



Student Safeguarding Handbook: Policy, Roles, Procedures and Guidance

All Board members, staff, parents, external providers, volunteers and visitors are expected to abide by the school's policy, procedures and guidance.

Contents

1. Policy

- [Whole School Aims and Guiding Statements](#)
- [Definitions of Terms](#)
- [Safeguarding Codes of Conduct](#)
- [Categories of Abuse](#)
- [Female Genital Mutilation and Radicalisation](#)
- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)
- [Thai Law and UK Statutory Guidance](#)
- [Accessing local external agencies](#)

2. Safeguarding roles within the school

- [Senior leadership responsibilities](#)
- [Safeguarding map showing key roles](#)
- [Designated Safeguarding Leads](#)
- [Social and Emotional Counsellors](#)

3. Prevention: Building a Culture of Safeguarding

- [Safeguarding training and continuous professional development](#)
- [Other adults working in school with students](#)
- [Teaching students to keep themselves and others safe](#)

4. Responding to Disclosures and Reporting Concerns

- [Disclosure Flow Chart and responding to a student disclosure](#)
- [Responding to an allegation against an adult](#)
- [Responding to an allegation of peer-on-peer abuse](#)
- [Harmful sexual behaviours](#)

5. Other safeguarding procedures and guidance

- [Recruitment and screening](#)
- [Student admissions and guardianship](#)
- [Duty of Care including access to campus](#)
- [Residential visits and overnight stays](#)



POLICY

Whole School Aims

All members of the school community share a collective responsibility to ensure that our students are protected, safe and secure. We are pro-active in ensuring that students at risk of abuse receive support and protection, and that all actions are taken in the best interests of the child.

All staff, students, Board members, parents, external providers and adults visiting or volunteering in our school are expected to contribute to a culture of safeguarding, to adhere to the Safeguarding Policy and to abide by the relevant Code of Conduct. We have a collective responsibility to safeguard students from neglect, sexual exploitation, physical, sexual and emotional abuse.

Clear policies and procedures are in place and are regularly reviewed and shared by the Designated Safeguarding Leads (DSLs) in order to safeguard all students and we are guided by [the International Taskforce on Child Protection \(ITFCP\) Essential Questions for Schools.](#)

'Schools have a duty of care to protect children and prevent them from harm, and to act with a sense of urgency if a child is at risk of harm.' **International Task Force on Child Protection June 2015**

By consistently championing the importance of safeguarding, our aim is that every student:

- feels protected, safe and secure whilst in school
- can expect to be listened to and believed if they are at risk of harm
- leaves Royce Royal with a clear understanding of their right to be protected, safe and secure
- knows how and who to contact in order to keep themselves and others safe

In accordance with Section 11 of the Children Act 2004 (UK) Royce Royal International School has put into place arrangements that prioritise safeguarding and promote student welfare.

Definitions of terms

Staff	All those employed by the school, full or part time, in a paid capacity
Child	All Royce Royal Students, including those under 18 years of age
Parent/carer	Encompasses birth parents, adoptive parents, step-parents or other adults in a parenting role e.g. appointed guardians or temporary guardians.



Student Safeguarding	<p>The school's duty of care to ensure that our students:</p> <ul style="list-style-type: none">• Experience circumstances consistent with the provision of safe and effective care.• Are protected from a broad range of potential harms and abuses.• Are taught to keep themselves safe.• Learn in a safe environment and secure school site.• Are in the care of adults who have been safely recruited and vetted.
Child Protection	<p>The part of safeguarding which refers to any activity undertaken to protect specific children who are suffering from, or at risk of, significant harm.</p> <p>The school employs a multi-disciplinary response and will partner with other agencies when in the best interests of the child.</p>
Abuse	<p>Any form of maltreatment of a child. Someone may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional setting or, more rarely, by others. Children may be abused by an adult or adults, by another child or children.</p> <p>Abuse can take place wholly online, or technology may be used to facilitate offline abuse.</p>

Cf. [Working Together to Safeguard Children \(July 2018 Page 6\)](#) defines safeguarding as:

“Protecting children from maltreatment; preventing impairment of children’s’ health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.”

Cf. [Keeping Children Safe in Education \(September 2020 page 8\)](#) defines abuse as:

“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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.”

Safeguarding Codes of Conduct

All Royce Royal staff read and re-sign the Staff Safeguarding Code of Conduct at the start of each contract. External providers, visitors, volunteers and contractors must read, sign and agreed to abide by the relevant Safeguarding Code of Conduct for their specific role within school.

Students are taught how to keep themselves and others safe with reference to age appropriate Student Codes of Conduct as part of the tutorial and PSHE programmes.



Categories of abuse and possible indicators

Physical abuse	
<p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</p> <p>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<p>The child may have:</p> <ul style="list-style-type: none">• unexplained or frequent/repeat injuries• unexplained bruises including bruising on buttocks, lower back, upper arms, thighs• bruisers in small clusters/bilateral bruises• cuts, burns/scalds, teeth marks, ligature marks, fractures – this list is not exhaustive
Sexual abuse	
<p>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.</p> <p>Sexual abuse 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.</p> <p>It may include non-contact activities, such as involving children in looking at or in the production of sexual images, or watching sexual activities.</p> <p>It may include encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including online.</p>	<p>The child may:</p> <ul style="list-style-type: none">• display knowledge or interest inappropriate to age• behave or play sexually, use sexual language or have knowledge that you wouldn't expect them to have• experience sexual health problems, including soreness in the genital and anal areas• have a sexually transmitted infection• experience underage pregnancy



Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the impairment of the child's health or development.

Neglect may involve a parent/carer failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm; ensure adequate supervision; ensure access to appropriate medical care/treatment.

It may also include neglect of a child's basic emotional needs, abandonment or their exclusion from home.

The child may be:

- left hungry, dirty and/or without adequate clothing
- living in dirty, unsafe or dangerous conditions,
i.e. around drugs, alcohol or violence
- left unsupervised
- failing to receive basic health care when ill or injured



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.

It may feature age or developmentally inappropriate expectations being imposed: interactions that are beyond a child's developmental capability; overprotection; limitation of exploration and learning; preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another; serious bullying/cyberbullying; causing children to feel frightened or in danger: exploitation or corruption of children.

The parent/care-giver may:

- withdraw their attention from their child
- blame problems on their child
- humiliate their child, for example, by name calling or making negative comparisons
- cause their child to be excessively withdrawn, fearful, or anxious about doing something wrong

NB. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



Child sexual exploitation

A form of sexual abuse where children are sexually exploited for money, power or status.

It can involve violent, humiliating and degrading sexual assaults but doesn't always involve physical contact and can happen online.

In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person exploiting them.

A significant number of victims of sexual exploitation go missing from home, care and education at some point.

The child may:

- appear with unexplained gifts
- have older boy/girl friends
- suffer from a sexually transmitted infection
- become pregnant
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time
- come home late
- regularly miss school

Female Genital Mutilation (FGM)

FGM is a form of child abuse and a violation of the rights of the child with long lasting and harmful consequences. It comprises all and any procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The majority of cases are thought to occur between 5-8 years old, and this should be considered the age of highest risk.

The major risk factor for a female child is coming from a practising community, particularly if FGM has already occurred in the family. FGM reflects a culture of gender based violence, although the mutilation is usually arranged by a female member of the family. FGM is prevalent in many North African countries as well as the Middle East and parts of Asia including Indonesia and Thailand.

Although our school has no/few children from these backgrounds, and consider our school safe from FGM, we will continue to review our policy annually. All members of staff need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.

In the UK, there is a specific legal duty of teachers to report any concerns about FGM to the police. If there is a concern that an act of FGM appears to have been carried out on a student, this must be reported to the Designated Safeguarding Lead.

Female Genital Mutilation further information and resources can be [found here](https://www.who.int/en/news-room/fact-sheets/detail/female-genital-mutilation).



Radicalisation

Radicalisation is defined as causing someone to become an advocate of radical political or social reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. This may include attacks on others including suicide attacks.

Children and young people may be exposed to messages about terrorism through a family member or friend, a religious group, social media or the internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm. Any concerns that a student is at risk due to radicalisation must be reported to the Designated Safeguarding Lead.

UN Convention on the Rights on the Child

Thailand has signed and acceded to the UN Convention on the Rights of the Child. All members of the school community are expected to abide by the principals of the [UNCRC](#) of which Thailand is a signatory. All children have these rights, regardless of age, circumstances, gender, ability, culture, race, language, sexual identity or religion.

- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 34: You have the right to be free from sexual abuse.
- Article 36: You have the right to protection from any kind of exploitation.
- Article 37: No one is allowed to punish you in a cruel or harmful way.
- Article 39: You have the right to help if you've been hurt, neglected or badly treated.

Thai Law and UK Statutory Guidance

Both Thai and UK Statutory Guidance and Advice for Schools can be found [here](#).

Where possible, this policy aims to align with key UK statutory guidance

documents: • [Keeping children safe in education DoE September 2020](#)

- [Working together to safeguard children HM Gov 2018](#)

Thailand Child Protection Act, B.E. 2546 (2003)

This stipulates that 'schools shall set up systems and activities to provide guidance, counselling and training for pupils, students and guardians with a view to promoting appropriate behaviour, social responsibility and safety for the pupils and students.'

Within the CPA, 'child' refers to a person under 18 years of age, but excludes anyone who has attained majority through marriage.



Child abuse as a criminal offence (CPA Section 25 and 26)

It is considered child abuse to:

- Abandon a child without appropriate welfare protection
- Wilfully or neglectfully withhold things that are necessary for the health of a child and so lead to physical or mental harm
- Treat a child in any manner which obstructs their growth or development, or in any manner which constitutes illegal care
- Commit or omit acts which result in torturing a child's physical or mental state. • Intentionally or negligently do acts likely to cause physical or mental harm. • Force, threaten, use, induce or allow a child to behave inappropriately.

Anyone who violates Section 26 shall be liable to imprisonment for a term not exceeding three months or to a fine not exceeding 30,000 baht, or both. (Penalties – CPA Section 78)

Obligation of the school

Any person who finds a child in a state which warrants assistance or welfare protection shall provide preliminary aid and notify a Competent Official* without delay.

It must be reported to a competent official or the police if there is suspected tortures or sickness due to unlawful care. (Moral duty – CPA Section 29)

*Competent Official: physician, nurse, psychologist or public health official admitting a child for treatment; a teacher, instructor or employer having a duty to look after a child. *There is no penalty in the CPA for failing to report under Section 29.

*A person notifying in good faith shall not be held liable for any civil, criminal or administrative action arising from the report being made.

Corporal punishment in the home

Corporal punishment is lawful in the home and that those with parental authority over children have the right to impose 'reasonable' punishment for the purpose of discipline.

Civil and Commercial Code Article 1567 (2)

Corporal punishment at school

Corporal punishment is unlawful in schools under the Ministry of Education Regulations on Student Punishment (2005).

Corporal punishment is lawful in alternative care settings (nursery, primary shelter, assistance unit, welfare protection unit, rehabilitation unit) under CPA Section 61 where it is reasonable for cultivation in accordance with regulations.

At Royce Royal International we consider corporal punishment a form of physical abuse, often with long term impact on a child's overall well-being and mental health.

At Royce Royal International, we do not condone the use of physical punishment in the home and instead support families to use non-physical and proportionate forms of discipline.

Royce Royal International School



Age of Consent in Thailand

15 is the minimum age at which an individual is considered legally old enough to consent to sexual activity. A child who is 14 or younger is not legally able to consent, and so this may lead to a charge of statutory rape. There is no 'close in age' exemption for this. Therefore, a fifteen year old having sex with a fourteen year old would be illegal, and this may lead to a charge of statutory rape.

However – the *Penal Code Amendment Act 1997* sets the Age of Consent at 18 which makes it illegal for sexual activity for 15- to 17-year-olds.

Criminal Code of Thailand (Section 277) sets out penalties for statutory rape against minors. Whoever has sexual intercourse with a girl not yet over fifteen years of age, and not being his own wife, whether such a girl shall consent or not, shall be punished with imprisonment of four to twenty years and fined eight to forty thousand Baht. If the offence is committed against a girl not yet over thirteen years of age, the offender shall be punished with imprisonment of seven to twenty years and fined fourteen to forty thousand Baht, or imprisonment for life.

<https://library.siam-legal.com/thai-law/criminal-code-rape-sections-276-281/>

Child Sex Abuse Materials (CSAM)

CSAM is pervasive in many parts of the world, much of it on the dark web.

Possession and distribution of CSAMS is illegal in Thailand under the Computer-Related Crime Act B.E. 2550 (2007) Section 14. The penalty under Thai law is five years imprisonment, a fine not exceeding 100,000 baht, or both.

TICAC (Thailand Internet Crimes Against Children) was established in 2016. This is a specially trained collective drawn from Royal Thai Police, International Law Enforcement, Government and Non Government organisations including the HUG project (see other agencies).

Data protection and safeguarding

The school is currently working to comply with the Thai Personal Data Protection Act (PDPA) so that all members of our community are protected, safe and secure. In essence, this will ensure that everyone understands how personal data is collected, stored, who has access to it, how it is used, how long it should be kept and when it should be deleted/modified or archived.

Any images of students taken by school staff come under Data Privacy Protection. Any videos taken of students within school for training purposes or CPL are treated as Royce Royal intellectual property. Staff are therefore not permitted to share images with other schools and organisations.

Thailand Child Protection Act 2003 Section 27

No person shall advertise or disseminate through the mass media or any informative media information related to a child or guardian with an intention to cause damage to mental, reputation, prestige or any interest of a child.

Accessing local external agencies

Royce Royal International School



There are links between FOBISIA (Federation of British International Schools in Asia) and other schools in the region, plus a network of [Thailand DSLs 20-21](#) who share [resources and information](#).

Where they exist and can be accessed, we develop effective relationships with external organisations. In most cases, where safeguarding or welfare concerns are raised, the school has the internal expertise, procedures and resources to support students and their families.

If a child is considered to be at risk of significant or immediate harm, the school will evaluate the best support options, beginning with the wider family and any existing support networks. ➤ Wider family/other potential guardians including other Royce Royal parents/close friends. ➤ Short term Emergency Foster Care using school staff (in development)

- The Department of Children and Youth/Ministry of Social Development and Human Security

Thailand Social Services (TSS) and Government Agencies

Once a request is made to TSS for service support, a team will evaluate the case with school representative(s). There may be a case conference or family conference at the TSS office, or at the Bangkok Shelter at which the assigned social workers will advise the parents/family. Should the result be considered sufficiently serious, an interdisciplinary team will work with the school and family and act as the central agency to support the case including legal obligations and protocols. Social workers will advise the family during the process.

Contacting TSS (including Department of Children and Youth)

Royce Royal Government Liaison Head: Khun Sirikanda sirikanda@royceroyal.ac.th

If required, the school's Government Liaison Head will contact the Department responsible for the welfare of all children residing in Thailand as well as Thai children abroad.

Mrs Ratre Chalamwaree, Director

Bangkok Shelter for Children and Families

255 Children and Families Shelter Building, Rama IV Road, Phayathai, Rajathewe, Bangkok 10400. Tel. 02 354 7580 or Mobile 089 202 1046, email: ratree.c@dcy.go.th

There are shelters in every province, providing prevention and crisis response services in accordance with CPA 2003 (in line with UNCRC).

Ministry of Social Development and Human Security

Social Assistance (One Stop Crisis Center) 24-hour Hotline 1300

<https://1300thailand.m-society.go.th/#>

1034 Krung Kasem Road, Mahama, Pomprapsattruphai, Bangkok 10100

oscc1300.msociety@gmail.com

oscc1300.m@m-society.go.th

Facebook: www.facebook.com/1300.msociety.go.th

Line ID: @hotline1300

Royce Royal International School

111/433 Ban Ngam Charoen Village5, Moo 3 Anamai Ngamcharoen Rd , Tha Kham, Bang khun Thain Bangkok, 10150

Tel : 02 – 0288100 , 095 – 9586878 E – Mail : Info@royceroyal.ac.th



OSCC staff provide help and support for victims of rape and sexual assaults, regardless of nationality.

Because We Care Center

[Behind the scenes video from the British Embassy Consular Team](#) visiting 'Because We Care' Center, overseen by the Royal Thai Police.

Facebook Page: <https://www.facebook.com/BWC.PGH>

Contact Person: Pol.Col. Supachai Tonpong

Phone: (02) 207-6000

Tourist Police Hotline 1155

The tourist police can be called upon in situations where a foreign tourist is involved. They will act as arbitrators in disputes. <http://thaiembassy.dk/tourist-assistance-center-contact-list/>

Non-Governmental Agencies

Childline Thailand Foundation (Saidek) 24 hour helpline 1387

Saidek provides advocacy and outreach for children and their families related to abuse, neglect and access to health services as outlined by the UNCRC.

info@childlinethailand.org <http://www.childlinethailand.org/en/>

One Call One Life – Samaritans in Thailand

English Line 02 713 6791 (inbox message – they will contact callers within 24 hours) <http://www.samaritansthai.com/contactus/>

The HUG project

A good source of information within Thailand and also works with Thai Schools and organisations to prevent online child abuse, exploitation and trafficking. They can also support with home visits and short and long-term shelter or placement.

<https://www.hugproject.org/>

Other emergency phone numbers for Thailand

<https://www.iccrfthailand.com/emergency-important-telephone-numbers/>



Embassy links

British Embassy Vice Consul Derek Johnstone <i>Foreign, Commonwealth and Development Office</i>	Thai law Thai support agencies. Support following violent/sexual assault derek.johnstone2@fcdo.gov.uk
British Consular Service	24 hour phonenumber +66 (0)2 305 8333
New Zealand Embassy Bangkok Moana Dunn First Secretary and Consul	Moana.Dunn@mfat.govt.nz 66 2 254 2530 ext. 26 081 918 5246

UK National Crime Agency (NCA) and International Liaison Officers (ILO)

An International Liaison Officer may contact schools with regard to historical allegations or where there has been potential criminality linked to safeguarding.

An NCA officer will only contact a DSL or HoS in person, by telephone or by email.

Country	Name and position	Contact details	Expertise
Thailand	Nick Cuckson ILO NCA	British Embassy, 14 Wireless Road, Bangkok, 10330 nicholas.cuckson@nca.x.gsi.gov.uk T:+66 (0)2305 8232 M: +66 (0) 8 1801 1389	Liaison with UK Policing CEOPs UK
Vietnam, Malaysia and Laos	Gerry McGowan ILO NCA	gerry.mcgowan@fco.gsi.gov.uk	Border Command International CP
Cambodia Philippines Thailand	Phil Middleton ILO NCA	Philip.Marchington@nca.x.gsi.gov.uk	CP liaison



KEY SAFEGUARDING ROLES AND RESPONSIBILITIES

Royce Royal International School is committed to safeguarding and promoting the welfare of its students and expects all staff to share the same commitment.

Safeguarding responsibilities are identified in each individual's job description (academic staff).

School leaders with pastoral, recruitment or staff training roles have clearly defined responsibilities with reference to safeguarding and duty of care clearly encompassed within job descriptions.

Senior Leadership Responsibilities

Chair of the Steering Committee	The Chair is made aware of all serious allegations of abuse, both recent and historical, involving: any employee of the school including Senior Leaders; any adult with clear links to the school e.g. parent, volunteer, visitor, external providers; peer-on-peer abuse. If an allegation is made against the Head of School, then the Chair of the Steering Committee will assume leadership and investigate with support from the Designated Safeguarding Lead.
Head of School	The HoS has ultimate responsibility and accountability for student well-being. The HoS ensures that the school's safeguarding/child protection policies and procedures are fully understood and followed by school leaders, Board members, staff, students, parents, visitors and volunteers. Upon receipt of an allegation against a member of staff, the DSL will share the allegation with the HoS. The HoS has overall responsibility for any investigation in consultation with the relevant DSL.

Designated Safeguarding Leads (DSLs)

A team of Designated Safeguarding Leads oversee policies and procedures necessary to:

- prevent harm and respond to concerns
- support and strengthen a whole school culture of Safeguarding
- provide guidance and direction to all members of the Royce Royal community
- track and monitor safeguarding provision and keep secure, systematic records of any concerns, separate from the student's general file

Angsuman Rakshit: Director, angsuman@royceroyal.ac.th

Sirikanda Chokwinit: Admin Manager sirikanda@royceroyal.ac.th

PREVENTION: BUILDING A CULTURE OF SAFEGUARDING

Royce Royal International School

111/433 Ban Ngam Charoen Village5, Moo 3 Anamai Ngamcharoen Rd , Tha Kham, Bang khun Thain Bangkok, 10150

Tel : 02 – 0288100 , 095 – 9586878 E – Mail : Info@royceroyal.ac.th



Students should know that there are adults in school who will listen if they need to share a concern. There is a staffing structure in place to effectively safeguard and promote the welfare of children. Staff should always contact a Designated Safeguarding Lead if they have any concerns regarding a student or if they are concerned that specific actions on their part may be considered inappropriate.

At a minimum, all staff need to be aware of:

- The role of the Designated Safeguarding Leads (DSLs)
- The Safeguarding Policy
- The Safeguarding Code of Conduct for Staff
- The relevant Safeguarding Code of Conduct for Students
- Where to access other Safeguarding Codes of Conduct relevant to their role
- How to respond to a disclosure and the reporting process for any concerns

Safeguarding Training

All staff are expected to understand and abide by the Staff Code of Conduct, the Safeguarding Policy and the procedures for responding to safeguarding concerns.

- Designated Safeguarding Leads keep up to date regarding best practice, including ITFCP and CIS protocols and provide teams with regular safeguarding updates and agenda items.
- DSLs undergo regular training linked to child protection and student safeguarding. This may be internal, online or in partnership with other schools.
- Newly arrived staff attend safeguarding training using scenarios that reflect the school's international context.
- All existing staff complete annual EduCare refresher training.
- Records are kept of individual safeguarding training (academic and business staff).

Business and six day staff training

All staff receive annual training led by members of the HR team in consultation with the Whole School Safeguarding Lead. A team of Safeguarding Points of Contact are trained to provide guidance and support for Thai colleagues.

Other adults working with students

External ECA providers

ECA Providers complete annual refresher training and attend annual training at the start of each academic year. The school de-activates all ECA provider ID cards at the end of each school year and re-activates the cards once all updated documentation has been received.

Adults not directly employed by the school

Adults who support in class but who are not directly employed by school, e.g. 1:1 support, specialist language teachers employed by other Ministries of Education, volunteer coaches,



are required to attend safeguarding training, sign a self-declaration form, provide a medical and police check, read and sign a role specific Safeguarding Code of Conduct.

Private coaches on campus

If a student attends one or more private coaching sessions from an Academy Coach outside of normal school hours, the parent/guardian must complete and sign a Private Coaching Agreement which stipulates that a parent/other authorised adult will remain present for the duration of the coaching session. All coaches are required to add student names, times and dates to the Private lesson data base. This is in addition to the normal safeguarding training and documentation.

Parent volunteers

Parents who volunteer are required to attend annual safeguarding training, complete a Self Declaration Form and re-sign the Parents' Safeguarding Code of Conduct.

Teaching students to keep themselves and others safe

Safeguarding is part of the PSHE, ICT, IT and Tutorial curriculum. Students are explicitly taught about: Responding to mean behaviours and bullying, healthy friendships, keeping themselves safe, online safety, healthy sexual behaviours, staying safe away from home, how to disclose abuse.

All students are required to follow an age appropriate Safeguarding Code of Conduct, shared at the start of each new school year and explicitly referred to at key points e.g. prior to a Residential visit.

RESPONDING TO DISCLOSURES AND REPORTING CONCERNS



15

Responding to a student disclosure

Listen - Acknowledge - Support - Report

- Assume serious and prioritise.
- Always report – even when evidence is inconclusive
- Share information as soon as possible with Safeguarding Leads
- Confidentiality – do not discuss names or specifics with friends or colleagues • Record and date at the time or immediately afterwards (Safeguarding reporting form)

Royce Royal International School

111/433 Ban Ngam Charoen Village5, Moo 3 Anamai Ngamcharoen Rd , Tha Kham, Bang khun Thain
Bangkok, 10150

Tel : 02 – 0288100 , 095 – 9586878 E – Mail : Info@royceroyal.ac.th



First response if a student makes a disclosure to any member of staff

- Listen and record. If possible, confirm and record key facts (names/dates/locations/times).
- Avoid leading or interrogative questioning that might close down the disclosure.
- Aim to establish what happened from their viewpoint. Do not challenge if contradictions emerge.
- Inform Designated Safeguarding Lead and pass over documentation and delete all other copies.
- All follow up is then the responsibility of the DSL who will contact you again if necessary.

Procedures following a disclosure

- Safeguarding Lead may inform the School Counsellor, Principal or Head of School.
- Establish/rule out any adult involvement
- Safeguarding Lead/Counsellor/trusted adult talks individually with all students involved
- Physical marks should be noted and, where possible, photographed.

Informing parents

In most cases, parents will be informed, except where this is agreed as not in the best interests of the student. Contact is made via phone or in person and only to the parents of the child/ren involved. A message is left to contact a named person at the school if the parents cannot otherwise be contacted. Parents are invited into school to discuss the issue with the Safeguarding Lead.

Meetings with parents: Safeguarding Lead/School Counsellor/parents

A written record of the meeting will be kept by the Safeguarding Lead in a secure file or on C-Poms. Confidentiality: the school will only share information about their own child with parents. Counselling may be offered to both the parents and students.

Response to queries from the wider community

All requests for information must to be sent to the Safeguarding Lead. Other staff must not respond. Senior leadership (Safeguarding Lead/Principal/Head of School) will agree any written response which will then be sent out by Safeguarding Leads.

Future monitoring and transfer of information

Additional information may emerge at a later point which will need to be followed up, recorded and added to existing secure records. Any transfer of information between teachers, or between schools, must be managed so as to protect confidentiality. Following any safeguarding concern, the school has a responsibility to evaluate duty of care to determine if this was a factor.

Responding to an allegation against an adult

Royce Royal International School has adopted the guidance from [Keeping Children Safe in Education 2020](#) (pp 56-68) and also draws on the ITFCH [International Protocol on Managing allegations of Child Abuse](#) Sept 2018.

Guiding principles:

Royce Royal International School



- The duty to our students to keep them safe and act in their best interests
- The duty to the alleged perpetrator, ensuring that their rights are upheld
- The duty to the law and mandatory reporting obligations

All allegations are taken seriously and investigated. Unsubstantiated allegations can have serious consequences on the well-being of the adult and may impact significantly on their future career. The school has a duty of care to provide effective support for anyone facing an allegation.

The School will seek to deal with the allegation quickly, in a fair and consistent way to provide effective protection for the child whilst supporting the person who is the subject of the allegation. The School will make every effort to maintain confidentiality whilst an allegation is being investigated. The School will expect to resolve most cases within one to three months but accepts that exceptional cases may take longer. Cases where it is immediately clear that the allegation is unsubstantiated or malicious should be resolved within one week.

The process for evaluating and following up on the allegation will be the responsibility of the HoS and the Designated Safeguarding Lead. They will consider whether the allegation requires further investigation and whether outside authorities such as police need to be immediately informed.

If an allegation is made about a member of staff to a member of staff, then the **guidance following an allegation against a member of staff** must be followed. The staff member who receives the disclosure should pass the information to the Safeguarding Lead and maintain absolute confidentiality. The Safeguarding Lead will support and advise them as needed.

Upon receipt of an allegation, the DSL will share the allegation with the Head of School. The Head of School has overall responsibility for any investigation in consultation with the DSL. The Safeguarding Lead and HoS may decide to appoint, or consult with, an independent investigator.

An investigation is required if the staff member has allegedly:

- behaved in a way that has, or has the potential to, harm a student
- possibly committed a criminal offence against, or related to, a student
- behaved towards a student(s) in a way that indicates that they may pose a risk of harm
- behaved in a way that indicates they may not be suitable to work with children

The DSL and HoS will look to determine whether the allegation is:

- **Substantiated:** sufficient evidence to prove the allegation
- **Malicious:** sufficient evidence to disprove the allegation and a deliberate act to deceive
- **False:** sufficient evidence to disprove the allegation
- **Unfounded:** cases where there is no evidence or proper basis which supports the allegation
- **Unsubstantiated:** insufficient evidence to either prove or disprove the allegation. NB. 'Unsubstantiated' does not imply guilt or innocence.

The School will make every effort to reach a clear conclusion in all cases relating to the safety of students. The School will keep a clear record of the allegation, investigative process and outcome on the confidential personnel file of the member of staff for ten years, for all but malicious allegations. This will enable accurate



sharing of information in response to future reference requests, where DBS checks may refer to unsubstantiated allegations.

The School is not bound by, but supports the principle (a legal stipulation in the UK) that it is not appropriate to reach a settlement/compromise agreement should a member of staff who is the subject of an allegation choose to resign if the employer agrees not to pursue disciplinary action.

Guidance following an allegation against a member of staff

Detailed guidance: ITFCP [International Protocol on Managing allegations of Child Abuse](#) Sept 2018.

At the start of the process	
Assign clear roles	<p>The investigation is the responsibility of the relevant DSL and the Head of School. Wherever possible, the DSL and HoS conduct all interviews.</p> <p>If the allegation is against the Head of School, then the Chair of the Steering Committee of the Foundation Board will assume leadership and investigate with the Designated Safeguarding Lead.</p>
Assess degree of risk and any immediate considerations	<ul style="list-style-type: none">• Whether there is a need for further investigation.• Whether there is a legal requirement to inform the police or other outside agencies.• Whether there is a need to immediately suspend the member of staff from school, or specific duties. This must always be considered if student safety and well-being is at risk.• Consider the potential for permanent damage to a professional career if the allegation is found to be malicious or unsubstantiated.
Separate fact from assumption	<p>Examine prior information including whether the child or family have made allegations in the past</p> <p>All records of contact with the student/s including timetables, duty rotas, duty of care procedures, supervision, locations and responsibilities.</p>
During the Process	
Agree timelines	<p>Clearly malicious or unsubstantiated cases should be concluded within a week. Almost all cases should reach a conclusion in one to three months, although some may take longer if external agencies are involved.</p>
Record and document following agreed procedures	<p>All interviews should be recorded in writing and passed to the DSL as soon as possible to be stored securely.</p> <p>All other copies/notes should be destroyed.</p>
Keep the student and their family informed	<p>Inform parents of the allegation as soon as possible.</p> <p>Offer and put appropriate supports in place.</p>



	<p>Inform student and their family regarding process of the investigation. Request their confidentiality from the outset (UK legal requirement).</p>
<p>Keep the member of staff informed</p>	<p>Fully inform the accused staff member of the allegation and the procedures to be followed. Ensure that they have an appointed contact person at school to keep them informed about the progress of the case. Provide them with professional support to help minimise stress. This may be a Counsellor or staff member of their choosing.</p> <p>If a staff member is to be suspended then this must be confirmed in writing including the justification for the suspension.</p> <p>The accused staff member should have every opportunity to understand the allegation and defend himself or herself. The lack of defence from a staff member, either through choice or other circumstances (e.g. leaving the school) should not stop the investigation reaching a conclusion.</p>
<p>Protect confidentiality</p>	<p>The accused staff member should not be identified through any fault of the school.</p> <p>Consider who needs to know and what, if any, information can be shared with the community to reduce speculation.</p> <p>Agree who will oversee press interest and social media (e.g. Head of Marketing).</p>
<p>Keep individuals informed of outcomes</p>	<p>Inform parents and the student of the outcome of the investigation including any disciplinary process.</p> <p>If no further action is to be taken, then the decision and justification must be communicated both to the person who made the allegation and to the accused member of staff.</p> <p>If the member of staff is found to have harmed - or is likely to harm a child, this must be reported to the relevant DBS/law enforcement authorities.</p>
<p>At the end of the process</p>	
<p>Put ongoing support in place</p>	<p>If the allegation is found to be malicious/unsubstantiated, provide support for the staff member during their return and resumption of their role.</p> <p>If the allegation is found to be malicious or unsubstantiated, there will need to be support in place for the student. This must include a further process which addresses why the allegation may have been made (including abuse by someone else) and whether any disciplinary action needs to be taken.</p>
<p>Record final outcomes</p>	<p>If no further action is to be taken, then the decision and justification must be recorded. Securely archive all reports of suspected or disclosed abuse and the actions taken.</p> <p>Details of allegations found to be malicious should be removed from personnel records.</p> <p>For <u>all other allegations</u>, detailed records of the process and outcome should be kept in their personnel file for 10 years and a copy given to the accused staff member.</p> <p>Recording this is important for future reference requests where unsubstantiated allegations should be referred to.</p>



Review and evaluate	At the conclusion of any investigation the SL and HoS should review procedures and consider where improvements might be made. The Head of School and Safeguarding Lead will review each case with regard any adjustments that may be needed to policy and procedures.
---------------------	---

Responding to an allegation of Peer on Peer Abuse

We draw on guidance from the following documents.

[Keeping Children Safe in Education 2020](#) (pp 69-81).

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) DfE December 2017.

[Peer-on-Peer Abuse Kit](#) Safeguarding Unit at Farrer & Co 2018

Peer-on-peer abuse is any form of physical, sexual or emotional abuse and/or coercive control exercised between children and within children's relationships, both intimate and non-intimate. It can take various forms including bullying, sexual exploitation, violence, harmful sexual behaviours, youth produced sexual imagery (sexting), upskirting, hazing type rituals and cyber bullying. These types of abuse rarely take place in isolation and may indicate wider safeguarding and supervision concerns.

Peer-on-peer abuse should never be dismissed as teasing, banter, joking or horseplay. It is essential that all children are reassured that they are being taken seriously and will be supported and kept safe. The response to peer-to-peer reporting or allegations require the same clear procedures as for any other disclosure:

- Recognising that a child is likely to choose someone they trust to disclose to •
Listening carefully and being non-judgmental
- Being clear about boundaries and following agreed school procedures
- Not promising confidentiality as it is likely that the concern will have to be shared further •
Informing the relevant DSL as soon as is practically possible.

If the behaviour between peers is inappropriate or problematic (as opposed to abusive or violent), this will be managed internally with help from external specialists where appropriate and possible.

Disciplinary action may be appropriate but must be balanced against the school's duty to safeguard all children from harm; the underlying reasons for a child's behaviour including unmet needs; the risk that a child may pose to others; the severity of the peer-on-peer abuse.

Therefore, exclusion will only be used as a last resort and only where necessary to ensure the safety and well-being of other children in the school.

Continuous Professional Learning for peer-on-peer abuse

Peer-on-peer abuse should be included as a preventative measure within the PSHE and tutorial curriculum as part of teaching students to keep themselves and others safe.

All staff should be aware that children can abuse other children.



All those with pastoral and safeguarding roles should have a good awareness and understanding of peer on-peer abuse using relevant case studies. The UK Council for Child Internet Safety [Sexting – how to respond](#) overview and [Sexting in Schools](#) (Annex F) include materials for raising teacher awareness specifically around sexting and other online harm.

Harmful Sexual behaviours

It is important to differentiate between problematic and abusive sexual behaviours, but all can be categorised as harmful sexual behaviours (HSB).

A child's sexual behaviour is always a potential concern if it:

- Occurs at a frequency greater than would be developmentally expected
- Interferes with the child's development
- Occurs with coercion, intimidation or force
- Is associated with emotional distress
- Occurs between children of divergent ages or developmental abilities
- Repeatedly occurs in secrecy, even after intervention by care-givers

The Brook Sexual Behaviours Traffic Light Tool is useful for deciding which behaviours require attention and possible responses depending on the age of the children concerned. Updated 2020 and no longer a free resource. Training options via this link.

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

All behaviour takes place of a spectrum and understanding where a child's behaviour falls is essential to choosing the appropriate response. This tool helps identify which behaviours reflect safe and healthy sexual development, which signal the need to take notice and monitor, and which indicate the need for immediate intervention and action.

The NSPCC draws on the Hackett (2010) Continuum of Harmful Behaviours (normal/inappropriate, problematic, abusive, violent). [NSPCC Harmful sexual behaviour framework](#) (2nd edition 2019).

The UK Department for Education has updated Sexual Violence and sexual harassment between children in schools and colleges. Due for completion Sept 2021.

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-schoolsandcol/supporting_documents/Proposed%20advice%20for%20sexual%20violence%20and%20sexual%20harassment%20%20for%20consultation.pdf

Sexual Violence and Sexual Harassment

Where there is a report of sexual violence/sexual harassment, considerations will include: •

- The wishes of the child who has made the disclosure and how they want to proceed •
- The nature of the alleged incident and whether a crime may have been committed •
- The ages and developmental stages of those involved
- The power imbalance between the children



- Whether the alleged incident is a one-off incident or a sustained pattern of abuse
- Any ongoing risks to the victim that require an immediate risk and needs assessment

Tracking and monitoring peer-on-peer abuse in school

Those with key pastoral and safeguarding roles should track and monitor:

- The nature and variants of peer-on-peer abuse in school e.g. within school and online
- Which students, if any, are more at risk
- Trends, both annually and year on year
- Whether gender norms and equality issues contribute to peer-on-peer abuse
- Any physical locations within school which lack supervision

OTHER SAFEGUARDING PROCEDURES and GUIDANCE

Recruitment and screening

We execute rigorous recruitment procedures that ensure that all employees are suitable to work with children. The school's adherence to safe screening is made apparent on the opening page of the Royce Royal International recruitment page; all applicants are required to respond yes or no to a safeguarding question. A 'Yes' response is then flagged to the lead DSL.

<https://www.Royce Royal.ac.th/recruitment-form/>

Further safeguarding checks

- Anyone invited for interview is sent the Staff Safeguarding Code of Conduct
- Applicants complete the Self-Declaration Form as part of their pre-interview with HR
- The same key questions are asked of all candidates, with additional questions as needed

All candidates must disclose any criminal convictions or police cautions, both for themselves and for any accompanying partner, regardless of whether these are spent or unspent. Candidates must provide a valid Disclosure and Barring Service (DBS) check and a police certificate from countries where they have been employed or resident. If there are gaps in a candidate's documentation or work record, the HoS will consult with HR and the DSL before reaching a decision.

If successful, the self-declaration form, plus a record of responses to safe-guarding questions, are placed in the employees confidential personnel file which is managed in accordance with relevant data protection legislation and guidance.

Student Admissions

On admission

The relevant Safeguarding Lead should be made fully aware of any safeguarding or child protection concerns that have arisen in a student's previous school, in line with UK Government guidance.

Royce Royal International School

111/433 Ban Ngam Charoen Village5, Moo 3 Anamai Ngamcharoen Rd , Tha Kham, Bang khun Thain Bangkok, 10150

Tel : 02 – 0288100 , 095 – 9586878 E – Mail : Info@royceroyal.ac.th



The UK Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. [Keeping Children Safe in Education 2020 paragraph 84](#)

Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect, or physical, emotional or mental harm, or if it is protecting their physical, mental or emotional well-being.

22

[Information Sharing: Advice for practitioners providing safeguarding services July 2018 pg 5](#)

Admissions will contact the current or previous school and request that the DSL completes the BPS Child Protection and Student Safeguarding Transfer Form. Where a safeguarding concern is noted, any information is passed direct to the Designated Safeguarding Lead at Royce Royal International School.

Students transferring to a new school.

In the UK, statutory guidance is clear, and this is currently our model.

“When children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.”

[Keeping Children Safe in Education 2020](#), paragraphs 87 and 88.

When a student leaves, the Designated Safeguarding Lead will respond to any requests for Safeguarding or Child Protection information from the receiving school.

If a request for information is not forthcoming, and there is a safeguarding concern to share, the DSL will attempt to contact the school with due regard to confidentiality and data protection.

When deciding what to share with the receiving school or college, the DSL must carry out a risk assessment to balance the need to safeguard children against the requirements of data protection. Data protection principles should be followed wherever possible, including documenting the reasoning as to why information was **or was not** shared.

For example, risk of harm to the child; risk of harm to others; not taking appropriate steps to prevent an individual's exposure to a harmful situation.

Parents are informed of these procedures when joining the school.

We do not request consent from parents to share information with the receiving school. Best practice safeguarding in UK law allows for the DSL to share information without consent where there

Royce Royal International School



is good reason to do so. [Working Together to Safeguard Children Page 19 Myth-busting guide to information sharing](#)

Parent Safeguarding Code of Conduct: Confidentiality between schools

Royce Royal International School follows the UK legal requirement that the receiving school be informed of any student safeguarding issues that have arisen whilst in their current school. Safeguarding records will only be shared with the receiving school's Designated Safeguarding Lead unless it becomes necessary to discuss the records with an appropriate agency.

Notification of Temporary Guardianship

Students will only be considered for enrolment if residing in Bangkok with a Parent or Legal Guardian. For any periods of short-term absence, parents/legal guardians must appoint a Temporary Guardian and inform the School in advance by submitting Notification of Temporary Guardianship form to the Admissions Office.

Notification of an Appointed Guardianship

In exceptional circumstances, and with the agreement of the relevant school Principal, students may be given permission to reside with an Appointed Guardian.

A **Notification of Appointed Guardianship Form** must be completed by the Parents/Legal Guardian and the Appointed Guardian and submitted to the Admissions Office for consideration.

The Appointed Guardian must be:

- Aged over 25 years
- Resident in Bangkok
- Able to communicate in either English or Thai
- Able to provide a point of contact at all times
- Nominated by the parent or legal guardian
- Well known to the student (i.e. family member or friend of the family)

Parents are required to inform the Admissions Office and Class Teacher / Tutor immediately of any change in family circumstances, living arrangements or custody agreements.

Duty of Care on Campus

Key documents relating to duty of care can be [found here](#).

Patterns of absence and attendance

There is a duty of care to put in place appropriate safeguarding responses for any child who goes missing from education, or whose attendance falls below **90%** at any point in the school year.



Absence can impact both student learning and well-being, and all absences must be accounted for.

Children may be missing from school because they are suffering from harm or neglect. If there is a reason to believe that a child is at risk of harm, this concern should be brought to the DSL.

All Royce Royal students are registered each day using agreed codes. If a student fails to attend, the class teacher/tutor must establish the reason for the absence and mark the register accordingly.

Staff act early to address any patterns of absence by making a reasonable enquiry to the parents/guardian. If the student is reluctant to return to school, or if there is a clear pattern of absences, this should be discussed with a Social Emotional Counsellor or a member of staff with welfare/safeguarding responsibilities.

Toilets and changing rooms

Everyone on campus is required to abide by clear rules regarding use of toilets and changing areas. All toilets and changing rooms are clearly signed either for adult or student use. Where there is no separate facility for students, other safeguarding measures must be put in place. Adults must not enter student toilets/changing facilities unless there is a concern for student safety. Foundation and Key Stage 1 staff do not help younger students with personal tasks, such as changing and toileting, that students can manage independently.

The parents of children starting in Nursery must sign an Intimate Care Agreement in line with the [Foundation Stage Intimate Care Policy](#) before their child starts school.

During this time, children are supported in helping with their own toileting. Support gradually decreases until the child can use the toilet independently. If there is a need for school to provide intimate care for a child in FS1 or older, most often due to a medical concern or accident, an Intimate Care Agreement must be agreed between the parent/care-giver and the school.

Access to the campus

All adults on site must keep their Royce Royal, Alumni or Visitor ID visible.

Adults with a Royce Royal Card

Only those adults with a Royce Royal card may enter the Royce Royal campus or Sports Complex using the turnstiles. If a parent forgets their Royce Royal Card, they can make use of our iVisitor system which is linked to their photo, allowing them to use a temporary card for the day.

Visitors to the school

Visitors to the school must register for a Visitor Card at the Security Office near the main reception or at the Sports Complex security office and have their photo taken. A temporary card will be given in exchange for photo ID. They must read and sign the Visitors' Safeguarding Code of Conduct. [The Visitor's Code of Conduct is available in several languages.](#)

Students inviting guests onto the campus

If a student wishes to invite a guest onto campus, they must first request permission from their HoY/SecLT. Guests will not be granted permission to attend lessons but may sit in the Secondary

Royce Royal International School



Library or Senior Studies building.

Guests must sign in as visitors and complete all safeguarding procedures.

End of day

Primary students going home by private vehicle

Foundation Stage and Y1-Y3 students are collected direct from a member of staff by a parent or other authorised adult inside the school premises.

Y4-6 students may walk to the car park or meet their trusted adult at an agreed location.

Primary students being picked up late

FS – Y3 students are brought to the Primary Office to wait for their parent or other authorised adult. Y

Primary students leaving school before the end of the school day

Primary students must be collected by a parent or other authorised adult. The class teacher will complete and sign a permission form which is then given to Security when departing the campus. If the student is being collected from the Nurses room, the nurse will complete the permission form and email the class teacher. A member of PLT can sign the form so that the student does not need to return to their classroom.

End of Extra Curricular Activities

Additional care is taken with students in Y3 or younger following their ECA. Duty of care must be passed from the provider/teacher either to transport staff or an authorised adult e.g. parent, nanny. If a student is absent for two weeks in a row for their ECA, then a computer generated email will be sent to the teacher/provider and to the relevant ECA Coordinator for Primary or Secondary, asking for follow up as a matter of urgency.

Residential and overnight stays in hotels, resorts and on campus

Work in Progress

Accompanying drivers/guides must not be roomed in the same block or floor as the students. Sleeping areas, spacing and staff supervision for any **campus sleepovers** should be in line with overnight expectations for hotels and resorts.

Key questions:

1. Would a student ever be left alone with an adult?
2. Do the students attend in pairs/small groups?
3. Is the supervising adult/s required to sign our External Provider Safeguarding Code of Conduct and a Self-disclosure re previous allegations/convictions?



LINKS TO FURTHER GUIDANCE

[Keeping Children Safe in Education 2020](#)

[Working Together to Safeguard Children July 2018](#)

[International Task Force on Child Protection's Essential Questions and Expectations
Department for Education](#)

[United Nations Convention on the Rights of the Child](#)

**UK and Thai Statutory Guidance and Advice for Schools can be found
[here](#)**

- What to do if you're worried a child is being abused
- Keeping children safe in education
- Working together to safeguard children
- Sexual violence and sexual harassment between children in schools and colleges •
- Ofsted Safeguarding in schools: best practice
- Sexting: how to respond
- Sexting in schools and colleges
- Safeguarding Children and Protecting Professionals in Early Years Settings •
- Relationships Education, RSE and Health Education
- Information sharing – advice for practitioners providing safeguarding services •
- NSPCC/NHS Harmful Sexual Behaviours
- *Thailand National Child Protection Legislation*
- *Thailand Child Protection Act 2003 English Translation*

ICMEC (International Centre for Missing and Exploited Children)

Provides resources and training on preventing and responding to child abuse, neglect, exploitation.

<https://www.icmec.org/education-portal/>

<https://www.icmec.org/wp-content/uploads/2018/02/ICMEC-FINAL-Child-Protection-Training-Checklist.pdf>

ThinkUKnow/CEOP

<https://www.thinkuknow.co.uk/>

<https://www.ceop.police.uk/Safety-Centre>

[Supporting positive sexual behaviour](#)

<https://www.thinkuknow.co.uk/parents/articles/Harmful-sexual-behaviour/>

<https://www.thinkuknow.co.uk/parents/articles/Finding-out-your-child-has-done-something-sexually-harmful/>

Royce Royal International School

111/433 Ban Ngam Charoen Village5, Moo 3 Anamai Ngamcharoen Rd , Tha Kham, Bang khun Thain Bangkok, 10150

Tel : 02 – 0288100 , 095 – 9586878 E – Mail : Info@royceroyal.ac.th



NSPCC

<https://www.nspcc.org.uk/onlinesafety>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Policy Review and Development

Student Safeguarding Handbook: Policy, Roles, Procedures and Guidance	Whole School
Last reviewed by:	AR/SC/SK
Last Reviewed:	September 2022
To Be Next Reviewed:	August 2023