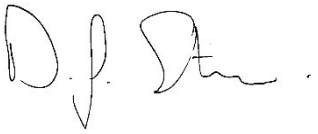
Bangkok Prep Policy Document

Child Protection & Safeguarding Policy

BANGKOK PREP
Bangkok International Preparatory & Secondary School
Est. 2003

BANGKOK PREP CHILD SAFEGUARDING

CHILD PROTECTION AND SAFEGUARDING POLICY

Policy Reference	**WSSA001**
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Produced by	**Safeguarding Committee**
Reviewed by	**ALT**
Next Review Date	**August 2021**
Cycle	**Annually**
Approved by	**Duncan Stonehouse**
Signed	
Role	**Head of School**
UN Global Goals	

Vision and Mission

OUR VISION STATEMENT

To be an outstanding learning community that is internationally-minded, inspiring all members to achieve their potential.

OUR MISSION

At Bangkok Prep we will ensure that:

- **learners will reach their full potential both academically and in preparation for life beyond Bangkok Prep;**
- **we will provide an enriched curriculum in which innovation, sustainability, creativity and health are highlighted;**
- **we will inspire students to achieve their best through collaborative learning in a safe and enjoyable learning environment;**
- **we will develop globally minded, passionate learners who uphold the Bangkok Prep Life Values of being honest, holding high moral standards, and having integrity and empathy towards others.**

1. INTRODUCTION

Bangkok International Preparatory & Secondary School (Bangkok Prep) is committed to the prevention of Child Abuse and to the Safeguarding and protection of children. This commitment means that the interests and welfare of children are our prime consideration when any decision is made about suspected cases of abuse or neglect. The procedures outlined in this policy are in line with Child Protection Act of Thailand and the United Nations Convention on the Rights of the Child. The policy also draws upon relevant guidance from the United Kingdom, including: Keeping Children Safe in Education, Working Together to Safeguard Children, and Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings.

2. DEFINITIONS

2.1 ABBREVIATIONS AND ASSOCIATED STAFF

HOS	-	Head of School
HS	-	Head of Secondary
HP	-	Head of Primary
DSSL	-	Designated Senior Safeguarding Lead
DSLP	-	Designated Safeguarding Lead - Primary
DSLS	-	Designated Safeguarding Lead – Secondary
DSL	-	Designated Safeguarding Lead (DSLP, DSLS or DSSL)
DSCP	-	Designated Safeguarding Contact (Thai Speaking) - Primary
DSCS	-	Designated Safeguarding Contact (Thai Speaking) - Secondary

2.2 CHILD PROTECTION AND SAFEGUARDING

This policy makes the distinction between: **Child Protection** – steps which need to be taken when a child is in, or suspected to be in, imminent danger of suffering significant harm, abuse or neglect; and **Safeguarding** – a broader term and an extension to Child Protection which includes preventative steps taken to keep children safe from harm.

2.3 CHILD

In accordance with the United Nations Convention on the Right of the Child, a child is considered to be anyone under the age of 18.

2.4 CHILD ABUSE

Child Abuse is a serious and complex problem that may occur in the lives of children and young people. Often it occurs in environments that are isolated and stressful and affects those who are most vulnerable.

Child Abuse is the term used to describe different types of maltreatment inflicted on a child or young person. It includes non-accidental physical injury, neglect, sexual abuse and emotional abuse, including psychological harm of children and young people.

In its most serious forms, abuse can lead to death or long-term harm to the physical or emotional well-being of a child or young person.

2.5 TYPES OF CHILD ABUSE

There are four main areas of Child Abuse. It should be recognised that a drastic change in behaviour can be a symptom of any area of Child Abuse. It should also be recognised that all these signs may also be a symptom of another problem.

2.5.1 NEGLECT

Neglect occurs when a child's basic physical or emotional needs are not met. This may result in the serious impairment of the child's health or development.

It can occur where parents or guardians fail to meet the basic and essential needs of their children, such as: food, clothing and medical care. Leaving young children alone and unsupervised is another example of neglect. Parents refusing or failing to give love and affection to their child/children is a case of emotional neglect.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Poor school attendance or frequent tardiness
- Poor concentration
- Demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones

2.5.1.1 UNSUPERVISED LIVING CONDITIONS

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

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

- Do we have contact details for the relevant adults (including next of kin)?
- What are the emergency arrangements?
- Is the child eating properly?
- Is the child washing properly?
- Is the child able to clothe themselves properly?
- Does the child have relevant insurance cover?
- Is the child safe? Do they know how to keep the home safe? Are there any safety issues in travel?
- Are there issues surrounding the child's attendance?
- Are we fully aware of what the child is doing in their free time?
- Is the child sleeping properly? (eg are they staying up late gaming?)
- Are they able to organise their day-to-day life?
- Are they able to organise their academic commitments?
- Do they have due emotional support?
- Are there any additional plans needed for holidays or non-term time?

2.5.2 PHYSICAL ABUSE

Physical Abuse is physical injury to a child including reasonable suspicion that the injury was inflicted or knowingly not prevented.

It involves any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs, alcohol, or excessive amounts of prescribed medication.

Signs or symptoms which may indicate Physical Abuse:

- Bruising including inconsistent accounts of how bruising or injuries have occurred
- Bald patches
- Burns or scalds
- Fear of going home or of parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

2.5.2.1 CORPORAL PUNISHMENT

The school considers corporal punishment a form of physical abuse, and does not condone its use in the home. The school does, however, recognise that it is operating within a culture whether corporal punishment is accepted. Where it is decided that intervention will improve the situation, the school will seek to educate parents. Thai law states that corporal punishment may only be administered by the primary guardian and must not leave a mark which lasts more seven days. In instances where these conditions are not met, the school may seek to inform the relevant authorities.

2.5.3 SEXUAL ABUSE

Sexual Abuse is the involvement of children and young persons in sexual activities that they do not fully comprehend and which violate the social taboos of family roles.

It occurs when the older person uses his or her power over the child or young person to involve them in sexual activity. It may involve:

- sexual grooming;
- inappropriate exposure to sexual acts or materials;
- passive use of children or young persons as sexual stimuli for adults;
- the child or young person being subjected to exhibitionist activities, voyeurism or being coerced into posing for pornographic materials;
- inappropriate sexual contact or acts between older individuals and the child or young person;
- intercourse, rape, assault and coercion.

Signs or symptoms which may indicate Sexual Abuse (although there are frequently no signs of this type of abuse):

- Sexually explicit play or behaviour or age-inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation

- Regressive behaviour
- Enuresis or soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises or scratches in genital area
- Lack of trust in a familiar or particular adult
- Unusually compliant

Bangkok Prep also recognises Female Genital Mutilation (FGM) as a form of Child Abuse, and draws upon guidance from the UK's Department of Health when dealing with issues of Safeguarding in this respect.

2.5.4 EMOTIONAL ABUSE

Psychological or Emotional Abuse is the severe emotional ill-treatment or rejection of a child or young person. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, or constant shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, sexuality, gender or disability.

Aspects of Psychological and Emotional Abuse include:

- hostile rejecting or degrading behaviour (eg taunting or verbal abuse);
- terrorising behaviour (eg threats or acts that induce fear*);
- actively isolating a child (eg locking a child in a room for extended periods of time);
- exploiting or corrupting children (eg teaching a child to steal);
- denying emotional warmth (eg denying affection and displays of love).

*These acts may include an accumulation of small, but consistent, hurtful gestures.

Signs or symptoms which may indicate Emotional Abuse:

- Rocking, banging head or regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, or selective mutism
- Over-reaction to mistakes, or continual self-deprecation
- Delayed physical/mental/emotional development

A crisis can be the result of one incident or the progression and climax of years of torment and hiding.

2.6 MENTAL WELL-BEING

The mental well-being of students is covered under Safeguarding when students pose a risk to themselves or others. Students will be monitored by the relevant Safeguarding Lead on either campus in conjunction with a Counsellor.

2.7 SUBSTANCE ABUSE

The use of illegal substances by students is primarily dealt with as a behavioural issue. Substance abuse - insofar as addiction is concerned - is both a behavioural issue as well as a Safeguarding issue. In most cases, the pastoral and safeguarding teams will work together. The relevant Safeguarding Lead needs to be kept informed of all substance abuse related incidents. Students will be monitored by the relevant Safeguarding Lead on either campus in conjunction with a Counsellor. Further details can be found in the school's Substance Abuse Policy.

3. ROLES AND RESPONSIBILITIES

Protecting the welfare of children is the role of every professional who comes into contact with children at Bangkok Prep. This includes all staff knowing how to respond to suspected cases of Child Abuse and neglect and the process for reporting suspected cases to the relevant persons. All staff have a professional duty to report any concerns regarding suspected Child Abuse.

3.1 HEAD OF SCHOOL

Incidences of suspected abuse involving a member of staff must be reported directly to the Head of School.

The Head of School has ultimate responsibility for Safeguarding within the organisation and the DSSL/DSL will act upon his or her instruction when involving external agencies.

3.2 DESIGNATED SENIOR SAFEGUARDING LEAD (DSSL)

The main responsibilities of the DSSL are outlined below:

- The strategic direction and operational management of Safeguarding within the organisation.
- To ensure that all staff know to see the DSLP, DSLS or DSSL (and, in their absence, the Head of School) for Safeguarding issues at each campus.
- To advise the DSL on each campus on matters relating to child protection (N.B.: the DSSL may not have overview of each individual case - this responsibility lies with the DSL on each campus).
- To be available to all staff for consultation on Child Protection issues at the Secondary Campus (and the Primary Campus, when relevant).
- To seek advice from relevant authorities and coordinate action where Child Abuse is suspected.
- To report to outside agencies where relevant (in consultation with the Head of School).
- To undertake training at least every two years in Child Protection.
- To facilitate regular training on Safeguarding for all other staff at the school which, at a minimum standard, meets UK statutory requirements of at least every three years.
- To review the school's policy on Safeguarding (including related policies) with the relevant leadership teams and the Safeguarding Committee on an annual basis and present suggested changes.
- To monitor, update and maintain confidential records of students in relation to Child Protection issues.
- To maintain records of sensitive information in a secure and confidential file, and to disseminate information about children as policy dictates.
- To raise staff awareness and confidence in Safeguarding procedures and to ensure new staff are aware of these procedures through induction training.
- To ensure temporary supply and other short term staff are made aware of the school's Child Protection arrangements via training and documentation summarising the procedure and practice.
- To form part of the school's Safeguarding Committee.
- To follow appropriate protocol regarding confidentiality in matters relating to Safeguarding and Child Protection.

3.3 DESIGNATED SAFEGUARDING LEAD - PRIMARY CAMPUS (DSLP)/SECONDARY CAMPUS (DSLS)

The main responsibilities of the DSL are outlined below:

- To ensure that all staff know to see the DSLP or DSLS (and, in their absence, the DDSL or Head of School) for Safeguarding issues at the Primary Campus.
- To be available to all staff for consultation on Child Protection issues at the Primary Campus.

- To seek advice from relevant authorities and coordinate action where Child Abuse is suspected (in consultation with the DSSL).
- To report to outside agencies where relevant (in consultation with the DSSL).
- To undertake training at least every two years in Child Protection.
- To facilitate regular training on Safeguarding for all other staff at the school, which, at a minimum standard, meets UK statutory requirements of at least every three years.
- To monitor, update and maintain confidential records of students in relation to Child Protection issues.
- To maintain records of sensitive information in a secure and confidential file, and to disseminate information about children as policy dictates.
- To raise staff awareness and confidence in Safeguarding procedures.
- To ensure temporary supply and other short term staff are made aware of the school's Child Protection arrangements via training and documentation summarising the procedure and practice.
- To form part of the school's Safeguarding Committee.
- To follow appropriate protocol regarding confidentiality in matters relating to Safeguarding and Child Protection.

3.4 DESIGNATED SAFEGUARDING CONTACTS (THAI SPEAKING)

The main responsibilities of the DSCs are outlined below:

- To be a point of contact for Safeguarding issues for Thai speaking staff.
- To liaise closely with the DSL at each campus to help translate disclosures and concerns.
- To ensure that all staff know to see the DSL (and, in their absence, the DSSL or Head of School) for Safeguarding issues at the relevant campus.
- To be available to all staff (especially Thai-speaking staff) for consultation on Child Protection issues at the relevant campus.
- To undertake training at least every two years in Child Protection.
- To assist in facilitating regular training on Safeguarding in Thai for all other staff at the school in consultation with the DSSL/DSL.
- To raise staff awareness and confidence in Safeguarding procedures.
- To assist in ensuring that temporary supply and other short term staff at the relevant campus are made aware of the school's Child Protection arrangements by being a point of contact for Thai speakers.

3.5 SAFEGUARDING COMMITTEE

The main responsibilities of members of the Safeguarding Committee are outlined below:

- To meet regularly to help dictate school policy on issues relating to Safeguarding.

- To be a point of contact for general issues relating to Safeguarding in school (but not for disclosures).
- To help raise the awareness of Safeguarding at Bangkok Prep.

4. MANAGING CONCERNS ABOUT CHILDREN

4.1 REPORTING AND RECORDING CONCERNS

If staff or volunteers suspect a child has been abused or neglected, the following procedures should be implemented:

- Bangkok Prep staff will report concerns immediately to the relevant DSL using CPOMS. They will be required to record observations, communications and impressions which cause concern before the end of the school day. Concerns which may indicate an immediate threat must be passed to the relevant DSL immediately.
- In the event of suspected Sexual Abuse happening, it may be a requirement for the school to contact the appropriate Thai authorities, depending on the specifics of the case. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can be made to relevant external agencies. For Sexual Abuse cases happening outside the context of the family, the family should be informed of the incident and a report made to the relevant authorities. The school should not conduct investigations, in terms of talking to the child at length on the incident.
- In the event of other forms of abuse, the DSL will be committed to taking action and arranging consultation with the Head of School. The case will be considered in the context of the wider assessment framework (see Appendix 1). In collaboration with the Director, when deemed appropriate after further investigation, the Head of School will liaise with relevant external agencies. The Head of School will keep the relevant DSL up-to-date with developments.
- If there are obvious signs of harm, the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, they should be brought to Samitivej Hospital, the designated paediatric hospital.
- Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to the relevant external authority.
- Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the Head of School will contact the family and discuss ways in which the student could be kept safe and their needs managed more appropriately. However, where there is concern that the child will be further harmed should the family be informed, alternative actions may be taken.
- If we suspect that an employed or voluntary worker in the school has abused a child the matter should be reported to the Head of School. Consideration will be given as to whether that member of staff should face suspension.

- We believe that children, families, staff and others involved in an investigation of Child Abuse should receive support. The relevant Counsellor, in consultation with the Head of School and DSL, will coordinate appropriate specialised support with agencies as required. They will coordinate care arrangements if the child is deemed to be unsafe in their current environment. They will also provide general advice on individual abuse cases regarding appropriate responses.
- Above all, the school takes a victim-centred and child-centered approach to dealing with allegations of abuse. The next steps are considered in light of what is in the best interests of the child and within the cultural context of Thailand.

4.2 EMERGENCIES

First aid is to be given as in any emergency. Follow-up care and counselling will commence as soon as is practical.

4.3 DEALING WITH A DISCLOSURE

The following is advice on what to do if a child or young person discloses:

- Remain calm - do not panic or express shock.
- Listen carefully – do not prompt responses.
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell his/her story; leave your own assumptions out.
- Possible questions to ask in a non-leading manner include:
    - What happened to you?
    - Who did this to you?
    - Where did it happen?
    - When did this happen?
- Use age-specific language. Ask for clarification for any meaning or words you do not understand.
- Let the child know they are believed.
- Let the child know that you will do your best to protect and support them.
- Do not promise secrecy to the child. Explain that, in order to help them, you will have to tell certain other parties but it will be as confidential as possible. Assure them that their issue will not be general knowledge within the school community.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story.

- Report the disclosure to the relevant DSL (or Head of School in their absence). You will be asked to record what the child has said or what you have observed, include dates and times. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.
- In line with Safeguarding guidelines, the school does not take any photographs of a child's injuries but instead records them by use of diagrams.
- Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.

4.4 RECORD KEEPING

Legacy Child Protection case files in a double-locked secure place in the DSLS's office and in a similar location in the Primary Campus. Disclosures since August 2020 are stored on CPOMS and staff receive training on how to make a disclosure. Records may be kept until such time as the individual has reached 25 years of age.

4.5 CONFIDENTIALITY

Students are actively encouraged to raise personal and general concerns with members of staff and seek advice in confidence.

It is important to note, however, that such discussions, whilst remaining confidential in nature, must take into account a full appreciation of duty of care. This will mean that information may have to be shared with senior members of staff or parents on a need-to-know basis.

Confidentiality cannot be guaranteed to the victim regarding Child Protection issues.

Appendix 2 outlines how confidentiality is handled between members of staff in the event of a disclosure. There will, frequently, be a circle of confidentiality which extends between the relevant DSL, DSSL, HoS, and, often, the Counsellor. The relevant DSL will often inform the Key Stage Leader, who will, in turn, liaise with the relevant Year Leader and Head of Primary or Secondary. The Year Leader and Head of Primary or Secondary will not be informed of the full details of the case but will be told there is a Safeguarding issue of which they should be aware, so that they can adjust their pastoral care appropriately. There may be instances where it is appropriate that fewer people are aware of the circumstances. It is strictly prohibited for staff to discuss Safeguarding issues openly.

5. STAFF AND VOLUNTEERS

5.1. STAFF TRAINING

Bangkok Prep is committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to Child Abuse and neglect. The school ensures that all staff are updated annually on procedures relating to Child Abuse and neglect. As part of their induction, all adults will familiarise themselves with the Bangkok Prep Child Protection and Safeguarding Policy and undergo Safeguarding Awareness Training.

The school is also committed to updating staff on policy and procedures on an annual basis at the beginning of each academic year so that all those working with children understand their responsibilities and are familiar with expected practice.

A further commitment is training senior leaders on a regular basis to ensure that they are up-to-date with UK policy and practice, and good practice in other leading international schools.

All staff should undergo yearly Safeguarding Awareness Training, including:

- teaching staff;
- support staff;
- peripatetic staff (eg Visiting Music Teachers);
- outsourced staff (bus drivers, security, cleaning and catering staff);
- extra-curricular activity providers;
- volunteers;
- supply staff.

5.2 PROFESSIONAL AND PERSONAL CONDUCT OF STAFF

Staff must read and abide by the Safer Working Practice Code of Conduct. This Code of Conduct applies to all adults who come into contact with students at Bangkok Prep on behalf of the school, including:

- teaching staff;
- support staff;
- peripatetic staff (eg Visiting Music Teachers);
- outsourced staff (bus drivers, security, cleaning and catering staff);
- extra-curricular activity providers;
- volunteers;
- supply staff.

5.3 ALLEGATIONS AGAINST A MEMBER OF STAFF

Managing accusations of abuse against staff members, including volunteers, is the sole responsibility of the Head of School and not the DSL. If the allegation is against the Head of School, the matter must be taken directly to the Director who will liaise with relevant external agencies. This must happen without informing the Head of School. If the allegation is against a DSL, this must be reported to the Head of School immediately.

Records concerning members of staff will be kept separately and not with other Child Protection records.

5.3.1 INVESTIGATING ALLEGATIONS AGAINST A MEMBER OF STAFF

If it is deemed necessary, a full investigation will take place. However, staff are not automatically suspended following an allegation. In instances where an allegation has been made, a judgement will be made by the Head of School as to the next steps.

The outcome of an investigation into a member of staff can take one of four outcomes:

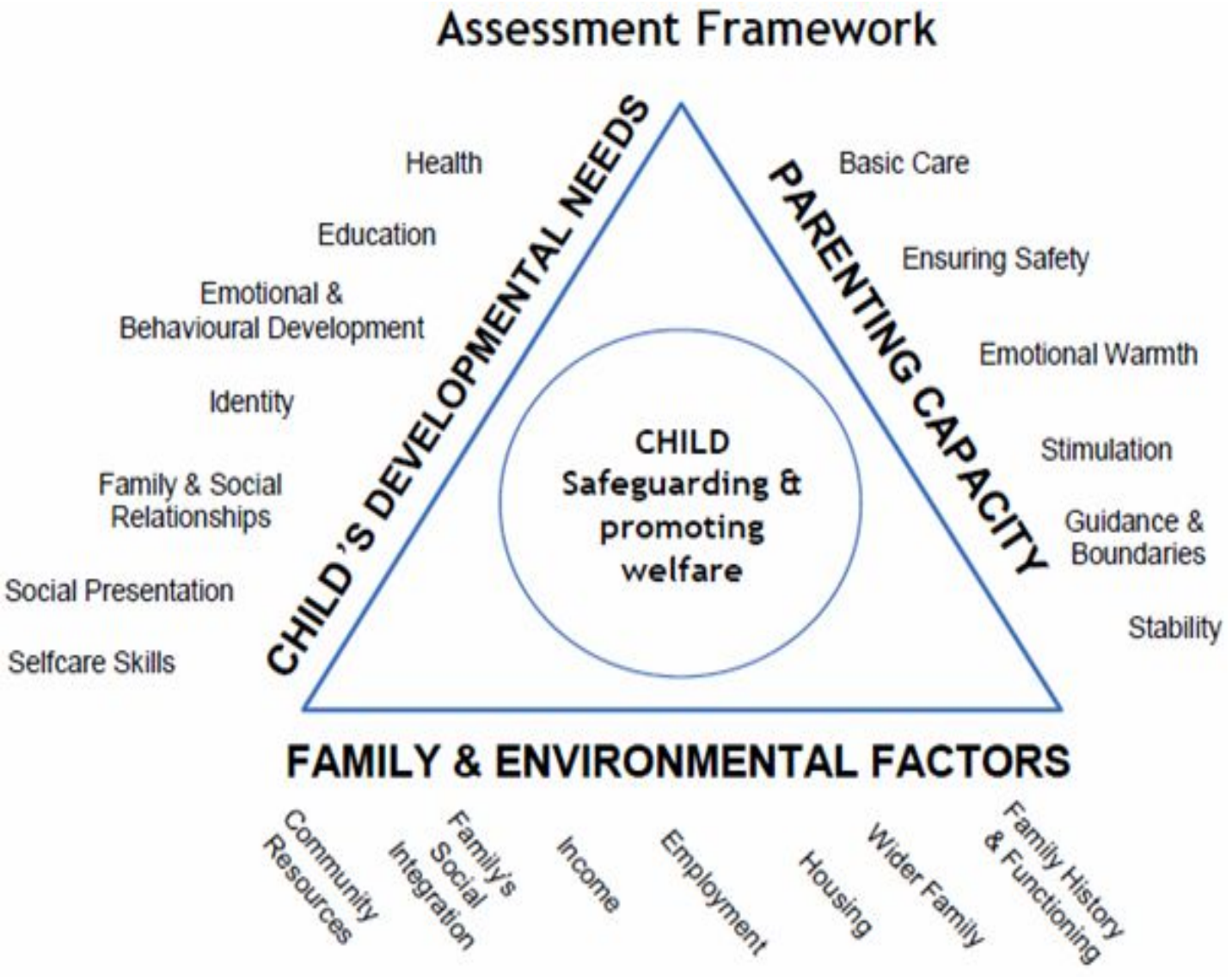
- The allegation could be **upheld** - this means that there is identifiable evidence to prove the allegation on the balance of probability.
- The allegation could be **unsubstantiated** - this means that there is insufficient identifiable evidence to prove or disprove the allegation on the balance of probabilities. The term does not imply guilt or innocence.
- The allegation could be **unfounded** - this means that there is no evidence or proper basis that supports the allegation being made, or there is evidence to prove that the allegation is untrue.
- The allegation could be deemed to be **malicious** - this means that the allegation was made with deliberate intent to deceive or cause harm.

5.4 VOLUNTEERS AND VISITORS

Volunteers and visitors to the school are expected to abide by the school's Safeguarding procedures and are asked to sign the school's Code of Conduct.

APPENDIX 1

Assessment Framework



APPENDIX 2

WHO NEEDS TO KNOW?

