



Child Protection Policy

Version Number 1.3



Version	Author	Position	Date
1.0	DTO	HM	June 2016
1.1	DTO	HM	September 2016
1.2	JWI	DHWC	September 2017
1.3	SWY	DHPP	May 2018

May 2018

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1. Introduction

1.1 Policy statement

The role of International Schools in relation to Child Protection is the same as that of any other school. Brighton College Bangkok is concerned about the welfare and safety of all its pupils and attempts to create an environment in which pupils feel secure and valued and in which they are listened to and taken seriously. All staff receive regular training in child protection and the procedures contained in this guidance.

1.2 Aims

We aim to safeguard and promote the welfare of children at the school in compliance with local and international requirements and the DFES Guidance Safeguarding Children and Safer Recruitment in Education.

As recommended, the policy recognises the need for a designated practitioner to take lead responsibility for safeguarding pupils within the EYFS (Early Years Foundation Stage) setting and liaising with local statutory children's agencies where these exist and as appropriate.

1.3 Context

As a British School Overseas, where appropriate and possible, this policy has been written having regard to the DfE documents, 'Keeping Children Safe in Education' (September 2016) and 'Working Together to Safeguard Children' (March 2015). As an International School in Thailand, the policy has also been written with regard to Articles 19 and 34 of the United Nations Convention on the Rights of the Child and the Thai Child Protection Act (2003). The Teachers Standards 2012 also state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The policy also makes reference to, and is written with regard to the 'Guidance for safer working practice for those working with children and young people in educational settings' (October 2015) published by the Safer Recruitment Consortium.

This policy covers the Whole College and is age specific; its principles and procedures apply to our Senior, Prep and Pre-prep Schools including those in EYFS.

At the heart of our policy lies:

- Prevention (a positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support to pupils, provision of good adult role models and an effective safer recruitment policy)
- Protection (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- Support (to pupils who have reported abuse and the staff who have been involved in any investigation)

To this end, there are 4 main elements to our approach to Child Protection:

- Ensuring we practice safe recruitment
- Raising awareness of Child Protection issues and equipping our pupils with the skills required to keep them safe
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- Establishing a safe environment in which children can learn and develop

2. Practice and procedure

2.1 Guiding Principles

1. Safeguarding and promoting the welfare of children is EVERYONE'S responsibility.
2. All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicions.
3. A Designated Person with knowledge and skills in recognising and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
4. Staff with designated responsibility for child protection should receive appropriate training.
5. There is an effective whole College policy against bullying.
6. We operate safe recruitment procedures (including DBS checks, prohibition from teaching checks, and local security checks). The College will ensure that any full, part-time, supply, peripatetic or volunteer staff are security checked prior to employment/engagement. This is a whole College requirement and should include all ancillary staff as well as academic teaching staff.
7. A member of staff trained in Safer Recruitment will be included in every selection panel.
8. Any deficiencies or weaknesses in child protection arrangements will be remedied without delay.

2.2 Designated Person

The designated Child Protection leads are outlined in the table below:

Name	Position	Contact Telephone Number
Siobhan Wyper	Deputy Head Pre Prep	0642388070
Edward Johnson (Deputy CPO)	Deputy Head Prep	0621367898

Table 2.1: Designated Child Protection Leads

The roles of the designated Child Protection leads are to:

1. Ensure that the Headmaster is kept fully informed of any concerns.
2. Ensure that all staff are aware of these procedures.
3. Ensure that the safeguarding procedures are followed in the College.
4. Ensure that appropriate training and support is provided to all staff.
5. Decide whether to take further action about specific concerns.
6. Ensure that accurate records are maintained on individual cases and these are kept in a secure place and marked 'strictly confidential'.
7. Provide guidance to parents and staff about obtaining support.

2.3 Responsibilities of all staff:

1. All staff have a responsibility to provide a safe environment in which children can learn.
2. All staff have a responsibility to make themselves aware of:
 - a. The Child Protection Policy
 - b. The Staff Code of Conduct
 - c. The role of the Designated Safeguarding Lead

3. Any member of staff concerned about a pupil must inform the Designated Person immediately. He/she will inform the Headmaster and the relevant Head of School.
4. The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations.
5. The Designated Person will decide whether the concerns should be referred to an outside agency.

2.4 Recognising Child Abuse – When to be concerned

It is important that all members of staff, including visiting staff both paid and unpaid, should be aware and alert to possible outward signs of abuse or neglect and do not wait for a disclosure before making a referral if they have a concern. These signs may include one or more of the following:

1. An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
2. Frequent injuries even when apparently reasonable explanations are given.
3. Sudden changes in behaviour, performance or attitude.
4. Anxiety or low self-esteem.
5. Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the pupil's age.
6. Disclosure of an experience in which the pupil may have been significantly harmed.

(Please note: Further information about the types and signs of abuse is provided in the appendices to this policy.)

2.5 Dealing with a Disclosure

1. Listen to what is being said without displaying shock or disbelief.
2. Accept what is being said.
3. Allow the child to talk freely.
4. Reassure the pupil, but do not make promises which it might be impossible to keep.
5. Do not promise confidentiality, as it might be necessary to refer the case to the local authorities, but do say that you will only inform the people you need to.
6. Reassure the pupil that what has happened is not their fault and stress that it was right to talk.
7. Listen rather than ask direct questions; asking minimal open rather than leading questions.
8. Explain what has to be done next and who has to be told.

(More detailed guidance on how to deal with a disclosure is contained in the appendices to this policy.)

2.6 Allegations Involving School Staff

1. Allegations against staff, volunteers or the Designated Person should be reported to the Headmaster.
2. Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headmaster. A record of the concerns must be made, including a note of any witness to the incident or allegation.
3. In the event of an allegation against the Headmaster, this should be reported to the Bursar.

4. If the member of staff is deemed unsuitable after an internal investigation, then the school reports it to the local authorities immediately and all necessary actions to end the staff member's ability to work with children will be taken.

2.6.1 Independent Safeguarding Authority (ISA), DBS and Relevant Local Authorities

The College undertakes to report to the ISA, the DBS and any relevant local authorities within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children.

2.7 Guidelines for Staff

This guidance is issued within this policy for the protection of both staff and pupils. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have.
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room.
- Recognise that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury. Best practice is always to ask permission and explain what you are doing before making contact.
- Staff are advised to avoid transporting a single pupil in a vehicle except in case of an emergency.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.
- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- Do not believe 'it could never happen to me'.

For further guidance, please refer to the 'Guidance for Safer Working Practices' (October 2015) published by the Safer Recruitment Consortium.

2.8 Specific Guidance on Physical Restraint

In line with global best practice, UK law and guidance for schools, staff may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property

- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Under no circumstances should physical force be used as a form of punishment.

Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents.

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to.

2.9 Allegations by one pupil against another pupil

Any such allegations will always be taken seriously and will be dealt with using sensitivity and care. The same principles for dealing with any disclosure apply to such cases.

2.10 Safer Recruitment

At least one member of staff on each selection panel has completed training on Safer Recruitment via a COBIS recognised training agency (e.g. EduCare). The safer recruitment practices adopted at the College include the following:

1. Ensuring all staff with unsupervised access to children who have lived in the UK have a 'Prohibition Check' and DBS clearance (these are administered through COBIS);
2. Ensuring all staff with unsupervised access to children who have lived outside the UK, including local staff, provide local police checks to cover their period of overseas residence;
3. Ensuring all staff with unsupervised access to children have at least two references on file with a series of child protection questions answered, at least one of which is from their current/ most recent Head
4. Ensuring that no recruited staff have unexplained gaps in their employment history
5. Ensuring all interviews include questions on Child Protection
6. When local staff are not recruited from schools, ensuring that one reference is from their most recent employer with a series of child protection questions answered
7. Ensuring all teaching staff provide an ICPC (International Child Protection Certificate).
8. Ensuring the maintenance of a single central record and employee files to evidence the above.
9. Where staff are recruited through local supply agencies, ensuring that the procedures outlined in section 2.30 of the recruitment policy are followed.
10. Ensuring that, for contract agencies, we receive written confirmation that all staff they send have:
 - a. A clear police check
 - b. No unexplained gaps in their employment history
 - c. References including one from their current/ most recent employer with a question regarding their suitability to work with children
 - d. Been interviewed with questions relating to child protection

Failure to confirm the above will result in Brighton College Bangkok not accepting them to work here.

2.11 Concerns over a Referral

If a member of staff has any concerns about how a referral has been handled, they should contact the Designated Governor responsible for Safeguarding

3. Assessment and record keeping

- Make notes as soon as possible after the conversation.
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil.
- Record on a body map the site of any injury.
- Record statements and observations, not interpretations or assumptions.
- Do not use email or other forms of electronic communication to communicate any child protection concerns – always use hard copies (incident report forms or notes as appropriate) and these should always be passed to a designated person in a sealed envelope marked confidential.

4. Staffing and resources

It is the responsibility of all staff (academic and non-academic), volunteers and visitors to the College to abide by the procedures laid down in this policy. All staff are provided with annual child protection training and those involved in the recruitment of staff are provided with safer recruitment training through COBIS.

4.1 Contact details

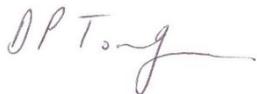
Name	Position	Contact Telephone Number
Siobhan Wyper	Deputy Head Pre Prep [Designated Person]	0642388070
David Tongue	Headmaster	063 841 9373
Edward Johnson (Deputy CPO)	Deputy Head Prep	0621367898

Table 4.1: Contact Details

5. Monitoring and review

This policy is monitored on a termly basis by the **Headmaster** and is reviewed annually by the Board of Governors.

6. Approved by



The Headmaster on behalf of the College.

The Chairman on behalf of the Board of Governors.

7. Change history record

Version Number	Description of change	Owner	Date of issue
1.1	VRO contact details added	DTO	September 2016
1.2	Details added throughout plus appendices	JWI	September 2017
1.3	Details added throughout	SWY	May 2018
1.3	EJO contact details added	SWY	August 2018

Appendix 1

DEFINITIONS, SIGNS & SYMPTOMS OF ABUSE:

All staff must be aware of the signs and symptoms of abuse.

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

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

Typical signs of Physical Abuse:

- **Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **Slap marks** – these may be visible on cheeks or buttocks.
- **Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
- **Bruising on either sides of the ear** – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **Grip marks on arms or trunk** – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **Black eyes** – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **Damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **Bite marks**
- **Fractures** – especially in children under the age of 2.
- **Poisoning and other drug misuse** – e.g. overuse of sedatives.
- **Burns and/or scalds** – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.
- **Unexplained injuries or refusal to discuss them**
- **Fear of medical treatment**
- **Self-destructive tendencies**
- **Unexplained patterns of absence that could be in order to hide injuries**

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Typical signs of Sexual Abuse:

- A detailed sexual knowledge inappropriate to the age of the child
- Behaviour that is excessively affectionate or sexual towards other children or adults
- Lack of trust in adults (particularly any marked fear of men)
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- A fear of medical examinations
- A fear of being alone – this applies to friends, families, neighbours, baby-sitters, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- Excessive masturbation is especially worrying when it takes place in public
- Promiscuity
- Unusually explicit or detailed sex play in younger children
- Sexual approaches or assaults – on other children or adults
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- Discomfort or pain particularly in the genital areas
- The drawing of pornographic or sexually explicit images

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home

or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Typical signs of Physical Neglect:

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.
- **Persistent stomach-aches**, feeling unwell, and apparent anorexia can be associated with Physical neglect.

Child abuse includes abuse of a pupil by a staff member or other adult, abuse at home, which a pupil reports to staff, abuse by a stranger outside School and abuse of one pupil by another pupil. In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation, which might be considered within normal bounds in the School Community) are:

- The frequency, nature or severity of the incidents.
- Whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him or her.
- Whether the incident involved a potentially criminal act and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

A child can be at risk from any one or combination of the four categories of abuse. Other forms of abuse also include:

- **Bullying** - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying)
- **Missing Child** - a child going missing from School is a potential indicator of abuse or neglect.
- **Female Genital Mutilation (FGM)** – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM.
- **Child Sexual Exploitation (CSE)** – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship.
- **Forced Marriage** – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous categories of abuse, or if that child is 'at risk', he/she may suffer from/display signs of stress and distress. An abused child may show the signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Extreme passivity or aggressive/hostile behaviour

- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting
- Self-harming or suicidal behaviour
- Low self-esteem
- Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse
- Disturbed sleep/tiredness
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- Fear of medical treatment
- Unexplained patterns of absence to hide injuries
- 'Chronic' medical problems (stomach pains/headaches)
- Drug/solvent abuse
- Telling of a 'friend with a problem of abuse'
- Anorexic/bulimic
- Excessive fear of certain situations or people
- A sudden change in school performance

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

Appendix 2

GUIDANCE FOR DEALING WITH A DISCLOSURE

A member of staff only requires there to be a cause for concern regarding potential child abuse in order to act and report to the Designated Child Protection Officer immediately. When there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately:

Key points to follow if you suspect, or are told of, abuse:

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse – treat the matter seriously. Listen with care, quietly but actively and allow silence. Reassure the child that s/he is not to blame and was right to inform you. Do not show disbelief, or appear angry or shocked.
- If you can, write brief notes of what they are telling you while they are speaking and keep these original notes, however rough. If you do not have the means to write at the time, make an accurate record of what was said and what you have done as soon as possible afterwards. Sign, date and time all notes made. Contemporaneous notes and records should be made on the same working day of any disclosure.
- Do not give a guarantee that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you have been told something that needs to be sorted out, you will have to tell the people who can help, but that you will only inform people who absolutely need to know.
- Do not interrogate or ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?”) – just ask “What do you want to tell me?” or “Is there anything else you want to say?” The best questions to ask are TED questions: Tell, Explain, Describe.
- Immediately inform the Designated Child Protection Officer - do not tell other adults or pupils. Remember that the priority is to protect the child.
- Never carry out an investigation of suspected or alleged abuse – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
- Where an allegation is made against the Designated Child Protection Officer, you should immediately contact the Headmaster or the designated Governor for Child Protection.
- Where an allegation is made against the Headmaster, you should immediately contact the Bursar.
- Never think abuse is impossible, or that an accusation against someone you know well and trust is bound to be wrong. Receive the child’s story if appropriate, listen but do not judge. React to what the child tells you with belief and tell the child that they have done the right thing in telling you.

- You may feel upset after speaking to the child. You may need support, e.g. to talk through what has happened. You may wish to seek specialist support or counselling – look after yourself too.

Appendix 3

Contact details for Child Services in Thailand

- Bangkok Shelter for Children and Families: Mr. Tanawat Phonnisidonwat (089-2021046 / 023547580)
- “Sai Dek” Child Line 1387



- The Centre for the Protection of Children’s Rights Foundation (CPCR) Bangkok at (02-4121196 / 02-4120736) www.thaichildrights.org
- ECPAT International 328/1 Phaya Thai Road Bangkok 10400, Thailand Tel: + 66 (0) 2 215 3388 ext. 190 Fax: + 66 (0) 2 215 8272 www.ecpat.net
- The Prachabodi Centre 1300

Please do not contact any of the above services without speaking to the Designated Child Protection Officer (CPO) first.