

Si Ri Panya International School



Safeguarding & Child Protection Policy

1. INTRODUCTION

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

2. DEFINITIONS

2.1 ABBREVIATIONS AND ASSOCIATED STAFF

CD - Company Director (info@siripanya.com)

TD - Thai Director

HoS - Head of Secondary

HoP - Head of Primary

DSL - Designated Safeguarding Lead (safeguarding@siripanya.com)

2.2 CHILD PROTECTION AND SAFEGUARDING

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

2.3 CHILD

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

2.4 CHILD ABUSE

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

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

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

2.5 TYPES OF CHILD ABUSE

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

2.5.1 NEGLECT

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

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

Signs or symptoms which may possibly indicate neglect:

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

2.5.1.1 UNSUPERVISED LIVING CONDITIONS

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

2.5.2 PHYSICAL ABUSE

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

It involves any non-accidental injury where adults physically hurt, injure or kill a child, or allow a non-accidental injury to take place without taking action to prevent it. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs, alcohol, or excessive amounts of prescribed medication.

Signs or symptoms which may indicate Physical Abuse:

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

2.5.2.1 CORPORAL PUNISHMENT

The school considers corporal punishment a form of physical abuse, it is strictly forbidden for any member of staff to use corporal punishment of any kind. The School does not condone its use in the home, even if legal under Thai Law.

2.5.3 SEXUAL ABUSE

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

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

- sexual grooming

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

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

- Sexually explicit play or behaviour or age-inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis or soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises or scratches in genital area
- Lack of trust in a familiar or particular adult
- Unusually compliant

2.5.4 EMOTIONAL ABUSE

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

Aspects of Psychological and Emotional Abuse include:

- Hostile rejecting or degrading behaviour (e.g. taunting or verbal abuse)
- Terrorising behaviour (e.g. threats or acts that induce fear*)
- Actively isolating a child (e.g. locking a child in a room for extended periods of time)
- Exploiting or corrupting children (e.g. teaching a child to steal)
- Denying emotional warmth (e.g. denying affection and displays of love)

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

Signs or symptoms which may indicate Emotional Abuse:

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

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

2.6 MENTAL WELL-BEING

The mental well-being of students is covered under Safeguarding when students pose a risk to themselves or others. Students will be monitored by the relevant Head of School.

2.7 SUBSTANCE ABUSE

Substance abuse is often, both a behavioural issue as well as a Safeguarding issue. The DSL needs to be kept informed of all substance abuse related incidents. Students will be monitored by the relevant Head of School.

3. ROLES AND RESPONSIBILITIES

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

3.1 HEADS OF SCHOOL

Incidences of suspected abuse involving a member of staff must be reported directly to the relevant Head of School. The Head of School has ultimate responsibility for Safeguarding within their school and the DSL will act upon their instruction when involving external agencies.

3.2 DESIGNATED SAFEGUARDING LEAD (DSL)

The main responsibilities of the DSL are outlined below:

- Hold the lead responsibility for safeguarding and child protection (including online safety). In the absence of DSL, the relevant Head of School will deputise.
- The strategic direction and operational management of Safeguarding within the organisation.
- To ensure that all staff know to see the DSL (and, in their absence, the relevant Head of School) for Safeguarding issues.
- To consult with the relevant Head of School on matters relating to child protection.
- To seek advice from relevant authorities and coordinate action where Child Abuse is suspected.
- To report to outside agencies where relevant (in consultation with the relevant Head of School).
- To undertake training at least every two years in Child Protection.
- To facilitate regular training on Safeguarding for all other staff at the school which, at a minimum standard, meets UK statutory requirements of at least every three years.
- To review the school's policy on Safeguarding (including related policies) and present suggested changes to the Senior Leadership Team on an annual basis.
- To monitor, update and maintain confidential records of students in relation to Child Protection issues.
- To maintain records of sensitive information in a secure and confidential file, and to disseminate information about children as policy dictates.
- To raise staff awareness and confidence in Safeguarding procedures and to ensure new staff are aware of these procedures through induction training.
- To ensure temporary supply and other short term staff are made aware of the school's Child Protection arrangements via training, briefing and/or documentation summarising the procedure and practice.
- To follow appropriate protocol regarding confidentiality in matters relating to Safeguarding and Child Protection.

4. MANAGING CONCERNS ABOUT CHILDREN

4.1 REPORTING AND RECORDING CONCERNS

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

- Si Ri Panya International School staff will report concerns immediately to the DSL. Using the school's [Safeguarding Concern Form](#) as soon as possible and not more than 24hrs from becoming aware of the concern, with support if required.
- In the event of suspected Sexual Abuse happening, it is a requirement for the school to contact the appropriate Thai authorities. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can be made to relevant external agencies. For Sexual Abuse cases happening outside the context of the family, the family should be informed of the incident and a report made to the relevant authorities. The school should not conduct investigations, in terms of talking to the child at length on the incident.

- In the event of other forms of abuse, the DSL will be committed to taking action and arranging consultation with the relevant Head of School. In collaboration with the Director, when deemed appropriate after further investigation, the Head of School will liaise with relevant external agencies. The Head of School will keep the DSL up-to-date with developments.
- If there are obvious signs of harm, the student will be supported to seek medical attention.
- Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to the relevant external authority.
- Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the relevant Head of School will contact the family and discuss ways in which the student could be kept safe and their needs managed more appropriately. However, where there is concern that the child will be further harmed should the family be informed, alternative actions may be taken.
- If we suspect that an employed or voluntary worker in the school has abused a child the matter should be reported to the Head of School. Consideration will be given as to whether that member of staff should face suspension.
- We believe that children, families, staff and others involved in an investigation of Child Abuse should receive support. The relevant Head of School and Director, will coordinate appropriate specialised support with agencies as required and available.
- Above all, the school takes a victim-centred and child-centred approach to dealing with allegations of abuse utilising effective case management protocols.
- If in any doubt if something needs reporting staff should consult with the DSL or relevant Head of School.

4.2 EMERGENCIES

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

4.3 DEALING WITH A DISCLOSURE

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

- Remain calm - do not panic or express shock.
- Listen carefully – do not prompt responses.
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell his/her story; leave your own assumptions out.
- Possible questions to ask in a non-leading manner include:
 - What happened to you?
 - Who did this to you?
 - Where did it happen?
 - When did this happen?
- Use age-specific language. Ask for clarification for any meaning or words you do not understand.
- Let the child know they are believed.
- Let the child know that you will do your best to protect and support them.
- Do not promise secrecy to the child. Explain that, in order to help them, you will have to tell certain other parties but it will be as confidential as possible. Assure them that their issue will not be general knowledge within the school community.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story.
- Report the disclosure to the DSL (or relevant Head of School in their absence). You will be asked to record what the child has said or what you have observed, including dates and times. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.
- In line with Safeguarding guidelines, the school does not take any photographs of a child's injuries but instead records them by use of diagrams.

- Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside of school. It will be considered a breach of school protocol if you do this.

4.4 RECORD KEEPING

The school will store Child Protection case files in a limited access folder within the school's electronic record keeping system. Records may be kept until such time as the individual has reached 25 years of age.

4.5 CONFIDENTIALITY

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

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

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

There will frequently be a circle of confidentiality which extends between the Senior Leadership Team and DSL. The DSL or relevant Head of School will often inform the class teacher so that they can adjust their pastoral care appropriately. There may be instances where it is appropriate that fewer people are aware of the circumstances. It is strictly prohibited for staff to discuss Safeguarding issues openly.

5. STAFF AND VOLUNTEERS

5.1. STAFF TRAINING

Si Ri Panya International School is committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to Child Abuse and neglect.

Staff induction: all staff will familiarise themselves with the Si Ri Panya International Safeguarding & Child Protection Policy and undergo Safeguarding Awareness Training at the appropriate level for their role.

Training & CPD: all staff should undergo yearly Safeguarding Awareness Training and are updated on policy and procedures at the beginning of each academic year so that all those working with children understand their responsibilities and are familiar with expected practice.

SLT: senior leaders are trained on a regular basis to ensure that they are up-to-date with UK policy and practice, and good practice in other leading international schools.

5.2 PROFESSIONAL AND PERSONAL CONDUCT OF STAFF

Staff must read and abide by the Staff Handbook and school policies. This Handbook applies to all adults who come into contact with students at Si Ri Panya International School.

5.3 ALLEGATIONS AGAINST A MEMBER OF STAFF

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

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

5.3.1 INVESTIGATING ALLEGATIONS AGAINST A MEMBER OF STAFF

If it is deemed necessary, a full investigation will take place. However, staff are not automatically suspended following an allegation. In instances where an allegation has been

made, a judgement will be made by the Head of School as to the next steps.

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

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

5.4 VOLUNTEERS AND VISITORS

Volunteers and visitors to the school are expected to abide by the school's Safeguarding procedures.

6 POLICIES

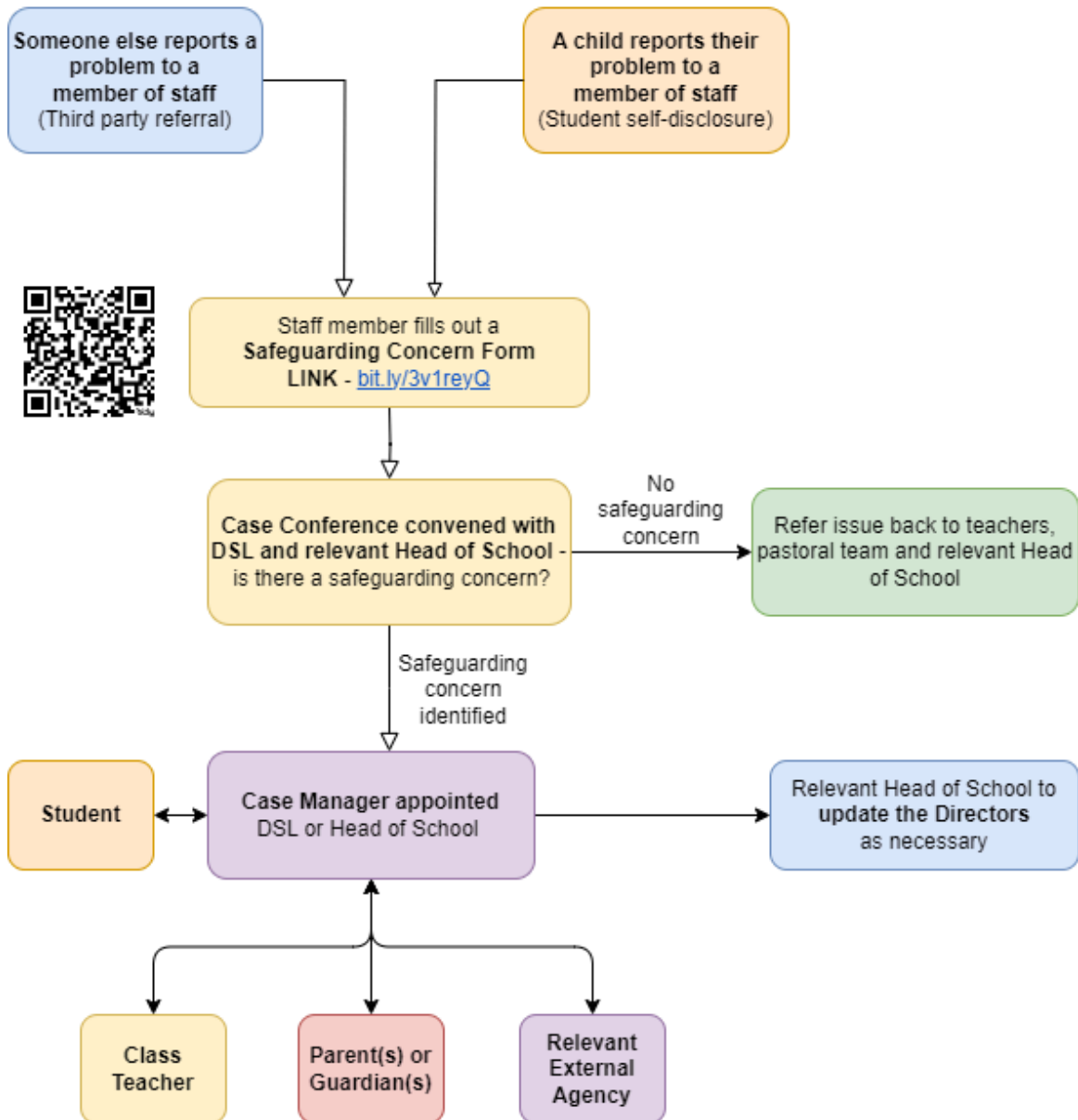
This policy should be considered alongside other related policies in school. These include:

- Behaviour Policy
- SEND Policy
- Anti-bullying
- E-safety
- Health Policy (including First Aid procedure, medication, allergies, pupil sickness)
- Fire Policy
- Lock down Policy
- Headlice Policy
- Attendance Policy
- Drop off and collection procedures/ Walking home policy

Appendix A Who Needs to Know?

"IS THIS A SAFEGUARDING PROBLEM? I'M NOT SURE..."

If you see or hear about a problem, and you aren't sure if this is a safeguarding issue or not, **ALWAYS REPORT IT ANYWAY**



Safeguarding Form [LINK](https://bit.ly/3v1reyQ)

Appendix B

Important Thai Information relating to child protection

Age of consent in Thailand is 15 under law for either gender. If one party decides to remove the consent, it can be appealed by the parents.

Prostitution Act - Offence to have sexual intercourse with a prostitute under the age of 18.

Age of legal responsibility in Thailand is 7. However courts tend to wait until a child is 14 until they are criminally sanctioned. A court may sanction parents before then or take the child into care. World wide the UN is trying to raise this age to 15.

The minimum smoking age in Thailand is 20

The minimum drinking age in Thailand is 20

The child is subject to parental control of the parents until the child is legally determined to be an adult. Adulthood occurs when the child reaches the age of majority which is 20 years old in Thailand or when the child gets married.

The age a child can marry is 17. In the south some girls are instructed to marry from age 13 years under specific conditions imposed by the courts where they may have been subject to serious sexual assault (rape) by an older male. Thereby removing any prosecution opportunity against the offending male.

More than 70% of children in Thailand are subject to corporal punishment.

Custody in Thailand - According to Thailand child custody law, both lawful parents of a child have full custodial rights (unless a Thailand court order modifies these parental rights.) Nevertheless, unmarried biological fathers do not have custodial rights (without a legal order.) Legal issues in child custody cases in Thailand often involve the finding of paternity through tests. In other words, Thailand law requires that a father be the "legal" parent, as well as the biological parent, to have parental rights and legal child custody. Women, on the other hand, when they are the birth mother are considered by Thai law to be the lawful parent without additional court or administrative processes. In Thailand family law uses the best interest of the child as their major policy concern in determining child custody case.

If the child is born outside of marriage, the mother is given sole custody and the father is given no rights to the child until he legitimises the parent child relationship through a court order or the mother's consent filed with the local provincial government. A person can be named on the birth certificate as the father of the child, but that does not confer him any rights over the child.