



Regent's International School, Bangkok

CHILD PROTECTION AND SAFEGUARDING POLICY



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Approved:

Principal

Head of Primary

Head of Secondary

Next review: August 2024

Child Protection and Safeguarding Policy

The Safeguarding Team can be contacted on safeguarding@regents.ac.th

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PART ONE: CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

1.1 Statement of Intent

The health, safety and well-being of all our students are of paramount importance to all the adults who work at Regent's International School, Bangkok. Our children have the right to protection, regardless of age, gender, race, culture, faith, sexual orientation, or disability. They have a right to be safe in our school.

Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm, whether from physical or emotional injury, abuse or neglect, or from anything that interferes with their general development.

This policy should be read in conjunction with other key documents including;

The DFE's Keeping Children Safe in Education 2021

Intimate Care Policy

Visitor Policy

Anti-bullying policy

Acceptable Use Policy

Boarding Policies

1.2 Aims of the policy

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should consider at all times what is in the best interests of the child.
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention
- Ensure staff are aware that any member of staff may raise a concern
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about different types of abuse.
- Ensure that there is a clearly understood procedure, following an allegation being made against a member of staff.

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- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

1.3 Scope of Policy

This policy is applicable to the whole school community, including the Principal, Board, teaching staff (including those in a specialist setting such as peripatetic Music teachers and Sports coaches) non-teaching staff, volunteers and temporary non-employed staff, whether Thai or non-Thai.

When considering safeguarding issues, regard should also be given to linked policies (including those specifically relating to Boarding Pupils), procedures and protocols: Safer Recruitment; Visitor policy and leaflet: Health and Safety; Anti-Bullying; E-Safety; Mobile Devices; Educational Visits; Attendance and Punctuality; Complaints; UN Rights of the Child, Whistleblowing; Data Protection; *Self Harm*; *Disordered Eating*; *Self Generated Indecent Images*; Behaviour Policy.

As with other policies, all our dealings in school relating to Safeguarding should comply with the CIS Code of Ethics and aligned with the values within the UN Convention on the Rights of the Child (1990).

1.4 Commitment to Child Protection

As part of our commitment to safeguarding the welfare of all our students, we will:

- Implement our Safer Recruitment Policy for appointing staff, volunteers and helpers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children or who is disqualified from working with children
- All new members of staff will be given a copy of our child protection procedures as part of their induction into the school.
- Ensure that all staff, volunteers and helpers in our school are aware of their responsibility to protect children and young people and are appropriately trained in Child Protection matters
- Ensure that our students and parents are appropriately trained in Child Protection matters
- Ensure that staff, volunteers and helpers are aware of and adhere to our Code of Conduct and our Visitors Policy
- Ensure that all staff, volunteers and helpers understand the need to report child protection concerns about a child or a worker's conduct towards a child.
- Promote the rights of the child to be listened to and to be taken seriously so that the child is able to express their views, thoughts and concerns.

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There are three main elements to our safeguarding:

a) **Prevention** (eg positive school atmosphere, a school culture where staff refer any concerns at an early stage, where safeguarding has a high priority, effective PSHE through theme days and Tutor time, E- safety and pastoral support available to pupils and effective safeguarding 'umbrella' policies. Also integral is the understanding that anyone can harm a child and a vigilant culture to staff conduct)

The School regularly teaches its pupils about safeguarding, through the curriculum and at age-appropriate points. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet in accordance with our Digital Citizenship approaches, utilising guidance from, amongst other areas, the UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk)

b) **Protection** (eg by following agreed procedures when a child is in immediate danger; ensuring staff are trained and supported appropriately and sensitively in safeguarding matters and ensuring the school has robust recruitment procedures)

c) **Support** (to pupils and staff, including those who are survivors of abuse)

1.5 Designated officers 2023-24

Designated Safeguarding Lead (DSL): Tim Bayley, DHP and Head of Boarding

Deputy Safeguarding Officers

- Andy Edmonds, Principal
- Kirsten Prescott, Head of Secondary
- Emma Scott, Head of Primary

Safeguarding Team Member

- Kirsty Perry, Deputy Head Pastoral, Primary
- Rachel Marsh, Head of KS3, Secondary
- Jodie Harvey, EYFS, Primary
- Bailey Keawpanya, Primary TA and Thai Speaker
- Khun Knix, Board Member

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Other members will make up the Safeguarding Committee (including Thai staff and parent representatives) and additional people will be co-opted as specific needs arise.

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1.6 Confidentiality_____

All witnessed, suspected or alleged violations of the Child Protection and Safeguarding Policy will be immediately reported to the Designated Child Protection Officer, who will record and act on these in a confidential manner in accordance with the Child Protection and Safeguarding Policy and the best interests of the child. Regent's International School, Bangkok will take appropriate action to protect the child/children in question from further harm and others in the organisation during and following an incident or allegation.

Regent's International School, Bangkok shall not hold responsible or fault any school employee making a report of a violation of the Child Protection and Safeguarding Policy that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report.

1.7 Article 29, The Thailand Child Protection Act of 2003 and Obligations of the School

"Persons notifying or reporting in good faith under this Article shall receive appropriate protection and shall not be held liable for any civil, criminal or administrative action arising there from."

LEGAL MANDATE

Regent's International School, Bangkok's Child Protection and Safeguarding Policy sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse. Information contained herein relates to both national (Thai Child Protection Act 2003; and, the Interim Constitution of the Kingdom of Thailand, 2014), and international ([Convention on the Rights of the Child](#)) legislation relating to children's rights.

Corporal punishment in the home

Corporal punishment is lawful in the home and that those with parental authority over children have the right to impose 'reasonable' punishment for the purpose of discipline.

Civil and Commercial Code Article 1567 (2)

Corporal punishment at school

Corporal punishment is unlawful in schools under the Ministry of Education Regulations on Student Punishment (2005).

Corporal punishment is lawful in alternative care settings (nursery, primary shelter, assistance unit, welfare protection unit, rehabilitation unit) under CPA Section 61 where it is reasonable for cultivation in accordance with regulations.

At Regents International School we consider corporal punishment a form of physical abuse, often with long term impact on a child's overall well-being and mental health.

At Regents International School, we do not condone the use of physical punishment in the home and instead support families to use non-physical and proportionate forms of discipline.

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PART TWO: PREVENTATIVE MEASURES and RECORD KEEPING

2.1 Staff code of conduct

Regent's International School, Bangkok, is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment. Appendix 1 outlines the Code of Conduct designed to safeguard the rights and wellbeing of all members of the school community including children, staff, service providers and volunteers.

The aim of this is to provide clear guidelines for staff and student conduct and interaction. We seek to provide clear guidance for avoiding actions which are considered, or could be considered inappropriate.

In general, staff should always maintain professional boundaries when interacting with pupils, or their parents. Their behaviour with students and parents should reflect their position of trust. It is particularly important that the actions or words of a teacher do not lead to misunderstandings. Ambiguous comments or conduct should be avoided. The purpose of this code of conduct is to protect teachers as much as to protect students. If you feel that anything you have said or done has been misunderstood by a student, you should report this to your line manager.

Staff should also read the **Staff handbook** and [UK Teacher Standards](#) which include references to Safeguarding and Child Protection.

2.2 Recruitment and Selection

The school has a separate Safer Recruitment Policy. Disclosure and Barring Service (DBS) checks are carried out as outlined in the school's Safer Recruitment Policy. As part of the shortlisting process, Regents will carry out an online search as part of our due diligence on shortlisted candidates. This will help to identify any incidents or issues that have happened and are publicly available online, which may be further explored at interview. Safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo safeguarding and Child Protection training which is updated regularly in line with up to date advice from the Thai DfE, UK DfE and CIS. Amongst other items, new staff/volunteers are provided at induction with a copy of the Staff Handbook, the Child Protection and Safeguarding Policy which includes the Staff Code of Conduct and Whistle-blowing procedures. At the start of every school year, we require all staff to sign and return a Safeguarding and Child Protection Compliance Checklist which confirms that they have read, understood and agree to adhere to these documents.

More information can be found in our Safer Recruitment Policy.

2.3 Visitors

All visitors during the school day are required, on arrival, to show an ID and sign in a logbook at the school office/school entrance in the Primary School (1), Secondary School (2) or The Arts block (3).

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The visitor will be required to present valid IDs, log in their name, phone number, purpose of visit, time-in and time-out. Visitors will be issued with an appropriate visitor's badge and a leaflet which contains further instructions for the safety of the visitor and our students. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the same point where the badge must be returned.

Any person who is visiting the school to work directly with young people on a 'one-off' activity should have his/her identity checked or verified by the person hosting the event and may not be left unsupervised with children. Details and a form for this are available in the Visitor Policy.

All staff on the Regent's International School campus wear ID badges. In the case of a forgotten badge, a temporary badge should be signed out from the School Office. ID lanyards are colour coded as follows: Permanent staff (blue), External staff (green), parents/carers (red) and visitors (yellow).

Please refer to the **Visitor Policy** for more information on Visitors and Safeguarding and Health and Safety implications.

2.4 Parents and carers

All parents and carers are provided a PARENT ID badge. This is used when they enter the campus e.g. regularly visit the school, collect or drop off children, to attend assemblies and other school events and who use the parent coffee lounge. They are also provided a guidance leaflet that outlines the school's expectations of visitors.

If a parent is visiting or meeting a member of staff in the school, other than for a regular parent-teacher event, then they should also log in their name, phone number, purpose of visit, time-in and time-out. Parents should not be left unattended in the school. The parent should then be met by a member of staff and be accompanied by a member of staff during the visit.

2.5 Third party groups and external organisations

The Safeguarding and Child Protection Policy will be brought to the attention of the organisers of third party groups using the School facilities and this also applies to them. Third party groups that operate within the School, provide off-site services to our pupils, or use the School facilities, will be expected either to adhere to this Safeguarding Policy or to operate a policy which is compliant with the requirements of the Regent's International School Safeguarding and Child Protection Policy.

Further guidance can be found in the **Visitor Policy and leaflet**.

2.6 Visiting Speakers

Visiting speakers, whether invited by staff or pupils must be suitable and suitably supervised. Whenever it is proposed to use the services of a visiting speaker, they should be risk assessed and

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permission should be sought from the DSL or Deputy DSL. This is done using the Visiting **Speaker Proposal Form** found in the Visitor policy which contains a risk assessment.

2.7 Exchange and host family homes

When organising Foreign Exchange visits or host homes, the organiser must ensure that reasonable steps have been taken to safeguard pupils at Regent's International School and visiting pupils (including checking that we have no concerns about host families and requiring that foreign exchange schools or organisations such as Round Square give similar assurances). Such steps should be made explicitly clear in the risk assessment and discussed with the DSL or Deputy DSL who must subsequently authorise the risk assessment.

Of particular importance here is that parents should feel that they have the right to object to their child staying with a particular host family if they so wish, i.e. a host family should not be forced upon a child.

2.8 Residential Visits

To be completed

2.9 E-safety and mobile devices (Additional [guidance](#) is available for periods of online learning)

Regent's International School is a 'bring your own device' school and recognise the importance of ICT for learning. However, we know that some people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's E-safety policy explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying policy.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we provide regular guidance through IT lessons, Tutor Time, Theme Days, support for parents, and assemblies. All e-safety incidents are logged and investigated. The school has a R-LINK system for the reporting of online incidents.

Appropriate monitoring and filtering systems are in place. The school is aware of the risk posed by access to the internet by unmonitored or unfiltered 4G and 5G devices and such risk is kept under review. The school has a clear ICT/device code of conduct and clear sanctions are in place for digital or cyber misconduct. This is clearly covered annually as part of staff induction. The Assistant Head in charge of ICT across the school meets regularly with Key Stage Coordinators and the Heads of School to discuss e-safety issues.

Please see the Staff Code of Conduct Point 8 (appendix), the E-safety Policy and the Acceptable Use Policy for further information.

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2.10 School Website

- If carer/parent/child request any images removed from our website this is complied with immediately
- All images should be right-click disabled to prevent unauthorized copying and image manipulation.
- No personal details i.e.: full name, address or email will be accredited to any image whatsoever.
- Discretion in putting personal information or pupils' work from portfolio must be done as there is a high risk in sharing these. Therefore, pupil and parent consent is required.

2.11 Photo policy

Some of the best and most memorable photos we take are those of children. However, we recognize that in today's media driven world, where technology has broken down many barriers of data security, we must exercise a sufficient degree of care and diligence to ensure the safety of the children we photograph, without destroying the joy and wonderment that photos of children create.

- Permission and compliance need to be requested from the parents along with the consent of the pupils if photographs are to be used for advertisements or publications. The consent needs to be updated yearly and communicated to class teachers/ form tutors, the Heads of School, the school office and the marketing department.
- Pictures will only be taken where children are appropriately dressed for their activity.
- No pictures will be taken of children in distress or pain.
- If requested by a carer/parent or child not to take their picture, this is fully complied with and all pictures are deleted from the camera immediately.

2.12 Attendance and welfare concerns

Form Tutors and Key Stage Coordinators are required to monitor attendance closely and contact parents where attendance is a cause for concern. Any pupils whose attendance falls below 80% during the course of a half-term are a concern. Parents are notified of this. If attendance and punctuality is consistently poor then they may be referred to the Key Stage Coordinator and Student Welfare Officer. Each case will be judged on individual circumstances as there may be a reasonable explanation for such absence.

Welfare concerns are raised by any staff using the paperless Engage system or school Gmail account. However, if it is a child protection issue then the member of staff or student must see the DSL or Deputy DSL. These concerns are an essential part of the early identification of safeguarding concerns and unmet needs. If it is a general welfare concern then this is discussed at a weekly Wellbeing meeting (PMG in Primary, in secondary the meeting between the Student Welfare Officer, Learning Support Teacher, Key Stage/Phase coordinators and Deputy Head of School). If the incident is child

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protection related, the staff must follow the 'intervention, reporting and mitigation' procedures outlined in the next section of this policy.

2.13 Record keeping

- Records of children's information should be updated every year to ensure that the reflected information is up to date on our student information management system (Engage)
- All records, information and confidential notes should be kept in separate files in a locked drawer or filing cabinet. This is located respectively in the Head of Secondary's or the Head of Primary's office. Only the authorized persons (DSL and members of the Safeguarding Team) will have access to these files.
- Health Records, especially those that are pertinent for the children's well-being at school, should be made accessible to designated persons. It will be helpful that these designated persons be aware of these records at the start of every school year so that proper attention may be rendered to the children who need assistance (i.e. need to take medication, allergies)
- It would be helpful if important information regarding health be provided and ready to be disseminated when needed. Moreover, for emergency purposes, a list of hospitals with its corresponding contact information/hotline be visible and readily handed out if needed.
- A summary of health issues, especially allergy information, should be provided for designated persons for non-residential and residential trips and in case of going to hospital during those trips. Also, designated persons should carry first aid kits during the trips.
- Pupils' curriculum information should be kept in separate files and only the authorized persons will have access to these files.
- Student Welfare information will be kept on file and only the authorized persons will have access to these files.

2.14 Pupil transfer records

As part of the Admission process, the school from where a pupil transfers, is asked to alert Regent's International School of any child protection issues relating to a pupil. The Admissions Team will alert the DSL to concerns and where no reply has been received from a school, arrangements will be made to confirm if such a file about a child exists.

In cases where a child, for whom we hold a Child Protection file, transfers to a different school, the child protection file will only be forwarded to the Pupil's new school within 5 working days once confirmation has been received that the Pupil has started at the school. In such cases, the file will be forwarded by recorded delivery and separate to any other forwarded records.

In all cases where records are transferred, a receipt of records will be issued when records are received or will be requested when records are transferred.

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2.15 Training

All staff and volunteers, including the Principal, are reminded of their responsibilities and procedures relating to safeguarding issues at the start of year staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure. In addition, all wellbeing and pastoral meetings have 'Safeguarding' as an agenda item to ensure staff keep abreast of safeguarding changes and keep the safeguarding culture live and encourage a culture of vigilance.

The school records the date of last safeguarding training centrally and any training certificates are placed in personnel files.

The Safeguarding Team members will receive training in child protection at least every two years, and will receive updates at least yearly. The whole staff will receive regular safeguarding training. Twilight refresher courses may be organised for colleagues with specific responsibilities such as Key Stage/Phase Coordinators and the Student Welfare Officer. Staff can complete online training covering child protection and safeguarding. New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from the DSL or a designated person before they have contact with pupils. Such training must include:

- a) A copy of the Staff handbook;
- b) A copy of the School's Child Protection and Safeguarding policy;
- c) The staff Code of Conduct;
- d) The identity of the DSLs and information about their role;
- e) Whistleblowing procedures;

This information may be provided electronically but will always be explained. Individual training on safeguarding issues is available through the CPD budget and staff should approach the DSL or a Deputy DSL regarding such training needs.

The Child Protection and Safeguarding Policy is available to all staff electronically in the electronic Staff Handbook or in hard copy from a DSL.

2.16 Whistleblowing

The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL or a Deputy DSL (or to the Chairman of Board where the concern relates to the Principal). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

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PART THREE: INTERVENTION, REPORTING AND MITIGATION

Introduction

It is important that all Child Protection concerns, big or small are responded to appropriately. It is paramount that staff be aware that no action or inaction of any person causes harm to another.

Regent's School, Bangkok will ensure that all staff working with students receive training about how to prevent, recognise and respond to student abuse. All new staff will be required to be familiar with policies about child protection and abuse and be encouraged to read resource material that is available.

Aims and Objectives

This section of the Child Protection Protocol aims to promote prevention and intervention strategies to ensure a safe, supportive environment in Regent's School, Bangkok.

This section specifically covers accidents, suspected abuse of students, including abuse from staff, awareness of self-harm and how it is to be reported at Regent's School, Bangkok. It also covers the requirements by Thailand's Child Protection Act 2003.

3.1 General Complaints

Any complaint related to Regent's School, Bangkok should be directed to the Principal or the Designated Safeguarding Lead. The complaint will be dealt with in a prompt and appropriate manner. The complainant should be informed as soon as possible of the decision and the action, if any, that will be taken.

3.2 Accident Register

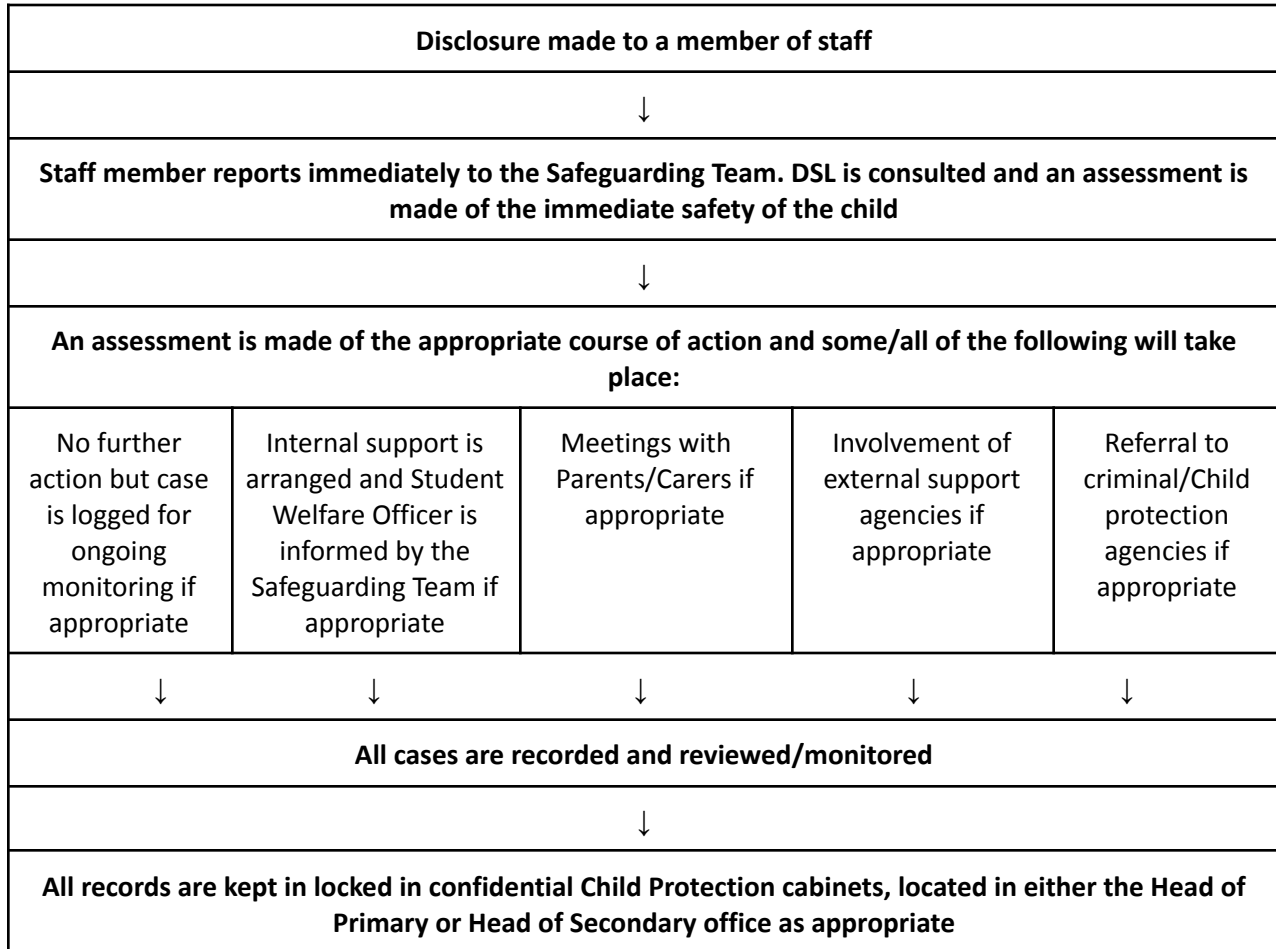
Regent's School, Bangkok will maintain a record book of Accident/Incident to record details of accidents/incidents and the action taken. A weekly audit of this register will be made by the nurse and given to the Head of School or their deputy as per the Health and Safety Policy.

In the event of suspected abuse, the incident will not be recorded in the accident register and but on the reporting form specific for suspected abuse. See Document for Disclosure of Suspected Abuse (Appendix 2).

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3.3. Dealing with a Disclosure



The teacher's role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.

A child may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes, the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep) or, a child may claim the problem belongs to someone else, that s/he is only there about a friend. Judgment should be used in deciding how much to discuss about the situation with the child. Often a child is willing to reveal the details of an incident

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only once. As far as possible when no clear disclosure has been made, the child should be encouraged to speak to the Student Welfare Officer who is trained to deal with these situations.

If a young person discloses that they are thinking about suicide or has been abused in some way always take this seriously. It is important to take the time to listen and take action outlined in the procedure.

The member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer on.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell and that help is available
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator in the case of abuse
- Explain what has to be done next and who has to be told
- Pass information to a member of the Safeguarding Team without delay
- Make a full and succinct report and pass this to the Designated Safeguarding Lead or a member of the Safeguarding Team.
- Respect the child's privacy by not discussing the situation out of school.
- After reporting, it is important to maintain a supportive presence for the child.

A member of the Safeguarding Team will inform the appropriate staff on a need by need basis.

3.4. Recording procedure for the teacher

- Within your notes, be specific about the context in which the child disclosed.
- Record notes using the child's own words – try not to add your own interpretation and judgments (or make separate notes about these).
- Describe any injuries you see. If required, take the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding requiring treatment and write a report.
- Sign all notes with the date and time as well as name of the signatory.

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- Make sure that notes are given to a DSL or member of the Safeguarding Team and that they are stored under lock and key (NOT in the child's regular school files).

3.5. Self Harm

Self-harm is a coping mechanism. Although self harm is non-suicidal behaviour and usually relied on as an attempt to cope and manage, it must be recognised that the emotional distress that leads to self harm can also lead to suicidal thoughts and actions. Therefore all incidents of self harm must be taken seriously. The underlying issues and emotional distress must be thoroughly investigated and necessary emotional support given, in order to minimise any greater risk.

3.6 Suspected Abuse

- Regent's School, Bangkok will respond to suspected child abuse by maintaining records observations, impressions and communications in the Confidential Child Protection File. No staff member will act alone, but will consult with DSL or member of the Safeguarding Team (please see Flow Chart contained within the Child Protection Protocol) who are committed to taking action. The recording must be a clear, precise, factual account of the observations.

The Designated Safeguarding Lead will decide whether the concerns should be referred to Thai Authorities, including:

- Childline Thailand (tel 1387) – 24 Hours
 - Office of Child Protection (tel 02-214-6030 / 081-930-3419) – 24 Hours
- The member of staff must record information regarding the concerns on the same day, where possible, and no less than 24 hours later.
For supporting literature please see *Appendix 1 - Indicators of Abuse and Neglect*, which can be used as a guideline for reporting.
The DSL or member of the Safeguarding Team will ensure that the Parents/legal guardian will be informed prior to external reporting unless there is a risk to the child in doing so. Parental/legal guardian permission to consult or refer is not required.
 - Children, families and staff involved in the investigation of allegations of child/young person abuse will have support and will be informed and/or referred to appropriate services and agencies. See *Appendix 4 – List of services for support*.
 - Where a vulnerable young person is moving to other education, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on in order that the new education facility can provide appropriate support however the safeguarding of the child always takes priority, including their future emotional needs.

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- Where concerns are held for the safety of a child in their living environment, the school will advocate for the child to be housed safely.

3.7 Allegations Involving Staff

Where Regent's School staff, individually or collectively, suspect that abuse or neglect has been perpetrated by a staff employee or other person helping in our organisation, this information will promptly be reported to the Designated Safeguarding Lead. Regent's School, Bangkok will not collude with or protect that person or the organization, but promptly report the matter to the statutory authorities in an appropriate time and initiate any proceedings as necessary to ensure the safety of the persons involved in accordance with Section 19 Child Protection Act. (see Child Protection Protocol Statement)

- The member of the Safeguarding Team will respond to abuse with due sensitivity to the culture, beliefs and religion of victims and their families. This is likely to require involvement of appropriate cultural support persons, including interpreters where necessary, from the earliest opportunity after abuse has been identified. *The Designated Safeguarding Lead or member of the Safeguarding Team will notify the Principal that a notification is being made, ensuring the student's privacy is maintained.*
- In serious cases requiring referral to the statutory agencies, the Designated Safeguarding Lead will not investigate the allegation itself, or take written or detailed statements, but they will assess whether it is necessary to refer on.
- If the issue is referred on and the statutory agencies decide to have no investigation or involvement, Regent's School, Bangkok at their own discretion may initiate an investigation.
- During any investigation, the staff member may be prevented from having any further access to students/clients and may be suspended from all duties with pay.
- The staff member will be informed of his/her rights and will be given information on how to access specific support and legal resources until such time as a thorough and complete investigation has been conducted. The professional body to whom the staff member belongs may be notified if the allegations are found to be accurate and the matter will be pursued by The Board.
- All person(s) involved will be informed of the outcome of the investigation. If at any time the management ascertains that the information was supplied in bad faith, disciplinary action will be taken against those involved.

3.7a Procedures for handling disclosures of teacher/employee offenders/external agency employees

1. The person receiving the report informs the suspected abuse to the DSL or member of the Safeguarding Team.
2. The child's parents are informed immediately. This should be done sensitively and by a senior member of staff such as Head of School or Principal.
3. Restrictions are placed on the teacher's/employee's access to the child, and possibly to all children.

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3.7b Dealing with the accused member of staff

The following generally applies in consultation with the statutory authorities where necessary;

1. The Principal sees the teacher/employee concerned, with a witness, in line with the school's Disciplinary Policy.
2. The teacher/employee is isolated from the school, with no access allowed to the school, pending investigation.
3. The Principal meets with the teacher/employee, outside the school, if necessary, for further discussion.
4. In light of evidence, the Principal decides the appropriate course of action. This could include consultation or a hearing with The Board.
5. The Principal takes appropriate action. This could include a verbal warning/a formal warning/dismissal/reinstatement.
6. If it is the Principal that is accused then The Board must be notified and steps 2-5 are implemented.

3.7c School's responsibility post investigation

Should the offender be deemed guilty by The Board's Disciplinary Sub – Committee:-

1. The Principal may report the suspected abuse to the police for investigation if it meets this threshold.
2. The alleged offender may be reported to the Ministry of Education for possible administrative action.

Where a case has been concluded and followed this procedure, a report should be sent to the offender's embassy and the Ministry of Education.

3.8 Staff Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer could, therefore, consider seeking support and discuss this with the Designated Safeguarding Lead. Any person affected by an incident at Regent's School, Bangkok can seek support from a member of the leadership team or the student welfare officer who may recommend a counsellor.

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3.9 School Counsellor Role

Student Welfare Officer procedure for reporting further information on suspected abuse, either from records or, if directed by the DSL/member of the Safeguarding Team, by engaging with a child as part of the information gathering process

- The child is referred by a member of staff or self-refers to a member of the Safeguarding Team.
- If directed by the DSL/member of the Safeguarding Team, the School Counsellor meets with the child, completes the Document for reporting of Suspected Child Abuse (Appendix 2) and notifies a member of the Safeguarding Team in person or by email, if a personal meeting is not possible, within the same school day.
- If directed by a member of the Safeguarding Team, the school nurse or School Counsellor examines the child, documents and takes photographic evidence (where or when deemed appropriate), if it has not already been done.
- The School Counsellor completes the documentation and collects the evidence as directed by the member of the Safeguarding Team.
- The member of the Safeguarding Team personally receives a written hard copy and an electronic copy of the report (labelled CONFIDENTIAL and URGENT) from the School Counsellor within 24 hours.
- A decision, based on the School Counsellor's recommendation and school procedure, will be made by the DSL within 24 hours of the receipt of the report.
- The procedure to be followed for child abuse cases:-
 - Ensure the physical and emotional safety of the child – if the child faces danger by returning to the family, (family abuse) then external agencies will be consulted and alternative living arrangements will be recommended to the family
 - Assess and recommend appropriate access to medical care to the family
 - Member of the Safeguarding Team to arrange a meeting with parents and other staff if appropriate, **as soon as possible** but normally no later than 24 hours of the abuse being disclosed.
 - If appropriate, at the time of the meeting, the School will recommend counselling and support, via for instance a school-approved psychologist for family therapy.
 - The case will be reviewed the situation to see whether the child is fit to return to an academic environment and whether governmental authorities should be notified.
 - The case will be reviewed and may be referred by the Principal to:-
 - Childline Thailand (tel 1387)
 - Office of Child Protection (tel 02-214-6030)
- The School Counsellor will meet with the child and continue to provide support, as deemed appropriate, by the psychologist/psychiatrist.

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3.10 Recording a disclosure

- When a child has made a disclosure, the member of staff/volunteer should:
- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court, the member of the Safeguarding Team should hold these on record for a minimum of *13 years*.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child in a factual and objective way
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the member of the Safeguarding Team promptly. The Safeguarding Team can be contacted on safeguarding@regents.ac.th. No copies should be retained by the member of staff or volunteer.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns and a written record will be kept.
- If a pupil who is/or has been the subject of a child protection concern changes school, the DSL/member of the Safeguarding Team will normally contact the Designated Safeguarding Lead at the receiving school.
- Child Protection records will be stored securely in a separate lockable cabinet in the offices of the Head of Primary or Head of Secondary respectively. This includes those children that are boarders. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

3.11 Confidentiality of the student

- Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.
- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, including the investigative agencies. This takes precedence over any other policies or procedures.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. Emphasising it will only be passed on to those professionals who are required to know.
- Staff/volunteers who receive information about children and their families in the course of their work, should share that information only within appropriate professional contexts

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3.12 Confidentiality regarding discipline

- It is crucial that the whole school body, most especially teachers, teacher assistants and the school nurse uphold appropriate confidentiality regarding discipline of students with the cooperation of the carers/parents.
- These matters need to be dealt with sensitivity, especially in the context of Thailand's culture. Utmost regard for the children's best interest should always be put in mind and appropriate measures should be executed with careful judgment.

3.13 The Safeguarding and Child Protection Committee

The Safeguarding Team is responsible for the core functions of Safeguarding and child Protection. They manage day to day concerns/referrals, leadership and management of Safeguarding and also work with the Safeguarding Committee on longer term strategy.

The Safeguarding Committee has responsibility for ensuring that there are sufficient measures in place to keep students safe at The Regent's School, Bangkok.

The Child Protection Committee must ensure:

- Child protection policy and procedures are adhered to and under constant development
- Safe recruitment procedures
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- The DSL will respond to allegations against members of the Safeguarding Team. The Principal will respond to allegations against the DSL. Allegations about The Principal will be handled by the nominated member of The Board in consultation with the DSL.
- The DSL will arrange an annual Safeguarding and Child Protection review meeting in Term 2 every year.

Committee Members are:

- Principal
- Student Welfare Officer
- Head of Secondary
- Deputy Heads of Secondary
- Head of Primary
- Deputy Heads of Primary
- Assistant Head Data Systems
- Head of Boarding

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- All other Deputy DSLs
- Board Representatives
- Other members co-opted as deemed appropriate given specific needs

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Appendix 1: CHILD PROTECTION CODE OF CONDUCT

Introduction

Regent's International School, Bangkok, is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment. Below are the Codes of Conduct designed to safeguard the rights and wellbeing of all members of the school community including children, staff, service providers and volunteers.

Aims and Objectives

The aim of this policy is to provide clear guidelines for staff and student conduct and interaction. We seek to provide clear guidance for avoiding actions which are considered, or could be considered inappropriate.

General

Staff should always maintain professional boundaries when interacting with pupils, or their parents. Their behaviour with students and parents should reflect their position of trust. It is particularly important that the actions or words of a teacher do not lead to misunderstandings. Ambiguous comments or conduct should be avoided. The purpose of this code of conduct is to protect teachers as much as to protect students. If you feel that anything you have said or done has been misunderstood by a student you should report this to your line manager.

Staff should also read the **Staff Handbook** and **UK Teacher Standards** which include references to Safeguarding and Child Protection.

Every academic year all staff sign a document stating that they have read and understood this policy.

1. Professional Boundaries

- 1.1 Staff should avoid aggressive language, body posture or physical contact which is intended to intimidate a student.
- 1.2 Staff should avoid excessive familiarity with students. This includes excessive touching, familiar language or expressions of affection.
- 1.3 Staff must avoid the use of inappropriate language. This includes racist, homophobic, ageist, or sexist expressions. Staff should avoid comments of a personal nature about the physical characteristics of those they interact with.

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2. Physical Contact

- 2.1 Do not make unnecessary physical contact with pupils. As any physical contact with a pupil may be misunderstood by the pupil or an observer.
- 2.2 There may be cases where a distressed student needs comforting. Teachers should use their discretion in these cases.
- 2.3 Unavoidable contact. There are cases where teachers need to make physical contact with students. This would happen most in PE, Music and Drama. In these cases the contact should be as brief as possible, never be secretive and teachers should act in a way that cannot be misunderstood. Adults providing personal care to pupils e.g. toileting, should do so in line with the school's Intimate Care Policy.
- 2.4 Administering First Aid. In the presence of a life-threatening or serious condition physical contact is necessary and should be used without hesitation. If the situation is less serious then, whenever possible, the school nurse or qualified first aider should administer first aid and if necessary follow the Intimate Care Policy.
- 2.5 Corporal or demeaning punishment. Any form of punishment that involves physical contact with a child is prohibited. This includes any sort of physical response to misbehaviour such as grabbing, pushing, hitting etc.

Corporal Punishment defined: Intentional infliction of physical pain as a method of changing behaviour.

Any form of punishment that may be seen as deliberately demeaning is also prohibited. This includes humiliating a student in front of their peers; making a student feel inferior, feel anguish or fear.

- 2.6 If you think any physical contact with a student has been misconstrued it should be reported immediately to a member of the Safeguarding Team, who will record the incident.

3. One to One Situations

Meeting a student one to one creates a situation where teachers are vulnerable to allegations of misconduct. Teachers need to recognise this possibility and plan meetings accordingly.

- 3.1 Under no circumstances should private meetings be arranged off the school site without prior approval of the Head of School.
- 3.2 Teachers should avoid meeting students individually in remote areas of the school.
- 3.3 If an individual meeting cannot be avoided, plan accordingly. Leave the door open, sit with a barrier between you and the student, avoid physical contact and inform your line manager if you feel there were any misunderstandings.

4. Comments and discussions with/about students

- 4.1 Inappropriate comments with sexual overtones must be avoided when speaking with students, or about students.
- 4.2 It is unacceptable to encourage the use of inappropriate sexual comments, or comments with sexual overtones, amongst students.

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- 4.3 It is recognized that within a teacher's professional pastoral responsibilities it may be necessary to discuss sensitive topics with students. Staff should be judicious when approaching such topics with students.
- 4.4 The persistent, hurtful use of sarcastic, demeaning or insensitive comments towards, or about, pupils is unacceptable.

5. Infatuations and crushes

5.1 Occasionally a student will become infatuated with a member of staff. These situations should be handled with professionalism and sensitivity. Staff should avoid encouraging the infatuation and making jokes about it. The advice of a senior colleague must be sought.

6. Out of School/ After School Activities

6.1 Particular care should be taken when supervising students in less formal situations. The standards of professional conduct are no different out of school or after school and may need to be emphasised to everyone involved, (including staff, students and parents) to avoid misunderstandings.

If alone with a student outside of school you should let a line manager know immediately. If you are unable to find the child a safe means home and are forced to take them somewhere safe by yourself, protect yourself by making others aware of the situation.

6.2 Private Tutors, boarding staff and staff organising trips should also refer to other relevant policies.

- Private Tutor Policy
- Boarding Policy
- Trips Policy

7. Teaching Materials

7.1 The use of books or films of an explicit or sensitive nature, particularly with language or sexual behaviour, should be carefully considered. They should never be in breach of the Safeguarding and Child Protection Policy. If there is any doubt seek the advice of a senior colleague.

8. Personal Letters, Online Communication and photos

8.1 When communicating directly with a student, staff should use the school Google and Engage accounts. All communications should be school related. It is not appropriate to send email for personal reasons to students. Personal messages could easily be misunderstood by students.

8.2 Staff should not use, or recommend the use of, chat rooms or similar online forums that are not regulated by the school. Staff should use due diligence when choosing to use any form of online interaction. Social Media such as Facebook, Snapchat and Instagram should be carefully used and staff are not to 'friend' a student.

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- 8.3 Any other lines of communication between staff and students that are deemed necessary to ensure health and safety (eg Line groups for RS Conferences etc) must be agreed by the DSL before they are set up, or as quickly as possible after the event, more than one member of Regent's teaching staff must be included within any group created and there should also be at least 2 students within any group. After the group is no longer required, all group communication should be exported and saved within Google Drive asap after the event and then the group chat should be deleted.
- 8.4 When a pupil or member of staff leaves Regent's International School Bangkok no non-school lines of communication (this includes social media, chat forums, Whatsapp, Line etc) should be opened or continued with a former pupil until they are at least 21 years of age. This includes those graduating and those changing schools.
- 8.5 If a teacher uses their own electronic device or camera to take photos of children involved in school activities then the teacher should export these to the school Google account as soon as possible and then delete any photos from their personal electronic device or camera before leaving the school.
- 8.6 All staff and students must also refer to the **e-safety policy**.

STUDENT CODE OF CONDUCT

Students should be respectful of all members of the school community. Every student, teacher and member of staff has the right to feel safe and comfortable at school.

9.1 Physical contact. Students should never engage in any intentional physical contact which may hurt another student or member of the school community. This includes pushing, hitting, grabbing etc.

9.2 Teasing/ bullying. Students should ever engage in behaviour which emotionally hurts another, or makes them feel bad. This includes teasing, name-calling, exclusion, and any racial or sexual comments. This also includes comments or communications that are written or made via the internet.

9.3 All students are required to follow the conduct agreement and the ICT Code of Conduct

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Appendix 2: Indicators of Abuse and Neglect

These indicators can be used as a guideline for reporting, however, it is important to note that behavioural indicators in and of themselves do not constitute abuse. Together with other indicators they may warrant a referral.

You do not need to know the details of the possible abuse or to be certain whether or not an indicator means abuse has taken place in order to report. It is good practice to report anything related to “reasonable cause to believe that a child has suffered abuse or neglect.”

Reasonable cause/suspicion exists when it is objectively reasonable for a person to entertain, based upon facts, that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse. The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse.

We recognise that a child/young person who is abused or witnesses domestic violence/abuse may

- find it difficult to develop and maintain a sense of self-worth
- feel helpless and humiliated
- feel self-blame.

We also recognise that the school may provide the only stability in the lives of children/young people who have been abused or who are at risk of harm.

Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (various colors) and unusual shape.
- Injuries that regularly appear after absence or holidays.
- Unexplained burns and/or 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.
- Unexplained laceration, abrasions or fractures.
- Extreme fluctuations in weight.

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Indicators of Sexual Abuse:

- Difficulty in walking or sitting.
- Refusing to change into gym clothes.
- Child running away from home and not giving any specific complaint.
- Sexual knowledge, behaviour, or use of language not appropriate to age level.

Indicators of Neglect:

- Child is left unattended at home for long periods of time.
- Child consistently comes to school dirty and wearing clothes that have not been cleaned.
- No one accounts for the child before or after school.
- Demonstrating disregard of a child's pain and/or mental suffering.
- Lack of necessary dental or medical care.
- Untreated illness or injury.
- Child abandoned or left with inadequate supervision.
- Weight fluctuations (loss/gain).

Indicators of the effects of Domestic Abuse

- Domestic Abuse can be psychological, physical, sexual, financial or emotional.
- Domestic Abuse can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- Harm can include ill treatment that is not physical as was as the impact of witnessing the ill treatment.

Indicators of Emotional Maltreatment:

- Lack of attachment between child and parent.
- Lack of responsiveness to the environment.
- Failure to thrive.
- Parent is highly critical and negative towards the child.
- Parent has a highly unrealistic expectation of the child.
- Witnessing domestic violence

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Included in these categories are other concerns such as CSE (child sexual exploitation), FGM (Female Genital Mutilation), faith abuse, forced marriage and radicalisation.

