



**HARROW**  
INTERNATIONAL SCHOOL  
BANGKOK

**Child Protection and  
Safeguarding Policy  
2016-17**

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## Introduction to Child Protection and Safeguarding Policy

**Harrow International School Bangkok fully recognises its responsibilities for child protection.**

In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2013) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy applies, but is not limited to, all staff, students, guests and visitors or anyone working on behalf of Harrow International School, Bangkok. (See Appendix 3 for full definition of "all staff").

### **The purpose of this policy is:**

- To protect all children and young people who attend Harrow International School and use our services
- To provide all staff (as outlined in Appendix 3) and visitors with the overarching principles that guide our approach to safeguarding

Harrow International School Bangkok believes that children or a young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

### **Legal Framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- The United Nations Convention of the Rights of the Child (**UNCRC**) 1991 (See Appendix 7)
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children

### **We recognise that:**

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare

**We aim to keep children and young people safe by:**

- Employing rigorous recruitment procedures for all paid and unpaid staff to check their suitability to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Training all staff in basic Child Protection awareness.
- Ensuring that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse.
- Establishing a safe environment in which children can learn and develop whilst valuing them, listening to and respecting them.
- Adopting child protection practices through procedures and a code of conduct for staff, volunteers and visitors.
- Developing and implementing an effective social media / e-safety policy and related procedures.
- Providing effective management for all staff and contractors through supervision, support and training.
- Sharing information about child protection and good practice with students, parents, staff outside providers, interns, volunteers and visitors.
- Sharing concerns with agencies who need to know and involving parents and students appropriately.

**Consistency of policies**

This policy should be read alongside the following school policies:

- Anti-bullying / Behaviour
- Intimate Care
- Contractors Code of Conduct
- Social Media
- Staff Code of Conduct
- Health and Safety

The **Designated Safeguarding Lead** is: **Jo Khanteetao (HR Manager)**. The **Child Protection Officers** are: **Alex Prout (Director of Houses); Mike Williams (Head of Pre-Prep) and Leanne Evans (Head of EYC)**. The **Designated Governor** for Child Protection is: **Robert Lloyd**

This policy was last reviewed in: **August 2016** and endorsed by the Full Governing Body at their meeting in: \_\_\_\_\_ Signed: \_\_\_\_\_

**We are committed to reviewing our policy and good practice annually.**

The next policy review will be in: Term 3 Academic Year 2016/17

## 1. Recognising Abuse – what staff should look out for

All staff members 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.

Staff members working with children 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.

### Types of abuse and neglect

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

**Physical abuse:** a form of abuse which may involve:

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

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

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill treatment of another (e.g. witnessing domestic violence). It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** 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.

**Neglect:** 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 care-givers); 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 any extended period of time.

See Appendix 4 for further information on the possible indicators of abuse.

## 2. Dealing with Disclosures / Reporting Procedures (See Flowchart Appendix 1)

The role of all 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.

2.1 You have a concern about a child / young person's wellbeing, based on:

- a. Something the child / young person / another child / parent has told you
- b. Something you have noticed about the child's behaviour, health, or appearance
- c. Something another professional said or did

Even if you think your concern is minor, the CPO may have more information that, together with what you know, represents a more serious worry about a child. **It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.**

2.2 Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

2.3 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 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'

2.4 Use the Concerns logging form (accessible in hard copies in all School Reception Offices; Pre-Prep, EYC and Prep Staff Rooms; in the faculty offices of Upper school; in the House Master and House Mistress offices in each boarding house and on 365 in the Child Protection Folder in School Documents) **to make a written record as soon as possible after the event, noting:**

- a. Name of child
- b. Date, time and place
- c. Who else was present
- d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance/injuries. If child or parent spoke, record their words rather than your interpretation
- f. Analysis of what you observed and why it is a cause for concern

2.5 Inform/ Give the completed Concerns Logging Form to a CPO as soon as possible ensure it is handed in and not copied or stored electronically. If no CPOs are available, speak to the Head or Deputy Head of School

2.6 The CPO will decide on further appropriate action and will remain in close communication with other professionals around the child / young person and with the family if appropriate

### **3. Professional Confidentiality**

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

3.2 The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Officer and may require further investigation by appropriate authorities.

3.3 Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### **4. Managing Allegations against Staff/Volunteers**

4.1 Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

4.2 Any concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the relevant Head of School who will take the necessary action.

4.3 Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

4.4 Malicious allegations against staff will be investigated and dealt with by the Head Master and, if appropriate, a committee of governors.

4.5 If you have concerns about a colleague

If staff members have minor concerns about another staff member or volunteer this should be referred to a child protection officer. If the concern is more serious this should be referred to the Head Master.

4.6 Where there are concerns about the Head of School this should be referred to the Head Master. Where there are concerns about the Head Master, this should be referred to the Chair of Governors and designated Governor for Child Protection. Any concern or allegation against a Head of School or the Head Master will be reported without informing the individual concerned.

## 5. Types of allegations

As specified in Keeping Children Safe in Education (2014) the following definitions should be used when determining the outcome of allegation investigations:

- a. **Substantiated**: there is sufficient identifiable evidence to prove the allegation;
- b. **False**: there is sufficient evidence to disprove the allegation;
- c. **Malicious**: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
- d. **Unfounded**: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw; alternatively, they may not have been aware of all the circumstances;
- e. **Unsubstantiated**: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## 6. Immunity & Speaking Up Procedures

6.1 Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's immunity and Speaking Up Procedures enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

6.2 In a large school like Harrow International School Bangkok, there is always a risk that a breach in child safeguarding or inappropriate behaviour may occur. Such activities cannot be tolerated and their rapid identification and elimination is of benefit to the School, its staff and, above all, the students.

6.3 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.

6.4 To make a disclosure in the school, you only need to act in good faith, e.g. with an honest belief about the concern you raise. Through its policies and practice, the School actively promotes you to raise concerns internally that you will be able to bring to one of the School's Child Protection Officers or directly to the Head Master. 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.

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

## 7. SAFEGUARDING AND THE PHYSICAL ENVIRONMENT

***The school must be a safe place for all students*** (Refer to the Health and Safety policy on Dashboard/365). This covers all aspects of school Health & Safety including fire safety and crisis management, medical concerns, resource use.) Please also note the following key points:

7.1 Doors should have clear glass windows, any film or blinds must still allow occupants to be visible from outside the room

7.2 Staff bathrooms are available. 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 with very young children, staff will be assisting with children's toileting and intimate care needs. In this case please refer to the Intimate care policy in appendix

7.3 If staff are in a one to one situation with students in a room, (e.g in boarding, on expeditions or trips) ensure the door remains open, or move to a more public space where possible/appropriate

## 8. PREVENTION- SAFE RECRUITMENT (see Appendix 8 for safer recruiting checklist)

The safe recruitment of all staff (including: consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education. At Harrow International School we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

Our Safer Recruitment processes aim to:

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

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

- Up to date police records from a teacher's country of origin and previous country of employment, have been received and checked by the school.
- We have two references, one of which must be from the current employer

- If a teacher has worked in two or more schools, within 5 years, telephone contact should be 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 sign the Child Safeguarding Policy and Safeguarding Code of Conduct

#### 8.1 Minimum Safeguarding Requirements expected of Contractors

- Induction Training provided which covers Child Protection and Safeguarding
- Director of Operations ensures CSP information is shared with relevant managers through regular meetings
- Contractors read, complete and sign the CP Self Declaration Form (English and Thai versions are made available)
- Police Checks for any member of staff who will be employed on site for longer than 6 days
- Code of Conduct for contractors is shared
- Tool box talks- daily reminders given on CSP awareness

#### 8.2 Minimum Safeguarding Requirements expected of all Occupants and Staff in the residential areas on campus (See Appendix 3)

- Child Protection and Safeguarding Policy and Safeguarding Code of Conduct made available to all at induction meeting (during new Staff induction)
- Expectation for all residential occupants to adhere to the CSP and Safeguarding Code of Conduct explained
- Residential occupants and staff to read, complete and sign the CP Self Declaration Form (English and Thai versions are made available)

### 9. STAFF TRAINING (See Appendix 5 for Training Schedule)

- 9.1 The HR Manager supported by the Child Protection Committee will keep detailed records of all staff child protection training and will issue reminders when training updates are required.
- 9.2 It is good practice to include a safeguarding and child protection agenda item in all staff meetings.
- 9.3 All paid and unpaid members of staff should have regular, mandatory child protection training , including school governors, senior managers, outside providers, volunteers, interns, and contractors, or anyone working on behalf of Harrow Bangkok.

- 9.4 New staff should have safeguarding training as part of the induction process and that this is kept up to date by refresher training at two yearly intervals.
- 9.5 In addition, the designated members of staff (Child Protection Team) will undertake multi-agency training every two years to keep his or her knowledge and skills up to date.
- 9.6 All members of staff read and agree to the child protection policy before the start of their employment.
- 9.7 Standards of behaviour expected of staff, are outlined in the General Staff Code of Conduct and the Safeguarding Code of Conduct which can be accessed in the Staff Handbooks and on 365. It is expected that all staff read, sign and comply with these standards.
- 9.8 Every year, all staff should be made aware of how to access the school's most recent version of the CSP policy and procedures regarding child protection.

## **10. RISK ASSESSMENT**

- 10.1 Risk assessment is undertaken to good effect in promoting safety. Such assessments cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities and the venues used, use of minibuses and other forms of transport.
- 10.2 The Risk assessments include sections to address child safeguarding risks and a risk management plan.
- 10.3 The risk assessments consider all safeguarding matters when working with other partners and third party providers, for example on expeditions and trips.
- 10.4 Where appropriate, short briefings/training input will be given to staff of host organisations/locations on child safeguarding and how to report issues of concern
- 10.5 Risk assessments must be signed off by managers/senior leaders, not only by the trip or expedition leader.

## **11. Action to be taken by the school**

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

- 11.1 Ensure we have a designated senior person for child protection who has received appropriate training and support for this role

11.2 Ensure we have a nominated governor taking a lead role for child protection including: Championing child protection issues within the school and liaising with the Head Master; Having an overview of the Child Protection and all related policies; Auditing safeguarding measures annually alongside the Head Master following a calendared timeline.

11.3 Ensure every member of staff, volunteer, site user, employee and governor knows the name of the designated child protection officer responsible for child protection and their role through the training programme and the display of posters around the site.

11.4 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for recording any concerns and referring any concerns to the designated teacher responsible for child protection.

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

11.6 Ensure all staff receive child protection training as a minimum expectation of every two years, and that lead people (Designated Child Protection Officers, Lead person and CP committee members and Nominated Child Protection Governor) are trained every two years.

11.7 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.

11.8 Ensure all child welfare and child protection records are kept securely, and in locked locations.

11.9 Ensure safer recruitment practices are always followed. (Appendix 8)

11.10 Ensure that any allegations against members of staff with a child protection aspect are dealt with following agreed procedures and all such concerns to be dealt with urgently. (See page 8)

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

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

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

11.14 Ensure all staff, governors and volunteers receive and sign for a copy of this policy.

11.15 Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection through calendared workshops.

11.16 Provide age appropriate education and Child Protection training to students.

## APPENDIX 1

# Child Protection and Safeguarding Disclosures & Reporting Flowchart

## You have concerns about a Child's Welfare

**Be Alert** to signs of abuse and question unusual behaviours or marks/injuries.



## A Young person discloses abuse or neglect

**Listen and Believe** -Take the allegation seriously. **Support** them for being brave. Tell them what you will do next. Do not promise confidentiality.



## Report

**Report** by completing the Concerns logging form to make a written record  
Give the completed Concerns Logging Form to a designated Child Protection Officer (CPO) as soon as possible.

## Who are the School Child Protection Officers?



**Leanne Evans**  
Head of EYC

**LOWER SCHOOL**

**Mike Williams**  
Head of Pre-Prep



**UPPER SCHOOL**

**Alex Prout**  
Director of Houses



## APPENDIX 2

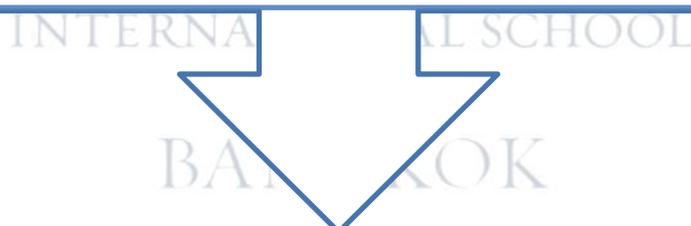
### Child Protection and Safeguarding Allegations against Staff/Volunteers

#### If you become aware that a member of staff/volunteer may have

- \* Behaved in a way that has harmed or may have harmed a child
- \* Possibly committed a criminal offence against or related to a child
- \* Behaved towards a child in a way that indicates they pose a risk of harm to a child

#### Or a young person discloses abuse or neglect by a member of staff/volunteer

**Listen and Believe** -Take the allegation seriously. **Support** them for being brave. Tell them what you will do next. Do not promise confidentiality.



#### Report immediately to the Head of School

Any concern or allegation against the Head of School should be reported to the Head Master. Any allegation against the Head Master should be reported to the Governor with responsibility for Child Protection

### APPENDIX 3

## Definition of All Staff

The term “All Staff” includes, but is not limited to:

- Teachers
- Teaching Assistants
- Administrative staff
- Operations staff
- Maids
- Senior managers
- Board of governors,
- All paid staff who are working for Harrow Bangkok
- Outside activity providers
- Coaches
- Volunteers
- Graduate Interns
- Contractors (for example: PCS, COMIN, EPICURE)
- Consultants
- Visiting Speakers
- Visiting Professionals delivering training on site



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The term “Residential Occupants and Staff” includes, but is not limited to:

- Spouses of Harrow Staff residing in the townhouses or boarding residences on campus, who are not employed by the School
- Long term guests or visitors of staff residing in the townhouses or boarding residences on campus. For example staying for an extended period (more than 6 days)
- Any individual, employed by a residential occupant, to work in the townhouses or boarding residences on campus on a regular basis. For example, Nannies and Maids.

## APPENDIX 4 Abuse Indicators

<p><b>POSSIBLE INDICATORS OF PHYSICAL ABUSE</b></p> <ul style="list-style-type: none"> <li>• Unexplained bruises and welts on any part of the body</li> <li>• Bruises of different ages (various colours)</li> <li>• Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)</li> <li>• Injuries that regularly appear after absence or vacation</li> <li>• Unexplained burns, especially to soles, palms, back, or buttocks</li> <li>• Burns with a pattern from an electric burner, iron, or cigarette</li> <li>• Rope burns on arms, legs, neck, or torso</li> <li>• Injuries inconsistent with information offered by the child immersion burns with a distinct boundary line</li> <li>• Unexplained laceration, abrasions, or fractures</li> </ul>	<p><b>POSSIBLE INDICATORS OF EMOTIONAL ABUSE</b></p> <ul style="list-style-type: none"> <li>• Emotional abuse can cause a child to change the way that they behave.</li> <li>• They might not care how they act or what happens to them, this is also known as negative impulse behaviour.</li> <li>• Or they may try to make people dislike them, which is called self-isolating behaviour.</li> <li>• A child who is being emotionally abused may develop risk taking behaviours such as stealing, bullying and running away.</li> <li>• Self-harming or eating disorders</li> <li>• May lack social skills</li> <li>• Appear distant from parents</li> </ul>
<p><b>POSSIBLE INDICATORS OF SEXUAL ABUSE</b></p> <ul style="list-style-type: none"> <li>• Sexual knowledge, behaviour, or use of language not appropriate to age level</li> <li>• Unusual interpersonal relationship patterns</li> <li>• Venereal disease in a child of any age</li> <li>• Evidence of physical trauma or bleeding to the oral, genital, or anal areas</li> <li>• Difficulty in walking or sitting</li> <li>• Refusing to change into PE clothes, fear of bathrooms</li> <li>• Child running away from home and not giving any specific complaint</li> <li>• Not wanting to be alone with an individual</li> <li>• Pregnancy, especially at a young age</li> <li>• Extremely protective parenting</li> <li>• Exposure to pornography</li> </ul>	<p><b>POSSIBLE INDICATORS OF NEGLECT</b></p> <ul style="list-style-type: none"> <li>• Child is unwashed or hungry</li> <li>• Parents are uninterested in child's academic performance</li> <li>• Parents do not respond to repeated communications from the school</li> <li>• Child does not want to go home</li> <li>• Both parents or legal guardian are absent</li> <li>• Parents cannot be reached in the case of emergency</li> </ul>

**APPENDIX 5**  
**Annual CSP Training Schedule and Allocated Trainers**

Trainer	Assigned Staff Groups		
<b>HR Manager</b>	Admin Staff	Teaching Assistants Child Care Assistants	Residential Nannies & Housekeepers
<b>Counsellor</b>	Academic Staff & Expedition Leaders Outside Activity Providers (English)	Nurses	Peri. Music Staff
<b>Designated PCS Manager</b>	PCS Cleaners & Gardeners & Harrow Maids	Epicure Staff	Estates Staff
<b>LCC Activities Coordinator</b>	All Trip and Expeditions Staff (Thai)	All Outside Activity Providers (Thai)	Coaches (Thai)
<b>Designated Operations Staff Trainer</b>	Montri Bus Staff	School Messengers and Drivers	-
<b>Designated PCS Manager</b>	PCS Guards	Comin Technicians	Harrow Handymen
<b>Members of CP Committee</b>	All Teachers	Parent Workshops	Residential Occupants

- CP 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.

For the 2016-2017 School Year the sessions are planned to happen within the following dates:

CP Training 1: Week beginning 29<sup>th</sup> August 2016

CP Training 2: Week beginning 7<sup>th</sup> November 2016

CP training 3: Week beginning 27<sup>th</sup> February 2017

CP training 4: Week beginning 2<sup>nd</sup> May 2017

## **APPENDIX 6**

### **The School's Child Protection & Safeguarding Committee**

The School's Child Protection and Safeguarding Committee members are:

**Jo Khanteetao – Human Resources Manger**

**Saphira Beaudin – Lead School Counsellor**

**Nick Proctor – Head of Lower School**

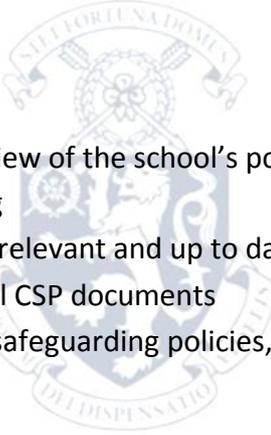
**Alex Prout – Director of Houses**

**Tim McDonald – Director of Boarding**

The committee is responsible for:

- The development and regular review of the school's policies and procedures with regard to Child Protection and Safeguarding
- The development and delivery of relevant and up to date CSP training for all staff
- The safe storage of all confidential CSP documents
- Ensuring easy access to the child safeguarding policies, procedures and guidance for all staff

The committee meets a minimum of once every half term.



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## APPENDIX 7

### CHILD PROTECTION REQUIREMENTS ACCORDING TO ARTICLE 19 OF THE CONVENTION ON THE RIGHTS OF THE CHILD AND ACCORDING TO THAI LAW

A Child Protection Policy is important in schools for prevention, intervention and healing. This includes educating parents and teachers, providing information and resources. It is also 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:

5. 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*

#### **Contact information for Social Services in Thailand**

##### **1. "Sai Dek" Child Line 1387**

The contacts of this Child Line officer is kept with the counsellor and the CPOs

##### **2. The Centre for the Protection of Children's Rights Foundation (CPCR)**

Bangkok at (02-4121196 / 02-4120736) [www.thaichildrights.org](http://www.thaichildrights.org)

##### **3. ECPAT International**

328/1 Phaya Thai Road

Bangkok 10400, Thailand

Tel: + 66 (0) 2 215 3388 ext. 190 Fax: + 66 (0) 2 215 8272 [www.ecpat.net](http://www.ecpat.net)

##### **4. The Prachabodi Centre 1300**

**Please do not contact any of the above services without speaking to a Child Protection Officer (CPO) first.** The Child Protection Officer may consult with the counsellor on an appropriate referral to an outside professional. This may include family, self-harm, addictions, clinical therapy.

## APPENDIX 8

### Intimate Care Policy

#### **PURPOSE**

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff who are involved in children's intimate care
- To protect children from discrimination

#### **INTRODUCTION**

These guidelines particularly apply to children who are in the Early Years Centre. The normal range of development for this group of children indicates that they may not yet be fully toilet trained and some may not even have commenced toilet training. Intimate care encompasses areas of personal care, which most people usually carry out for themselves but some children are unable to do so because of their youth or special needs. Children's dignity will be preserved and, as high a level of privacy, choice and control as possible, will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. As a basic principle, children will be supported to be as independent as possible/appropriate. This may mean, for example, giving the child responsibility for washing/cleaning themselves.

#### **OUR APPROACH TO BEST PRACTICE**

1. All children who require intimate care are treated respectfully at all times; the child's welfare and personal dignity is of paramount importance.
2. Appropriate and clean toilet and nappy changing facilities for all children are provided.
3. Hot air dryer or paper towels are available for drying hands.
4. As far as possible the child's key person will change their nappy.
5. Staff must wear disposable gloves while changing a nappy (aprons optional). Staff wear items of protective clothing when dealing with toileting accidents as appropriate (aprons/gloves available).
6. Wet or lightly soiled pants are placed in sealed plastic bags and sent home. Heavily soiled pants are disposed of. Soiled underwear should not be washed in the bathroom sinks or toilet areas.
7. Soiled nappies are to be double wrapped, and disposed of in an allocated bin.
8. The changing area is to be cleaned with the provided spray and wipes after use.
9. Staff must wash hands or use hand gel after removing gloves.
10. Children are assisted when getting dressed/undressed by our own Early Years staff in a classroom or in the bathrooms, away from the view of other visitors or adults in the school.
11. Supplies of fresh clothes are easily to hand when getting changed, so that the child is not left unattended whilst the clothes are found.
12. Appropriate use of toilets is promoted and emphasises the following points: Find an empty cubicle; Follow an established sequence; Be aware of hygiene issues; Be aware of personal safety; Be aware of personal dignity.

# Notes



HARROW  
INTERNATIONAL SCHOOL  
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# HARROW

## INTERNATIONAL SCHOOL

### BANGKOK

The **Designated Safeguarding Lead** is: **Jo Khanteetao (HR Manager)**.

The **Child Protection Officers** are: **Alex Prout (Director of Houses);  
Mike Williams (Head of Pre-Prep) and Leanne Evans (Head of EYC)**.

The **Designated Governor** for Child Protection is: **Robert Lloyd**

This policy was last reviewed in: **August 2016**