BLOOMSBURY

INTERNATIONAL SCHOOL HATYAI

Safeguarding policy

PREPARED BY & DATE: S.L.T.,

April 2021

AUTHORISED BY & DATE: B.I.S.H. BOARD,

NEXT REVISION DATE: April 2023

RATIONALE

The purpose of this policy is to ensure that procedures are in place so that every student and member of staff is safe and protected. Bloomsbury International School Hatyai (BISH) is committed to the safety of all children and adults and will operate in ways which promote good practice at all times. Every employee has a moral and legal responsibility to protect the rights of children and adults and safeguard their physical and psychological wellbeing.

The welfare of children and adults is paramount and they have an equal right to protection from abuse whatever their age, culture, ability or disability, gender, language, racial origin, religious beliefs or sexual identity. Everyone has the right to be safe and to be treated with dignity and respect.

All employees will be aware of their responsibilities regarding the welfare of children and adults and the need to reduce the risk of adults using their position of trust to abuse children. It is also important to reduce the risk of false allegations being made due to unacceptable practice.

MISSION AND VISION STATEMENTS

VISION

In this school we value the child as an individual, as part of the school community and as a global citizen; a place where we foster ambitious, thoughtful, open-minded students. We do this through our **RITE** of passage.

MISSION

To create an inclusive community, that together nurtures and inspires students towards individual growth, excellence and lifelong learning.

Purpose of Safeguarding Policy

This policy will contribute to safeguarding our children and promoting their welfare by:
- Clarifying standards of behaviour for staff and children;
- Contributing to the establishment of a safe, resilient and robust ethos built on mutual respect, and shared values;
- Creating an organisational culture that is safe for children;
- Introducing appropriate work within the curriculum;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff's awareness of the risks and vulnerabilities children face;
- Addressing concerns at the earliest possible stage in the least intrusive way;
- Aiming to provide an atmosphere in which students feel safe, secure, valued and respected.
- A place where students can feel confident to talk openly and be sure of being listened to.
- Ensuring that all members of staff feel sufficiently informed and aware of possible abuse, and to act on any suspicions.

By following these procedures staff should be able to deal competently and confidently with suspected abuse. Outlining what staff should be aware of, and what to do in the event that a student consciously or sub consciously discloses something that may indicate abuse of some kind.

<u>CONTENTS</u>

Substantive updates

Substantive updates Record of substantive updates (since the 2018-19 version)

1. The policy has been rewritten to make it more explicit
2. In Line with CIS consultation we have decided to follow UK Safeguarding Guidance but taking into account local Thai laws
3. The policy is more explicit about mandatory reporting of FGM
4. We are explicit about L3 training for all DSL and L2 training for all teaching staff
5. Cross-reference to new Student Self-Harm Protocol
6. Appendices have been redesigned and included in the policy
7. Included links to local laws
8. Local link and telephone numbers for serious cases (After CIS advice)
9. Updated recruitment policy amended

Record of substantive updates made on 8/2/2020

1. Updated references to KCSIE and Working together to Safeguard Children

2. Clarity that 'children' are any students in the school whether or not over 18

3. An insistence on two emergency contacts at the point of admission

4. **Explicit reference to the following UK legislation and guidance:**

a. Sexual violence and sexual harassment between children (2018)

b. Information sharing: advice for safeguarding practitioners (2018)

c. Disqualification under the Childcare Act (2018 update)

5. Explicit reference to how we ensure that children 'recognise when they are at risk and how to get help when they need it' through the PSHEE curriculum

6. Explicit reference to data sharing as related to safeguarding

7. Explicit reference to the use of risk assessments as part of the recruitment process

8. Risk Assessments for visits updated and new EVC appointed

1) INTRODUCTION

a. A note on nomenclature

In many schools 'safeguarding' and 'child protection' are terms that are used interchangeably; in still other schools, they are used side by side, as though they are inseparable. We regard this as unnecessary and so have opted to use only the term 'safeguarding' for all matters relating to ensuring that the children in our school are safe and well cared for.

We prefer the term 'safeguarding' over 'child protection' because there is less scope for anyone in our school, to adopt the lazy assumption that ensuring the welfare of children simply means preventing them from coming into harm.

b. Scope of this policy

Under the Children Acts (UK) of 1989 and 2004, a child is anyone who has not yet reached their 18th birthday. At BISH, some students may end up above this age, so we take this legislation to refer to any student in the school. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

● protecting children from maltreatment;

● preventing impairment of children's health or development;

● ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

● undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy applies but is not limited to, all staff, students, guests and visitors or anyone working on behalf of Bloomsbury International School Hatyai.(BISH)

c. Purpose of this policy

Bloomsbury International School Hatyai fully recognises its responsibilities for child safeguarding.

To this end, it is the aim of this policy to document how we:

● protect all children and young people who attend BISH and use our services

● provide all staff (as defined in Appendix 3) and visitors with the overarching principles that guide our approach to safeguarding at BISH, we are committed to working to ensure that children and young people never experience abuse of any kind. We recognise that we all have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to seeking ways to continually review our practice such that our school protects children and provides the conditions for our children to flourish.

d. Legal framework

The following documents have been referred to in devising this policy:

1. Keeping_children_safe_in_education_2020_-_Update_-_January_2022.pdf
2. Working_together_to_safeguard_children_inter_agency_guidance.pdf
3. Children Act 1989
4. Children Act (2004)
5. Data Protection Act (1998)
6. United Nations Convention on the Rights of the Child (1991)
7. Information sharing: advice for safeguarding practitioners (2018)
8. Sexual violence and sexual harassment between children (2018)
9. Disqualification under the Childcare Act (2018 update)

e. Roles and responsibilities

All staff are involved in safeguarding children at BISH, however there are some with very specific responsibilities.

These are outlined below:

● Designated Safeguarding Lead (DSL) – is responsible for policy generation; systems and compliance related to safeguarding; oversight of staff safeguarding training; coordination of safeguarding audits; devising the safeguarding action plan; maintaining the momentum of the safeguarding action plan; conducting internal audits of safeguarding; maintaining the confidentiality and integrity of safeguarding records; leading on difficult or stressful safeguarding cases; ensuring that safeguarding remains at the forefront of the school's corporate consciousness; reviewing, and acting upon, serious case reviews; and any other duties which may periodically be necessary to maintain or improve the school's safeguarding policy and procedures.

● Child Protection Officer (CPOs) {same as Deputy Designated Safeguarding Lead} – is responsible for day-to-day safeguarding issues in their designated area of the school. Duties in this regard include, but are not restricted to: acting as the first port of call (designated focal point) for disclosures; maintaining the integrity and confidentiality of safeguarding records; keeping the DSL informed of safeguarding issues as they arise; liaising with parents, caregivers and other agencies to ensure the safety of children; organising case conferences where these are required; devising and implementing welfare plans for students where these are required.

● Designated Board Member – (DBM) is responsible for overseeing policy and procedure; reporting back to the board on all issues to do with safeguarding; ensuring that safeguarding sits firmly within the board's collective consciousness; sampling first-hand the procedures in place at the school as often as is practicable, but no less than annually.

f. Record-keeping

Well-kept records are essential to good safeguarding practice. BISH is clear about the need to record any concern about a student or students within our school, the status of such records and confidentiality. Any member of the school community (including parents and carers) receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible, and within 24 hours, noting what was said or seen, putting the event in context, and giving the full date, time and location. **If in doubt, report.**

We expect to begin to use CPOMS to track these cases in the near future. They will then form part of the child's records. Teachers will be notified on a need to know basis.

When children leave the school, we ensure their safeguarding file is transferred to their new school as soon as possible. We make sure that these records are sent separately from the main student file, ensuring secure transit and confirmation of receipt is obtained.

g. Our core beliefs

We recognise - and believe to the core of our being - that:

- the welfare of children trumps all other considerations in school

- all children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, because of special educational needs, or because they have a high level of dependency, communication difficulties or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- **It can happen here**

h. How we keep young people safe

At BISH, we keep young people safe by:
i.   employing rigorous recruitment procedures for all staff.
       We follow UK guidance on when to disbar an individual from taking up a role in school to check their suitability to work with children and following
ii.   raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
iii.   teaching pupils explicitly and in an age-appropriate way about safeguarding issues and ensuring that children *recognise when they are at risk and how to get help when they need it.*
iv.   managing students' online access whilst in school by, for example, by banning own-devices during the school day.
v.   helping children help themselves - for example by educating about mental health, appropriate sleep patterns, sensible device use, the dangers of social media etc.
vi.   having a team of professionals in place (counsellors, a well-being lead etc.) to help children when they are struggling with their own mental health issues
vii.   training all staff in safeguarding awareness annually- giving updates on changes to the KCSIE document
viii. ensuring that all staff have read and understood this Safeguarding Policy
ix.   ensuring that all staff are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse
x.   ensuring that staff understand the concept of contextual safeguarding and that safeguarding issues can occur beyond the family and school
xi.   ensuring staff understand the dangers posed by child sexual exploitation (CSE) and child criminal exploitation (CCE)
xii.   establishing a safe environment in which children can learn and develop whilst valuing them, listening to and respecting them
xiii. adopting best practice as it relates to safeguarding through clearly defined procedures and a code of conduct for all staff, volunteers and visitors
xiv.   developing and implementing effective social media and e-safety policies and related procedures
xv.   providing effective management for all staff and contractors through supervision, support and training
xvi.   sharing information about safeguarding and best practice with students, parents, staff outside providers, interns, volunteers and visitors
xvii. sharing concerns with agencies or the police who need to know and involving parents and students appropriately

xviii.   ensuring that all parents give the school at least two emergency contacts at the point of admission

i. **Key contacts**

All adults on our campus are involved in keeping children safe at BISH. Responsibility does not fall only on teachers, or only on a select group of managers. However, the following staff oversee safeguarding at BISH and operate as focal points for collating information about safeguarding.

Person	Role in School	Safeguarding role
Nick Bury	Head of Primary	Designated Safeguarding Lead
John Calvert	Principal	Deputy Safeguarding lead whole school
Nick Bury	Head of Primary	CPO for Primary
David Tansey	Head of Secondary	CPO for Secondary
Francesca Beers	Vice Principal	Deputy CPO whole school
David Tansey	Head of Boarding	CPO for Boarding
Pimjun Senneam	Member of the Board	Safeguarding liaison to the Board

2 Recognising Abuse What Staff Should Look out For

a. **Importance of vigilance**

All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. Staff should also be aware of outside pressures on children (contextual safeguarding).

b. **Types of abuse and neglect**

Abuse

 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse

 Physical abuse is a form of abuse which may involve: hitting, shaking, throwing, poisoning, burning   or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may   also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development:

● It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

● It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

● It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

● It may involve seeing or hearing the ill-treatment of another (e.g. witnessing domestic violence). It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

● Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

● Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

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

● Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

● Child sexual exploitation (CSE) exists in Thailand and staff should be alert to this.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

● Neglect may occur during pregnancy as a result of maternal substance abuse.

● Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

● It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

● This would include failure to provide proper adult guardianship such as leaving children unsupervised at home for an extended period of time.

Neglect in privileged families

Neglect is often viewed as merely a problem of poverty by some. However, neglect can and does occur in affluent families. This may be as a result of being cared for by nannies and maids who do not provide suitable moral guidance. This may be through a lack of time spent with the child and the child having to fend for themselves at home. This may be through insufficient supervision of online activities but plenty of access to inappropriate material and hard ware to access that material easily.

Peer-on-peer abuse

Often abuse is seen exclusively as something that adults do to children but it is important to recognise that abuse can equally occur within the pupil body – between peers, or between pupils of different ages. Vigilance for this type of abuse is just as important as for adult-child abuse; the means by which it should be reported are just the same.

If peer-on-peer sexual abuse comes to light at BISH, the DSL will use the UK's guidance on sexual violence and sexual harassment between children (2018) as a framework for resolving the issue(s).

Criminal exploitation

Both child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of abuse. Both occur where and individual or group takes advantage of an imbalance in power

to coerce, manipulate or deceive a child into sexual or criminal activity. This sort of abuse can take many forms - staff should be aware of it and report it using the approved channels if they have concerns.

Other causes for concern
See Appendix 1 for further information on the possible indicators of abuse. Note that KCSIE (2020) also makes explicit reference to mental health as an indicator of abuse, so this is highlighted here:
Mental health concerns
All staff should be aware that mental health problems can, in some cases, be an indicator that a child is at risk. Only appropriately trained staff should diagnose such problems. Nonetheless, if a child's behaviour gives cause for concern about their mental health this could also indicate a safeguarding concern. Staff should file a concern report using the procedures outlined in this document.

3. DEALING WITH DISCLOSURES/REPORTING PROCEDURES

See flowchart in Appendix 7.
The role of all staff is not to investigate or verify the situation, but rather to report the concern or disclosure and set in motion the process of getting help for the child.
Step 1
You have a concern about a child's well-being, based on:
1. Something the child or another child or adult has told you
2. Something you have noticed about the child's behaviour, health (including mental health), or appearance
3. Something another child or adult said or did

Even if you think your concern is minor, the CPO may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
Step 2
Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use open questions:
…beginning with words like: 'how', 'why', 'where', 'when', 'who'?
Step 3
Let the child/young person/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you a secret.
…for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe.'
Step 4
Use the Concerns Logging Form to make a written record as soon as possible after the event, noting: (accessible in hard copies in school reception; and HoS offices)
1. Name of child
2. Date, time and place
3. Who else was present
4. What was said/What happened/What you noticed … speech, behaviour, mood, drawings, games or appearance/injuries. If a child or parent spoke, record their words rather than your interpretation

5. Analysis of what you observed and why it is a cause for concern
Step 5
Give the completed Concerns Logging Form to a CPO or DSL as soon as possible.
Ensure it is handed in and it should be logged electronically..
The CPO will decide on further appropriate action and will remain in close communication with other professionals around the child/young person and with the family if appropriate.
The DSL or CPO will inform you of the outcome of your report. This may be just that we are dealing with it, or that no further action was required or it could be a more detailed feedback if that is deemed necessary by the DSL. Please see point 4 below.

4.**PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding.

The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret. Where there is a safeguarding concern this must be reported to the Designated Safeguarding Lead or the relevant CPO.
Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a 'need-to-know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves. Where any doubt arises about confidentiality and information sharing, the DSL and/or the CPOs will refer to the UK's Information Sharing (2018) advice for safeguarding practitioners. Thailand is also bringing in its own version of GDPR in May 2021, we expect the rules to be broadly similar to that in Europe.

The advice from KCSIE (2020, para 75) on data-sharing in safeguarding cases is clear:
The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
The advice further states (2018, para 77) that:
This includes allowing practitioners to share information without consent.

5.**MANAGING ALLEGATIONS AGAINST STAFF**
Allegations of abuse can be made by children and they can be made by other concerned adults (including temporary staff and volunteers):
● Any concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff, must immediately be reported to the relevant Head of School who will take the necessary action.
● Any allegation about a Head of School or another member of the SLT should be reported to the Principal.
● Any allegation/concern about the Principal should be reported to the Chair of Governors. (Kun Pim)

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
Malicious allegations against staff will be investigated and dealt with by the Principal and, if appropriate, a committee of governors.

6.**CONCERNS ABOUT A COLLEAGUE – WHAT TO DO**

Reporting channels
If staff members have concerns about another staff member or volunteer this should be referred to the relevant Head of School.
Where there are concerns about a member of the SLT this should be referred to the Principal.
Where there are concerns about the Principal, this should be referred to the Chair of Governors (Pim) and the designated Governor for Safeguarding. Any concern or allegation against a member of the SLT or the Principal will be reported without informing the individual concerned.
No individual should feel that they cannot speak up and let their concerns be known about any matter relating to the safety of children in the school. Individuals who raise such concerns are assured that they need not fear any negative consequences as a result of having raised such concerns. It is their absolute right – indeed their duty – to speak up when they have concerns.

Types of allegation
As specified in Keeping Children Safe in Education (2020) the following definitions should be used when determining the outcome of allegation investigations:
a. Substantiated: there is sufficient identifiable evidence to prove the allegation;
b. False: there is sufficient evidence to disprove the allegation;
c. Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
d. Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw; alternatively, they may not have been aware of all the circumstances;
e. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

7.**IMMUNITY & WHITSLEBLOWING PROCEDURES**
Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. This procedure empowers staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
In a small school like BISH, there is always a risk that a breach in child safeguarding or inappropriate behaviour may occur. As the staff team is so small witnesses may not wish to inform on a friend. Such activities cannot be tolerated and their rapid identification and elimination is of benefit to the School, its staff and, above all, the students. No danger to students' welfare should be allowed to continue, here or in any school.

The school recognises that its staff are often the first people to suspect or realise that something is wrong and is therefore fully committed to dealing responsibly and professionally with their genuine concerns about child safeguarding. The school also recognises that, for a number of reasons, staff often feel reluctant to raise such concerns. That is why the school will always support any and every member of staff who 'speaks up' about a concern they have.
To make a disclosure in our school, you only need to act in good faith, e.g. with an honest belief about the concern you raise. Through its policies and practice, the school actively encourages you to raise concerns internally making use of the accepted channels of reporting – either through the school's Safeguarding Officers or directly to the Principal. Your concern will be treated in the strictest confidence. The school will ensure that your concerns are investigated promptly and efficiently and, whenever possible, you will be advised of the outcome.

The school will not hold responsible or at fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person wilfully and intentionally falsified a report. This could include reporting matters concerning members of staff.

8.SAFEGUARDING AND THE PHYSICAL ENVIRONMENT

The school must be a safe place for all students. The way we achieve this is outlined in our Health and Safety Policy. This policy covers all aspects of school health and safety including fire safety and crisis management, medical concerns and resource use. Please also note the following key points, which relate specifically to the safety of children:

➢ Doors should have clear glass windows. Any film or blinds must still allow occupants to be visible from outside the room

➢ Staff bathrooms are available and are clearly identified as such. Staff must not use the same bathrooms as students. In cases where it is necessary to enter a student allocated bathroom, such as to attend to a behavioural or health and safety issue, leave the door open and announce your reason for entering the space as a warning to other students using the bathroom. Where possible in such situations avoid being alone. We understand that with very young children, staff will be assisting with children's toileting and intimate care needs. In this case please refer to the Intimate Care Policy.

➢ If staff are in a one-to-one situation with students in a room, (e.g in boarding, on expeditions or trips etc.) they should ensure that the door remains open, or move to a more public space where this is possible and appropriate.

9.SAFER RECRUITMENT

Our aims

The safer recruitment of all staff at BISH is the first step to safeguarding and promoting the welfare of children in education. At BISH, we ensure the practice of safe recruitment in checking and recording the suitability of all staff.

Our safer recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages.
3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

Achieving our aims

We ensure that at least one member of staff on every recruitment panel has undertaken training in safer recruitment and that:

● up-to-date police records from a teacher's country of origin and previous country of employment, have been received and checked by the school

● we have at least two references, one of which must be from a candidate's current, or most recent, employer

● telephone contact is made with previous schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children

● all new staff read and sign the Child Safeguarding Policy and our Code of Conduct

● we give staff training on arrival in safeguarding and refresh this training formally on an annual basis

Minimum safeguarding requirements expected of contractors

We expect the following as a minimum in the case of all contractors:
● Induction training provided which covers safeguarding
● The Thai Director ensures that safeguarding information is shared with relevant managers through regular meetings
● Contractors read, complete and sign the Safeguarding Self Declaration Form (English and Thai versions are made available)
● Police checks for any member of staff who will be employed on-site for longer than 6 days
● Our Code of Conduct for contractors is shared and a record is kept of their having read and understood it

Minimum safeguarding requirements expected of all adults living on campus
● Safeguarding Policy and Code of Conduct made available to all at induction meeting (during new staff induction)
● The expectation for all residential occupants to adhere to the Safeguarding Policy and the Code of Conduct
● Resident adults read, complete and sign the Safeguarding Self Declaration Form (English and Thai versions are made available)

10. STAFF TRAINING

The HR Manager (Puy), supported by the DSL, keep detailed records of all staff safeguarding training and issue reminders when training updates are required.

All paid and unpaid members of staff have regular, mandatory safeguarding training, including school governors, senior managers, outside providers, volunteers, interns, and contractors, or anyone working on behalf of BISH.

New staff have safeguarding training as part of the induction process and that this is kept up to date by refresher training at yearly intervals. We train staff who arrive at other times of the year with a one to one meeting with the safeguarding lead. (Plus associated training questions).

In addition, the designated members of staff (CPOs, and DSL) will undertake multi-agency training every two years to keep their knowledge and skills up to date. We aim to ensure that this group of staff is all Level 3 safeguarding trained. All members of the SLT (Senior Leadership Team) undertake to be Level 2 safeguarding trained.

All members of staff read and agree to the Safeguarding Policy and to the Safeguarding Code of Conduct before their duties begin.

Standards of behaviour expected of staff, are outlined in the Safeguarding Code of Conduct. It is expected that all staff read this code and sign to acknowledge that they have done so.

Every year, all staff are made aware of how to access the school's most recent version of the safeguarding policy.

11. SELF-ASSESSMENT AND INTERNAL QUALITY CONTROL

We have several mechanisms for ensuring that our safeguarding procedures and policies are effective and up to date. These include:

1. A yearly governor walk and tour who questions both staff and pupils about their understanding of safeguarding and what to do in certain scenarios.
2. An internal audit occurs annually, orchestrated by the DSL.

12. BUDGETING FOR SAFEGUARDING

In recognition of the central importance of safeguarding to the entire enterprise, safeguarding has its own budget line in the school accounts. From this budget comes:

1. Funds for the biennial audit
2. Funds for signage
3. Funds for storage and office sundries

Training of staff connected to safeguarding is budgeted for under the main CPD budget.

13. RISK ASSESSMENT

Risk assessment is undertaken to good effect in promoting safety. Such assessments cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities and the venues used, use of minibuses and other forms of transport.

Our risk assessments include sections to address child safeguarding risks and a risk management plan.

Our risk assessments consider all safeguarding matters when working with other partners and third-party providers, for example on expeditions and trips.

Risk assessments are also conducted as part of the recruitment process as and where appropriate.

Where appropriate, short briefings/training input are given to staff of host organisations/locations on child safeguarding and how to report issues of concern.

Risk assessments are signed off by the Educational Visits Coordinator (Head of Primary), not only by the trip or expedition leader. The EVC holds current qualifications for this role.

14. IMPLEMENTATION ACTIONS

In order to implement and monitor this Safeguarding Policy, we will:

1. ensure we have a designated senior person for safeguarding who has received appropriate training and support for this role

2. ensure we have a nominated governor taking a lead role for safeguarding including championing safeguarding issues within the school and liaising with the Principal, having an overview of the safeguarding and all related policies, auditing safeguarding measures annually alongside the Principal following a calendared timeline

3. ensure every member of staff, volunteer, site user, employee and governor knows the name of the designated safeguarding officer responsible for safeguarding and their role through the training programme and the display of posters around the site

4. ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for recording any concerns and referring any concerns to the designated teacher responsible for safeguarding

5. ensure all visitors to our school are aware of our child safeguarding expectations and reporting procedures by having information on signed acknowledged visitor slips and safeguarding reporting posters at key points around the school

6. ensure all staff receive safeguarding training as a minimum expectation of every two years, and that lead people (Designated Safeguarding Officers and leader, lead person and Nominated Safeguarding Governor) are trained every two years

7. develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters

8. ensure all child welfare and safeguarding records are kept securely, and in locked locations

9. ensure safer recruitment practices are always followed (see safer recruitment policy)

10. ensure that any allegations against members of staff with a safeguarding aspect are dealt with following agreed procedures and all such concerns to be dealt with urgently (See page 9)

11. ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out, by following school procedures on health and safety and risk assessments

12. ensure that other school policies which have a safeguarding element (eg health and safety; anti-bullying; e-safety; behaviour; HR recruitment; boarding sanctions) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy

13. carry out an annual safeguarding audit, and track progress against a safeguarding action plan, reviewed mid-year. Governing Body will receive a safeguarding and safeguarding report at least once a year (based on the annual audit and review)

14. ensure all staff, governors and volunteers receive and sign for a copy of this policy

15. ensure that parents receive information from the school about the responsibility placed on the school and staff for safeguarding through calendared workshops

16. provide age-appropriate education and safeguarding training to students

17. ensure that local Thai laws are understood and followed- see below Appendix 4: 4

APPENDIX 1: Indicators of Abuse

POSSIBLE INDICATORS OF PHYSICAL ABUSE	POSSIBLE INDICATORS OF EMOTIONAL ABUSE
● Unexplained bruises and welts on any part of the body ● Bruises of different ages (various colours) ● Injuries reflecting shape of article used (electric cord, belt, buckle, table tennis bat, hand) ● Injuries that regularly appear after absence or vacation ● Unexplained burns, especially to soles, palms, back, or buttocks ● Burns with a pattern from an electric burner, iron, or cigarette ● Rope burns on arms, legs, neck, or torso ● Injuries inconsistent with information offered by the child ● Immersion burns with a distinct boundary line ● Unexplained laceration, abrasions, or fractures	● Emotional abuse can cause a child to change the way that they behave. ● They might not care how they act or what happens to them, this is also known as negative impulse behaviour. ● Or they may try to make people dislike them, which is called self-isolating behaviour. ● A child who is being emotionally abused may develop risk-taking behaviours such as stealing, bullying and running away. ● Self-harming or eating disorders ● May lack social skills ● Appear distant from parents
POSSIBLE INDICATORS OF NEGLECT	**POSSIBLE INDICATORS OF SEXUAL ABUSE**
● Child is unwashed or hungry ● Parents are uninterested in child's academic performance ● Parents do not respond to repeated communications from the school ● Child does not want to go home ● Both parents or legal guardian are absent ● Parents cannot be reached in the case of emergency ● Child is withdrawn and exhibits very low self-esteem ●Child takes extremely dangerous risks	● Sexual knowledge, behaviour, or use of language not appropriate to age level ● Unusual interpersonal relationship patterns ● Venereal disease in a child of any age ● Evidence of physical trauma or bleeding to the oral, genital, or anal areas ● Difficulty in walking or sitting ● Refusing to change into PE clothes, fear of bathrooms ● Child running away from home and not giving any specific complaint ● Not wanting to be alone with an individual

Appendix 2: Flow Chart of reporting allegations of abuse
- **Child allegation against family member or peer**
  - ➢ Staff member receives information of abuse
  - ➢ Staff member notes information on written form (moving to CPOMS in near future)
  - ➢ Information passed to CPO or DSL immediately
  - ➢ CPO and DSL meet to discuss next steps and make a judgement call on if the child is likely to face imminent danger
  - ➢ Next steps would be to call local enforcement, agency or continue in house depending upon the judgement call
  - ➢ If the child is in imminent danger they may have to remain in boarding until the safety of the child can be assured

- **Child or adult allegation against member of school staff**
  - ➢ Member of staff or others make allegation privately to another staff member or community
  - ➢ The person making the allegation is encouraged to speak to Head of Section or Principal
  - ➢ Principal the conducts investigation
  - ➢ The whistleblower will remain anonymous during the process
  - ➢ The allegation will be found either founded, false, malicious or unproven
  - ➢ The appropriate sanctions will be applied

Appendix 3: Responding to Disclosures in School

If a child presents with an injury accompanied by a clear disclosure that they have been harmed, or makes a clear sexual disclosure it should not be necessary to question the child, other than to clarify who was involved and when. The staff member should ensure immediate information sharing with the Child Protection Officer.

In other situations where the child appears to be making a possible disclosure or has a suspicious injury it is reasonable to ask open, non-leading questions to clarify that you understand what might have happened. An example is asking "that looks like a nasty bruise; tell me what happened?", or "you seem a bit upset and I am worried about you, is anything bothering you?.......can you tell me more about that". You may wish to use the acronym 'TED' to remind you; 'Tell', 'Explain' and 'Describe' the concern. Any further clarification sought should only include very open ended questions – 'What?', 'When?', 'Who?' 'How?', 'Where?'.

Once that clarification is received, do not ask further questions.

Sometimes, children choose to disclose through a third party and tell their friend or indirectly disclose by sounding out information and checking the reaction of the person they are talking to; for example, saying "What if my friend...." . These concerns should be taken equally seriously and the process is followed in the same way.

Children can seek to disclose or share their experiences through drawings, writings, play and other actions. It is appropriate to seek further information by asking the child through open questions; "tell me more about this game", "what is happening in your story?" If a child discloses abuse this information requires immediate sharing with the CPO, or DSL at BISH.

Appendix 4: Useful links

1) [Preventing and tracking bullying](#)
2) [Mental Health and Behaviour in Schools 2018](#)
3) [Promoting Emotional Health and Wellbeing in Schools](#)
4) [Thai Law as regards safeguarding](#)
5) [Positive environments for children and the use of restraint](#)
6) [Student self harm protocol](#)
7) [Information sharing advice UK](#)
8) For local reporting measures visit or call the department of [Probation](#) 021494749

Appendix 5: Key Safeguarding Personnel In School

Person	Role in School	Safeguarding role
Nick Bury	Head of Primary	Designated Safeguarding Lead
John Calvert	Principal	Deputy Safeguarding lead whole school
Nick Bury	Head of Primary	CPO for Primary
David Tansey	Head of Secondary	CPO for Secondary
Francesca Beers	Vice Principal	CPO whole school
David Tansey	Head of Boarding	CPO for Boarding
Pimjun Senneam	Member of the Board	Safeguarding Liaison to the Board

You can also speak to the Safeguarding Team in school in confidence email

helpline@bloomsbury.ac.th

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