

St. Andrews International School Samakee

Document Information			
Policy Number:	PO-H&S-4	Created by:	Headteacher
Reviewed by:	All Teachers	Responsibility:	All Staff
Last Review:	9/2025	Next Review:	9/2026
Review Cycle:	Annual	Ratified by:	SLT

Child protection and safeguarding policy and procedures

Contents	Page
1. Aims	1
2. Legislation and statutory guidance	2
3. Definitions	3
4. Equality statement	3
5. Roles and responsibilities	4
6. Confidentiality	7
7. Recognising abuse and taking action	8
8. Online safety and the use of mobile technology	14
9. Notifying parents or carers	16
10. Mobile phones and cameras	16
11. Pupils with special educational needs, disabilities or health issues	16
12. Complaints and concerns about school safeguarding practices	17
13. Record-keeping	18
14. Training	19
15. Monitoring arrangements	19
16. Links with other policies	19

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

St. Andrews International School Samakee

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping children safe in education - GOV.UK](#) and [Working Together to Safeguard Children 2018](#) and the [Governance Handbook 2019](#). At Samakee we comply with this guidance.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#) which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the

St. Andrews International School Samakee

“2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Social Services Thailand:

- “Sai Dek” ChildLine 1387
- The Centre for the Protection of Children’s Rights Foundation (CPCR) Bangkok at (02-4121196 / 02-4120736) www.thaichildrights.org
- ECPAT International 328/1 Phaya Thai Road Bangkok 10400, Thailand Tel: + 66 (0) 2 215 3388 ext. 190 Fax: + 66 (0) 2 215 8272 www.ecpat.net
- The Prachabodi Centre 1300

3. Definitions

Safeguarding and promoting the welfare of children means:

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

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

The school will create a safe learning environment, identify pupils who are suffering or at risk of harm and take suitable action. The school will also train staff in child protection.

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

St. Andrews International School Samakee

- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and directors in the school and is consistent with the Department for Education's statutory guidance. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including the staff [PO-ICT-1 Acceptable Use Policy, PO-ICT-2 Code of Conduct Policy, PO-ICT-6 Staff Mobile Device Policy, ICT&CS - Student, Staff & Parent/Carer Social Media and Mobile Devices Policy, PO-B-1 Behaviour Policy, PO-B-2 Attendance Policy], the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to outside agencies and for the next steps that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

St. Andrews International School Samakee

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our DSL is Tabietha Sudhirak, First School Phase Leader and a member of the senior leadership team. The DSL takes the lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies – Nicky Page, Upper School Phase Leader or AlyssaPay, Middle School Phase Leader – will act as cover.

If the DSL and deputies are not available, Monica Sudhirak, Headteacher will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body, and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.

St. Andrews International School Samakee

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

The full responsibilities of the DSL and deputies are set out in their job description.

5.3 The School Directors'

The school directors' will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- The school directors will appoint a senior director (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full school board. This is always a different person from the DSL.

Make sure

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

St. Andrews International School Samakee

- The chair of the board will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher (see appendix 3).
- All school directors will read Keeping Children Safe in Education in its entirety.

5.4 The headteacher

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

Ensuring that staff (including temporary staff) and volunteers

- o Are informed of this policy as part of their induction
- o Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Confidentiality

The Personal Data Protection Act ('PDPA') is the first consolidated law governing data protection in Thailand that determines how people's personal data is processed and kept safe, and the legal rights individuals have in relation to their own data.

'Personal data' means information that can identify a living individual.

The regulation applies to all International Schools and all staff must be familiar with the following policies related to confidentiality and data protection with respect to safeguarding.

PO-COM-2 Communication Policy

PDPA

Data Protection Policy

Privacy notices – PDPA

Consent form for taking and using photos

Letter to parents about the PDPA

All staff should note that:

- Timely information sharing is essential to effective safeguarding

St. Andrews International School Samakee

- The information must only be shared on a 'need-to-know' basis, but you do not need consent to share information with the appropriate authorities if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff and directors' must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is in immediate danger

Make a referral to the appropriate authorities and/or the police **immediately** if a child is in immediate danger or at risk of harm.

Tell the DSL (see section 5.2) as soon as possible if you believe it is necessary to make a referral.

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset

St. Andrews International School Samakee

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- 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 in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Female Genital Mutilation/Cutting (FGM/C) may occur in Thailand, even though it is considered a non-practising country. There are, however, reports of FGM/C being performed in southern Thailand. FGM is not illegal in Thailand.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any member of staff who suspects a pupil is at risk of FGM or discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL to consider appropriate support.

7.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Speak to the DSL first, to agree on a course of action. If appropriate, she will make a direct referral to the local authority children's social care.

The DSL can contact the **"Sai Dek" ChildLine 1387** if advice on the appropriate action is needed.

Early help

St. Andrews International School Samakee

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up appropriate support.

The DSL will keep the case under constant review and timelines of interventions will be monitored and reviewed. If the child's situation does not seem to be improving, the DSL will make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral.

If the child's situation does not seem to be improving after the referral, the DSL will contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree on a course of action. The DSL will make a referral to the local authority directly if appropriate.

7.6 If you have a mental health concern

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.
- The DSL can contact the Merak Clinic medical team if advice on the appropriate action is needed.

7.7 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the headteacher. or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If you have concerns about the headteacher, speak to the chair of the board.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The headteacher/chair of the board/DSL will then follow the procedures set out in appendix 3.

7.8 Allegations of abuse made against other pupils

St. Andrews International School Samakee

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up” “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

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

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and organise a parent meeting, if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this we will:

- Challenge any form of derogatory or sexualised language or behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils know they can talk to staff confidentially, see PO-B-5 Home School Agreement
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies,

St. Andrews International School Samakee

processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil 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
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

7.9 Sharing of nudes and semi-nudes (‘sexting’)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must not:

St. Andrews International School Samakee

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 13 of this policy also apply to recording these incidents.

7.10 Reporting systems for our students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

St. Andrews International School Samakee

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Keeping children safe at St Andrews Samakee is our number one priority and our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Pupils are informed that they can report concerns to our Safeguarding Team who are available to help
- Posters of our Safeguarding Team are displayed around the school and talked about with pupils so that they will feel safe to submit their concerns
- Pupils are also made aware of the reporting systems and processes, through discussion in your relationships/sex education curriculum

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and directors'
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young

St. Andrews International School Samakee

adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' workshops. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and directors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

St. Andrews International School Samakee

Please refer to the following policies and letters for further information:

- Data Protection Policy
- Privacy notices – PDPA
- Consent form for taking and using photos
- Letter to parents about PDPA
- ICT&CS – Acceptable Use Policy Staff
- ICT&CS - School Samakee Acceptable Use Policy
- ICT&CS - Staff Mobile Devices Policy
- ICT&CS - Student, Staff & Parent/Carer Social Media and Mobile Devices Policy

9. Notifying parents or carers

Where appropriate, the headteacher or phase leader will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns, following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local police before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

10. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to the non-contact time when pupils are not present.

Mobile Devices - Staff

- Should not make or receive calls/texts while in contact with children (the school's group 'Whatsapp 'Urgent updates group should only be used in emergency situations and/or be checked at such times as bad weather)
- Staff phones should be on silent
- Staff should security access protect their phone

Mobile phones - Work-Related

- Phone communication with parents should be through the appropriate channels - (School Office or SLT)

11. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

St. Andrews International School Samakee

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils through a comprehensive inclusion programme across all phases, that includes but is not limited to - outside agencies, Merak Clinic Home School Programme, the Inclusion Centre and interventions specific to each phase.

12. Complaints and concerns about school safeguarding practices

12.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

12.2 Other complaints

We believe that St. Andrews Samakee provides an excellent education for all our children and that the Headteacher and other staff work very hard to build positive relationships with all parents. However, the school is obliged to establish procedures to respond to potential complaints by parents. The Complaints Policy sets out the procedures that the school follows in such cases.

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible but we provide sufficient opportunity for any complaint to be fully discussed and then resolved. We aim to resolve any complaint through dialogue and mutual understanding and in all cases, we put the interests of the child above all other considerations.

[☰ PO-M&O-2 Complaints Policy](#)

[☰ PO-M&O-3 Complaint Record](#)

12.3 Whistle-blowing

Samakee has a whistle-blowing policy that deals with whistle-blowing in connection with child protection.

The policy explains that staff should immediately speak with the headteacher if they believe a colleague has:

- Behaved in a way that has 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 they are unsuitable to work with children

St. Andrews International School Samakee

- The headteacher will report the concern to the School Board. If staff are worried about the conduct of the headteacher, the policy says that staff may approach the Chairman of the Board of Directors directly.

All matters will be treated in strict confidence and anonymity will be respected wherever possible.

The all-staff whistle-blowing policy applies to anyone working for the school, including volunteers and after school club staff. Contractors and builders will not be allowed on-site during the school day.

[☰ PO-M&O-15 Whistleblowing policy](#)

13. Record-keeping

We hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions are recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records are easily accessible and available. Confidential information and records are held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children are retained for a reasonable period of time after they have left the school.

- All personal information is kept in lockable filing cabinets which are kept locked when the room is unattended
- Personal information held on computer systems is password protected
- Information is never left on a screen if the computer is unattended
- Files containing personal or sensitive information are not left out on desks overnight
- Where possible sensitive personal information is not sent by email
- If files need to be taken off the premises they are secured in the boot of a car or in lockable containers
- All computer information is backed up regularly and the backup is stored appropriately.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

[☰ School Records Management Policy](#)

St. Andrews International School Samakee

14. Training

14.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the Department for Education's statutory guidance.

All staff will have training on anti-radicalisation to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

14.2 The DSL and [SLT]

The DSL and [SLT] will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

14.3 Governors/Directors'

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

14.4 Recruitment - interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the UK Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

14.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

15. Monitoring arrangements

This policy will be reviewed **annually** by SLT. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Appendices for Keeping Children Safe in Education

St. Andrews International School Samakee

- Behaviour
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Anti-bullying
- Positive Handling and Physical Intervention

Contact information for Social Services in Thailand

1. “Sai Dek” ChildLine 1387 The contacts of this ChildLine officer is kept with the counsellor and the CPOs
2. The Centre for the Protection of Children’s Rights Foundation (CPCR) Bangkok at (02-4121196 / 02-4120736) www.thaichildrights.org
3. ECPAT International 328/1 Phaya Thai Road Bangkok 10400, Thailand Tel: + 66 (0) 2 215 3388 ext. 190 Fax: + 66 (0) 2 215 8272 www.ecpat.net
4. The Prachabodi Centre 1300

Please do not contact any of the above services without speaking to the Designated Safeguarding Leader (DSL) first.

Safer recruitment and DBS checks - policy and procedures

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practices in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities through assurances from a current/recent employer

St. Andrews International School Samakee

- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- The School will carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- The School will ask for written information about previous employment history and check that information is not contradictory or incomplete

The School will seek references for all short-listed candidates, including internal candidates, before the interview. We will scrutinise these and resolve any concerns before confirming appointments.

The School will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.