



Safeguarding

Charter International School

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This Safeguarding Policy serves as the main document outlining Charter International School's approach to safeguarding. It also makes references to other policies related to this area of the school's business. This policy should be read in conjunction with the 'Safeguarding Code of Conduct for all Staff'

A. The United Nations Declaration of the Rights of the Child

Proclaimed by General Assembly Resolution 1386(XIV) of 20 November 1959. This was the basis of the basis of the Convention of the Rights of the Child adopted by the UN General Assembly 30 years later on 20 November 1989.

The Convention on the Rights of the Child was entered into force on 2 September 1990.

"The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family."

"The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him [her] to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration."

B. List of other, related policies to be reviewed following the update of this safeguarding policy

- Data protection, Human Resource: Academic Staff Section
- Human Resource: Non-academic Staff
- Police clearance policy
- Photographs of students



- Staff Code of conduct,
- ICT acceptable use policies
- Admissions
- Visitor code of conduct

C.Introduction

Charter International School is clear about its responsibilities in relation to safeguarding and promoting the welfare of children. We adhere to and apply UK standards of safeguarding practice, considered international best practice [Child Protection Act of Thailand](#) and the [United Nations Convention on the Rights of the Child](#).

1. Child Protection and Safeguarding

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

As outlined in the International Protocol for International school (2018), a child is defined as 'any person aged under 18 or in receipt of educational services from the school'

2. Child Protection Act (Thailand)

As a school operating in Thailand, we have a statutory responsibility to have due regard to the requirement of the Child Protection Act in considering appropriate actions when disclosures of abuse are made. Provisions of the Act include:

- Section 29 states that a person who finds a child in a state which warrants assistance or welfare protection to provide preliminary aid and notify a Competent Official, without delay. A physician, nurse, psychologist or public health official admitting a child for treatment, teacher, instructor or



employer having duty to take care of a child, MUST report to a competent official, administrative official or police, if suspected torture or sickness due to unlawful care (child abuse).

- Persons reporting in good faith shall receive appropriate protection and shall not be held liable for any civil, criminal, or administrative action.

All members of staff are important in this as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Charter International School and its staff form part of the wider safeguarding system for students. Charter International School and its staff are committed to ensuring we provide a child-centred and coordinated approach to safeguarding.

Our policy applies to all staff, volunteers and visitors working in the School. There are six main elements to our policy:

- 1) Establishing a safe environment in which children can learn and develop #;
- 2) Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children and create a culture of vigilance.
- 3) Raising awareness of and responding appropriately to safeguarding and Child Protection issues.
- 4) Equipping children with the skills needed to keep them safe;
- 5) Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff;

A safe environment in which children can learn & develop is one where:

- Children are listened to and respected
- Clear boundaries exist for all and safe behaviour is encouraged
- There is vigilance for unusual or inappropriate behaviour
- There are clear and transparent policies
- Management is both accountable and transparent



D. Aims and Objectives

To provide students with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we aim for students to feel confident that they can confide in staff on issues of neglect, abuse and deprivation.

To allow staff to be familiar and confident with the appropriate child protection procedures and issues.

This policy is intended:

- a. To give clear guidance to all staff, teaching and non-teaching on:
 - The signs that may indicate the possibility of abuse.
 - The procedures to follow if a child discloses abuse or a member of staff suspects abuse.
 - How to recognise students who may be at risk from safeguarding/child protection concerns and know how to help them.
- b. To work with parents to build an understanding of the School's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
- c. To monitor children who have been identified as 'at risk' and provide a supportive framework for them.
- d. To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools – thereby contributing towards a more effective detection of the incidence of child abuse.
- e. To review regularly the School procedures and improve the way child protection issues are managed.
- f. To ensure that every member of the School staff has the best interests of the child at the core of every decision they make and are always the primary consideration.



E. Students' Education

- We strive to create an environment and ethos in which students feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- We provide suitable support and guidance so that students have a range of appropriate adults with whom they feel confident approaching if they are in difficulties. Students are also regularly advised about avenues of support through assemblies and tutorials.
- We use the School's curriculum to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Mental wellbeing of students is covered under Safeguarding when students pose a risk to themselves or others. Students will be monitored by the Designated Safeguarding Lead (DSL) in conjunction with the Counsellor.
- Substance abuse - The use of illegal substances by students is primarily dealt with as a behavioural issue. Substance abuse - insofar as addiction is concerned - is both a behavioural issue as well as a Safeguarding issue. The DSLs need to be kept informed of all substance abuse related incidents. Students will be monitored by the relevant DSL in conjunction with a Counsellor.
- All students are educated about digital citizenship throughout their time at Charter International School.
- Staff treat students with respect and all students are expected to treat each other and staff with respect.
- We look carefully at the role models the School offers students through staffing, materials used, selection of curricular content and other experiences.
- The School keeps up to date with current issues in Safeguarding and Child Protection.



1. Raising awareness and equipping children with the skills needed

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our students from harm. The School will therefore:

It is all of our responsibilities to ensure the safety and wellbeing of the students enrolled at Charter International School

The School will therefore:

- Ensure students know that there are adults in the School whom they can approach if they are worried
- Embed opportunities in the curriculum and School life for students to develop the skills they need to recognise and stay safe from abuse, including online risks
- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse. This is done through annual briefings on latest developments in safeguarding policies and procedures
- Ensure every member of staff knows the name of the DSL (DSL) and any deputies responsible for child protection and their role.
- The name of the DSL and any deputies will be clearly visible in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and allegations.

2. Safeguarding During Online and Blended Learning

The way in which the school operates during times of full or partial school closure (such as in response to COVID-19) is fundamentally different to how we would normally operate. We have adopted a whole school approach to safeguarding including policy reviews and updates during periods of online/blended learning to ensure that principles and procedures are maintained and adjusted as necessary to protect students in this different



environment. In particular, the following important safeguarding principles remain the same:

- The welfare of students remains a number one priority
- The best interests of students will continue to come first
- If any employee has a safeguarding concern about any child, they are obligated to report that concern to a DSL or DSO immediately

3. Attendance

Attendance is recorded across the school during morning Homeroom registration time or class check-in, which is held at the start of the school day. Homeroom teachers are obliged to follow up with students and their parents to check on student attendance, and if there is a pattern of not attending, then the Head of Primary/Head of Secondary will contact the parents to follow up.

Registers for ECAs

Registers must be kept accurately for all ECAs by the adult leading the activity.

4. Reporting Incidents or Concerns

If staff have any concern for a child, they should report it immediately in line with this policy as they would during normal school operation. The DSLs should be contacted by phone as soon as possible.

5. Increased Risk

Situations which require the school to switch to online or blended learning may place families under increased emotional and financial strain. Staff should be especially vigilant about safeguarding concerns.

6. Potential for Peer-on-Peer Abuse

In response to school closure or partial closures we recognise that there remains an opportunity for peer-on-peer abuse to take place. We will continue to remain vigilant to signs and symptoms of such abuse taking place. Students, parents and teaching staff should report concerns to the DSL or DSO.



7. Online Safety

Students will have an increased use of the internet during online/blended learning, which may put them at an increased risk. We continue to provide a safe online working environment for our students, and staff will remain vigilant during remote interactions with students and report any concerns they may have, in accordance with this policy. Staff will be made aware of the importance of keeping themselves safe online.

All live lessons are recorded and kept on the School's Google drive.

F. Procedures

Our School procedures for safeguarding children will be in line with UK procedures.

Any concerns raised about any safeguarding issues can also be raised through the Charter International School Whistleblowing Policy (See 'Code of Conduct') and with the DSL team or any other member of staff.

1. Safe Recruitment

It is of great importance that any adult employed at Charter International School is checked to ensure that they are suitable to work with, or be in the company of, children

- All short-listed candidates are required to complete a Charter International School application form.
- For academic staff we always require two references, one of which must be from their current/most recent Head of School. The Head of School's reference will be followed with a phone call to confirm authenticity
- We require thorough checks on all members of staff's suitability including background checks and references. All staff are required to undergo a Police background check, overseas hire staff are required to provide an International Child Protection Certificate, or equivalent depending on nationality.



- We ensure that all adults within our School who have regular access to children, including volunteers and outside service providers have submitted police background checks and undergone child protection training.
- We ensure that all staff (academic and non-academic) have read the Safeguarding Code of Conduct annually and understand that their behaviour and practice needs to be in line with it.
- As well as an initial background check, a further background check by Thai police is carried out every two years prior to contract renewal or every three years for all staff and Board members.

2. Allegations Against Staff

Allegations and complaints against staff are minimised by having:

- Safer Recruitment strategies in place
- Appropriate induction and training
- Open and transparent safeguarding ethos
- Professional code of conduct
- Regular briefing and discussion of safeguarding issues
- Ensuring that children are aware of safeguarding issues through the curriculum, eg. PSHE

Any allegations against staff other than the Director, including volunteers, Board members, contractors and visitors that may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child or;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

will be reported immediately to the Director. If the Director is not present it will be reported to the DSL or a pre-identified acting Director. The Director will inform the School Board, if appropriate.

If the allegation made to or by a member of staff concerns the Director, the person receiving the allegation will immediately inform the Thai Director who will consult as above, without notifying the Director first.



This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

The name of any member of staff considered not suitable to work with children will be referred to ICPC, and other relevant organisations across the world with the advice and support of Human Resources and in accordance with best practice across the globe.

The school recognises that its staff are often the first people to suspect or realise that something is wrong and is therefore fully committed to dealing responsibly and professionally with their genuine concerns about child safeguarding. The School also recognises that, for a number of reasons, staff often feel reluctant to raise such concerns. That is why the School will always support any and every member of staff who "speaks up" about a concern they have.

To be considered under these guidelines, the allegation must meet the following criteria.

The person must have:

- behaved in a way that has harmed a child or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved towards a child or children in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a child.

3. Managing Disclosures against Staff

If a disclosure is made to a member of staff they should:

- Take the matter seriously and keep an open mind.
- Not investigate
- Not promise confidentiality to the informant
- Make a written record of the allegation using the informant's words (including time, date and place where the alleged incident took place, what was said and anyone else present; sign and date)
- Not normally make decisions without a discussion with one of the DSLs (DSL)
- Make a written record of discussions with a DSL and others



NB *The summary below gives an overview of the processes involved in dealing with allegations.*

Key issues to note:

- Priority should be given to resolving the matter as soon as possible (usually within one month)
- Staff should not be automatically suspended
- Allegations found to be unfounded or malicious should be removed from personnel records
- Students making unfounded or malicious allegations should face appropriate sanctions

Initial Considerations

Where the concern meets the criteria, the DSL is responsible for the oversight of allegations against adults working in the School, liaising with a range of agencies and ensuring such matters are dealt with consistently and in a timely fashion.

The initial discussion with the Director and/or Thai Director will consider the nature of allegation and the course of action.

Actions to be agreed:

- What further information is required?
- Whether any immediate action needs to be taken to protect students
- When and what should the parents be told
- What should be said to the adult facing the allegation?
- Whether suspending the member of staff is required

Suspension should only be considered where:

- children are at risk of serious harm
- where the concern is so serious that it would result in immediate dismissal

The reason for suspension must be communicated to the person in writing within one day



Possible outcomes of the initial discussion:

- Strategy Meeting normally held within three days
- Referral to Police for investigation
- No further action (NFA)

In the case of NFA, the school should then decide how to proceed further, which may include internal disciplinary action. Informal action should be resolved within a timely fashion. Most cases should be concluded within one month.

Any school investigation should be undertaken by a senior member of staff, HR professional or, if necessary, an independent person.

After consulting the DSL, the accused person should be told about the allegation by the Director or Thai Director. The amount of detail should be agreed with the DSL and will range from the minimum (where a Strategy Meeting is to be held) to the greatest amount of detail following an 'NFA' decision. The person should be told about the likely courses of action. The school should appoint a named person to offer support to the affected person.

It is important that confidentiality is maintained. It is helpful to consider how to manage speculation, leaks and gossip. No information should be offered to the media nor should any details be published that would identify any person under investigation, unless or until the person has been charged with an offence.

Outcome of Allegations

The outcome of allegation investigations should be identified as one of the following:

Outcome Type	Definition	Action after investigation	Recording
Substantiated	There is sufficient evidence to prove the allegation.	Discussion with HR and/or other professionals, about referral to DBS and/or	There should be a clear and comprehensive summary of the allegation, details of how the allegation was



Outcome Type	Definition	Action after investigation	Recording
		Disciplinary Hearing	followed up and resolved, and a note of any action taken and decisions reached. This should be kept in the confidential personnel file of the accused, and a copy provided to the person concerned
False	There is sufficient evidence to disprove the allegation.	Where the allegation is found to be false, unsubstantiated, or malicious, the information should not be included in any reference.	The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.
Unsubstantiated	This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.		
Malicious	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.		Details of allegations that are found to have been malicious should be removed from personnel records.

*Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively,



they may not have been aware of all the circumstances. *Source: Andrew Hall www.safeguardingschools.co.uk Page 6.*

4. Peer on Peer Abuse

Students are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and is subject to the same safeguarding/protection procedures. It is important to not dismiss such abusive behaviour as normal between young people or pass it off as 'banter' or 'part of growing up'.

Peer on peer abuse is *'physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships, including their intimate relationships, friendships and wider peer associations.* (Firmin, C. Abuse between Young People: A Contextual Account.)

These types of abuse may take place in school or out of school, at home or online. Whatever the circumstances, the school recognises its role in supporting victims and perpetrators of abuse. When the abuse has taken place out of school the DSLs in consultation with the Director will decide the school's level of direct involvement.

Types of Abuse

In addition to the forms of abuse outlined in 'Appendix A', peer-on-peer abuse includes:

- *Bullying* (both physical and verbal). Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated over time or has the potential to be repeated over time. This includes actions such as making threats, spreading rumours, excluding someone from a group on purpose or attacking someone either physically or verbally or for a particular reason e.g. size, gender, sexual orientation or race.
- *Prejudiced behaviour*: Refers to behaviour which causes someone to feel worthless, excluded or marginalised because of their belonging to or identifying with a group in wider society.



- *Cyber bullying*: The use of phones, IM, email, chat rooms or social networking sites to harass, intimidate or threaten someone as stated above. This might well also constitute a criminal offence if it involves the distribution of indecent images of young people.
- *Sexting* is when someone sends or receives sexually explicit text images or video. This includes 'nude pics', 'rude pics' or 'nude selfies'. Often victims are pressured into sending these.
- *Relationship Abuse*: A pattern of actual or threatened physical, sexual and/or emotional abuse against a current or former partner. This may include insults, coercion, sexual sabotage, sexual harassment, threats and both physical or sexual abuse. It is used to maintain or gain power over the partner.

When dealing with peer-on-peer abuse, the age of the students involved should be taken into account, both in terms of their actual age and any differences in age. For example, this might indicate a higher or lower level of coercion depending upon the age difference between students involved.

5. Implementing Procedures for Reporting Abuse

The role of most adults working with children 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.

Even if you think your concern is minor, the DSL 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.

Charter International School will:

- Have a DSL for child protection;
- Have a member/s of staff who will act in the DSL's absence who have also received training, and who will be familiar with the roles and responsibilities and know the procedures to follow (DSOs);
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify children who may be



in need of help or protection and the importance of reporting their concerns expeditiously;

- Ensure that all staff maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child;
- Keep clear written records of concerns about children, even where there is no need to refer the matter immediately. The school's 'Safeguarding Disclosure Form' (see 'Appendix 5) should be used for this).
- Provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support plans for those children;
- Ensure all records are kept securely, separate from the main students file, and in a locked location;
- Understand that the responsibility to safeguard children requires that all staff appropriately share any concerns that they may have about children;
- Ensure that parents have an understanding of the responsibility placed on the School and staff for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures;
- The School will normally seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem advice will be taken;
- Ensure all members of staff, board members and volunteers receive Basic Awareness training (in either English or Thai) in order to understand their responsibilities relating to safeguarding children. This is done annually at the start of the School Year or when a member of staff joins the school, or when there are significant updates to and reviews of best practice or previously unknown risks arise. This includes ALL employees of Charter International School, The Board and sub-contracted security guards;
- Ensure that all staff members are aware of the systems within the School which support safeguarding – this should include the Safeguarding Policy, Safeguarding Code of Conduct, staff behaviour policy and identify the DSLs and should be part of staff induction;



- Recognise that all matters relating to child protection are confidential and the Director or DSLs will only disclose personal information about a student to other members of staff on a need to know basis;
- Ensure all staff are aware that they have a professional responsibility to share information in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being;
- Always undertake to refer a child for medical / psychological counseling unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

6. Supporting Students Who Have Been Abused

Charter International School will:

- Recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth;
- Recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm;
- Be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn;
- Ensure these students are particularly closely monitored and supported and any concerns are recorded;
- Implement an Individual Education Plan (IEP) for students where there is a need for specific support in School;
- Establish a safe environment which supports all students.

7. Establishing a Safe Environment

Charter International School will:

- Support the students' development in ways that will foster security, confidence and resilience in every aspect of School life including through the School curriculum;



- Provide an environment in which students feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Ensure that students are educated about the expectations they should have relating to the behaviour of adults who work with them;
- Ensure that we provide the best opportunities and support for students to achieve the best outcomes and participate in School life;
- Recognise that staff working in the School who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if needed
- Ensure that staff are aware of other key issues that relate towards safeguarding students.

These include:

- Safeguarding Code of Conduct for all Staff
- Staff Handbook
- Safer Recruitment

All staff receive safeguarding training at the beginning of each year, and as needed, to ensure they are fully briefed with any new initiatives, key issues or policy changes. All training is in dual language, English and Thai.

Non-Suicidal Self-Injury (NSSI)

Non-Suicidal self-injury is defined as a self-inflicted act that causes pain or superficial damage but is not intended to cause death.

Following a report of NSSI or other incidence of self-harm, the Director must be satisfied that a student does not present an elevated risk to themselves or others following a reported incident of NSSI before they are allowed to return to school. In addition, other procedures may be put in place (on a case-by-case basis) following discussion between Director and DSLs to further minimise the risk to that student or others. These additional procedures will be explained to the student and/or their parents before implementation.



G. Policy Review

The Director is responsible for ensuring the annual review of this policy and that all staff are made aware of their responsibilities under it.

Original Author: N Elrick

Policy adopted by Board Nov 2016

This Policy Review:

Nov 2020 by AMT, with Safeguarding Leads, Anita Chawla, Aimjira Siriwat

Approved 15.01.21

Revised 15.09.21 by Safeguarding Leads and Director

Revised 30.05.23 by DSLs & Board Safeguarding Representative

Approved 14.06.23



Appendix 1: CATEGORIES OF ABUSE

Physical Abuse

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child / young person.

Emotional Abuse

This is the persistent emotional ill-treatment of a child/young person such as to cause severe and persistent effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions which are beyond the child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve bullying and causing children/young people to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of ill-treatment of a child/young person, though it may occur alone.

Sexual Abuse

This involves forcing or enticing a child/young person to take part in sexual activities, including prostitution whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children/young people in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet the child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failure to protect a child/young person from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers or



failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

Affluent neglect refers to the neglect experienced by children of wealthy families. A student is provided with lots of material possessions but parents do not provide the emotional support that is appropriate for the age of their child. This is often difficult to detect. Firstly, the symptoms of neglect are harder spot, the family may employ hired help to care for the physical needs of the child, but the child is experiencing emotional neglect.

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 cannot enforce a change legally. Such arrangements typically have an adverse effect on a child's academic progress and emotional wellbeing. 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. However, under the Child Protection Act Thailand, in certain situations the school would be duty bound to report circumstances that constituted negligence to a competent authority.



Appendix 2: SIGNS AND SYMPTOMS OF CHILD ABUSE

General signs you may notice in a student

- | | |
|--|--|
| <ul style="list-style-type: none">● withdrawn● suddenly behaves differently● anxious● clingy● depressed● aggressive● problems sleeping● eating disorders● wets the bed | <ul style="list-style-type: none">● soils clothes● takes dangerous risks● misses school● changes in eating habits● obsessive behaviour● nightmares● drugs● alcohol● self-harm● thoughts about suicide |
|--|--|

Possible Indicators

Physical Abuse

Sexual Abuse



Possible Indicators

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colours)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, 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

Neglect

- 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 changing rooms
- 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

Emotional Abuse

Possible Indicators

- Appearance / hygiene
 - be smelly or dirty
 - have unwashed/inadequate clothes
 - seem hungry or turn up to school without having breakfast
 - have frequent and untreated nappy rash in infants
- Untreated wounds or infections
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardian are absent
- Parents cannot be reached in the case of emergency
- Child has to take on responsibilities such as caring for siblings or relatives
- Repeated accidental injuries
- Poor muscle tone or prominent joints
- Anaemia and/or tiredness
- Faltering weight or growth and not reaching developmental milestones (known as failure to thrive)

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions. Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

- Use language, act in a way or know about things that you wouldn't expect them to know for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents
- Lack social skills or have few, if any, friends
- 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 with few or no friends
- Appear distant from parents



Appendix 3: Charter Safeguarding Roles

In order to ensure that Safeguarding and Child Protection are conducted in a professional and well organised manner, the roles and responsibilities inside the school are as follows:

1. Staff

It is the number one responsibility of all Charter staff to ensure the safety and wellbeing of students. All staff in the school have a responsibility for the implementation of the Safeguarding policy and for doing all they can to support the welfare of children attending the school. They receive annual training and an annual updated Safeguarding 'Code of Conduct' from the DSLs (DSLs). Some members of staff have specific designated roles in this area.

2. The School Board

In its strategic role, the School Board, led by the Board chair, ensures that there are Safeguarding policies and procedures in place, and holds the Director responsible for their implementation.. They receive an annual report on how Safeguarding has been dealt with at the school and will also receive additional briefings as needed from the Director or from the BSR (Board Safeguarding Representative). The Board members receive annual training in safeguarding including reading the 'Code of Conduct' and being required to sign to show that they have read and understand the content.

3. The Board Safeguarding Representative

The BSR is responsible for keeping the Board updated with Safeguarding at Charter, and will give the annual updating to the Board members. The BSR will also give Safeguarding training to any new members joining during the year, prior to them joining the Board. The BSR will meet at least once a term with the DSLs. The BSR will give a monthly report to the Board, under the standing 'Safeguarding' agenda item. The BSR will receive outside Safeguarding training at least once every two years.

4. The School Director

The Board gives the responsibility for the implementation of the School's Safeguarding policies and procedures to the School Director.

The School Director ensures that the DSLs are appointed and carry out their duties as outlined in the DSL job description. The Director does not directly oversee the implementation of the policy as this is the responsibility of the DSLs' but is involved in



areas of safeguarding as outlined in the policy. The Director is also responsible for safe staff recruitment and that all required checks on staff are carried out and recorded.

5. The DSLs

At Charter there are two DSLs, one designated for Primary and one for Secondary. The DSLs have responsibilities as outlined in their job description. In addition to dealing with referrals and maintaining confidential records, they are also responsible for ensuring that all staff are fully trained annually in all areas of safeguarding and read and sign the 'Code of Conduct'. The DSLs will receive outside Safeguarding training at least every two years. The DSLs meet with the BSR at least once per term and they also produce an annual report giving statistical details and any updates to the policy or code of conduct.

The DSLs also ensure that the process for referrals is known by staff, students and parents, including knowing to whom concerns or questions should be addressed.

6. The DSOs

The DSOs support the DSLs in their work. At least one DSO will be a Thai speaker and assist in translations as needed, contact with outside Thai agencies, training of Thai speaking staff and any other necessary support tasks. The DSOs will receive outside Safeguarding training at least once every two years.

School Safeguarding Contact Details:

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Julie Kelly Head of Primary	jkelly@charter.ac.th Ext 200
Designated Safeguarding Lead	Adam Plant Head of Secondary	aplant@charter.ac.th Ext 198
Designated Safeguarding Officer (DSO)	Lucy Wilkins Whole School Learning Coordinator	lwilkins@charter.ac.th
Designated Safeguarding Officer	Aimjira (Aim) Siriwat Secondary Counsellor	asiriwat@charter.ac.th
Designated Safeguarding Officer	Giorgia Hannan Head of Physical Education	ghannan@charter.ac.th Ext 171
Designated Safeguarding Officer	Nick Nunnapas Marketing Officer	marketing@charter.ac.th Ext 125



Appendix 4: External Support Contact Details:

ORGANISATION	ROLE	CONTACT DETAILS
Thai Social Services, Ministry of Social Development and Human Security	Designated body and statutory authority for reporting concerns of child abuse or welfare concerns	Phone: 1300 Web referral; https://1300thailand.m-society.go.th/complaint Email: oscc1300.m@m-society.go.th
Police	Know who to contact when serious cases arise which may involve an imminent threat to life and therefore require an immediate escalation to law enforcement.	Tourist Police 1155 Royal Thai Police 191
British Embassy Bangkok	The embassy assists British nationals in Thailand, which includes child safeguarding cases. The embassy will assist provide advice and assist in referring to social services. In serious cases of rape or sexual assault a consular officer will be deployed to provide support and liaise with other agencies.	02 305 8333 (24 Hours) www.gov.uk/world/organisations/british-embassy-bangkok
Other Embassies: Depending on the number of other foreign nationals at your school, reach out to relevant embassies and have		



ORGANISATION	ROLE	CONTACT DETAILS
contact details added.		
Head of Local Shelter for children and family, part of Department for Children and Youth	<p>Safeguarding children in urgent cases.</p> <p>Find out your local shelter, reach out to them and get to know the emergency procedure if you need to safeguard a child urgently.</p>	Add contact details once obtained.
Childline Thailand	<p>Provides services for any child under the age of 18.</p> <p>Can provide advice and important information next steps, filing complaints with the police on behalf of child victims.</p> <p>They can also provide counselling on the phone for children and families.</p>	<p>info@childlinethailand.org</p> <p>1387 – free number to call open 24 hours a day (Thai language)</p>
Glasgow Clyde Rape Crisis Centre	<p>From 13 years and older, online support for both male and female survivors of rape and sexual assault worldwide.</p>	<p>Instant Messaging facility at www.rapecrisiscentre-glasgow.co.uk</p> <p>Email support@rapecrisiscentre-glasgow.co.uk to make your first contact and start an email conversation.</p>
<p>Police General Hospital (PGH)</p> <p>492/1 Rama I Rd, Pathum Wan,</p>	<p>Find out and record the hospital OSCC that is convenient for your school. In Bangkok, PGH is the recommended facility.</p>	02 207 6000



ORGANISATION	ROLE	CONTACT DETAILS
Pathum Wan District, Bangkok 10330		
Maharaj Nakorn Chiang Mai Hospital Nakornping Hospital	Children who are sexually assaulted should be assessed for the potential risk of HIV exposure should be immediately considered for PEP. Other risks include acquiring other STIs and the possibility of pregnancy.	053-936-150 053-999-200 Ext 2293 (Dept. Forensics)
Hug Project	NGO located in Chiang Mai that connect survivors and their families with resources to help them find safety, healing and hope. Alternative care a last resort in severe cases of abuse or neglect.	053 920 588 connect@hugproject.org
For Freedom International	Child Advocacy Center located in Phuket. They can assist schools in child abuse cases providing a child friendly environment and links to social services. Assist in investigations with trained forensic interviewers.	095 095 4786 https://forfreedominternational.com/
Reporting online abuse or child sexual abuse material (CSAM).	Hug Project should be contacted if there are concerns about students sharing inappropriate sexual images. They have links to the	Hug Project report@hugproject.org 053 920 588 Thai Hot Line https://thaihotline.org/en/report



ORGANISATION	ROLE	CONTACT DETAILS
	police internet crime division TICAC. To report CSAM material, report can be submitted via hotlines.	
Psycho-Educational Assessments List	To support school counsellors in helping to meet the needs of students and families	Approved List circulated by Bangkok Counsellor Network See here



Appendix 5: Safeguarding Disclosure Report

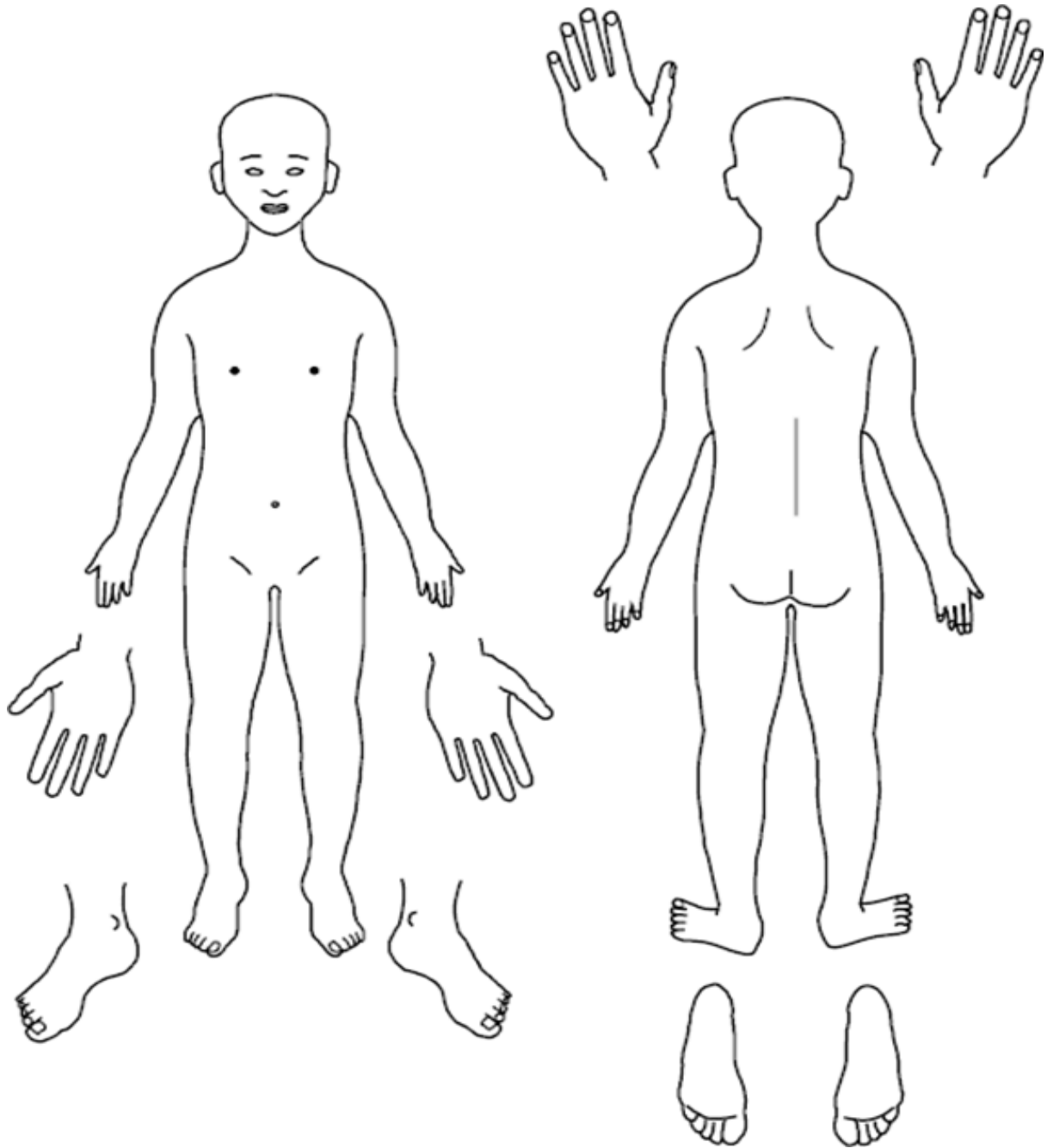


Safeguarding Disclosure Report

Name of child		Name of adult completing this form	
Year group		Role within school	
		Date of disclosure or referral	
Date(s) & time(s) of incidents or when concern was observed			
<p>Use the space below to describe the incident or what was reported. Include details of any witnesses. Recount anything the pupil has said in their own words. Swear words, insults, or intimate vocabulary should be written down verbatim. If appropriate, attach a body map to show any visible injuries. Please make clear what is fact, opinion and hearsay.</p>			
Signed by (adult making the report)		Date	
Name of DSL		Date of action taken by DSL	
Outline action taken by the DSL (even if this is no action required, please state this)			
Signed (DSL)		Date	

Once passed on to one of the DSL, do not keep a copy of this on your computer; it contains sensitive and confidential information.

Body Map



Once passed on to one of the DSL, do not keep a copy of this on your computer; it contains sensitive and confidential information.