agencies in order to work collaboratively and effectively together.

The Children Act 1989 brought together in a single coherent framework the law relating to students in the UK and in many areas it provides excellent guidance for international schools. It aims to strike a balance between the rights of students to express their views on decisions made about their lives, the rights of parents to exercise their responsibilities towards the child and the duty of the interested agencies to intervene where the child's welfare requires it. This policy is also informed by CIS International Task Force for Child Protection (ITFCP) [Managing Allegations](#) of Child Abuse document, the UN Convention on the Rights of the Child (CRC) and by Thai law and child protection systems.

Pertinent extracts from the CRC are listed below:

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 31:** Children have the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

**Article 36:** Children should be protected from any activities that could harm their development.

## **Safeguarding and Prevention**

The school provides a safe, positive, supportive and stimulating environment which promotes the social, physical, psychological and moral development of the individual child.

The school will:

1. seek to maintain an ethos where students feel secure, are encouraged to talk and are listened to;
2. ensure children know that there are adults in the school whom they can approach if they are worried;
3. include in the curriculum opportunities to help students stay safe from abuse and to give them the confidence to seek help.
4. ensure that students are aware of how to stay safe online.

5. provide information to parents on how to support their child.

Prevention also includes:

- ensuring safer recruitment practices;
- ensuring through training that all teaching and non-teaching staff are aware of and committed to following the Child Protection Policy and Child Protection procedures, Code of Conduct, the Speak Out Policy. The full list of related policies can be found later in this document (Appendix 1);
- including in the curriculum, activities and opportunities for PSHE/Learning for Life which equip students with the skills they need to stay safe from abuse and radicalisation which will help them develop realistic attitudes to the responsibilities of adult life;
- providing pastoral support that is accessible and available to all students and ensuring that students know that there are adults in the school that they can talk to about their concerns.

Every member of staff employed by Shrewsbury International School Bangkok City Campus has a duty to make sure that he/she is aware of this Policy as advised by the Senior Management Team whose duty it is to ensure that the highest standards for the welfare of our students are maintained through regular training of all staff. It is expected that all staff are familiar with the guidance in Part One of [Keeping Children Safe in Education](#), 2018 as published by the UK Government.

Under the guidance of The Children Act, CIS ITFCP guidelines, the CRC and Thai law, Shrewsbury International School accepts its responsibility in the following areas:

1. **Records.** Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Any member of staff receiving a disclosure of abuse, noticing signs or indicators of abuse or having concerns about a student's welfare must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. These file notes ("Reporting a Concern" forms which can be accessed on Team Drive or from a member of SMT) are kept in a confidential file, which is separate to other files, and stored in a secure place in locked storage in the office of the Designated Safeguarding Lead. In the same way notes must be kept of any pupil who is being monitored for child

protection reasons. If a student transfers from the school, these files will be copied for the new establishment and forwarded to the Student's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead. A photocopy of the CP information will be posted (recorded delivery) and the originals will be retained in School. Equally, a request for CP information from feeder schools will be made when a new student is admitted to the School.

2. **Staff.** All staff working for Shrewsbury International School Bangkok City Campus will be checked through Disclosure and Barring Service, International Child Protection Certificate (ICPC) and Police Records.
3. **Behaviour.** Clear standards of behaviour between staff and students and between student and student exist and are adhered to. These standards are outlined in the [Staff Code of Conduct](#).
4. **Training.** (See the CP Training Schedule for details of allocated training moments for each section of the staff body - Appendix 2). All members of staff should understand their responsibilities in being alert to the signs of abuse and be aware of their responsibility to refer any concerns to the Designated Child Protection Lead. The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. The Designated Child Protection Lead will audit training on a termly basis and present records to SMT.
5. **Policy and Procedure.** The Child Protection Action Planning Committee will meet regularly to review policy and procedures related to Child Protection and to discuss and establish best practice across the whole school. SMT will review this policy on an annual basis.
6. **Confidentiality.** The management of confidentiality is an essential factor in all issues relating to Child Protection. The only purpose of confidentiality with respect to Child Protection is to benefit the child. Staff should never give pupils or adults an absolute guarantee of confidentiality but must ensure that the information is disclosed only to the people who need to know. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018, GDPR, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or be in the best interests of the child, for example, where safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential

information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

7. **Use of the school premises by other organisations.** Where services or activities are provided separately by another body, using the school premises, the School will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
8. **Residential Visits.** All providers of residential centres will be expected to meet certain minimum requirements regarding child protection. Providers must have: a Child Protection Policy; a staff Code of Conduct; a reporting procedures for concerns of abuse with a named lead person. All visits will be Risk Assessed before being authorised.

## **Shrewsbury International School Bangkok City Campus Child Protection Procedures**

Every member of staff of Shrewsbury International School Bangkok City Campus must know that they have a duty to be aware of the possibilities of child abuse. If any member of staff has the slightest suspicion that a member of the School is at risk of abuse, they should immediately inform the relevant Designated Safeguarding Lead using the procedures outlined in this Policy.

### **Roles and Responsibilities**

#### **The Governing Body**

The nominated Governor for Child Protection is Stephen Holroyd and he can be contacted on [stephen.h@shrewsbury.ac.th](mailto:stephen.h@shrewsbury.ac.th)

His responsibilities include :

- On behalf of the Governors, carrying out detailed monitoring of the implementation of the Policy and Procedures;
- Maintaining close and regular contacts with the DSLs
- Working with the DSLs to review the Child Protection Caseload and judge the efficiency with which procedures have been implemented and to report on this to the Governors;

## **The Principal**

The Principal, Ms Amanda Dennison can be contacted on : [amanda.d@shrewsbury.ac.th](mailto:amanda.d@shrewsbury.ac.th) .  
Her responsibilities include:

- ensuring that the Policy and Procedures approved by the Governors are fully implemented (including an annual review of sample entries in the Single Central Register);
- ensuring that the role of DSL is filled by an individual with appropriate qualifications and experience and given significant prominence in the school community;
- ensuring safe staff recruitment and that adequate staff checks and records are maintained.

## **The Designated Safeguarding Leads**

The Designated Safeguarding Lead (DSL) is :

**Fiona Betts** , Designated Safeguarding Lead [fiona.b@shrewsbury.ac.th](mailto:fiona.b@shrewsbury.ac.th) Tel: 0620978400

The Deputy Designated Safeguarding Lead (DDSL) is :

**Ms Gii** Deputy Designated Safeguarding Lead [jantana.k@shrewsbury.ac.th](mailto:jantana.k@shrewsbury.ac.th)

Tel:0816678007

## **Procedure in the event of a disclosure**

1. **LISTEN** to the child in a calm, sympathetic way.

Allow the child to tell their story in their words.

Promise discretion but not confidentiality.

2. **RESPOND** by confirming your understanding of the situation.

Explain what you will do next.

Reassure the child you will do your best to help.

Acknowledge their courage in talking to you.

Refer the situation immediately to Safeguarding Lead if the child is at imminent risk.

3. **RECORD** as much detail as possible on a Reporting a Concern form (available on Firefly or from a member of SMT).

Use the questions on the form to guide your report.

4. **REPORT** in person with a hard copy of the form to the Safeguarding Lead within 24 hours (or immediately if risk is imminent).

Do not discuss the matter with anyone else or take any further action.

Your duty to report ends at this point.

## **Action to be taken by the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead**

Following the receipt of a report, the DSL will seek advice from the Principal or Vice Principal as appropriate and will agree on the next steps in relation to:

- Informing the parents of the student(s) involved when appropriate
- Medical examination or treatment
- Immediate protection for the victim or the student who has given information about an abuser or a student against whom an allegation has been made
- Inform the student or the adult who made the allegation of what the next steps are to be
- Act to safeguard all students involved
- A record of the steps taken will be recorded and kept in locked, confidential storage with the Child Protection records in the office of Designated Safeguarding Lead.

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

If there is an allegation about a person outside of the school community then the Police (and or the relevant Embassy staff) will be informed.

## **Procedures Following an Allegation of Abuse by a Member of Staff**

See also : [Speaking Out \(Whistleblowing\) Policy](#) and [Complaints Policy](#)

It is important to draw a distinction between complaints and allegations against staff. In other words, the difference between behaviours that suggest misconduct or unprofessionalism, and those which specifically raise child protection concerns.

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

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

If an allegation is made against a teacher or member of staff, then the quick resolution of that allegation will be a clear priority as this is a benefit to all concerned. Any unnecessary delays should be eradicated. The Principal should be informed at the earliest opportunity.

If an allegation is made against a member of staff it must be responded to immediately and with the utmost discretion to ensure protection for the child and support for the person who is the subject of the allegation. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done and the written record passed on **the same day** to the Designated Safeguarding Lead and the Principal. The circumstances should be kept strictly confidential until the relevant Head has been able to judge whether or not an allegation or concern indicates possible abuse.

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Governor with responsibility for Child Protection, Stephen Holroyd, without prior notification to the Principal. If the allegation concerns the DSL and/or DDSL, then the Principal must be informed.

If it is decided by the Principal, the DSL and the Governor for CP that an investigation is called for, it is the responsibility of the Principal to initiate Critical Incident Procedures.

The person who is the subject of the allegation will normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with

one, but not invited to make a response. There should be a warning that anything said will be recorded.

If it is established that the allegation is not well founded, either on the basis of the medical evidence or further statements, then the person against whom the allegation has been made would normally be informed that the matter is closed and any notes will be removed from their personnel file and will not be referred to in any references.

Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will then determine what, if any, sanctions are appropriate. Police may well be informed if there are grounds to believe that a criminal offence may have been committed.

## **Reporting**

The school will report to the DBS, FOBISIA, and appropriate Embassy **within one month of leaving** any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The school has a duty to consider referral to Teaching Regulation Agency (TRA) where staff are returning to the UK. This will be in line with the criteria set by TRA. A report will also be submitted to the relevant staff at the relevant local embassy or to the Royal Thai Police, where applicable.

## **Recognising and responding to abuse (advice to all staff)**

Abuse and neglect are described in four categories, as defined in the Department of Health's document '[Working Together to Safeguard Children, 2015](#)'.

There are 4 categories of abuse:

1. Physical abuse;
2. Emotional abuse including Bullying;
3. Neglect;
4. Sexual abuse

Children may be registered for one or more categories on a Child Protection Register. Children will be registered on the Child Protection Register if they are deemed to be at risk. Children will be closely monitored for attendance and changes in patterns of behaviour.

## **Signs to look for**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree. The signs below may indicate a child in distress and should always be taken seriously:

1. Significant changes in behaviour - becoming withdrawn, aggressive, uncharacteristic behaviour;
2. Children isolating themselves from friends and peers;
3. Children wanting to talk to you and then having nothing to say

## **Physical abuse**

Physical abuse is defined as:

The threat or the use of force which results in pain or injury or a change in the person's physical health.

OR

The non-accidental infliction of physical force that results in bodily injury, pain or impairment. Physical abuse may involve: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately causes illness in a child.

Signs to look for:

1. Cuts, scratches, bruises, weal marks, burns, or poor skin condition;
2. Poor hygiene;
3. Dehydration, malnourishment, or loss of weight;
4. Unexplained behaviours including tiredness, change of appetite, fearfulness, flinching;
5. Lack of treatment to wounds;
6. Lack of care including being left in soiled clothing;
7. Unexplained bruises, particularly on arms and upper body;
8. Unexplained marks of any kind e.g. burns, scratches;
9. Wearing clothes to cover injuries, even in hot weather;
10. Chronic running away;
11. Fear of medical help or examination;
12. Self-destructive tendencies;
13. Aggression towards others;

14. Fear of physical contact, shrinking back if touched;
15. Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to make him study);
16. Fear of suspected abuser being contacted;
17. Refusal to undress for PE;
18. Bald patches;
19. Self-destructive tendencies

## **Emotional Abuse**

Emotional abuse is defined as: The willful infliction of mental suffering by others.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional, mental or verbal abuse also includes:

1. Swearing;
2. Bullying;
3. Conditional love or threats;
4. Humiliation;
5. Instilling fear;
6. Discriminatory remarks;
7. Loss of liberty;
8. Denial of access to others, outings or important events;
9. Denying the person's right to make their own decisions.

Signs to look for:

1. Changes in mood, attitude or behaviour;

2. Changes in sleep patterns;
3. Becoming incontinent, aggressive / passive;
4. Deterioration in health;
5. Becoming confused, disoriented or depressed;
6. Starts to gain or lose weight;
7. Becomes resigned, has low self-esteem or refuses to talk;
8. Physical, mental and emotional development is delayed;
9. Sudden speech disorders;
10. Continual self-depreciation;
11. Overreaction to mistakes;
12. Extreme fear of any new situation;
13. Neurotic behaviour (rocking, hair twisting, self-mutilation);
14. Extremes of passivity or aggression;
15. Physical, mental and emotional development lags;
16. Sudden speech disorders;
17. Continual self-depreciation ('I'm stupid, ugly, worthless, etc');
18. Overreaction to mistakes;
19. Extreme fear of any new situation;
20. Inappropriate response to pain ('I deserve this');
21. Neurotic behaviour (rocking, hair twisting, self-mutilation);
22. Extremes of passivity or aggression

### **Sexual Abuse**

Sexual Abuse is defined as: This is when a vulnerable person has been involved in a sexual activity or relationship which they did not want, have not consented to or consented to under false pretences.

OR

They did not have capacity or understanding to allow them to have consented.

OR

Is against the law.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Contact - inappropriate touch anywhere, masturbation, part penetration or attempted penetration of the vagina, anus, mouth with penis, finger or other object.

Non-contact - inappropriate looking, photography, indecent exposure, serious teasing or innuendo, pornography, harassment, enforced witnessing of sexual acts or media.

#### Signs to look for

1. Emotional distress;
2. Genital discomfort;
3. Bruises or lacerations of the genitals;
4. Semen or blood stained clothing;
5. Wetting or soiling;
6. Change in behaviours or sleeping difficulties;
7. Particular reluctance to be with an individual.
8. Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age;
9. Medical problems such as chronic itching, pain in the genitals, sexually-transmitted diseases;
10. Personality changes such as becoming insecure or clinging;
11. Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
12. Sudden loss of appetite or compulsive eating;
13. Being isolated or withdrawn;
14. Inability to concentrate;
15. Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder;
16. Starting to wet again, day or night/nightmares;
17. Become worried about clothing being removed;
18. Suddenly drawing sexually explicit pictures;
19. Trying to be ultra-good or perfect; overreacting to criticism;
20. Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia

#### **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 in 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 and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-takers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs to look for:

1. Constant hunger;
2. Poor personal hygiene;
3. Constant tiredness;
4. Poor state of clothing;
5. Emaciation;
6. Untreated medical problems;
7. No social relationships;
8. Compulsive scavenging;
9. Destructive tendencies.

## **E-Safety**

The School recognises the unique risks presented by the relative anonymity granted by the internet. In response, it dedicates time and resources to ensure that children learn how to stay safe online. The Digital Literacy Lead, Miss Jennifer Tait, acts in role as E-Safety Lead. The School exercises its right to monitor computer systems and all internet use.

## **Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Children are capable of abusing their peers. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assault, sexting and involvement in gang culture. Staff should be clear as to the school policy and procedure with regards to peer on peer abuse

Allegations of peer on peer abuse will be investigated in line with other school policies and additional pastoral support will be put in place when required. Peer on Peer abuse should never be tolerated and is not "banter" or "part of growing up".

### **Child Sexual Exploitation**

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power or status to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage satisfaction or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Guidance on sexting**

Details of how to respond to incidents of sexting can be found at the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **Monitoring**

This policy will be reviewed by the Senior Management Team every year with the Board of Governors, staff and parents informed of any material changes / amendments. All governors, staff and parents will be made aware of the school's child protection policy and the implication of the school's duty to report concerns.

## **Useful External Contacts**

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

**Childline Thailand** 1387

**The Samaritans** 02 713 6793

### **Thai Police Safeguarding Unit**

The Center for the Protection of Children's Rights Foundation (CPCR) 02-4121196

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

**British Embassy Police** 02-3058333

**US Embassy** 02-2054000

**Malaysia Embassy** 02-6296800

**German Embassy** 02-2879000

**French Embassy** 02-6575100, 02-6272100

**Chinese Embassy** 02-2450088

**Embassy of the Netherlands** 02-3095200

**Embassy of the Philippines** 02-2590139

## **Appendix 1**

### **Related Policies**

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

[Staff Code of Conduct](#)

[Speaking Out \(Whistleblowing\) Policy](#)

[Social Media Policy](#)

[Anti-Bullying Policy](#)

[Critical Incident Policy](#)

[Staff Recruitment Policy](#)

[Termination of Employment](#)

[Data Protection Policy](#)

[Suicide Prevention Policy](#)

## Appendix 2

### Safeguarding Training

<b>Course Type</b>	<b>Details</b>
<b>A</b>	Full induction Course for New Staff
<b>B</b>	Basic Awareness for You Time & Instrumental Teachers
<b>C</b>	TA Training (Course a, b, c & d)
<b>D</b>	Basic Awareness for Admin Staff
<b>E</b>	Basic Awareness for Auxiliary Staff