



Child Protection and Safeguarding Policy

Policy statement

All children have a right to be safe. The health, safety and well-being of all our students is of paramount importance and will be respected, protected and fulfilled by all members of the HHIS community. Our children have a right to feel safe and protected, regardless of age, gender, race, culture, sexual orientation, or disability. Appropriate action is taken in a timely manner to safeguard and promote children's welfare. All staff are aware of their responsibilities with respect to safeguarding and are properly trained in methods for recognising and reporting on safeguarding issues.

HHIS endorses the UN Convention on the Rights of the Child, of which Thailand is a signatory. As a school we will provide and maintain an environment where students feel safe and ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.

HHIS recognises the following expectations recommended by the International Task Force on Child Protection (ITFCP) Statement of Commitment to Child Protection:

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount.

This policy and procedures is written with reference to, and in line with the Thailand Child Protection Act , (2003) and the National Children and Youth Development Act (2007)

Important contacts

ROLE/ORGANISATION	NAME	CONTACTS
Designated safeguarding lead (DSL)	Beccy Fox	beccy.f@huahinschool.com +66 648255359
Deputy DSLs	Lewis Chalk Gade Chaichit Faye Banks Hannah Manning Fox	lewis@huahinschool.com +66 945539814 gade.c@huahinschool.com faye.b@huahinschool.com hannah.m@huahinschool.com
Director	Graham Sullivan	grahams@huahinschool.com
External Agencies	Contact	Notes
Shelters for Children & Families	Prachuap Khiri Khan Shelter for Children and Families บ้านพักเด็กและครอบครัวจังหวัดประจวบคีรีขันธ์	
Child Line Thailand	https://www.childlinethailand.org/	1387
Thai Social Services	1300	
OSCC Services:	OSCC.Consulting@gmail.com https://oscc.consulting/	Counseling and development system for child protection workers and victims of domestic violence
Samaritans	02-713-6791	For older children and staff
Hug Project	https://www.hugproject.org/ report@hugproject.org	To get child sexual abuse material removed online sources
Thai Hotline for Sexual abuse	Thaihotline.org/en/report	To report child sexual abuse material online.
British Embassy	<u>02 305 8333</u>	For support and advice
Hua Hin Tourist Police	1155	For any advice or first-contact for concerns.

Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, parents and volunteers and directors in the school. Our policy and procedures also apply to extracurricular activities (ECA) school and off-site activities.

1. All staff

- a. All staff will be aware of our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead.
- b. All staff have a moral and legal responsibility to pass on information in cases of abuse or suspicions of abuse.

2. The designated safeguarding lead (DSL)

- a. The DSL is a member of the senior leadership team. Our DSL is Beccy Fox. The DSL takes lead responsibility for ensuring that all procedures and systems are in place for child protection and wider safeguarding as outlined in this policy.
- b. The DSL will be available during school hours for staff to discuss any safeguarding concerns.
When the DSL is not available the deputy (DDSL) will be Lewis Chalk, Faye Banks or Gade Chaichit.
- c. The DSL will provide advice and support to other staff on child welfare and child protection matters
- d. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- e. Contribute to the assessment of children
- f. Refer suspected cases, as appropriate, to the relevant body

3. The School Directors

- a. The Board will appoint a Director to monitor the effectiveness of this policy. They will approve this policy at each annual review and hold the head of school to account for its implementation.
- b. The Director will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

4. The head of school

The head of school is responsible for the implementation of this policy, including:

- a. Ensuring that all staff and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- b. Communicating this policy to parents when their child joins the school and via the school website
- c. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- d. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- e. Ensuring the relevant staffing ratios are met, where applicable

There are three main elements to this policy

1. PREVENTION (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models).
2. PROTECTION (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. SUPPORT (counselling and guidance are available to students who are or may have been at risk of harm and/or their families whenever support is deemed beneficial)

Prevention: (a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models).

1. Staffing and safer recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. At HHIS, we ensure the practice of safe recruitment by checking and recording the suitability of staff. It is the school's responsibility to ensure, as far as is practical, that all employees are suitable to work with children. This is in line with our [Safer Recruitment Policy](#)

- a. All foreign employees must provide a police clearance from their home of record and all countries they have worked in.
- b. All Thai employees must provide a Thai police check. Should they have worked outside Thailand, police checks from all countries they have worked in will be required.
- c. All employees shall have their identity verified through photo ID and/or passport
- d. All candidates will provide at least two referees, at least one from their current employer.
- e. References will be followed up with a phone call to the current headteacher/ employer. This call asks for confirmation that the written reference is accurate, asks if there are any professional development issues and if there has been

any history of safeguarding or disciplinary issues. Any discrepancies with the written reference may result in the appointment not going ahead. Any safeguarding history or disciplinary issues would prevent an appointment going ahead.

- f. Successful candidates will be informed of their responsibilities towards Child Safeguarding while employed at the school.
2. Volunteers, interns and student teachers
- It is the school's responsibility to ensure, as far as is practicable, that all volunteers, interns and student teachers are suitable to work with children.
- a. Volunteers, interns and student teachers must sign the HHIS [Visitors Code of Conduct](#).
 - b. Where possible and appropriate, volunteers, interns and student teachers must provide a Thai police check. Should they have worked outside Thailand, police checks from all countries they have worked in will be required.
 - c. In the absence of a police check, all volunteers, interns and student teachers will be accompanied by an HHIS staff member.
 - d. It is the school's responsibility to ensure, as far as is practicable, that all camp and field trip supervisors are suitable to work with children

3. School environment

The school environment is designed to support the safety of the whole school community.

- a. All classrooms have visible access with large windows
- b. CCTV is in use in corridors, playground and other shared spaces.
- c. Toilets are clearly marked adults/students only

4. Education practices

As part of our commitment to safeguarding the welfare of all our students, we will promote the rights of a child to be listened to and to be taken seriously so that each child is able to express her/his views, thoughts and concerns.

- a. Child protection issues are to be included in the taught curriculum.
- b. Curriculum activities and opportunities will equip students with the skills they need to stay safe from abuse.
- c. Students will be taught how to be safe and make good choices through the curriculum.

Protection (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns)

1. Staff training

All staff shall undertake annual child protection and safeguarding training.

- a. Separate sessions shall be held for education and support staff.
- b. Sessions shall take place in the most effective language of communication, whether English or Thai.
- c. The DSL and deputies shall undertake child protection and safeguarding training at least every 2 years and keep up to date with developments in international child protection and safeguarding practices.
- d. The school directors shall also receive training about safeguarding, to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- e. TES Educare courses are available to all staff members and are completed on an annual basis.

2. Procedures

- a. The indicators of abuse and neglect in Appendix 1 shall be used by the staff member as a guideline for reporting to the DSL, who will determine if the case needs further attention.
- b. Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the DSL.
- c. If a disclosure is made, the flow chart in Appendix 2 shall be followed.
- d. All staff, faculty, and administrators are mandated to report incidences of abuse and neglect.

Support: (counselling and guidance are available to students who are or may have been at risk of harm and/or their families whenever support is deemed beneficial)

1. At HHIS we have a collective duty of care for our students.

- a. We shall ensure children know that there are adults in the school whom they can approach if they are worried. This can be the Wellbeing coordinators/counsellors, form tutors or class teacher, or any other staff member.
- b. We shall create a curriculum which helps students develop a sense of personal care and safety.

Child Protection Procedures

1. Disclosures and referrals

If the wellbeing and/or safety of a student is in danger, the DSL must be contacted immediately.

Guidelines for handling student disclosures

- Explain to the child that we have a Counsellor's code of confidentiality (BACP Framework) but this can be contradicted if the child is harming themselves, others or involved in Acts of Terrorism.
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Do not make comments about the abuser, it is often someone they love or is close.
- Tell the child they have done the right thing in telling you.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible. Stick to the facts, and do not put your own judgement on it.

2. Recording

Any disclosure or referral shall be recorded on the [disclosure form](#) and shared with the DSL.

Confidentiality

Disclosure records are stored on a secure, password protected Google drive. Access to this drive is limited to the safeguarding leads, school wellbeing coordinators (counsellors) and the school directors.

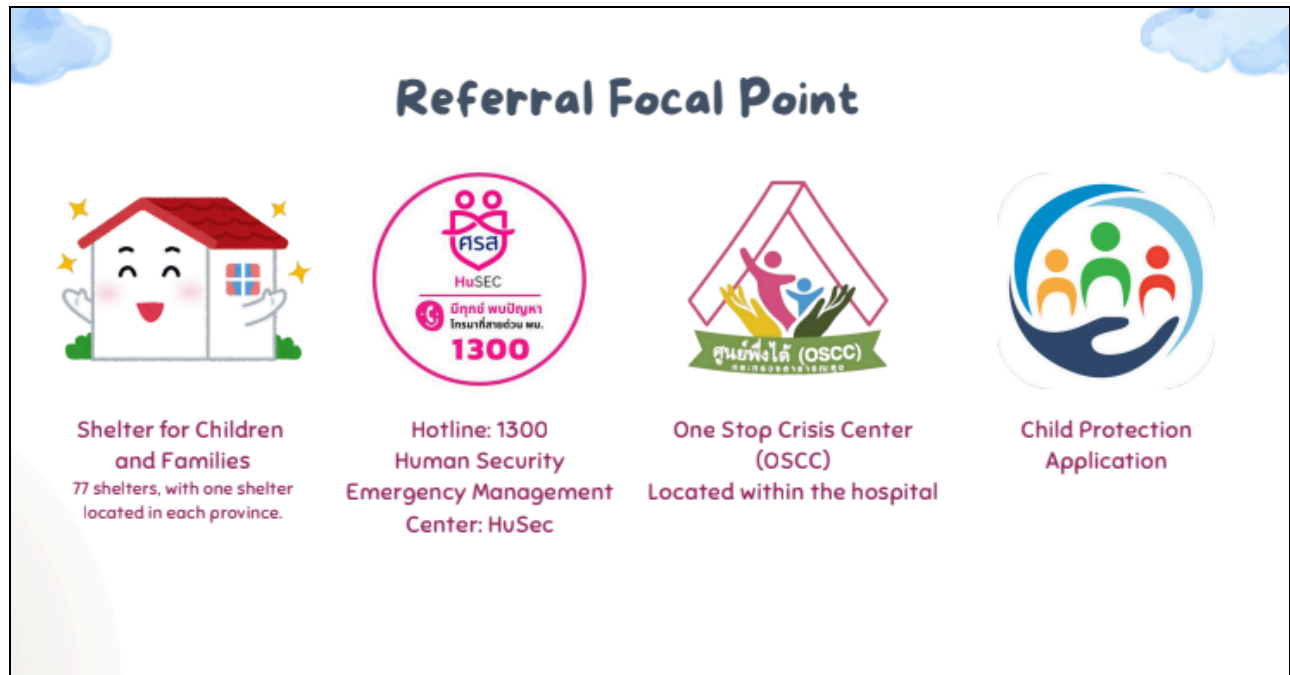
3. Referral

If it is appropriate to refer the case to Thai social services or the police, the DSL will make the referral or support you to do so.

a. Reasons for referral can include:

- The child is facing severe physical abuse.
- The child is facing severe mental health issues.
- Violence perpetrated by the parent or caregiver.
- Concerns of sexual abuse.
- The child is without a caregiver, as a result of the caregiver's death or inability to provide care.
- Prolonged absenteeism caused by the caregiver's lack of capacity to provide proper care.

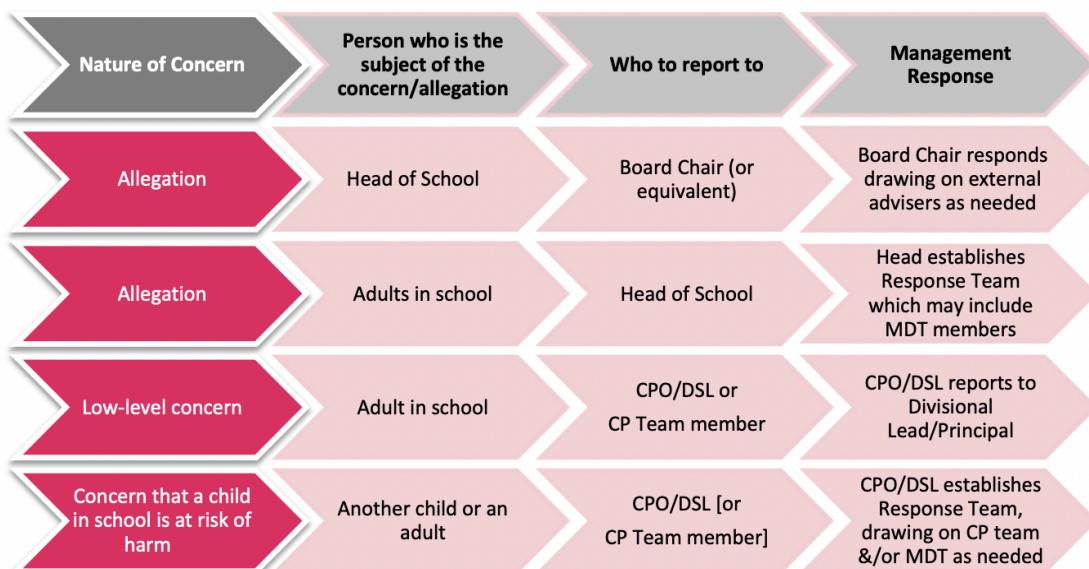
- b. Referrals can be made to
- Provide assistance
 - Provide protection
 - Work with Families
- c. Examples of referral agencies include



(ISAT 2025)

Allegations of abuse

At HHIS we follow the Guidance on Reporting a Concern as outlined in [The ASIA Child Protection Guidance Note \(2020\)](#).



1. Concerns or allegations about a staff member, supply teacher or volunteer

If you have concerns, including low-level concerns, about a member of staff (including ECA teachers) or an allegation is made about a member of staff (including ECA teachers) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the school director.

The headteacher/school director will then follow the procedures set out in appendix 3, if appropriate.

2. Low level concerns

A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. The concern does not meet the threshold of harm or is not considered serious enough for the school to refer to the authorities.

This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances for example having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate language

3. Concerns or allegations of peer on peer abuse

The school recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed-off as “banter”, “just having a laugh” or “part of growing up”. Most cases of students hurting other students will be dealt with under our school’s guidance for behaviour. Any allegations that raise safeguarding concern should follow the procedures set out in Appendix 4.

All staff should be aware of safeguarding issues from peer on peer abuse, including:

- bullying, including cyberbullying (repetitive, intentional harming)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

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

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

4. Self Harm

We recognise that some children may engage in self-harm as a way of managing distress.

- Any concern, disclosure, or incident of self-harm must be reported immediately to the Designated Safeguarding Lead (DSL).
- Staff must not promise confidentiality, as information may need to be shared to keep the pupil safe.
- The DSL will assess risk, record the incident, and involve parents/carers unless this increases risk.
- Where appropriate, the DSL will refer to external medical or mental health services. We will provide non-judgemental support, reasonable adjustments, and education on wellbeing and coping strategies.

Record-keeping

We will hold records in line with our records retention schedule.

1. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
2. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
3. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
4. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely. Concerns that are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding record-keeping arrangements

Record	Where stored?	How are records kept secure?	How long will the information be retained?
Staff concerns regarding students	Google Drive: Secure HHIS Data	Secure folder with limited access	Until student leaves the school if no concerns ongoing or passed on to next school if a concern is ongoing.
Disclosures from students	Google Drive: Secure HHIS Data	Secure folder with limited access	Until student leaves the school if no concerns ongoing or passed on to next school if a concern is ongoing.
Cases involving actions and contact with external agencies	Google Drive: Secure HHIS Data	Secure folder with limited access	Until student reaches the age of 25, if leaving at the end of Y11 or Y13. Or are passed on to the next school if leaving prior to these ages.
Current investigations into a concern regarding a staff.	Google Drive: Secure HHIS Data	Secure folder with limited access	Dependent on outcome.
Reports of concerns regarding staff found to be substantiated.	Google Drive: Secure HHIS Data	Secure folder with limited access	Records kept on secure individual folder until the staff member reaches 65.
Reports of concerns regarding staff found to be unsubstantiated or malicious	Google Drive: Secure HHIS Data	Secure folder with limited access and kept within individual file	Records kept until staff leave the school and not passed on.
Reports of concerns regarding staff found to be unfounded.	Google Drive: Secure HHIS Data	Secure folder with limited access	No records kept beyond investigation.
Serious Behaviour Incidents	Google Drive: Secure HHIS Data	Secure folder with limited access and on individual file	Record is deleted once student leaves the school.

Appendix 1: Possible Indicators of Abuse (in line with the Child Protections Act 2003)

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical Abuse is:

1. Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death.
2. Creating a substantial risk of physical harm to a child's bodily functioning.
3. Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering.
4. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child. This can include:
 - a. exploitative or dangerous employment, including engaging in Muay Thai boxing.
 - b. Selling/giving alcohol, drugs, or cigarettes to children.
5. Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible indicators of physical abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand) Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures

Neglect is the persistent failure to provide for 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 be:

1. Physical. For example failure to provide necessary food or shelter, or lack of appropriate supervision.
 - a. including failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. Should parents/guardians leave the country for any reason, then the responsibility for

informing the school of all appropriate contact details lies with the parent or guardian.

2. Medical. for example failure to provide necessary medical or mental health treatment
3. Emotional. For example a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs.
 - a. Specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.)

Possible indicators of neglect

- Child is unwashed or hungry.
- Parents are uninterested in child's academic performance.
- Parents do not respond to repeated communications from the school.
- Child does not want to go home.
- Both parents and legal guardians are absent from Hua Hin for any period of 24 hours or greater, without appropriate provision made for child's care, and a temporary guardian named.
- Parents cannot be reached in the case of emergency.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as "grooming," often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Sexual abuse is

- committing or allowing to be committed any sexual offense against a child
- forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
- intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes

- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet)

POSSIBLE INDICATORS OF SEXUAL ABUSE

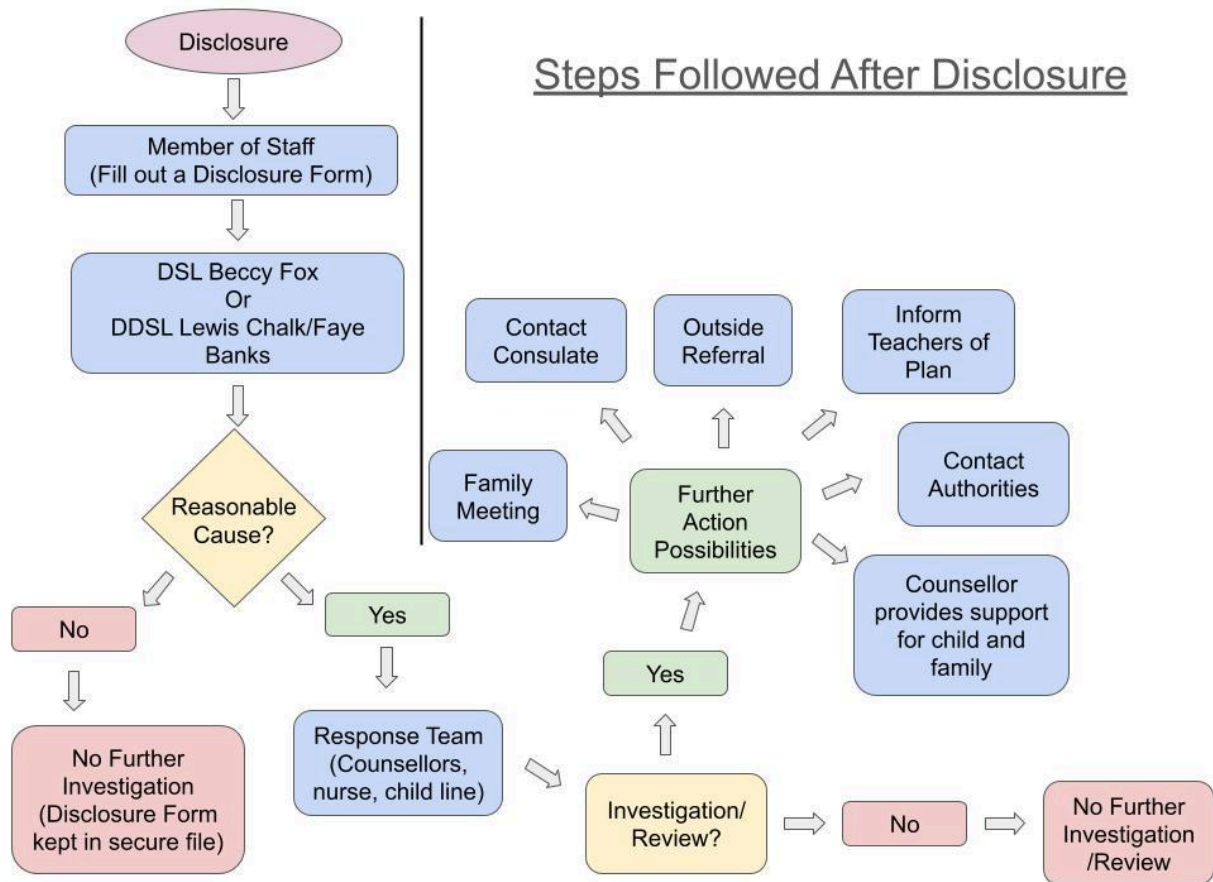
- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Appendix 2: . Procedures flow chart



Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a ECA teachers or volunteers , has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching, and historical allegations of abuse, will be referred to the Thai police and the relevant embassy if appropriate.

Any allegation of abuse against a member of staff or volunteer shall be addressed in a timely manner and, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Procedure:

1. If the allegation is against a member of staff, the DSL/DDSL will interview the student involved whilst the head of school will meet with the staff member concerned.
2. The allegation will be reported to the school directors to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services.
3. The student's parents will be informed immediately.
 - a. The headteacher/managing director will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made while investigations are ongoing.
 - b. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
4. Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process.
5. The staff member will be isolated from the school with no access allowed to the school, pending investigation.
6. In light of the evidence, the head of school will take appropriate action. This could include a verbal warning, a formal warning, dismissal, or reinstatement.

7. If there is support for the allegations and the member of staff is found to be guilty of gross wrong-doing, the alleged offending employee will be reported to the embassy or consulate of their home country, local authorities, and/or the Ministry of Education.
8. If the allegation is made against the Headteacher, then the matter will be investigated by the Board.
9. All reports or other actions will be kept confidential. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
10. If an allegation is made against a former employee, HHIS will refer the investigation to the relevant authorities (police/embassy)

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Record-keeping

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

1. A clear and comprehensive summary of the allegation
2. Details of how the allegation was followed up and resolved
3. Notes of any action taken and decisions reached (and justification for these, as stated above)
4. Records shall be retained at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
5. If the allegation is found to have been malicious, the records will be deleted from the individual's personnel file.
6. When providing employer references, there will be no reference to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.