

SAFEGUARDING POLICY - HS2.2.06

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SAFEGUARDING POLICY - HS2.2.06

1. Our Safeguarding Mission

Safeguarding all of the students at our school is the highest priority and responsibility at Harrow Bangkok. It is fundamental to our values and is central to the culture of the school. We define Safeguarding using the definition in [Working Together to Safeguard Children \(2018\)](#):

- protecting children from maltreatment;
- preventing the impairment of children’s mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes

This policy applies but is not limited to all staff, students, guests and visitors or anyone working on behalf of Harrow International School Bangkok. We see our Thai legal obligations and the English legal safeguarding requirements as a minimum: we strive to be a model of safeguarding best practice.

2. Our Safeguarding Teams

All adults on campus are responsible for keeping children safe at Harrow Bangkok. Safeguarding is operationally led by the Lower School, Upper School and Boarding DSLs with day-to-day safeguarding being led by their teams of Year Group Leaders, Prep House Leaders Heads of House, and Boarding House Masters/Mistresses.¹ Our Digital Lead is responsible for E-safety and online filtering and monitoring. Strategic safeguarding leadership is the responsibility of the Designated Safeguarding Focal Point, the Deputy Head Master.

3. Our Safeguarding Commitments

At Harrow Bangkok we are committed to:

- a culture of care and vigilance that has zero-tolerance for any kinds of abuse;
- rigorous safer recruitment in all appointments;
- regular, high-quality safeguarding training for staff and service providers, and higher-level training for key safeguarding colleagues;
- clear structures of responsibility for safeguarding and pastoral care;
- clear and accessible reporting procedures for staff, students, parents and visitors, including accessible Thai-language reporting channels;
- clear and effective systems for recording and sharing safeguarding and pastoral information;
- proactive, benchmarked monitoring of students’ emotional wellbeing;
- robust internet filtering and monitoring which is both proactive and reactive;
- educating and empowering students and parents to take a full role in safeguarding students;
- listening to the voices of the students as we continually refine our policy and practice;
- ensuring that safeguarding is an essential element of all risk assessments and trips management
- strong links with the available local resources;
- ensuring we have the full support and engagement of our governors;
- continual self-reflection;

¹ For full details of our teams and their responsibilities, see [Appendix 2 - The Safeguarding Teams](#)

- a well-resourced safeguarding budget.

4. Our Safeguarding Expectations

We expect all of our staff to:

- engage actively and fully in annual safeguarding training and make sure that they understand and can identify signs of abuse (physical, emotional, sexual, neglect, or child-on-child), child sexual exploitation and child criminal exploitation²,
- Read [Part 1](#) of KCSIE 2023 or, if they do not work directly with children, [Annex A](#)
- live the culture of care and safeguarding, understand that ‘it could happen here’, always being vigilant for signs of abuse,
- report any concerns, no matter how small, quickly using the appropriate process
- know who the DSL are and how to contact them urgently,
- be confident in recording concerns about a child,³
- be confident in reporting concerns about a colleague,⁴
- be confident in having a potentially difficult or upsetting conversation with a child or to seek assistance if they are not confident,
- understand why confidentiality can never be promised to a child who makes a disclosure,
- understand that children with mental health needs or SEND are particularly vulnerable to abuse, both online and offline,
- understand and comply with the rules set out in the Staff Safeguarding Code of Conduct,
- be open, honest and reflective and share promptly any concerns or ideas for improvement.

5. Our Safeguarding Quality Assurance

External safeguarding audits take place every three years and internal audits in the intervening years. Serious incidents are followed by Acute Intervention Reviews (AIR) to critically reflect. Safeguarding is discussed at each Board of Governors meeting and HISL Educational Oversight Visit. The DSFP meets the Designated Safeguarding Governor and Designated Wellbeing Governor on a regular basis.

Safeguarding is a key element of external inspections under the BSO and ISQM and as members of the Boarding School Association, we subscribe to the Commitment to Care Charter.

² See [Appendix 1 - Recognising Abuse](#) for further detail on types and signs of abuse.

³ See [Safeguarding Process 1 - How To Report a Concern About a Student](#)

⁴ See [Safeguarding Process 2 - How To Report a Concern about a Colleague](#)

SAFEGUARDING PROCESSES - HS2.2.06a

1. Safeguarding Process 1 - How To Report a Concern about a Student

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.

1.1. Step 1

You have a concern about a child's wellbeing, based on:

- A. something the child or another child or adult has told you
- B. something you have noticed about the child's behaviour, health (including mental health), or appearance
- C. something another child or adult said or did
- D. something reported by a parent or visitor

Even if you think your concern is minor, the pastoral and safeguarding team 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.

1.2. Step 2

If you feel comfortable doing so, you might think it appropriate 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', 'where', 'when', 'what' or 'who'?

Avoid using the word 'why' as it is likely to provoke a defensive response. Instead use phrases such as 'what was it, do you think, that made you feel / act in that way?'

If you do not feel comfortable doing so, please make sure to continue through the steps below and then contact the DSLs who can provide support and training to help you feel more confident and comfortable with such conversations in the future.

1.3. 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.'

1.4. Step 4

Use [CPOMS](#) to make an electronic record as soon as possible after the event, noting:

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

If there is an urgent safeguarding issue and you feel a student is at risk of serious harm, please directly contact the appropriate DSL using their DSL Phone and then log on CPOMS.

If the issue includes concerns about a particular staff colleague(s), please ensure there is a statement about this in the student's CPOMS entry without identifiable reference to the colleague. Full details of the staff colleague(s) and concerns should then be reported as per Section 4 guidance.

A video showing the basics of adding an incident to CPOMS is available [here](#).

1.5. **Step 5**

Once in CPOMS your concern will be reviewed by the relevant Pastoral Lead. They will get back to you if they need any further information.

The Pastoral Lead will decide on further appropriate action and will remain in close communication with other colleagues around the child/young person and with the family if appropriate, including the safeguarding teams and boarding teams.

The School appreciates that dealing with a disclosure can be emotionally draining for the member of staff who has received it. Staff who feel they are suffering from the after-effects of a difficult safeguarding incident should speak to the DSL/DSFP who will provide support.

1.6. **Step 6**

In accordance with KCSIE guidance, clear and comprehensive summaries will be maintained in CPOMS which will also include all updates to a given incident.

All significant pastoral or safeguarding conversations with parents/guardians will be followed by a brief summary email to them of the points covered and agreed actions; a copy of that email will be placed on CPOMS as a record.

1.7. **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 student nor should they agree with a student to keep a secret. Where there is a safeguarding concern this must be reported to the relevant Designated Safeguarding Lead or Pastoral Lead ([CPOMS](#) does this for you).

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 Pastoral Lead / SO will refer to the UK's [Information Sharing \(2018\) advice for safeguarding practitioners](#).

The advice from KCSIE (2023, para 120) on data-sharing in safeguarding cases is clear:

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

One further point on the matter of data protection: our current MIS displays icons next to children's names indicating if they are on the SEN register, have medical needs etc. This screen should not be projected up on the wall to the class (for instance when taking registration). The data held here is private and only for the eyes of teachers.

2. Safeguarding Process 2 - How To Report a Concern about a Colleague / Outside Provider

Staff who are concerned about the conduct of a colleague or outside provider may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's or outside provider's career. All staff must remember that the welfare of a child is paramount. This policy empowers staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

In any school, including Harrow Bangkok, there is always a risk that a breach in child safeguarding or inappropriate behaviour may occur. Such activities are not tolerated and their rapid identification and elimination is of benefit to the school, its staff and, above all, the students.

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 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 raises a concern.

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 culture, policies and practice, the school actively encourages you to raise concerns internally using the channels of reporting set out Safeguarding Process 2. 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 employee raising a concern that is later judged to be groundless unless it can be demonstrated that the person wilfully and intentionally falsified the concern.

2.1. Step 1

You have a concern, however small, about a colleague or outside provider on the basis that you think they have or may have:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviours that may have happened outside of school that might make an individual unsuitable to work with children); and /or
- behaved in a way which is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work.

It must be emphasised that such concerns are not limited to issues arising from interactions between a colleague or outside provider and a student. You may have witnessed something or heard something in an entirely different context which gives rise to your concern. For the safeguarding of our students, it is imperative that such concerns, even if they are just ‘nagging doubts’, are reported.

2.2. Step 2

You should immediately contact the Head Master or Director of HR and set out your concerns. If they are not available, you should contact the Deputy Head Master or a member of the Lower School or Upper School Senior Leadership Teams. They will enter the details on CPOMS StaffSafe and the information will be confidentially stored and shared with the Head Master and Director of HR.

Any allegation/concern about a Head of School or another member of the ELT (other than the Head Master) should be reported solely to the Head Master.

Any allegation/concern about the Head Master should be reported to the Chair of Governors.

For details on how these concerns are handled, please see further Managing Safeguarding Allegations against staff (including low-level concerns) Policy HS3.2.25.

3. Safeguarding Process 3 - How To Report a Concern about a Student (for everyone except teachers and support staff)

3.1. Everyone should be alert to concerns

Every adult on campus should take the safeguarding of all of our students as one of their primary concerns. This includes parents, visitors, visiting coaches and music teachers and all of our contractors. Whilst you do not have access to CPOMS, you may still securely report a concern.

3.2. Use the QR code

If you are one of these people and you have a concern about a child, access [this online form](#), also accessible by QR code. The form is in both Thai and English and will lead you through a step-by-step process to record as much helpful detail as possible. Form submissions come to the DSFP PA and are forwarded to the relevant DSL for review and further investigation.



4. Safeguarding Process 4 - For Staff Finding Themselves in a Vulnerable Position- self reporting

4.1. Rationale

There may be occasions where staff members have concerns about how their own actions or behaviour in a specific situation might be misinterpreted, or something happens beyond their control which they feel puts them in a vulnerable position. Examples may include:

- Inadvertent email, messaging, use of social media sites or other communication between staff and students outside agreed protocols
- Inadvertently seeing personal or inappropriate images on a student's device
- Any incident where a member of staff has been alone with a student or students in a vehicle where this has not been authorised in advance
- Any inadvertent and potentially inappropriate social contact with students outside of school (such as in restaurants or bars)
- If a student uses a staff member's home address, mobile or home phone number, or private email address

4.2. Process

Any staff member who feels like they are in such a situation may alert the Director of HR, or the relevant pastoral leader or line manager who will then pass on the information to the Director of HR. The Director of HR will record the information securely.

SAFEGUARDING APPENDICES - HS2.2.06b

Appendix 1 - Recognising Abuse

1.1. 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).

1.2. 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.

1.3. 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.

1.4. 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.

When dealing with emotional abuse, we must be mindful of cultural norms in dealing with cases, for example different religious and superstitious beliefs.

1.5. 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.

1.6. 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.

1.7. Child-on-child abuse

Often abuse is seen exclusively as something that adults do to children but it is important that all staff recognise that children can abuse other children of any age and sex (referred to as child-on-child abuse), and that it can happen both inside and outside of school or online. We understand that it is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

The staff attitude of ‘it could happen here’ is especially important when considering child-on-child abuse, which is most likely to include, but may not be limited to:

1. bullying (including cyberbullying, prejudice-based and discriminatory bullying)
2. abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
3. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
4. sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
5. sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
6. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
7. consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
8. upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
9. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

There is a zero-tolerance approach to abuse here at Harrow Bangkok, including child-on-child abuse, which should never be downplayed or dismissed as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Downplaying such behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed above, that are abusive in nature.

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. Allegations of child-on-child abuse (whether that occurs on-campus, online or outside of school) will be recorded, investigated and dealt with as deemed appropriately as outlined in Section 2, Step 5.

If/when child-on-child sexual abuse comes to light at Harrow Bangkok, the DSLs will use the UK’s guidance on [sexual violence and sexual harassment between children \(2021\)](#) as a framework for supporting the students and families involved and consult with the Thai Principal to ensure actions are in line with Thai law.

If/when sexting occurs, the DSL will use the UK's guidance on [Searching Screening and Confiscation Advice for schools](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or seminude being shared.

1.8. Child exploitation

Both child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of abuse. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This sort of abuse can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. It can take many forms - staff should be aware of it and report it using CPOMS if they have any concerns.

1.9. Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities including those who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

1.10. Child criminal exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited

can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

1.11. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

1.12. Other causes for concern

KCSIE makes explicit reference to those with mental health needs and special educational needs and disabilities, noting that staff should be particularly alert to the potential need for early help for these children and their increased vulnerability both offline and online.

1.13. Children with mental health needs

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. 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 report a concern using [CPOMS](#).

1.14. Children with special educational needs and disabilities (SEND)

Children with a formal diagnosis of SEND as well as those who have issues apparent without a formal diagnosis are at greater risk of abuse or neglect both offline and online. The barriers to identifying and intervening are also higher. It is therefore important to maintain an open mind about what we see and maintain professional curiosity, for example:

1. not accepting that an injury is a result of the needs of the child, but instead consider what other causes there may be and what the evidence suggests.
2. considering a behaviour such as self-harm as possibly being indicative of abuse.
3. recognising the potential for fabricated or induced illness

1.15. Signs of possible abuse to be alert for

<p>POSSIBLE INDICATORS OF PHYSICAL ABUSE</p> <ul style="list-style-type: none"> ● Unexplained and/or recurrent marks, bruises and welts on any part of the body (but particularly on soft parts of the body - cheeks, forearms, stomach) ● 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 ● Refusal to discuss injuries/bruises ● Bite marks ● Flinching from physical contact ● Wearing clothes that may cover bruises ● Fear of undressing for PE 	<p>POSSIBLE INDICATORS OF EMOTIONAL ABUSE</p> <ul style="list-style-type: none"> ● 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 ● Lack confidence or become wary or anxious ● Display behaviour or use language that's inappropriate for their stage of development (for example, using language you may not expect of a child their age) ● Over-affection towards strangers or people they haven't known for very long
<p>POSSIBLE INDICATORS OF SEXUAL ABUSE</p> <ul style="list-style-type: none"> ● 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 ● Pregnancy, especially at a young age ● Extremely protective parenting ● Exposure to pornography 	<p>POSSIBLE INDICATORS OF NEGLECT</p> <ul style="list-style-type: none"> ● Child is constantly unwashed, hungry (scavenging/scrounging) or tired ● 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 ● Destructive tendencies ● Frequent lateness ● Social isolation ● Under- or overweight ● Inappropriate/inadequate clothing ● Untreated medical problems

<p>POSSIBLE INDICATORS OF CHILD-ON-CHILD ABUSE</p> <ul style="list-style-type: none"> ● Absence from school or disengagement from school activities ● Mental or emotional health issues ● Becoming withdrawn - lack of self esteem ● Lack of sleep ● Alcohol or substance misuse ● Changes in behaviour ● Inappropriate behaviour for age ● Harmful towards others ● Physical injuries ● Increasing screen time or showing unusual use of online platforms such as websites, social media, apps or games 	<p>POSSIBLE INDICATORS OF CHILD SEXUAL EXPLOITATION</p> <ul style="list-style-type: none"> ● Persistently going missing for periods of time or regularly returning home late; exclusion or unexplained absences from school ● Skipping school or being disruptive in class ● Appearing with unexplained gifts or possessions (money, clothes, phones etc) that can't be accounted for ● Experiencing health problems that may indicate a sexually transmitted infection ● Having mood swings and changes in temperament ● Returning home under the influence of substance/alcohol ● Displaying inappropriate sexualised behaviour such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting'), sexually transmitted infections ● Concerning use of internet or other social media/increasing screen time or showing unusual use of online platforms such as websites, social media, apps or games ● Evidence of/suspicious of physical or sexual assault (e.g. unexplained physical harm such as bruising and cigarette burns) ● Self harm or significant changes in emotional wellbeing ● Multiple callers (unknown adults or peers), excessive receipt of texts/phone calls ● Isolation from peers/social networks
<p>POSSIBLE INDICATORS OF CHILD CRIMINAL EXPLOITATION</p> <ul style="list-style-type: none"> ● Changes in behaviour ● Frequently missing from home or education ● Unexplained money, gifts or new possessions ● Unexplained injuries ● Graffiti-style tags on possessions ● Carrying weapons ● Interest in music which glorifies weapons and gang culture ● Getting involved in fights ● Committing crimes, such as shoplifting 	

1.16. Other safeguarding risks

In addition, concerns or incidents of the following should be reported as part of this Safeguarding Policy:

Children absent or missing from education: A child being persistently absent from school or going missing from education is a potential indicator of abuse. Staff and community members (including parents and carers) should report any poor student attendance or absences which cause concern to the safeguarding officers or the DSLs, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of the child going missing in future.

Child sexual exploitation (CSE): this involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship to serious organised crime by gangs and groups. The perpetrator/s always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): this comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Recent reports have shown the practice to be fairly widespread in parts of Thailand⁵. The Harrow Bangkok community needs to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM and seek appropriate help for those at risk. We follow UK advice in this area: it is mandatory to report FGM disclosures that concern any female under the age of 18.

Radicalisation: this refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. As with managing other safeguarding risks, staff should be alert to changes in a child's behaviour which could indicate that they may be in need of help or protection.

Forced marriage/abduction: In some cultures forced marriages are still regarded as acceptable. Any member of staff who considers a child at risk of this particular form of abuse, should report it immediately to a member of the safeguarding team using [CPOMS](#).

Mental health issues: Children may become a danger to themselves if they are suffering from mental health issues. Such issues are essential to report - the school has a team in place

⁵ See here, for example: <https://goo.gl/vGNg1A>

for helping such children. Reports should be made using [CPOMS](#). Examples include: low mood, eating disorders, self-harm, suicidal ideation etc.

SEND: children with SEND may be more vulnerable to abuse and exploitation. Any member of staff who considers a child at risk of this particular form of abuse, should report it immediately to a member of the safeguarding team using [CPOMS](#).

2. Appendix 2 - The Safeguarding Teams

All staff are involved in safeguarding children at Harrow Bangkok, however there are some with very specific responsibilities. These are outlined below:

2.1. Designated Safeguarding Focal Point (DSFP)

The DSFP is responsible for strategic oversight of all safeguarding matters including policy review; systems and compliance related to safeguarding; leading the Safeguarding Strategy Group and maintaining the confidentiality and integrity of safeguarding records. The DSFP is also available to provide advice to the DSLs in the most serious cases. The DSFP is responsible for the collation of Safeguarding reports to the Board of Governors and liaises regularly with the Designated Safeguarding Governor and Designated Wellbeing Governor

2.2. Designated Safeguarding Leads (DSLs)

The DSLs are responsible for leading on complex safeguarding cases and directing pastoral leaders and safeguarding officers on all other cases as appropriate; attending the weekly Whole School Case Conferences (WSCC); ensuring that safeguarding remains at the forefront of the school's corporate consciousness; leading, reviewing and acting upon, Acute Intervention Reviews; supporting the DSFP in policy reviews; and any other duties which may periodically be necessary to maintain or improve the school's safeguarding policy and procedures. The Upper School DSL has responsibility for the oversight and delivery of general staff safeguarding training, supported by the Lower School DSL and the Wellbeing Lead. The Boarding DSL and Head of Boarding have responsibility for the oversight and delivery of boarding-specific safeguarding training. The DSLs will together conduct an internal audit of safeguarding in each of the two years between the three-yearly external audit and draw up annual Safeguarding Action Plans in light thereof to be submitted to the Safeguarding Strategy Group for approval.

The Lower School, Upper School and Boarding DSLs will notify and may seek support from the following colleagues regarding acute cases respectively: Head of Lower School, Head of Upper School and Deputy Head Master / Head Master.

2.3. Pastoral and Safeguarding Leads (YGL, PHL, HoH, HsM)

Are the leaders 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

for disclosures; investigating incidents; maintaining the integrity and confidentiality of safeguarding records; keeping their DSLs informed of safeguarding issues as they arise; liaising with parents, caregivers, hospitals, and other agencies to ensure the safety of children; attending Team Around the Child (TAC) or Return to School (RTS) conferences where required; devising, implementing and updating Safety In School (SIS) plans for students where required.

2.4. Wellbeing Lead (WBL) and Counsellors

The WBL is responsible for leading our team of counsellors, supporting the Upper School DSL in the planning, oversight and delivery of safeguarding training and safeguarding auditing, providing counselling for the most acute cases and chairing the WSCC. The WBL and Counselling team together represent our in-house specialist support team. They take on all triaged students for whom counselling is felt to be appropriate and provide them with specialist, individualised counselling support. They work very closely with the DSL and pastoral leads.

2.5. Boarding Pastoral Teams

The Boarding Village is the 'home from home' for the boarding students so separate, respective teams of pastoral leaders address pastoral concerns which originate at school or in boarding. Safeguarding issues transcend that distinction: both day and boarding teams working closely together in a cohesive, student-centred approach. The Boarding Pastoral Team members support Day Pastoral Leads in their safeguarding duties and the DSLs work together to direct which colleague (day or boarding) is most appropriate to take the lead in any given case.

2.6. Designated Safeguarding Governor

The Governor 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.

2.7. Safeguarding Strategy Group

This group is responsible for regular strategic review of safeguarding in the school. The group will meet mid-Term 1 and the end of Term 2 / beginning of Term 3. The group is responsible for formulating and approving the Safeguarding Action Plan and ensuring that policy and procedure is kept under regular review. The group includes:

- The DSFP (Chair)
- Designated Safeguarding Leads for Lower School, Upper School and Boarding
- Wellbeing Lead
- Director of HR
- Heads of Schools

- Head of Boarding

Minutes are shared with the Head Master, the Thai Principal and the Designated Safeguarding Governor following each meeting

2.8. Designated Safeguarding Governor

The Designated Governor for Safeguarding is: Khun Kittipol Pramroj Na Ayudhya (Khun Tre). He can be contacted on safeguarding_governor@harrowschool.ac.th. Contact details for the Chair of Governors are available from the Head Master's PA and/or from the DSFP.

2.9. Designated Wellbeing Governor

The designated Wellbeing Governor is Debra Price. Contact details are available from the Head Master's PA and/or from the DSFP.

2.10. The Whole School Case Conference Committee (WSCC)

The WSCC are responsible for regular review of students who are currently being monitored on [CPOMS](#). Please refer to Appendix 8 for the WSCC protocol

2.11. The Safeguarding and Pastoral Teams 2022-23

STAFF MEMBER	SCHOOL ROLE	SAFEGUARDING ROLE
Michael Reddish	Deputy Head Master	Designated Safeguarding Focal Point (DSFP), Boarding DSL
Khanitha Prawichen	Thai Principal	Safeguarding Officer (Thai speaker)
Elly Messo	School Counsellor	Member of WSCC
Danielle Harris	School Counsellor	Member of WSCC
Joanne Barnuevo	School Counsellor	Member of WSCC
Paul Shufflebotham	Head of Boarding & JG HsM	Member of WSCC
Jo Khanteetao	Director of Human Resources	Oversight of Single Central Register (SCR) (Thai speaker)
Lower School Pastoral and Safeguarding Leads		
Lion Cubs - Jo Newton Pre-Nursery - Hannah Blakie Nursery - Fatima Benkacem Reception - Katy Parker Year 1 - Emily Thompson Year 2 - Aoife Ni Chaoilte Year 3 - Chris Thomas Year 4 - Simon Ingram Year 5 - Nathan Yan	Year Group Leads	Leading responses to pastoral and safeguarding incidents and concerns for students in their year groups
Lower School Safeguarding Leadership Team		
Matt Parker	Director of Student Wellbeing	Designated Safeguarding Lead (DSL) for Lower School
Paul Beach	Head of Lower School	Safeguarding Officer for Lower School
David McKillop	Head of Pre Prep	Safeguarding Officer for Pre-Prep
Lesley Brown	Head of EYC	Safeguarding Officer for EYC
Upper School Pastoral and Safeguarding Leads		
Byron House - Bobby Wilson Churchill House - Josh Carmody Keller House - Peter Davis Nehru House - Andrew Archibald Sonakul House - Philip Clare Suriyothai House - Jason Yu	Heads of Houses	Leading responses to pastoral and safeguarding incidents and concerns for students in their Houses in Years 9-13
Byron House - Amit Jadeja Churchill House - Ellis Chadwick Keller House - Justine McKerlie Nehru House - Sian Denholm Sonakul House - Lakmini Lee Suriyothai House - Rachel O'Connor	Prep House Leaders	Leading responses to pastoral and safeguarding incidents and concerns for students in their Houses in Years 6-8
Upper School Safeguarding Leadership Team		
Jake Connor	Director of Houses	Designated Safeguarding Lead (DSL) for Upper School
Paul Johnson	Head of Upper School	Safeguarding Officer for Upper School
Boarding Pastoral and Safeguarding Leads		
Lynn Lutas McCall	House Mistress of West Acre	Leading responses to pastoral and safeguarding incidents and concerns for students in their boarding houses
Fabian Pearce	House Master of Bradby's and The Grove	

2.12. After Hours and Weekend Safeguarding for Boarders

In evenings during the week (Monday to Thursday), the Boarding Team have access to the Head of Boarding and Boarding DSL if they require any support or advice.

Boarding Village weekends are managed by three teams of Boarding Leaders who work on rotation. Deputy House Mistresses and Masters are responsible for leading the Boarding Village if there is an acute event to which the leading House Mistress or Master must devote themselves.

The boarding team are supported by a designated SLT member each weekend (Friday 4pm Monday 7am) who will carry the SLT Safeguarding Duty Phone. The designated SLT member's role is to provide a fresh, critical view on any decision-making the boarding leader may wish to test. The designated SLT member will be contactable throughout the weekend via the SLT Safeguarding Duty Phone, be within one hour of school, and have the capacity to ask critical safeguarding questions.

Should any situation arise in which the boarding lead and SLT member require further support, they will contact, in the following order, the Upper School DSL, the Head of Boarding, the DSFP and the Head Master.

2.13. Safeguarding on Trips

Safeguarding remains as critically important on trips as it is in school. As stated in our Off-Site Trips Policy:

No matter how safe we make our local, immediate environment, we must also ensure that visits outside school also safeguard the welfare of our students.

As educators, we value the opportunities we offer students to explore the world outside school. We actively encourage the provision of trips beyond the school environment to enrich learning. As part of this commitment, we ensure that safeguarding is central to our policies and procedures for trips and visits.

The policy provides for full safeguarding measures in the planning and delivery of trips including designated safeguarding responsibility holders, risk assessments, supervision, staffing, pastoral checks and base emergency support. We also provide a RoSPA accredited Trip Leaders' Crisis Management training course for our off-site trip leaders.

2.14. Safeguarding Out of Hours

For day students and their families who face acute safeguarding issues outside of school hours (4pm to 7am on weekdays; weekends and school holidays), if you have an immediate concern and think a child is at risk of significant harm or danger, do not delay in calling one of the below numbers:

Police (may not have English Speaking staff)	191
Tourist Police (all speak English - will help with any questions/concerns and redirect you to correct number if needed)	1155 (24/7)
Public Ambulance (everywhere in Thailand)	1669
Public Ambulance (Bangkok)	1646
Fire Department	199
Childline Thailand	1387 (freephone 24/7) info@childlinethailand.org (respond 24/7)

In a life-threatening mental health crisis situation, go to a hospital emergency room and see the psychiatrist on duty. Hospitals that we are aware have facilities to deal with these situations include Bangkok Hospital, Manarom Hospital and Paolo Hospital.

Bangkok Hospital Mental Health and Rehabilitation Center

2 Soi Soonvijai 7, New Petchburi Rd., Huaykwang, Bangkok 10310 Thailand

Tel. +66 (0) 2310-3027, +66 (0) 2310-3751-2

Manarom Hospital

9 Sukhumvit70/3 Bang Na Tai, Bang Na, Bangkok 10260, Thailand

Tel. +66 2725 9595, +66 2 032 9595

Paolo Hospital

670, 1 Phahonyothin Road, Samsen Nai, Phaya Thai, Bangkok 10400

Tel. +66 (0) 2271 7000

Hospitals listed here are not endorsed by Harrow International School Bangkok. Parents and guardians are encouraged to investigate providers thoroughly to assess their qualifications and experience, and whether they are appropriate for a specific individual.

If you have called any of these services, please let us know. Email the relevant pastoral leader or use our safeguarding@harrowschool.ac.th email address. By letting us know we can be best prepared to support you and your family upon our return to school.

3. Appendix 3 - Associated Policies and the Legal Framework

This policy should be read alongside the policies below.

(Note that the links will work for people with a Harrow Bangkok login)

1. [Staff safeguarding code of conduct](#)
2. [Staff social media use](#)
3. [Supervision of changing rooms](#)
4. [Online tutoring for boarders](#)
5. Anti-Bullying Policy
6. Behaviour Policy
7. [Use of reasonable force and restraint policy](#)
8. [Health and safety policy](#)
9. [Intimate care policy](#)
10. [Non-staff adults and visitors on the boarding village](#)
11. [Student Mental Health and Wellbeing policy](#)
12. [Counselling Service Policy](#)
13. [Off-site Trips Policy](#)

Other useful links

1. [Preventing and tracking bullying](#)
2. [Mental Health and Behaviour in Schools](#)
3. [Promoting children and young people's emotional health and wellbeing](#)

The Legal Framework

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

1. [Keeping children safe in education UK \(2023\)](#)
2. [Behaviour in Schools: Advice for Headteachers and School Staff \(2022\)](#)
3. [Working together to safeguard children \(UK\)\(2018\)](#)
4. [Children Act \(UK\) \(1989\)](#)
5. [Children Act \(UK\) \(2004\)](#)
6. [Data Protection Act \(UK\) \(1998\)](#)
7. [United Nations Convention on the Rights of the Child \(1991\)](#)
8. [Information sharing: advice for safeguarding practitioners UK \(2018\)](#)
9. [Disqualification under the Childcare Act UK \(2018 update\)](#)
10. [Thai Child Protection act B.E 2564](#)
11. [Sexual violence and sexual harrassment between children in schools and colleges \(2021\)](#)
12. [What to do if you're worried a child is being abused; Advice for practitioners \(2015\)](#)
13. [Department for Education: Child Sexual Exploitation 2017](#)

Thai Law

It is our obligation, in loco parentis, to protect children as Article 19 of the Convention on the Rights of the Child states and current Thai laws states:

Article 19: Protection from Abuse and Neglect:

No one should hurt the child in any way. Even the parents have no right to hurt the child. Adults should make sure that the child is protected from abuse, violence and neglect.

Article 34: Sexual Abuse:

Every child has the right to be protected from sexual abuse. This means that nobody can do anything to the child's body that s/he does not want them to do, such as touching, taking pictures and making the child say things that s/he does not want to say.

Ref: Convention on the Rights of the Child

Article 25:

Parents or guardians are forbidden to treat a child in ways or manners which constitute unlawful caring.

Article 26:

A person is forbidden to: 1. Commit or omit acts which result in torturing a child's body or mind.

Ref: Thai Child Protection Act 2003

4. Appendix 4 - 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 and those with additional needs or disabilities, 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, 1-1 music/sports/activity lessons etc.), they should ensure that the door remains open, or move to a more public space where this is possible and appropriate.

5. Appendix 5 - Safer Recruitment and Safeguarding Training

5.1. Our aims

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

Our safer recruitment processes aim to:

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

5.2. 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
- local police checks are done annually post employment for all staff
- we have at least two references, one of which must be from a candidate's current, or most recent, employer
- Online searches will be completed for all shortlisted candidates
- if a teacher has worked in two or more schools, within 5 years, telephone contact is made with those 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 digitally sign to show that they have read the Safeguarding Policy (SP) and our Code of Conduct
- we give staff training on arrival in safeguarding and refresh this training annually

5.3. 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
- Director of Operations ensures that SG information is shared with relevant managers through regular meetings
- Contractors read, complete and sign the SG Self Declaration Form (English and Thai versions are made available)
- Police checks for any member of staff who will be employed unaccompanied on-site in areas accessible by children

- Police checks for any member of staff who will be employed on-site for longer than 6 days out of 31 days in any given month in areas accessible by children
- Our Code of Conduct for contractors is shared and a record is kept of their having read and understood it
- Toolbox Talks - daily reminders given on SG awareness
- Risk assessments for contracted staff who are awaiting issuance of the central police checks are undertaken by the Director of Operations and/or the Operations Manager with the relevant Contract Manager for the outsourced service.

5.4. 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 SP Self Declaration Form (English and Thai versions are made available)

5.5. Staff Training

The Director of HR, supported by the Safeguarding Strategy Group, keep records of all staff safeguarding training on StaffSafe and issue reminders when training updates are required. It is good practice to include a safeguarding agenda item in all staff meetings.

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 Harrow Bangkok.

New staff have safeguarding training as part of the induction process and this is kept up to date by refresher training at two-yearly intervals. We train staff who arrive at other times of the year with the use of [this video](#) (and associated [training questions](#)). There is a [Thai version of this video](#) too. These will be updated regularly.

In addition, designated members of staff (DSFP, DSLs, counsellors, Executive Leadership Team (ELT) members, Safeguarding Leadership Teams members, and certain HR staff) are put forward for Advanced Safeguarding training every two years to keep their knowledge and skills up to date. We aim to ensure that this group of staff is all Advanced 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.

Annual Safeguarding Training Responsibilities

Responsible	Staff Groups
<p>HR</p>	<p>Teaching Assistants and Child Care Assistants</p> <p>Admin Staff including School Messengers and Drivers; Nurses</p> <p>Peripatetic Music Staff; All Outside Activity Providers and Coaches</p> <p>Boarding Non-staff Residential Occupants</p>
<p>Designated Manager of Each Team</p>	<p>PCS Guards; PCS Cleaners & Gardeners & Harrow Maids</p> <p>Epicure Staff; Estates Staff</p> <p>Montri Bus Staff; Harrow Handymen</p>
<p>DSLs</p>	<p>All Teachers; Pastoral Leads; Grad Leaders</p> <p>Parent Workshops; Expedition Leaders</p>
<ul style="list-style-type: none"> ● Safeguarding Training is included as part of Induction for all staff ● Additionally, we offer training at points over the school year to ensure any new staff who missed induction or staff in need of a refresher course are trained. ● Sessions are planned and shown on the Harrow Bangkok calendar accessible in Outlook. 	

6. Appendix 6 - Contact Information for Safeguarding Services in Thailand

Unless in an emergency out of hours situation, please do not contact any of the services below without speaking to the safeguarding team first. The safeguarding team may consult with the counsellor on an appropriate referral to an outside professional. This may include family services, self-harm services, addiction services and clinical therapy.

We endeavour to keep these links fresh by making personal contact with the agencies below on a biennial basis. This ensures that if the worst were ever to happen, we have the contacts necessary to make the most of the services available to us.

Contact or Agency	Details	Last verification made
Childline Thailand	<ol style="list-style-type: none"> 1. Sai Dek 1387 2. Dr Tarisa Wattanagase (Board Chair) 3. M.R. Khunying Supinda Chakraband 4. Ilya Smirnoff - direct contact that we regularly maintain communication with (speaks Thai, English and Russian) 	Website last checked by PDH 28/7/2023
Thailand Internet Crimes Against Children (ticac@police.go.th)	A Facebook page linked to the Thai police for alerting the authorities about internet-based child abuse.	Website last checked by PDH 28/7/2023
Safeguardkids.org	A website detailing the Thai law in relation to child online pornography	Website last checked by PDH 28/7/2023
Friends International	A children's charity operating in Bangkok – operates a helpline and social support for abused children	Website last checked by PDH 28/7/2023
The Centre for the Protection of Children's Rights Foundation (CPCR)	Bangkok at (02-4121196 / 02-4120736)	Website last checked by PDH 28/7/2023
The Prachabodi Centre	Hotline telephone number is 1300 to give reports on cases of violence. They coordinate witness/victim/survivor to appropriate services regardless of nationality.	Website last checked by PDH 28/7/2023
Don Muang Police Station	210 Dechatungka Rd, Sikan, Don Muang Bangkok 10210 Tel: 02-566-2916	

National Crime Agency (UK agency with presence in Bangkok)	Tel (UK): 0044-0370 496 7622 NCA general enquiries or to verify an NCA officer, available 24/7	Website last checked by PDH 28/7/2023
International Child Protection Advisors	Tim Gerrish has delivered training to Harrow schools (Bangkok, Beijing, Shanghai, HK in September 2018) and conducted an external safeguarding audit of Harrow Bangkok in September 2022. info@icpa.co.uk	Website last checked by PDH 28/7/2023
Patana list of links	List of external agencies shared by schools in Bangkok	Page last checked by PDH 28/7/2023

7. Appendix 7 - Advice To Staff When Delivering Online Learning

- 7.1. Staff should use either Zoom or Google Meet for the video/voice elements of their online lessons. The links to these meetings should not be shared publicly.
- 7.2. If delivering online lessons from home, staff should position themselves in a non-private space against a background that is neutral (or use a virtual background to the same effect).
- 7.3. Staff should always register attendance at their lessons and enter an Engage Daybook entry for non-attendees where this is appropriate.
- 7.4. All communication with students should be through the official school channels: school email, Engage, Google Classroom etc. Staff should never communicate with students using private messaging services.
- 7.5. Staff should ensure that communication with students takes place during normal working hours (0740 - 1800).
- 7.6. Recording of online lessons is set to 'always on' under the school's Zoom and Google accounts to ensure that staff and students are protected. The footage is stored in the school's cloud.
- 7.7. Where one-to-one or one-to-two online sessions are necessary, the following safeguards should be put in place:
 - Staff should look at alternatives, such as an open Google Doc for a discussion or a small group meeting
 - Staff should inform their line manager about the session and its purpose
 - Students should be told to inform their parents of the meeting by the staff member
 - Staff must make it clear at the start of the meeting that either party can stop the meeting whenever they like, without the need to provide a reason for doing so
- 7.8. The reporting mechanisms for safeguarding remain exactly the same online as offline. Staff with any concerns should enter the incident on CPOMS or, if the situation is urgent, contact the DSL immediately.

All of the above measures are in place for the protection of staff and children whilst learning and teaching online. For our community's protection, members of the safeguarding team reserve the right to view the records of online learning at any time.

8. Appendix 8 - Whole School Case Conference (WSCC) and Safeguarding Review Protocols

8.1. The Whole School Case Conference (WSCC):

A meeting to review students posing the highest level of safeguarding and wellbeing concerns relating to risk or needs, and decide on further safeguarding actions as appropriate.

8.2. WSCC Committee Members:

Core committee members who attend each week are listed below. The Designated Safeguarding Focal Point (DSFP) may also attend periodically and SO Khanitha Prawichen attends the WSCC on an as needed basis when liaison with Thai external agencies is required.

- Whole School representatives attend the entirety of the meeting
- Upper School and Lower School representatives attend separate portions of the meeting. Upper and Lower School students (including boarders) are discussed separately

School sector	Representation
Whole School	Rebecca Clare - Wellbeing Lead - WSCC Chair Elly Messo - Counsellor Danielle Harris - Counsellor Joanne Barnuevo - Counsellor
Boarding	Paul Shufflebotham - Head of Boarding Michael Reddish - Deputy Head Master, DSL for Boarding
Lower School	Matt Parker - DSL for Lower School Paul Beach - SO for Lower School David McKillop - SO for Pre-Prep Lesley Brown - SO for EYC
Upper School	Jake Connor - DSL for Upper School Paul Johnson - SO for Upper School

8.3. Which students are discussed?

Students that present with the highest level of wellbeing and safeguarding need or risk are discussed at WSCC. These are the students who are RAG-rated as RED or AMBER on CPOMS and also include any long-term acute cases. They are discussed follows:

Rating	Concern	WSCC review
RED	Student appears to be at risk of immediate/imminent serious harm.	Weekly with likely significant intervention/monitoring between WSCC meetings.
AMBER	Student appears to be at risk of harm, but not imminent and possibly less serious.	Fortnightly with appropriate intervention/monitoring between.

Seriousness according to levels of wellbeing +/-safeguarding concern/need/risk is determined based upon the information provided. This can and will change and move across the spectrum at any time and without notice.

Students are discussed by phase. At the end of each phase discussion, WSCC members may raise any other student of concern from that phase. This ensures no student of concern is missed from the discussion. If RAG-rating these additional students is considered necessary, this is implemented during the WSCC.

All students in the school are also reviewed each week by the DSL and the phase or pastoral leader, as described in Section 9.7 below.

8.4. Staff Children

There are multiple staff children within the school; if they require discussion at the WSCC, they will be treated as fairly and confidentially as non-staff children are. It must also be recognised that staff attending the WSCC may also have children within the school. In the instance that their child requires discussion within the WSCC forum, the following steps will be taken:

- A separate discussion will be held independently of the WSCC, involving only those absolutely necessary to the discussion, and in the absence of the staff parent.
- Minutes of this meeting will be captured directly onto the staff child's CPOMS record.

8.5. Meeting Preparation

On the day prior to the WSCC, a CPOMS-generated report listing all students RAG-rated RED and AMBER in the preceding week will be distributed to the WSCC members. Members are also invited to consider which other pupils they may wish to raise.

The Head of Wellbeing will populate short updates for all Red and Amber students in advance of the meeting, and the focus will be on discussion of case management and actions.

8.6. Recording Meeting Minutes

Minutes are recorded within each meeting directly into each student's CPOMS record with a 'WSCC' tag attached - these are automatically distributed to the attendees of the WSCC plus the relevant pastoral leaders for each student.

8.7. Risk Reviews

All students discussed at each WSCC will be subject to a Risk Review. If any student is felt to be a risk to themselves or anyone else in the community, the WSCC minutes of that discussion will be tagged with 'Risk Review' and the Director of Operations will be automatically alerted. Relevant details of any student tagged will be shared with ELT at the following ELT meeting by the relevant Head of School or the Deputy Head Master.

When the WSCC decide that a student no longer presents a risk to themselves or others, the change will be recorded in the WSCC minute, the category will be removed and the Director of Operations will be manually added to the list of colleagues alerted.

8.8. Ensuring Follow Up and Constant Safeguarding Review

Boarding

The Boarding DSL meets fortnightly with the House Masters/Mistresses to scrutinise recent CPOMS actions and incidents to ensure all active cases have been actioned appropriately and review the boarding pastoral and safeguarding concerns.

The Boarding DSL and Head of Boarding attend the weekly Boarding Leadership Team meetings in which all significant boarders' pastoral and safeguarding concerns are discussed.

Lower School

The Lower School DSL meets every week with each Head of Phase to scrutinise recent CPOMS actions and incidents to ensure all active cases have been actioned appropriately as well as review the pastoral and safeguarding concerns of their phase.

The Lower School DSL attends the weekly Year Group Team meetings in which all of that year group's children's pastoral and safeguarding needs are discussed.

Upper School

The Upper School DSL meets bi-weekly with each House team (Head of House and Prep House Leader per House) to review the CPOMS incidents of all the children in their House.

All relevant discussions in these meetings are captured on CPOMS. Where there are any concerns about the wellbeing/safety of a student, which if not addressed, may develop, that student is RAG rated as GREEN.

If an Upper School student needs to be away from school for a prolonged period to focus on their recovery from a mental health concern, then the case will be transferred to the management of the Phase Leader. The Phase Leader and DSL will review these cases in their bi-weekly meeting. Once a target date to return is established, then the case will revert to the pastoral middle leader, who will begin to plan for the students' return to school. All such long-term acute cases will be reviewed weekly as part of the usual WSCC procedures.

Approval and Review	Details
Policy Name and Associated Group Policy	Safeguarding Policy HS2.2.06 Access link below for Group Safeguarding Policy (http://portal.aisl-edu.com/public/home)
Approval Authority	HM
Responsible Colleague	Deputy Head Master
Applies to	All staff, students, guests and visitors or anyone working on behalf of Harrow International School Bangkok
Publicity Level	Shared via the internal staff portal and publicly via the Harrow School Bangkok Website
Next Review Date	June 2024
Related policies (to be read with this Policy)	Safeguarding Code of Conduct Staff Code of Conduct
Approval and Amendment History	Details
Is this policy on our website?	YES - all updates to be reflected on the website
Original Approval Authority and Date	HM and PDH
Amendment Authority and Date	TJJ 20/11/2017; TJJ 4/7/2018; TJJ 14/3/2019; TJJ 10/5/2019; TJJ 1/10/2019; TJJ 1/6/2020; TJJ 20/11/2020, JL 25/1/2021; JK 10/02/2021: JK,MRE,KAD August 2021; MRE & KAD 07/01/2022; KAD March 2022; PDH 10/08/2022; Dir HR (JK) 10/08/2022; PDH 21/08/2022; PDH 3/9/22; PDH 1/10/22; PDH 15/10/22; PDH 14/12/2022; PDH 06/01/23; PDH 19/02/23; PDH 28/02/23; PDH 27/07/23; PDH 09/01/24; DHM 17/02/24
Notes on Substantive Revisions	10/8/22 full reorganisation and new two-page policy 3/9/22 updates to Appendix 9 regarding WSCC protocols and Safeguarding Reviews; addition of 'After Hours and Weekend Safeguarding for Boarders and Trips' to Appendix 2 1/10/22 added Safeguarding Process 3 - How To Report a Concern about a Student (for everyone except teachers and support staff); updated Appendix 2: further depth added to Pastoral and Safeguarding Lead roles; roles of WBL and counsellors added; DSO removed; SO role further refined; sections amended / added on after hours boarding support, trip safeguarding and OOH safeguarding; updated Appendix 9 - adjustment to WSCC membership and long-term acute case management 15/10/22 included the e-safety responsibility of the Digital Lead

Approval and Review	Details
	<p>14/12/22 updated to remove Phase leaders' safeguarding roles</p> <p>06/01/23 updated to include procedures regarding risk assessments for contracted staff who are awaiting issuance of the central police checks</p> <p>19/02/23 updated to reflect more focused group to receive advanced safeguarding training; refined definition of Low Level Concerns</p> <p>28/02/03 updated to include the Boarding DSL role</p> <p>28/7/23 updated to integrate changes from KCSIE 2023</p> <p>24/9/23 updated to include BSA reporting requirements</p> <p>06/11/23 updated following ISQM Audit to include the requirement to notify EDT in the event of an allegation being made against staff and also regarding reporting substantiated claims that meet the harm threshold to relevant external agencies.</p> <p>09/01/24 removal of Appendix 5 (as was) (How we Handle Allegations) as the appendix is being replaced by Managing Safeguarding Allegations against staff (including low-level concerns) Policy HS3.2.25; addition of Risk Review to Appendix 8</p> <p>17/02/24 updated membership of the pastoral team and WSCC</p>