

Child Protection and Safeguarding Policy

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Part 1: Introduction to Policy

1.1 Statement

Trail International School (TIS) is firmly committed to the safeguarding and protection of all students and staff. Everyone has the right to feel, and be safe in our school. The health, safety and wellbeing of all members of our community is of paramount importance to all the adults who work at our school. Every adult is expected to take on the responsibility, both legal and moral, to ensure the safety, and promote the wellbeing of the students and other adults in the school.

1.2 Aims and scope of the policy

The school aims to ensure

- All staff are aware of their responsibilities in regard to safeguarding.
- Staff are appropriately trained in recognising, handling and reporting safeguarding issues.
- All safeguarding incidents are dealt with focusing on the wellbeing of the child.
- This policy is applicable to the whole school community, including the Principal, Board, teaching staff (including those in a specialist setting such as sports coaches), non-teaching staff, boarding staff, volunteers and temporary non-employed staff, whether Thai or non-Thai.
- When considering safeguarding issues, regard should also be given to linked policies, procedures and protocols as shown in Appendix 1.

1.3 Terminology - Safeguarding and Child Protection

Safeguarding and Child Protection are not interchangeable terms and this policy recognises the difference.

- Safeguarding refers to everything we do to promote student wellbeing, and covers the preventative measures put in place to ensure this happens.
- Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

1.4 Legal regulation

This policy has been developed using the guidance of the Thai and UK governments, looking to ensure best practice. The following regulations and recommendations have been referred to when devising this policy.

International:

- UN [Convention on the Rights of the Child](#) (CRC) (specifically articles 19 and 23)

Thailand:

- Child Protection Act 2546, specifically Articles 25, 26, 29 and 63 ([English translation](#))
- Civil and Commercial Code Article 1567, referring to corporal punishment ([English translation](#))

UK:

- [Keeping Children Safe in Education](#) (2024)
- [Working Together to Safeguard Children](#) (2023, Appendix B offers a range of additional resources)
- The Children Act [1989](#) & [2004](#)
- [Early Help System Guide](#) (2022)
- [Information sharing: advice for safeguarding practitioners](#) (2018 with 2022 updates)
- [Disqualification under the Childcare Act](#) (2018 update)
- [Prevent duty guidance: England and Wales](#) (2023)
- [After-school clubs, community activities and tuition: safeguarding guidance for providers](#) (2020 with 2023 updates)
- [National Minimum Standards for Boarding](#) (2024)

1.5 Equality

Trail School recognises that some children may be more at risk of abuse and that additional barriers can exist for some children with respect to recognising or disclosing it.

- We are committed to anti discriminatory, practice and recognise children's diverse circumstances.
- We ensure that all students have the same protection, regardless of any barriers they may face.
- We will make sure that students who are considered more vulnerable are monitored closely.
- Risk factors may include: additional educational needs (SEND), health - physical and mental, difficult home situation, gender/race/sexuality discrimination, English as an additional language.

1.6 Safeguarding Team 2024-2025

Whilst all staff are responsible for safeguarding, and reporting concerns, the following team are specifically responsible for Safeguarding and child protection at Trail International School. Roles and responsibilities are outlined in Appendix 2.

Core Safeguarding team

- Designated Safeguarding Lead (DSL): Sarah Robinson, Head of Safeguarding and Student Welfare
- DSL Primary (DSL P): David Irwin, Head of Primary
- DSL Sixth Form (DSL S F): Shah Ali, Head of 6th Form

Extended Safeguarding team

- Principal: Barry Stockton
- SENCO: Nikita Arora
- Board Member: Aj Panjai Chiranuphab
- Head of Boarding: Rizul Umaly (Coach Troy)

The Safeguarding Team must ensure:

- Child protection policy and procedures are adhered to and under constant development.
- Safer recruitment procedures.
- Relevant safeguarding training opportunities for school staff/volunteers are provided.
- Safe management of allegations.
- Deficiencies or weaknesses in child protection arrangements are remedied without delay.
- The DSL will arrange an annual Safeguarding and Child Protection review.

1.7 Safeguarding agencies in Thailand

The Designated Safeguarding Lead will decide whether the concerns should be referred to Thai Authorities, including:

- Childline Thailand (tel 1387) – 24 hours
- Office of Child Protection (tel 02-214-6030 / 081-930-3419) – 24 hours
- Local police (tel 191) - 24 hours

The DSL or member of the Safeguarding Team will ensure that the parents/legal guardian will be informed prior to external reporting unless there is a risk to the child in doing so. Parental/legal guardian permission to consult or refer is not required.

Children, families and staff involved in the investigation of allegations of child/young person abuse will have support and will be informed and/or referred to appropriate services and agencies.

1.8 Complaints procedure

Complaints about the handling of safeguarding concerns should go to the DSL and Principal simultaneously, as an email, outlining the complaint. The only exception to this is if the complaint is about either of the positions mentioned above. The complaint will be dealt with according to the school complaints policy, and in a prompt and appropriate manner and the complainant informed as soon as possible of the decision.

1.9 Quality assurance

To ensure that the safeguarding procedures are being followed and are effective at protecting and supporting students the following quality assurance will be implemented.

- Audits are conducted during the external inspection process carried out by EDT and BSO.
- There is an internal annual review process and staff training is evaluated through a survey assessing staff's ability to recognise potential safeguarding and understanding of the school's processes.
- Serious incidents will be followed by a review of every stage of the process from reporting to any action taken, any recommendations for change are taken into consideration and actioned.
- There is an appointed Safeguarding member of the board who meets with the DSL prior to board meetings to feedback any pertinent information, as well as to consult should serious incidents arise.
- The DSL and DDSLs will regularly monitor the quality of entries on CPOMS, to ensure that they follow the prescribed format, as well monitoring the frequency of use.

Part 2: Preventative measures

2.1 Related policies/documents (Link to Policies folder)

A full list of related policies can be found in Appendix 1, however, key documents provided to all staff are the Staff Code of Conduct, the Staff Handbook and safer recruitment policies.

2.1.1 Staff Code of Conduct

- The Code of Conduct applies to all staff, service providers and volunteers.
- The purpose of this code of conduct is to protect staff as much as to protect students.
- The Code of Conduct outlines the expectations of the school and is designed to provide clear guidelines for staff and student conduct to avoid actions which are considered or could be considered inappropriate.
- Staff should always maintain professional boundaries when interacting with students, or their parents. Their behaviour with students and parents should reflect their position of trust. It is particularly important that the actions or words of a teacher do not lead to misunderstandings. Ambiguous comments or conduct should be avoided.
- It covers self-disclosure by staff who feel that something they have said or done has been misunderstood by a student. This should be reported to their line manager, a member of SMT or DSL.
- See Appendix 3 for further guidance.

2.1.2 Staff Handbook

- Staff should also read the **Staff handbook** and **UK Teacher Standards** which include references to Safeguarding and Child Protection. Not limited to the reporting and recording procedures of the school.
- Staff are asked to sign to say they have read the Child Protection and Safeguarding Policy and Code of Conduct.

2.1.3 Student Code of Conduct

- All students are required to follow the conduct agreement and the ICT Code of Conduct.
- Students should be respectful of all members of the school community. Every student, teacher and member of staff has the right to feel safe and comfortable at school.
- Students should never engage in any intentional physical contact which may hurt another student or member of the school community. This includes pushing, hitting, grabbing, etc.

- Students should never engage in behaviour which emotionally hurts another, or makes them feel bad. This includes teasing, name-calling, exclusion, and any racial or sexual comments. This also includes comments or communications that are written or made via the internet. Please refer to anti-bullying policy.

2.1.4 Safer Recruitment policy

- Refer to the Safer Recruitment policy for further details.
- The Safer Recruitment Policy ensures that all reasonable steps are taken not to appoint a person who is unsuitable to work with children or who is disqualified from working with children.
- The policy applies to academic and non-academic staff, overseas and local hires, as well as outside providers and volunteers.
- Prior to any employment offer being made references will be taken up and verified by phone.
- Police checks - overseas staff and overseas outside providers should provide a Disclosure and Barring Service (DBS) check if UK based, or the equivalent for their most recent country of residency. Local hires, volunteers and outside providers (Thailand based) need to provide a Thai Police check.
- All staff will receive an Induction programme, part of this will involve Safeguarding training and the signing of the Code of Conduct and Child Protection and Safeguarding policy. All staff are made aware of the school's reporting process regarding concerns about staff and students.

2.2 Staff training

It is essential that all staff with direct or indirect contact with students and their families are trained in safeguarding and aware of the school's policies and procedures.

- The Core Safeguarding Team will all be trained to Level 3 to assist them in their roles. Other key staff may be invited to receive this or Level 2 training, depending on their involvement with safeguarding in the school, all staff will receive internal training and Level 1 training. This includes the Boarding Team.
- Individual training on safeguarding issues is available through the CPD budget and staff should approach the Principal regarding such training needs.
- Boarding staff will receive specific training on boarding related safeguarding and provision.
- Training is used to update staff on the most recent guidance from both the UK Department for Education and the Thai Ministry of Education.
- All staff are required to undergo Safeguarding and Child Protection training as part of their induction and ongoing CPD programmes.
- Training will take place at the beginning of every academic year as a refresher for existing staff and an introduction to Traill safeguarding for new staff. See the annual CPD training schedule for specific sessions.
- During the year additional training sessions will happen, this will focus on more specific elements of safeguarding, or changes in policies and/or procedures.
- Training will occur for all staff including Administrators, the medical team, drivers, and bus monitors.
- The school records the date of last safeguarding training centrally and any training certificates are placed in personnel files.
- Internal CPD is recorded along with an attendance record.
- Staff are also asked to complete a survey that assesses their level of understanding of both safeguarding and the school's procedures.

2.3 Extra and Co-Curricular Activities (on and offsite)

- All CCA, ECA and Trips and Visits organisers complete risk assessments to identify potential risks.
- Parents' consent to participation in trips, local and further afield.
- Use of outside providers/agencies is covered in policies, all staff who will have contact with students will possess police checks.
- As much as possible and appropriate TIS staff will accompany students on activities, where this is not possible (activities where the instructor is the specialist), a member of TIS staff will be in attendance at an appropriate location.

- All staff organising ECAs will have access to information stored by the school on medical conditions and educational needs that might affect their ability to participate.
- All parents must complete up to date medical forms for residential trips.
- Trip and ECA/CCA leaders will have an up-to-date list of any health conditions and medications for students involved with their activity and carry a first aid kit.
- For trips offsite, leaders will also have the emergency contact details for all students.
- See the Trips and Visits policy, and the ECA policy for further details.

2.4 Visitors onsite

- For full details please refer to the separate School Visitor Policy.
- Visitors will be supervised by a member of Traill staff, and if working directly with students they will be asked to provide the relevant documentation, including a police check.
- All visitors are required to sign in with the security team and school reception, then wear a school lanyard to identify them for the entirety of their visit.
- Visitors to the boarding house must gain prior approval from the Head of Boarding and register their arrival with the duty boarding staff. They must also make the duty staff aware when they leave. No visitors are allowed in the boarder's bedrooms.

2.5 Documentation and Records

2.5.1 Record keeping

- The current software used for record keeping are ALMA (main MIS) and CPOMS (Safeguarding). Medical records are held by the nursing team.
- Record keeping software will be reviewed annually to ensure it is still the best practice for users of the system.
- Records of children's information on all platforms should be updated every year to ensure that the reflected information is up to date.
- Pupils' curriculum information should be kept in on the school's MIS and only the authorised persons will have access to these files.
- The school recognises the conflict of interest for staff who are also parents at the school, please see the Staff Parents Policy for further details.
- Staff (academic and admin) who are parents may have restricted access to some platforms to ensure the integrity of the records and the protection of the child.
- CPOMS is the only place to record safeguarding or child protection issues (see CPOMS policy for full details).
- All records, information and confidential notes should be made using the CPOMS software and linked to the relevant member of the Safeguarding Team.
- Only the authorised persons (DSL and members of the Safeguarding Team) will have access to CPOMS records. They can assign access to other staff if necessary.
- Any access to CPOMS is restricted according to school role. All CPOMS activity requires a double authentication method using mobile phones.
- Academic and boarding staff are trained in how to record on CPOMS, that information should be factual, unbiased and provide as much detail as possible (times, dates, accounts). Supplementary documents and evidence may be submitted with the incident log.
- Health Records, especially those that are pertinent to the children's well-being at school, should be made accessible to designated persons. It will be helpful that these designated persons be aware of these records at the start of every school year so that proper attention may be given to the children who need assistance (i.e. need to take medication, allergies) and information disseminated as appropriate.
- The nursing team holds a list of hospitals with its corresponding contact information.

2.5.2 Nurse's Register

- The nursing team maintains a record of illness, accidents and incidents and the action taken.
- A daily audit of this register is made by the nurse and given to the Principal, Head of Primary and DSL as per the Health and Safety Policy.
- In the event of suspected abuse, the incident will be noted in the accident register but also referred directly to the DSL, who will record it on CPOMS.

2.5.3 Attendance Registers

- Registers are taken at the following intervals
- KG - Year 3: twice a day, a morning registration and an afternoon registration
- Y4 - Y13: A morning registration and every lesson during the day (totalling 9)
- The Boarding Team take an AM and PM register in the boarding house.
- Form Tutors are required to monitor attendance closely and contact parents where attendance is a cause for concern.
- Any students whose attendance falls below 90% during the course of a half-term are a concern. Parents are notified of this.
- If attendance and punctuality is consistently poor then they may be referred to the Head of Student Wellbeing.
- Each case will be judged on individual circumstances as there may be an acceptable explanation for such absences.
- Welfare concerns are raised by staff using CPOMS. However, if it is a child protection issue then the member of staff or student must see the DSL or member of the Safeguarding Team.

2.5.4 Pupil record transfers

- As part of the Admissions process, the school from which a student transfers, is asked to alert Traill International School to any safeguarding or child protection issues relating to the student applying.
- The Admissions Officer will alert the DSL to concerns and where no reply has been received from a school, arrangements will be made to confirm if such a file about a child exists.
- In cases where a child currently on roll, for whom we hold a Safeguarding and Child Protection file, transfers to a different school, the child protection file will only be forwarded to the student's new school once confirmation has been received that the student has started at the school. In such cases, the file will be forwarded by recorded delivery and separate to any other forwarded records.
- In all cases where records are transferred, a receipt of records will be issued when records are received or will be requested when records are transferred.
- Should a school request references for any child (on the safeguarding list or not) it will be provided once parents have confirmed they are looking at other schools and give permission for the student's information to be shared.
- If a student who is/or has been the subject of a child protection concern changes school, the DSL/member of the Safeguarding Team will normally contact the Designated Safeguarding Lead at the receiving school.

2.5.5 Confidentiality

- All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence or investigations. This is the case during investigations and once findings have been applied. This is to provide confidentiality and to protect both students, staff and other people involved.
- It is reasonable for staff to discuss day to day concerns about students with colleagues in order to ensure the children's needs are met in school. However, staff should report all safeguarding and child protection concerns to the Safeguarding Team, relevant Head and/or Principal – or in the case of concerns about the Principal – to the Designated Safeguarding Board member. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis.
- All witnessed, suspected or alleged violations of the Child Protection and Safeguarding Policy will be immediately reported to the Designated Safeguarding Lead, who will record and act on these in a confidential manner in accordance with the Child Protection and Safeguarding Policy and the best interests of the child.

- Safeguarding records are kept securely and confidentially on CPOMS, this has levelled access for staff, according to role of responsibility. All access to these records is password protected.

2.6 Use of ICT

2.6.1 Online-safety

- Both staff and students are provided training regarding remaining safe online, and protecting themselves.
- For staff this occurs during safeguarding training, as well as being written into the ICT policy.
- For students, the PSHE programme involves lessons and regular reminders. During subject lessons staff monitor use of devices when used and also remind students of basic online safety.

2.6.2 Use of mobile devices

- For full details please refer to the ICT policy.
- Students are reminded of the safe use policy for students, this is printed in the student planner and tutors talk students through the guidelines. These are then signed by parents and students to say they understand and agree to abide by the guidelines.
- Staff are asked to read and sign the school's ICT use policy.
- Staff are provided with a laptop, this is expected to be used for school purposes and is covered by the ICT policy.
- Parents are asked to follow the guidance regarding taking of photographs, see "Guidance for Taking Images at School Events" and to only take photos of their own children. Where they wish to post on social media they are asked to only post images of their own children. If there are other children in the image, they are asked to request permission from parents of the other students.
- Staff taking photos of school events/work/performances are asked to do so on a school device or camera. Where this is not possible, they should only take photos for use within the school community. Any images taken on personal devices must be uploaded to the school system as soon as possible, but definitely within 7 days (this is to accommodate trips that may not have access to the system).
- Images should then be deleted from the staff members personal device.
- Boarders' use of personal devices is monitored as outlined in the Boarding Handbook

2.6.3 School Website and Social Media

- The school website is managed by the ICT manager and social media is the responsibility of the Marketing Manager.
- Images and information about students and staff are used with permission of either parents or the individual staff member.
- All images should be right-click disabled to prevent unauthorised copying and image manipulation.
- No personal details i.e. full name, address or email will be accredited to any image whatsoever.
- If a carer/parent/child requests any images be removed from the school website/social media platforms this is complied with immediately.
- Discretion in putting personal information or students' work from a portfolio must be taken, with student and parent consent may be required.
- Staff and parents are asked to follow the guidance on photographs outlined in 2.6.1
- Staff receive training about their use of social media and asked to make their accounts private and not to post directly about school or the students. They are asked to share only the official school social media posts.
- Students are provided lessons on social media use through the PSHE programme.
- Please refer to the ICT policies and photo taking guidance.

2.7 School facilities

2.7.1 Toilets and washing facilities

- There are separate washing and toilet facilities for male and female and for students and staff throughout the school.
- It is strictly forbidden for students to enter the staff facilities under any circumstances.
- Staff may only enter students' facilities on the following conditions:

- a) There is a threat to the welfare of one or more students thought to be in that bathroom, staff is concerned about a student inside the bathroom, or has been alerted to suspicious activity in the bathroom.
 - b) Where possible only female staff may enter female students' bathrooms and male staff may enter male students' bathrooms, and be accompanied by another teacher, again if possible and time allows.
 - c) A loud verbal warning must be made and sufficient time given for students to prepare themselves adequately before entering the bathroom.
 - d) The main door should remain open and staff should not enter individual stalls unless a child is in immediate danger, or requires urgent medical help.
- This applies in the boarding house as well.

2.7.2 Changing facilities for PE and swimming lessons

The school does not have designated changing rooms for PE lessons. There are changing rooms at the swimming pool and these are used by students before and after swimming lessons.

- EYFS and KS1 students stay in their PE kit on the days they have PE. For swimming, they change in the classroom before the lesson, and are aided by TAs in the swimming pool changing rooms after the lesson.
- KS2-KS5 students use the toilets/bathrooms to change for PE lessons. PE staff will remain outside, as there is currently no female member of the PE team, should they need to enter the girls toilets they should find a nearby female staff member to enter the bathrooms.

2.7.3 Boarding house bedrooms and bathrooms

Where possible the boarders privacy should be respected, however, Boarding staff have to enter the bedrooms as part of their duties at appropriate times (e.g. wake up, bedtimes, routine searches, dealing with behaviour)

- Staff should knock, announce themselves and wait an appropriate time to be invited in or a door opened to them, before entering. This ensures all boarders are suitably dressed.
- Staff should not enter a room that has no boarders in without good reason, if it not something routine (e.g. checking all beds have been stripped) then a second member of staff should be present.
- Staff should never be in a room alone with a boarder with the door closed, this includes the medical bay.
- As outlined in the Safe search policy, staff should conduct searches of lockers and storage areas in pairs, and record all searches in the logbook.
- Staff should not enter boarders' bathrooms when students are inside. If they suspect or have been alerted to an issue, they should follow the protocol set out in the Personal Care and Toilet use policy. Alerting any students that they will be entering and for students to cover themselves, have another staff member present.

PART THREE: RECOGNISING ABUSE, INTERVENTION and REPORTING

3.1 Types of abuse

Below is a general summary, more detailed descriptions can be found in Appendix 4

- Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.
- Physical abuse 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.
- 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
 - Types of sexual abuse
 - 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

- 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)
- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 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.
- Appendix 5 looks at specific forms of abuse and neglect.
- Whilst the school recognises corporal punishment as a method of physical abuse, it must be acknowledged that under Thai law (Civil and Commercial Code) parents are allowed to impose 'reasonable' punishment for disciplinary purposes. Where the school is aware corporal punishment is being used, they will work with the parents to acknowledge the culture, but also to look at alternatives.

3.2 Reporting a suspicion without a disclosure.

Trail International School, Bangkok shall not hold responsible or fault any school employee making a report of a child protection or safeguarding concern that is later judged to be false, unless it can be demonstrated that the person wilfully and intentionally falsified a report.

- If you suspect a child is in immediate risk of harm, whether in school or at home, alert the DSL, or DDSL immediately in person, providing them with the evidence for your suspicions. Once you have alerted the DSL/DDSL then record the disclosure on CPOMS, including your reasons for the concern.
- If you are reporting a more general concern and do not believe that the child is not at risk of immediate harm, record your suspicions and reasons for the concerns on CPOMS. Then inform the DSL, DDSL as appropriate before the end of the day.

3.3 Dealing with a disclosure from a student

- A child may tell you directly and specifically what is going on, or they may hint indirectly at a situation. Sometimes, the child will use "strings attached," such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep) or, a child may claim the problem belongs to someone else, that they are only there about a friend.
- Judgement should be used in deciding how much to discuss about the situation with the child. Often a child is willing to reveal the details of an incident only once. Where possible, if no clear disclosure has been made, the child should be encouraged to speak to the DSL.
- Appendix 6 shows this process in diagrammatic form and Appendix 7 offers some guidance on conducting a disclosure.
- If a child discloses that they have been abused in some way, the member of staff / volunteer should:
 - Ensure you are somewhere quiet, but not hidden, where the student can talk without interruption.
 - Listen carefully to what the child is saying, without displaying any signs of shock or disbelief.
 - Allow the child to talk freely without interrupting, and do not make any notes.
 - Give them the tools to express themselves, this may involve drawing materials for younger students or ESL students (including an electronic or in-person translator - however, not another student, and be asked to translate word for word, not to summarise).
 - Reassure the child but do not make promises about keeping the information a secret.
 - Reassure the child that this is not their fault.
 - Only ask questions if you need to clarify, take care not to put words in the child's mouth by asking leading questions. Do not pass judgement on the alleged perpetrator.
 - Stress to the child that they have done the right thing by telling you and explain what you will do next. You must tell the child what you are going to do with the information they have shared (unless there is a reason not to). Think about the best interests of the child.
 - Depending on the content of the disclosure take one of the following two routes.

1. If the child is at risk of imminent harm, whether in school or at home, alert the DSL, or DDSL immediately, then record the disclosure on CPOMS. Guidelines for recording on CPOMS can be found in the CPOMS Policy, or in Appendix 7
 2. If the child is not at risk of imminent harm, record on CPOMS as much as you remember from the disclosure. Then inform the DSL, DDSL in person as appropriate. Guidelines for recording on CPOMS can be found in the CPOMS Policy, or in Appendix 7
- If a young person discloses that they are thinking about suicide or has been abused in some way always take this seriously. It is important to take the time to listen and take action outlined in the procedure.
 - *Consideration needs to be given to children with communication difficulties. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.*

The teacher's role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.

3.4 Self-reporting by staff

- If staff feel that anything they have said or done has been misunderstood by a student they should report this to the DSL immediately.
- They should provide the DSL with as much detail as possible about the situation, this will include what happened, time, place, people involved and any potential witnesses.
- Staff should ensure that they have removed themselves from the situation and do not investigate themselves, or collect witness statements.

3.5 Reports from admin staff, visitors or parents

- Due to the access rights to CPOMS, if a member of the admin staff, a visitor, or a parent wish to report a safeguarding concern they should send an email to the DSL, who will then make contact and follow procedures in this policy.
- If the concern is because of a suspicion of immediate harm, then the person reporting should speak to the DSL immediately, the school office can arrange the contact.

3.6 Dealing with allegations against staff

The DSL will respond to allegations against members of the Safeguarding Team. The Principal will respond to allegations against the DSL. Allegations about the Principal will be reported to the Chairman of the Board and investigated by the nominated member of the Board in consultation with the DSL.

- If a teacher or member of staff has concerns about the behaviour of another member of staff towards a student, or another member of staff, they should report it at once to the DSL (or to the Chairman of The Board where the concern relates to the Principal). The DSL will inform the Principal of the allegations.
- Any concern will be thoroughly investigated under the school's whistleblowing procedures and conducted by the DSL and Principal.
- During any investigation, the staff member may be prevented from having any further access to students and may be suspended from all duties with pay. This decision will be based upon the nature of the allegation and the potential risk to students or staff. Allegations of a sexual, criminal or violent nature will be immediately suspended with pay.
- The staff member will be informed of their rights and will be given information on how to access specific support and legal resources until such time as a thorough and complete investigation has been conducted.
- Should the member of staff be suspended, the Principal will meet with the employee outside the school, if necessary, for further discussion.
- In serious cases requiring referral to external agencies, such as the police and Ministry of Education may be appropriate alongside investigation by the school. This includes allegations of a criminal nature; the school will assist any authority with their investigation, if one is instigated.
- If the issue is referred on and the external agencies decide to have no investigation or involvement, the school at their own discretion may initiate an investigation.
- The investigation will be recorded and held in the Safeguarding Folder on Google Drive. This folder is only accessible to the Safeguarding Team, the Principal would be given access to the necessary folders.

Following an investigation

- In light of evidence, the Principal decides the appropriate course of action. This could include consultation or a hearing with the Board. This could result in a verbal warning, a formal warning, dismissal or reinstatement.
- Any decisions for dismissal or reinstatement must be taken in conjunction with the Chairman of the Board.
- Wherever possible, and subject to the rights of the student, all person(s) involved will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution, however, if at any time the management ascertains that the information was supplied in bad faith, disciplinary action will be taken against those involved. The member of staff accused will be supported in their return to school if appropriate.
- The alleged offender may be reported to the Ministry of Education for possible administrative action.
- Where a case has been concluded, and the allegations upheld, a report should be sent to the offender's embassy and the Ministry of Education.
- If the allegations are upheld and the member of staff is dismissed from the school, the balance of their salary will be paid up to the day of dismissal, this will cover any period of suspension. Any dependent children will be allowed to remain at the school, if the parents so wish.
- In this situation, a letter will be sent to parents, informing them that the member of staff has left the school, but details of the reason will not be given.
- The investigating team will do their best to limit the amount of information given out about the situation. This includes dealing with rumours head on and reminding all staff, and students if necessary, about the need for confidentiality and the impact of rumours on all parties involved.
- Should a reference request be received for a dismissed member of staff, or a member of staff who was suspended, but the investigation ended with a lesser reprimand, the reference will be completed. It will indicate that the school would not reemploy the staff member and request a phone call with the requesting principal.
- The incident will be considered concluded once a decision has been made by the Chairman of the Board. There will be support offered to victims, those who may have witnessed it and perpetrators for lesser offences who remain in school. This support would come in the form of help finding a professional outside of school. In school support would focus on ensuring that victims feel safe in school, this may involve adjusting timetables and classes to be with support groups. Should there be a more general concern amongst the student or staff bodies, there would be a programme of support implemented. This support would continue for as long as needed.

3.7 Actions following disclosures and reported suspicions

- The DSL, or member of the Safeguarding Team may direct the school nurse to examine the child, document and injuries and take photographic evidence (where or when deemed appropriate), if it has not already been done and appropriate.
- The DSL completes the documentation and collects the evidence as required.
- Evidence gathered should include past incidents, students personality and character, home cultural expectations, extended consequences including siblings, awareness of relationships outside the family (extended family, school and social).
- All vulnerabilities, signs of abuse or challenges will be addressed, with none seen as minor, or insignificant.
- A decision, based on the DSLs or Safeguarding Team's recommendation and school procedure, will be made by the DSL within 24 hours of the receipt of the report.
- Ensure the physical and emotional safety of the child. If the child faces danger by returning to the family, (family abuse) then external agencies will be consulted and alternative living arrangements will be recommended to the family.
- Assess and recommend appropriate access to medical care to the family will be requested.
- Member of the Safeguarding Team to arrange a meeting with parents and other staff if appropriate, as soon as possible but normally no later than 24 hours of the abuse being disclosed.
- DSL will also meet with the parents of the alleged perpetrator, if they are a student. The student may be present for the whole meeting, or part of the meeting depending on the severity of the allegation.
- Depending on the level of their involvement, the parents of witnesses, or friends of the victim/perpetrator may also be met or emailed to inform them of their child's involvement and support being offered.

- School will offer what support it can for both student and parents, however, if appropriate, the School will recommend counselling and support, via for instance a school-approved psychologist for family therapy.
- The DSL will review the case to see whether the child is fit to return to an academic environment.
- After further review and consultation with the Principal, if necessary the case may be referred to external agencies (see section 1.7)
- The DSL/Safeguarding Team will meet with the child and continue to provide support, as deemed appropriate, by the psychologist/psychiatrist.

3.8 CPOMS guidelines

- The CPOMS policy should be used in conjunction with this policy.
- Records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.
- The designated safeguarding person (Head of Safeguarding and Student Welfare/Principal) should take the lead in making sure all concerns, discussions and decisions are made. Making sure they are recorded and kept confidential by being stored securely on CPOMS.
- This policy will be reviewed annually before the start of each academic year by the Head of Student Wellbeing, in conjunction with the Senior Leadership Team, which will then be approved by the Board before the annual training during the induction programme in August of each year.

Appendices

Appendix 1: Associated policies

This policy should be read in conjunction with other key documents including;

- Acceptable Use Policy
- Alcohol and Drugs Policy
- Anti-bullying policy
- CPOMS Policy
- ECA and CCA Policy
- First aid Policy
- Health and Safety Policy
- ICT/Online Safety Policy
- Induction of New Staff
- Parental Complaints and Concerns
- PSHE Policy
- Safer Recruitment Policy
- School Board role and responsibilities
- SEND Policy
- SRE policy
- Staff Parents guidance
- Staff Disciplinary Policy
- Trips and Residentials Policy
- Visitor Policy
- Whistleblower Policy

Appendix 2: Roles and responsibilities of Safeguarding team

All staff are involved in safeguarding students, the roles below have specific responsibilities.

Designated Safeguarding Lead (DSL)

- Member of Senior Management Team
- Strategic oversight including policy reviews, systems and compliance
- Maintaining the confidentiality and integrity of safeguarding records
- Monitor use of CPOMS and assign cases as appropriate
- Lead on complex cases, provide advice and guidance to staff as appropriate
- Lead reviews of serious incidents and implement any necessary changes
- Preparation of Safeguarding briefing for Board meetings
- Liaises with the Principal and designated Safeguarding Governor
- Lead Core Safeguarding Team
- Oversight and delivery of safeguarding training
- Provide information for inspection bodies
- Complete internal audits
- Ensure the school leadership and Board stay up to date on legal regulations
- Be aware of local/national external support
- Liaise with parents, external agencies and staff as appropriate
- Oversee the PSHE curriculum within all phases to ensure a level of wellbeing and safeguarding guidance is provided across the school
- Provide training for staff, either in-house or with outside providers
- Ensuring that all staff are aware of how to identify a child who may be subject to abuse and/or neglect.

Designated Safeguarding Lead Primary and Sixth Form (DSL/DSLSE)

- Work with DSL on serious incidents
- Deputise for DSL, when DSL is offsite.
- Take lead on day to day safeguarding incidents as directed by DSL.
- Work as part of the Core Safeguarding Team
- Liaise with parents, external agencies and staff as appropriate
- Act as the first port of call for disclosures within their phases and informing the DSL
- Investigate incidents
- Support DSL in preparation for Board briefings.
- Be part of the annual review of safeguarding policies and procedures
- Oversee the PSHE curriculum within respective phases to ensure a level of wellbeing and safeguarding guidance is provided.

Designated Safeguarding Board member

- Act as the liaison for the DSL with the Board.
- Present Safeguarding briefing to Board at meetings.
- Be available to the DSL should a serious incident occur.
- Assist with policies and procedures, ensuring they comply with Thai laws and current guidance.

Principal

- Ensure the relevant policies are approved by the Board and fully implemented.
- Ensure the DSL role is filled by a competent and suitably qualified member of staff.
- Ensure that the Safer Recruitment policy is followed and all staff are considered fit to work with children.

Appendix 3: Guidance on professional conduct

- Staff should always maintain professional boundaries when interacting with students, or their parents, following the Staff Code of Conduct (see Staff Handbook). Their behaviour with students and parents should reflect their position of trust.
- It is particularly important that the actions or words of a teacher do not lead to misunderstandings. Ambiguous comments or conduct should be avoided.
- Every academic year all staff sign a document stating that they have read and understood this policy.

Professional Boundaries

- Staff should avoid aggressive language, body posture or physical contact which is intended to intimidate a student.
- Staff should avoid excessive familiarity with students. This includes excessive touching, familiar language, or expressions of affection.
- Staff must avoid the use of inappropriate language. This includes racist, homophobic or sexist expressions. Staff should avoid comments of a personal nature about the physical characteristics of those they interact with.

Physical Contact

- Do not make unnecessary physical contact with students. As any physical contact with a student may be misunderstood by the student or an observer.
- There may be cases where a distressed student needs comforting, especially younger students. Teachers should use their discretion in these cases.
- Unavoidable contact. There are cases where teachers need to make physical contact with students. This would happen most in PE, Music, Drama and Primary. In these cases the contact should be as brief as possible, never be secretive, and teachers should act in a way that cannot be misunderstood.
- Administering First Aid. In the presence of a life-threatening or serious condition physical contact is necessary and should be used without hesitation. If the situation is less serious then, whenever possible, the school nurse or qualified first aider should administer first aid and follow the First Aid Policy.
- Corporal or degrading punishment. Any form of punishment that involves physical contact with a child is prohibited. This includes any sort of physical response to misbehaviour such as grabbing, pushing, hitting, etc.
- Corporal Punishment defined: Intentional infliction of physical pain as a method of changing behaviour.
- Any form of punishment that may be seen as deliberately demeaning is also prohibited. This includes humiliating a student in front of their peers; making a student feel inferior, feel anguish or fear.
- If staff think that any physical contact with a student has been misconstrued it should be reported immediately to a member of the Safeguarding Team who will record the incident.

One to One Situations

- Meeting a student one to one creates a situation where teachers are vulnerable to allegations of misconduct. Teachers need to recognise this possibility and plan meetings accordingly.
- Under no circumstances should private meetings be arranged with students off the school site without prior approval of the Principal.
- Teachers should avoid meeting students individually in remote areas of the school.
- If an individual meeting cannot be avoided, plan accordingly. Leave the door open, sit with a barrier between you and the student, avoid physical contact and inform your line manager if you feel there were any misunderstandings.

Comments and discussions with/about students

- Inappropriate comments with sexual overtones must be avoided when speaking with students, or about students.
- It is unacceptable to encourage the use of inappropriate sexual comments, or comments with sexual overtones, amongst students.
- It is recognised that within a teacher's professional pastoral responsibilities it may be necessary to discuss sensitive topics with students. Staff should be cautious and err on the side of caution when approaching such topics with students. (see separate SRE policy, for guidance)
- The persistent, hurtful use of sarcastic, demeaning or insensitive comments towards, or about, students is unacceptable.

Infatuations and crushes

- Occasionally a student will become infatuated with a member of staff. These situations should be handled with professionalism and sensitivity. Staff should avoid encouraging the infatuation and making jokes about it. The advice of a senior colleague must be sought.

Out of School/ After School Activities

- Particular care should be taken when supervising students in less formal situations. The standards of professional conduct are no different out of school or after school and may need to be emphasised to everyone involved, (including staff, students and parents) to avoid misunderstandings.
- If alone with a student outside of school staff should let a line manager know immediately. If staff are unable to find the child a safe means home and are forced to take them somewhere safe, they should make a member of SMT aware of the situation.
- Private Tutors, boarding staff and staff organising trips should also refer to other relevant policies.

Teaching Materials

- The use of books or films of an explicit or sensitive nature, particularly with language or sexual behaviour, should be carefully considered. They should never be in breach of the Safeguarding and Child Protection Policy. If there is any doubt, seek the advice of a senior colleague.

Personal Letters, Online Communication and photos

- When communicating directly with a student, staff should use the school Google or Alma accounts.
- All communications should be school related. It is not appropriate to send email for personal reasons to students. Personal messages could easily be misunderstood by students.
- Staff should not use, or recommend the use of, chat rooms or similar online forums that are not regulated by the school. Staff should use due diligence when choosing to use any form of online interaction. Social Media such as Facebook, Snapchat and Instagram should be carefully used and staff are not to 'friend' or follow students.
- Any lines of communication between staff and students that are deemed necessary to ensure health and safety must be agreed by the DSL before they are set up, or as quickly as possible after the event. More than one member of Traill International school's teaching staff must be included within any group created and there should also be at least 2 students within any group. After the group is no longer required, all group communication should be exported and saved within Google Drive asap after the event and then the group chat should be deleted.
- When a pupil or member of staff leaves Traill International School, Bangkok no non-school lines of communication (this includes social media, chat forums, Whatsapp, Line, etc) should be opened or continued with a former pupil until they are at least 21 years of age. This includes those graduating and those changing schools.
- If a teacher uses their own electronic device or camera to take photos of children involved in school activities then the teacher should export these to the school Google account as soon as possible and then delete any photos from their personal electronic device or camera before leaving the school.
- All staff and students must also refer to the Online Safety policy.

Appendix 4 - Types of abuse

Indicators of Physical Abuse:	
<ul style="list-style-type: none"> ● Unexplained bruises and welts on any part of body ● Bruises of different ages (various colours) ● Injuries reflecting shape of article used (electric cord, belt, buckle, table tennis bat, hand) ● Injuries that regularly appear after absence or vacation ● Unexplained burns, especially to soles, palms, back, or buttocks ● Burns with a pattern from an electric burner, iron, or cigarette ● Rope burns on arms, legs, neck, or torso ● Injuries inconsistent with information presented ● Immersion burns with a distinct boundary line ● Acting-out behaviours ● Extreme fluctuations in weight ● Running away 	<ul style="list-style-type: none"> ● Unexplained laceration, abrasions, or fractures ● A history of repeated injuries ● Sudden reaction when touched by others or an unusual wariness of touch ● Child being frightened of a parent or other adult ● Child not showing emotion when hurt ● High absenteeism without explanation ● Child regularly wearing long sleeves or pants in hot weather ● Child being overly compliant, shy, withdrawn, passive and uncommunicative. ● Child being hyperactive, aggressive, disruptive and destructive toward self and others ● Child displaying regressed behaviour, such as bedwetting or soiling ● Drug/alcohol abuse
Indicators of Emotional abuse:	
<ul style="list-style-type: none"> ● Lack of attachment between child and parent. ● Lack of responsiveness to the environment. ● Failure to thrive. ● Parent is highly critical and negative towards the child, deliberately silencing them or ‘making fun’ of what they say or how they communicate ● Changes in the child’s behaviour ● May lack social skills ● 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 	<ul style="list-style-type: none"> ● Parent/carer has a highly unrealistic expectation of a child, conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. ● Age or developmentally inappropriate expectations being imposed on children (expecting interactions beyond developmental capability, or overprotection and limitation of exploration, or preventing the child participating in normal social interaction) ● Seeing or hearing the ill-treatment of another ● Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, including of exploitation or corruption. ● Appear distant from parents ● Self-harming or eating disorders
Indicators of Neglect:	
<ul style="list-style-type: none"> ● Child being unwashed or hungry ● Tiredness or listlessness ● Poor school attendance or frequent tardiness for school ● Consistent lack of supervision, especially in long stays at school (comes early, stays late) ● Failure to develop intellectually or socially ● Untreated illnesses/injuries ● Parents being uninterested in child’s academic performance ● Parents not responding to repeated communications from the School 	<ul style="list-style-type: none"> ● Child not wanting to go home ● Both parents or legal guardians being absent from child’s home for any period of 24 hours or greater without appropriate provision made for child’s care or a temporary guardian named ● Being unable to reach parents in the case of emergency ● Poor impulse control ● Demanding constant attention or affection <p>Note: Behavioural indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.</p>

Indicators of Sexual Abuse:	
<ul style="list-style-type: none"> ● Sexual knowledge, behaviour or use of language not appropriate to age level ● Unusual interpersonal relationship patterns ● Sexually transmitted infection in a child of any age ● Evidence of physical trauma or bleeding in the oral, genital, or anal areas, difficulty in walking or sitting ● Refusing to change into PE clothes, and/or fear of bathrooms ● Running away from home or not wanting to go home, and not giving any specific complaint ● Not wanting to be alone with an individual ● Pregnancy, especially at a young age ● Extremely protective parenting ● Rubbing genitals against things, indicating possible itching or discomfort 	<ul style="list-style-type: none"> ● Report of sexual abuse of “someone I know” ● Sexual themes in drawings or artwork ● Regressive behaviour (e.g. excessive clinginess in pre-school children or the sudden onset of soiling and wetting when not formerly a problem) ● Sleep disturbances or nightmares ● Overly compliant behaviour ● Sudden inability to concentrate or deterioration in performance ● Self-injury ● Fear of adults of the same sex ● Sudden reaction when touched by others or an unusual wariness of touch ● Exposure to pornography ● Genital discomfort when going to the bathroom

Appendix 5 - Specific safeguarding issues

Child abduction and community safety incidents

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim and by strangers.
- Staff should report any concerns they have of people loitering near the school or unknown adults talking to the children.

Child exploitation

- Child exploitation refers to a child or young person being used for someone else’s gain.
- It is a form of abuse which can involve sexual, abusive, or manipulative behaviour.
- It normally occurs due to an ‘imbalance of power’, such as age, physical strength, gender, cognitive ability, or access to resources such as food, clothes, and a place to stay.
- Child exploitation occurs online and offline, by groups and individuals, and affects both sexes.

Child criminal exploitation

- This is a form of abuse in which an individual is coerced to commit an offence for the benefit of an individual or group who hold more power than they do.
- Coercion through power can be connected to multiple factors, including:
 - age
 - gender
 - sexual identity
 - cognitive ability
 - physical strength
 - status
 - access to economic or other resources
- Siblings are often recruited through fear of violence against the family or the exploitation of their brother or sister.

Child sexual exploitation

- Child sexual exploitation is a form of sexual abuse.
- It can include seemingly consensual relationships or sexual activity in exchange for attention, a place to stay, gifts, money, cigarettes, or illegal substances. It can also include serious organised crime.
- Children often trust their abuser; they may believe they are in a loving, caring relationship. Sexual exploitation is sometimes experienced by children who are trafficked into another country.

- In addition to the general signs of sexual abuse, behavioural signs of child sexual exploitation include:
 - o being absent from school
 - o possessing unexplained gifts
 - o having an older boyfriend or girlfriend
 - o alcohol and drug misuse
 - o mood swings
 - o inappropriate sexualised behaviour

Child trafficking and modern slavery

- Child trafficking is a very serious issue that can have a devastating and lasting impact on its victims. Children can be trafficked into, within, and out of a country.
- Children are trafficked for many reasons including:
 - sexual exploitation
 - domestic servitude
 - labour
 - benefit fraud
 - criminal activity such as pickpocketing, theft, and working in cannabis farms
 - working in the sex industry.

Domestic abuse/violence

- The UK statutory guidance, “Working Together to Safeguard Children’ (2023 update) now recognises that children can be the victims of domestic abuse, not just witnesses, as defined in the Domestic Abuse Act 2021.
- A child can be considered a victim of domestic abuse if they ‘see, hear or experience the effects of domestic abuse and are related to either victim or perpetrator of the abuse, or either the victim or perpetrator of the abuse has parental responsibility for that child’. The school will use this to help guide their investigations and decision making.
- The abuse can encompass, but is not limited to:
 - o psychological
 - o physical
 - o sexual
 - o financial
 - o emotional
- Where physical violence is present there is an additional danger to children.
- Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Extremism/Radicalisation

- As young people go through a process of testing and developing who they are and what they believe in, they might be exposed to extremist views and ideologies. This could make them vulnerable to grooming or radicalisation, which can happen face-to-face or online.
- **Radicalisation** is the process by which a person comes to support the extreme ideologies that are mainly associated with terrorist groups. Radicalisation often occurs as people search for identity, meaning, and community, and therefore young people may be particularly vulnerable.
- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- Young people may be drawn into extremism as they may:
 - feel their culture or religion is under threat
 - feel discriminated against
 - have a personal grievance
 - be looking for excitement.
- Staff and volunteers should be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Those classed as vulnerable may be targeted by extremists who tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

Honour-based abuse

- So-called 'honour-based' violence/abuse (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community.
- Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.
- Crimes committed in the name of so-called honour may include:
 - female genital mutilation (FGM)
 - domestic abuse
 - breast ironing
 - forced marriage
 - being held against their will

Female genital mutilation (FGM)

- FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is also known as "female circumcision" or cutting.
- The practice is medically unnecessary, extremely painful, and has serious consequences at the time the mutilation is carried out and in later life, both physically and mentally.
- FGM is an unacceptable practice for which there is no justification, it is a form of physical abuse.
- Indicators of FGM, girls who are threatened with or have undergone FGM may:
 - be withdrawn from education, restricting their educational and personal development
 - go to school or college but absent themselves from lessons, possibly spending prolonged periods in the toilets
 - have a sudden decline in performance, aspiration, or motivation
 - have extended absence from school or college
 - not turn up for health appointments
 - feel unable to disobey their family
 - be generally anxious, depressed or emotionally withdrawn
 - be anxious leading up to holidays
 - talk about a 'special ceremony'

Breast ironing/flattening

- This is the practice where a pubescent girl's breasts are ironed, massaged and flattened in order to delay the development of the breasts.
- This form of physical abuse normally starts at the first sign of puberty and can go on for many years.

Forced marriage

- A forced marriage is where one or both people do not or cannot consent to marriage and pressure or abuse is used.
- It is recognised as a form of serious abuse of human rights.
- The pressure put on the person to marry can be physical, emotional and/or financial.
- Indicators of forced marriage:
 - anxiety, depression, being emotionally withdrawn
 - low self-esteem
 - absence from school or permission sought for extended leave
 - less commonly, cut or shaved hair as a punishment for disobeying.
 - A girl may say she has been to a doctor to see if she is a virgin
 - showing fear about school holidays.

Online Abuse (please refer to Online Safety policy)

- Online activity can be associated with all the above mentioned forms of abuse and neglect, including with social media being used as part of the controlling technique.
- The breadth of issues classified within online safety is considerable, but there are four main areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Peer-on-peer /child-on-child abuse

- Peer-on-peer abuse can be defined as any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. It can take place in person, online, and a combination of both.

- Peer-on-peer abuse can impact upon children and young people in many ways. The child or young person may think that it is a component of normal friendships or relationships.
- Peer-on-peer abuse is likely to include, but may not be limited to:
 - domestic violence and abuse
 - child sexual exploitation
 - harmful sexual behaviour
 - serious youth violence
 - gender-based violence
 - intimate relationships between peers
 - sexual activity without consent
- Indicators of peer-on-peer abuse
- A child or young person may:
 - miss school or college
 - be anxious
 - be aggressive or argumentative
 - self-harm
 - become involved in alcohol or substance misuse.

Peer on peer sexual violence and sexual harassment

- Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and harassment can occur face-to-face, online, physically, or verbally. It should not be tolerated nor should it be seen as 'banter', 'part of growing up', or 'just having a laugh'.
- All staff should be aware that children can abuse other children. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to respond if they have concerns.

Self-harm

- Self-harm is a coping mechanism. Although self-harm is non-suicidal behaviour and usually relied on as an attempt to cope and manage, it must be recognised that the emotional distress that leads to self-harm can also lead to suicidal ideation. Therefore all incidents of self-harm must be taken seriously.
- The underlying issues and emotional distress must be thoroughly investigated and necessary emotional support given, in order to minimise any greater risk.
- Staff should never ask to see the wounds, just ask if they are being taken care of and cleaned. If there is a suspicion that this is not the case, the child should be taken to the nurse.

Appendix 6: Dealing with a Disclosure

Disclosure made to a member of staff				
<p style="text-align: center;">Staff should</p> <ul style="list-style-type: none"> ● Stay calm and be patient. ● Find a quiet place where your conversation will not be interrupted. Follow the guidelines about being alone with a child. ● Be welcoming, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you, and they may not do so again. ● Listen carefully and take it seriously. ● Try to make the child feel safe and secure. Reassure them that they have done nothing wrong by telling you. ● Ask questions for clarification only. ● Explain what will happen next. 		<p style="text-align: center;">Staff should not</p> <ul style="list-style-type: none"> ● promise confidentiality ● ask leading questions ● look panicked, shocked, or angry ● make the child or young person repeat their story ● interrupt ● give an opinion ● make any comments about the abuser or try to guess who they are. ● inform parents until you have had a discussion with the DSL or DDSL. 		
↓				
Staff should write down in note form what you have been told as soon as possible, without delay.				
↓				
Staff member reports immediately to the Safeguarding Team. DSL is consulted and makes an assessment is made of the immediate safety of the child				
↓				
An assessment is made of the appropriate course of action and some/all of the following will take place:				
No further action but case is logged for ongoing monitoring if appropriate	Internal support is arranged and colleagues are informed by the Safeguarding Team if appropriate	Meetings with Parents/Carers of victim and perpetrators if appropriate	Involvement of external support agencies if appropriate (and feasible)	Referral to criminal/Child protection agencies if appropriate
↓	↓	↓	↓	↓
All records are kept in CPOMS with access restricted, and monitoring will happen as appropriate. All entries should follow school policy and procedures by logging the concern using CPOMS				
↓				
<p>Review</p> <ul style="list-style-type: none"> ● Did you feel confident when dealing with the disclosure? ● Would you deal with this type of disclosure any differently? ● Do you feel confident in recognising warning signs that could help identify that a child is at risk? <p>If the answer is 'no' to any of these, you should speak to the DSL, for support, both in terms of future disclosures and your own wellbeing.</p>				

Appendix 7: Guidance for Managing a disclosure

Open questions

- Sometimes it may not be clear that a child is making a disclosure; it is therefore okay to ask open questions. Using open questions with the words, 'what', 'when', 'who', 'how', and 'where' may clarify understanding, and should inform the child about the appropriate next action. Closed questions on the other hand can typically be answered with a 'yes' or 'no', and are less useful.
- Remember, questions should not be used to investigate, only to clarify information. Some questions may invalidate evidence if used in court proceedings at a later date.

Making notes

- The more specific notes, the more useful they will be in forming a well-rounded picture for child protection professionals to act upon.
- Do not make notes whilst the child is talking. Focus full attention on the child.
- **Write exactly what is seen, heard, or known**

Child requests confidentiality

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. Emphasising it will only be passed on to those professionals who are required to know.

Recording a disclosure (Also see CPOMS policy for full guidance)

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court, the member of the Safeguarding Team should hold these on record for a minimum of *13 years*.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child in a factual and objective way.
- Record statements and observations rather than interpretations or assumptions
- Child Protection records will be stored securely on CPOMS with restricted and appropriate access. This includes those children that are boarders. The records should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- The DSL should be 'assigned' on CPOMS, with the relevant DDSL 'Alerted'. Serious safeguarding issues should not be alerted to the Principal, tutors or other members of staff.