



HeadStart International School Phuket

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy was written/reviewed by STACEY TURNER-KING (DEPUTY HEAD OF PRIMARY - DESIGNATED SAFEGUARDING LEAD - CHERNGTALAY CAMPUS) and ANNIE CUSWORTH (DEPUTY HEAD OF PRIMARY - DESIGNATED SAFEGUARDING LEAD - CHAOFAH CAMPUS) and is subject to review.

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Foreword:

All adults working in or on behalf of HeadStart have a responsibility to safeguard and promote the welfare of children. This includes:

- Providing a safe environment in which children can learn.
- Identifying Children who may be in need of extra help and taking appropriate action.
- Understanding how to identify and protect children who are suffering, or are likely to suffer, significant harm.

We believe that Safeguarding is the responsibility of everyone in the HeadStart family. All staff, volunteers, parents and guardians have a legal and moral responsibility to safeguard and promote the welfare of all students and should raise any concerns they have about poor or unsafe practice or worries about a child's safety.

1. IMPORTANT CONTACT INFORMATION

For: Senior Managers, Teaching Staff, Staff, Volunteers and External Providers

HeadStart Chaofah (HSC)

Role	Name	Contact Details
Designated Safeguarding Person (DSL)	Annie Cusworth	acusworth@headstartphuket.com
Deputy DSL (Foundation)	Danielle Hughes	dhughes@headstartphuket.com
Deputy DSL (Primary)	Annie Cusworth	acusworth@headstartphuket.com
DSL (Lower Secondary)	Nikki Uhure	nuhure@headstartphuket.com
DSL (Upper Secondary)	Emily Graham	egraham@headstartphuket.com
Deputy DSL (Thai) - <i>involved in all cases regarding Thai nationals and/or Thai law</i>	Sonata Baci (Kru Nee)	nee@headstartphuket.com
School Counsellor - Full-time	Dickens Cheng	counsellor@headstartphuket.com



HeadStart Cherngtalay (HSN)

Role	Name	Contact Details
Designated Safeguarding Person (DSL)	Stacey Turner-King	sturnerking@headstartphuket.com
Deputy DSL (Foundation)	Natalie Walker	nwalker@headstartphuket.com
Deputy DSL (Primary)	Stacey Turner-King	sturnerking@headstartphuket.com
DSL Secondary)	Tomoko Matsushita	tmatsushita@headstartphuket.com
Deputy DSL (Thai)- <i>involved in all cases regarding Thai nationals and/or Thai law</i>	Pailiam Islam (Kru Dia)	director.north@headstartphuket.com
School Counsellor/Educational Psychologist (2 days per week)	Dr Helene	hlaurentoliver@headstartphuket.com

Cross-campus

Role	Name	Contact Details
Headmaster	Adam Drew	adrew@headstartphuket.com
Foundation and Primary Principal	Sam Khan	skhan@headstartphuket.com
Secondary Principal	Ben Wakeford	bwakeford@headstartphuket.com
E-safety Advisor	James Scutt	jscutt@headstartphuket.com

Childline: ChildLine Thailand offers a free, 24 hour phone service in Thai for any child who wants confidential advice: Childline Thailand 1387.



2. POLICY STATEMENT

HeadStart International School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility. The procedures contained in this policy apply to all staff, both teaching and non-teaching, volunteers and external providers. We ensure that pupils are safe, feel safe, and know how to seek help. This policy is based on:

- Child Protection Act (Thailand)
- United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Children Safe in Education (KCSIE 2025)
- Working Together to Safeguard Children (DfE 2023)

3. PRINCIPLES

- The welfare of the child is paramount
- All children have equal protection rights, regardless of age, gender, ability, culture, religion or background.
- Safeguarding includes prevention, protection, and support.
- Concerns are taken seriously and acted upon quickly.

4. AIMS

- To ensure all staff have the knowledge and training to meet their statutory responsibilities and safeguard children's welfare.
- To promote consistent, high-quality safeguarding practice across the school.
- To demonstrate the school's commitment to protecting children from harm and promoting their well-being.

5. DEFINITIONS

Safeguarding: The actions schools take to promote children's welfare and protect them from harm, including preventing maltreatment, ensuring safe care, and supporting children to achieve their best outcomes.

Child Protection: Measures and procedures implemented when there is reasonable cause to suspect that a child is at risk of, or is experiencing, significant harm.

Child: Any person under the age of 18.



Staff: All adults working in the school, whether paid or voluntary, including teaching staff, support staff, and volunteers.

Child Abuse: Any form of maltreatment of a child, including physical, sexual, or emotional abuse, neglect, or exploitation, whether by a parent, caregiver, another adult, or another child, that results in harm or the potential for harm to the child's health, development, or well-being.

6. TYPES OF CHILD ABUSE

Abuse can take many forms. Staff must remain vigilant to the possibility of abuse which may present as signs and symptoms, or as a direct disclosure.

The four main types of abuse—physical, emotional, sexual, and neglect—often overlap and interconnect. Abuse may occur in person, online, or within specific community contexts.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to; provide adequate food, clothing, or 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 caregivers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs or symptoms which may indicate neglect:

- Hunger
- Poor personal hygiene
- Dirty, ill-fitting or inappropriate clothes
- Tiredness or listlessness
- Poor school attendance or frequent lateness
- Poor concentration
- Demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones

PHYSICAL ABUSE

Physical abuse is deliberately causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, drowning, or suffocating. It can also involve fabricating or inducing illness. Physical abuse is always considered abuse, regardless of intention or severity.



Signs or symptoms which may indicate Physical Abuse:

- Bruising, including inconsistent accounts of how bruising or injuries have occurred
- Bald patches
- Burns or scalds
- Fear of going home or of parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others, including bullying
- Reluctance to undress for PE or swimming

As of March 25, 2025, Thailand has amended Article 1567(2) of the Civil and Commercial Code to prohibit all forms of corporal punishment by parents and guardians. This amendment aligns with international standards and underscores the state's commitment to protecting children's rights. **The school considers corporal punishment a form of physical abuse and does not condone its use in any setting.**

SEXUAL ABUSE

Sexual Abuse is defined as forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes physical contact, such as assault by penetration, or non-penetrative acts such as masturbation, kissing or touching inappropriately. Sexual Abuse includes non-contact activities like involving children in looking at or producing sexual images, watching sexual activities, grooming, or encouraging sexually inappropriate behaviour, both online and offline. Sexual Abuse can be perpetrated by both male and female adults, as well as other children.

Signs or symptoms which may indicate Sexual Abuse (although there are frequently no signs of this type of abuse):

- Sexually explicit or age-inappropriate behaviour, including frequent or inappropriate masturbation, sexual harassment, or touching others inappropriately
- Physical signs such as anal or vaginal discharge, soreness, scratching, or bruises in the genital area
- Regressive behaviour, involuntary urination, or soiling
- Urinary tract infections
- Persistent physical complaints, such as stomach pains
- Eating disorders
- Reluctance to undress for PE or swimming
- Attention-seeking behaviour
- Lack of trust in a familiar or particular adult
- Unusually compliant or passive behaviour



EMOTIONAL ABUSE

Psychological or emotional abuse is the persistent emotional maltreatment of a child or young person that can cause severe and long-lasting adverse effects on their emotional development and well-being. This may involve constant criticism or ridicule, threats, shouting, or rejection, as well as exposure to hostility or indifference, and not giving the child the opportunity to express their views. Emotional Abuse always occurs alongside all other forms of abuse, though it may occur alone.

SIGNS OR SYMPTOMS WHICH MAY INDICATE EMOTIONAL ABUSE:

- Regressive behaviours such as rocking, head-banging, soiling, smearing faeces, or enuresis
- Self-harm, substance misuse, or compulsive stealing
- Fear of parents or carers being contacted, or running away
- Eating disorders or disturbed eating patterns
- Speech or communication difficulties, including sudden speech disorders or selective mutism
- Low self-esteem, continual self-deprecation, or overreaction to mistakes
- Delayed physical, emotional, or mental development

CHILD-ON-CHILD ABUSE

Child-on-child abuse is any form of harm a child may inflict on another, including bullying (cyber or otherwise, please see [Anti-bullying Policy](#)), physical abuse, sexual violence or harassment, upskirting, and sharing nudes. initiation/hazing, and coercive behaviours. It is never tolerated or dismissed as 'banter' or 'part of growing up.'

Signs or symptoms which may indicate child-on-child abuse:

- Unexplained injuries, bruises, or marks
- Sudden or persistent changes in behaviour, including withdrawal, anxiety, or aggression
- Avoidance of particular places, groups, or individuals
- Repeated absences, reluctance to attend school, or decline in academic performance
- Secretive or distressed use of phones or technology
- Fear of reporting incidents due to threats, intimidation, or coercion

MANAGING ALLEGATIONS OF CHILD-ON-CHILD ABUSE

If child-on-child abuse is reported, the DSL will inform the relevant Assistant or Deputy Head (Pastoral), who will ensure support for all involved and determine next steps. If necessary, a full investigation will be



carried out, taking into account the age, developmental stage, and needs of the children involved. Parents will be notified if this does not put the child at further risk.

7. SPECIFIC SAFEGUARDING ISSUES

ONLINE SAFETY

The person responsible for online safety is the DSL, or the relevant DDSL in their absence.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Online safety risks can be categorised into four areas of risk: content: being exposed to illegal, inappropriate or harmful content; contact: being subjected to harmful online interaction with other users; conduct: personal online behaviour that increases the likelihood of, or causes, harm; commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams.

The school takes a proactive approach to educating pupils about online safety. This includes embedding online safety teaching across the curriculum and providing age-appropriate resources that enable children to develop the knowledge, skills, and confidence they need to navigate the online world safely. Pupils are supported to recognise risks, make safe choices, and understand how and to whom they can report concerns.

All staff receive training and updates on online safety, including emerging risks linked to social media, artificial intelligence, online gaming, and new digital platforms. This ensures they are able to identify concerns, respond appropriately, and help pupils develop safe and responsible online behaviours.

Parents and carers are recognised as vital partners in supporting online safety. The school provides guidance to help families reinforce safe online practices at home, and where appropriate, we signpost to further sources of support.

ONLINE ABUSE

Online abuse can expose children to sexual exploitation, bullying, and harmful content, often overlapping with other abuse types. Staff must be vigilant, teach safe online behaviour, monitor digital activity within school, and report concerns promptly to the DSL to safeguard children's welfare and prevent harm.

MENTAL WELL-BEING

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The mental well-being of students is considered a safeguarding matter when



there are concerns that a student may be at risk of harm to themselves or others. In such cases, students will be closely monitored and supported by the Designated Safeguarding Lead (DSL) in collaboration with the school counsellor, with appropriate interventions and referrals made in line with statutory guidance. Please see the suicidal ideation and self-harm policy for further details.

SUBSTANCE ABUSE

Substance misuse is viewed primarily as a safeguarding concern, although it may also involve breaches of the school's behaviour expectations. All incidents involving substance misuse must be recorded on CPOMS and assessed through a safeguarding lens. The Designated Safeguarding Lead (DSL) must be informed of all substance-related incidents. The pastoral and safeguarding teams will work collaboratively with school leaders, parents and the student to assess risk, provide appropriate support and monitor ongoing welfare. Students will receive additional support through the school counsellor and other relevant agencies.

UNSUPERVISED LIVING CONDITIONS

Children are expected to live with a parent or guardian until leaving school. At any age, living without parental supervision, or solely with a nanny or carer is considered a safeguarding risk. Staff must report concerns to the relevant DDSL and follow the procedure for recording. The school cannot enforce living arrangements but will report children living unsupervised to the relevant authorities.

DOMESTIC ABUSE

Domestic abuse can take many forms and may occur as a single incident or as a repeated pattern of behaviour. It includes, but is not limited to, psychological, physical, sexual, financial, and emotional abuse. Children can also be affected by domestic abuse, either by witnessing or experiencing its impact within the home, or through abuse in their own intimate relationships, including teenage relationship abuse. Such experiences can have significant and lasting effects on a child's physical and mental health, emotional well-being, development, and educational attainment.

SERIOUS VIOLENCE

All staff should be alert to indicators that may suggest a child is at risk of, or involved in, serious violent crime. Warning signs may include increased absenteeism from school or college, changes in friendship groups or associations with older individuals or groups, a marked decline in academic performance, evidence of self-harm, significant changes in emotional wellbeing, or signs of physical assault and unexplained injuries. Additionally, unexplained gifts, money, or new possessions may indicate that a child has been targeted by, or is involved with, individuals linked to criminal networks or gangs. These factors may place the child at heightened risk of criminal exploitation.

HONOUR-BASED ABUSE

'Honour-based' abuse encompasses incidents which have been committed to protect or defend the



honour of the family and/or the community. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of honour-based abuse are abuse, and should be reported to the relevant DSL.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and a serious safeguarding concern. Staff must report concerns to the relevant DDSL and follow the procedure for recording.

AFFLUENT NEGLECT

This is neglect occurring in families with wealth or high social status, where a child's material needs may be met, but emotional, physical, or supervisory needs are unmet.

Indicators:

- Chronic lack of parental presence due to work, travel, or social commitments.
- Outsourcing of care without oversight (e.g., multiple nannies, drivers, tutors).
- Emotional needs ignored; child may appear lonely, isolated, or pressured academically.
- Poor hygiene, inadequate sleep, or lack of boundaries despite material privilege.

International/expat settings may normalise long parental absences, high reliance on domestic staff, or permissive/overly pressured environments.

CHILD SEXUAL EXPLOITATION including online exploitation

This is a form of child sexual abuse where children are manipulated, deceived, coerced, or forced into sexual activity, often in exchange for something (money, gifts, affection, status, or attention).

Online exploitation: Grooming, sharing of sexual images/videos, coercion via social media or gaming platforms.

Indicators:

- Sudden possession of gifts, money, or devices they cannot explain.
- Increased secrecy around online activity.
- Sexualised behaviour or language unusual for age.
- Withdrawal, distress, or changes in peer group.

Risks in Thailand are exacerbated through easy access to social media and messaging apps, limited parental oversight, and potential targeting of international school students due to perceived affluence.

CHILD CRIMINAL EXPLOITATION



This refers to when children are manipulated or coerced into committing crimes, often for the benefit of adults. They may be forced into activities such as drug trafficking, theft, financial scams, or smuggling goods.

Indicators:

- Unexplained money, possessions, or travel.
- Fearful, secretive behaviour, sudden absences from school.
- Signs of coercion or threats.
- Involvement with older peers or adults who exert control.

International students may be drawn into drug-related activities, online financial scams, or being used to carry contraband, especially if vulnerable or isolated.

8. PHOTOGRAPHY

Photography in school must prioritise children's safety and privacy at all times. Images will only be used for agreed purposes and safely and respectfully. Parental consent for their child to be photographed is given at the point of admission and is recorded on the school MIS, Engage, as well as being listed on a 'no photo list' attached to every weekly bulletin. Parents have the right to refuse or withdraw consent.

Photos taken by staff:

- Photos can be taken on personal devices for educational purposes only.
- Photos should be stored securely on the school system as soon as possible and deleted from staff personal devices.
- Staff should never share photos of children on their social media platforms, including messaging apps, unless they are resharing photos already officially published by the school. Please see [Staff Device and Social Media Policy](#).

Photos taken by parents:

- Parents are only allowed to take photographs at birthday parties and at sporting events. This is outlined in the Parent Handbooks (see appendix).
- If in doubt, parents should contact the Head of the Department.

9. SAFE TOUCH

HeadStart recognises that physical touch may be required between students and staff members, particularly with younger children. However, any physical touch should always be **appropriate, proportionate, and respectful** of the child's age, stage of development, and personal boundaries.



Staff must always consider the child's comfort, wishes and understanding before any physical contact. If physical contact is needed to provide support, permission should be sought from the child first at an age-appropriate level.

Examples of appropriate physical touch:

- It is required to prevent a child from harming themselves or others.
- It is necessary to provide first aid or physical assistance with consent (e.g. helping a child who has fallen, guidance in a PE lesson).
- A child initiates physical contact, such as a hug.

Examples of inappropriate physical touch:

- Initiating unnecessary or casual physical contact.
- To discipline, gain attention or control.
- Any behaviour that could be seen as sexual, intrusive, or intimidating.

The school's ethos promotes teaching children about personal space, consent, and appropriate boundaries as part of the curriculum and student well-being.

10. ROLES AND RESPONSIBILITIES

Protecting the welfare of children is the role of every professional who comes into contact with children at HeadStart. All staff have a responsibility to follow the procedure for responding to suspected cases of Child Abuse, or Specific Safeguarding Issues, including best practice in dealing with disclosures. All staff have a professional duty to report any concerns related to Safeguarding and Child Protection and to record any concerns on our school monitoring system, CPOMS.

All staff have the responsibility to read, understand and adhere to the Staff Code of Conduct with regard to relationships and interactions with children.

Where there is an existing cause for concern about a child, staff should ensure that they monitor and report any further concerns to the Safeguarding Team immediately. Unplanned or unauthorised absences for such children should always be reported to the Safeguarding Team as soon as the register has been completed so that this can be followed up on.

All staff should wear their staff ID with blue lanyard at all times whilst on school site to identify themselves as a trusted adult who has unaccompanied access to all areas. Parents on site should be wearing parent ID with a yellow lanyard to indicate they are a trusted adult who can access public areas.



Finally, visitors wear a visitor ID with a red lanyard and should be accompanied at all times. It is the responsibility of all staff to question adults in the school without a lanyard in order to maintain high standards of safety for all.

The school has nominated a senior member of staff (Designated Safeguarding Lead) to coordinate child protection arrangements, who is named in this policy guidance under **Key Personnel**. This person has the lead responsibility for safeguarding.

HeadStart has ensured that the DSL:

Roles and Responsibilities of the Designated Safeguarding Team (DSL & DDSLs)

- Appropriately trained to at least Level 3 Advanced Training.
- Keep up to date with changes to statutory guidance.
- Ensures all staff, temporary staff, and volunteers are aware of who the DSL is and understand safeguarding procedures, including this policy.
- Acts as a source of support and expertise for the school community.
- Maintains clear, timely, and secure records of all concerns or disclosures, stored separately from academic files, and ensures onward referral in line with statutory guidance.
- Refers cases of suspected abuse or neglect to children's social care or the police, following local procedures.
- Attends and contributes to child protection conferences as required.
- Coordinates the school's contribution to child protection and safeguarding plans, including how safeguarding is embedded in the school's curriculum.
- Develops and maintains links with statutory and voluntary agencies.
- Ensures staff acknowledge they have read and understood policies.
- Reviews and updates the child protection policy at least annually or when guidance changes.
- Liaises with the nominated governor and headteacher as appropriate.
- Facilitates and records staff attendance at child protection training.
- Ensures parents know how to access safeguarding information and raise concerns.
- Responsible for overseeing online safety

In the DSL's absence, the DDSLs assume full responsibility for all safeguarding functions.

The School Board ensures that the school has:

- A Designated Safeguarding Lead (DSL) who is a senior member of staff and has received appropriate child protection training.
- Clear procedures for managing allegations of abuse against staff, including the Headteacher, in line with statutory guidance.



- Safer recruitment procedures, including appropriate pre-employment checks for all staff.
- A training strategy ensuring that all staff, including the Headteacher, receive safeguarding and child protection training, with regular refresher training at least every three years.
- Arrangements to ensure that all temporary staff and volunteers are informed of the school's safeguarding arrangements and procedures.

The Thai Designated Safeguarding Contact, named under Key Personnel, is responsible for:

- Acting as a point of contact on safeguarding issues for Thai-speaking staff.
- Liaising with the DSL to translate disclosures and concerns.
- Ensuring all staff know to report safeguarding concerns to the DSL or, in their absence, the Head of School.
- Being available for consultation on child protection matters, especially for Thai-speaking staff.
- Undertaking safeguarding training at least every two years.
- Assisting with delivering regular safeguarding training in Thai in consultation with the DSL.
- Raising staff awareness and confidence in safeguarding procedures.
- Supporting temporary or short-term staff by being a point of contact for Thai speakers regarding the school's safeguarding arrangements.

11. STAFF TRAINING

All staff must have training to recognise the signs of abuse and neglect and know what to do if they have a concern. New staff will complete online safeguarding training via the TES Develop platform as part of induction. Existing staff will complete this training biannually, with refresher training delivered during induction week, including procedures for reporting concerns. In addition, all staff will receive safeguarding updates regularly (e.g. via email, briefings, or staff meetings). The DSL, Deputy DSL, and key personnel will receive advanced training updated at least every two years. Please appendix IIII for training details.

12. MANAGING CONCERNS ABOUT CHILDREN

DEALING WITH A DISCLOSURE

- **Stay calm** – do not panic or show shock.
- **Listen carefully** without interrupting or prompting.
- **Reassure the child** they did the right thing; praise their courage.
- **Avoid assumptions or leading questions**; use neutral, age-appropriate language.
- **Clarify only if needed** (e.g. *What happened? Who was involved? Where? When?*).
- **Do not investigate** or press for detail — this is the role of safeguarding staff/authorities.



- **Let the child know they are believed** and will be supported.
- **Do not promise secrecy**; explain that the information may need to be shared with safeguarding staff, but will remain as confidential as possible.
- **Ensure the child's safety** during and after the conversation; do not leave them in a situation where they may feel pressured to change their account.
- If the child is at **immediate risk**, do not send them home until the safeguarding team has decided next steps.
- **Record the disclosure immediately**, noting dates, times, and the child's own words.
- **Report promptly** to the DSL, Deputy DSL, or Head of School in their absence.
- **Maintain confidentiality** – do not discuss with others except for safeguarding purposes; breaches are a serious matter.

Children with SEND may face extra barriers to disclosing abuse, including communication difficulties, social isolation, misinterpreted behaviours, or limited understanding. Staff must remain vigilant, provide accessible communication, and never assume disclosure will be straightforward

13. REPORTING AND RECORDING CONCERNS

- All staff and volunteers must report any concern, however minor, that a child may be at risk of harm, including suspected abuse, neglect, or safeguarding issues.
- Observations, communications, or other concerns must be recorded factually on CPOMS, using the child's own words where possible.
- Concerns must be reported to the relevant DDSL before the end of the school day, or directly to the DSL without delay if there is an immediate threat.
- Staff must assign the CPOMS log to the DSL. The relevant DDSLs will also be automatically alerted.
- If a child protection concern arises outside of normal school hours, such as during an academy, school visit or weekend, staff should contact the Headmaster, Primary Principal or Secondary Principal.
- Failure to report disclosures or concerns breaches the Safeguarding and Child Protection Policy and may result in disciplinary action.

Responding to Possible Indicators

- If staff notice changes in behaviour, unusual artwork, or other signs, they may offer the child a neutral, supportive opportunity to talk (e.g., asking if they are alright or need help).
- Staff must listen, reassure, avoid investigating, and promptly report all concerns to the DSL, recording them on CPOMS.

Cases of Suspected Sexual Abuse



- All suspected cases must be reported to the relevant Thai authorities by the DDSL for Thai nationals in collaboration with the DSL.
- Within the family, authorities must be contacted before the family is informed.
- Outside the family: both the family and authorities will be notified.
- The school must not investigate or question the child in detail.

Other Forms of Abuse

- The DSL will take action in consultation with the Head of School.
- The Head of School and Director will liaise with external agencies where necessary, keeping the DSL informed.
- Students showing signs of harm will be referred to the School Nurse or, if urgent, to Bangkok Hospital Phuket (designated paediatric hospital).
- Where a child is at immediate risk, the matter will be reported promptly to external authorities.
- If family involvement is appropriate, the Head of School will contact them. If this would place the child at further risk, alternative actions will be taken.
- Suspected abuse by staff or volunteers must be reported immediately to the Head of School, who will consider suspension if appropriate.

Student Reports a Nude or Semi-Nude Image

- Listen calmly and reassure the student. **Do not promise confidentiality.** Follow the policy for managing disclosures, reporting, and recording.
- **Do not view, copy, save, share or forward the image.** *Viewing or sharing the image may be illegal and is not required to safeguard the child.*
- DSL will take lead responsibility immediately and ensure the child's safety and well-being.
- **The DSL will not routinely view the image.** They will only do so if there is a clear safeguarding need and no alternative; never copy, save, or share it.

The school adopts a **child- and victim-centred approach**. All decisions are made in the child's best interests, with consideration of the cultural context of Thailand.

14. CHILD PROTECTION ACT (THAILAND)

As a school in Thailand, we have a duty under the **Child Protection Act B.E. 2546 (2003)** to act on suspected abuse. Section 29 requires anyone who finds a child in need of protection — including teachers, healthcare professionals, or employers — to provide preliminary aid and report promptly to a Competent Official or the police. Reports made in good faith are legally protected.



15. CONFIDENTIALITY

Students are encouraged to raise concerns in confidence. Staff must never promise confidentiality, as safeguarding information must be shared with the DSL (or Deputy/Head/Counsellor) on a need-to-know basis. Other leaders will be told only that a safeguarding concern exists, without full details, to enable appropriate pastoral care. Staff must never discuss safeguarding issues openly.

16. SAFER RECRUITMENT

HeadStart follows safer recruitment procedures as outlined in the [Safer Recruitment Policy](#) to ensure only suitable staff work with children. References and checks are rigorously verified, and interviews probe safeguarding awareness. Appointments require proof of identity and police clearance. A Single Central Record (SCR) is maintained, and all new staff complete a safeguarding-focused induction.

17. ALLEGATIONS AGAINST A MEMBER OF STAFF

Allegations of abuse by staff or volunteers are managed by the Headmaster in accordance with the [Whistleblowing Policy](#). If the allegation involves the Headmaster, it must be reported directly to the CEO, who will liaise with relevant external agencies, without informing the Headmaster. Allegations against a DSL must be reported immediately to the Headmaster. Records relating to staff allegations are kept separately from other child protection files.

If necessary, a full investigation will be conducted. Staff are **not automatically suspended** following an allegation; the Head of School will decide on next steps.

Possible outcomes of an investigation:

- **Upheld:** There is sufficient evidence on the balance of probabilities to support the allegation.
- **Unsubstantiated:** Insufficient evidence to prove or disprove the allegation; this does not imply guilt or innocence.
- **Unfounded:** There is no evidence to support the allegation, or evidence shows it is untrue.
- **Malicious:** The allegation was made deliberately to deceive or cause harm.



18. PARENT COMMUNICATION

The safeguarding policy is available on the school website, but will also be shared directly with parents at the start of each academic year.

Throughout the year, parents are invited to workshops, such as: understanding student support at school, online safety and supporting child behaviour. There is also a regular spot in the parent weekly newsletter for safeguarding and online safety updates relevant to the school community.

The school will consider the best needs of the child when communicating with parents about safeguarding concerns.. Concerns about a child will be discussed with their parents, handled sensitively by the DSL/DDSL (or Thai Deputy DSL for Thai nationals). If notifying parents increases risk to the child, the school may instead contact the police or other relevant agencies.

19. REFERRAL TO THE POLICE AND RELEVANT AGENCIES

The DSL or Thai School Director will refer cases to the police and other relevant agencies if a child is, or may be, at risk of significant harm. The child (depending on age and understanding) and parents will be informed unless doing so increases the risk. For Thai nationals, the Ministry of Social Development and Human Security can be contacted via the Thai School Director. For foreign nationals, the relevant consulate should be contacted. ChildLine Thailand provides confidential, 24-hour advice in Thai: 1387

20. MONITORING, EVALUATION AND REVIEW



APPENDIX I

Related policies:

Online Safety Policy

Suicidal Ideation and Self-harm Policy

[Primary Positive Behaviour Policy](#)

[Secondary Behaviour Policy](#)

[Anti-bullying Policy](#)

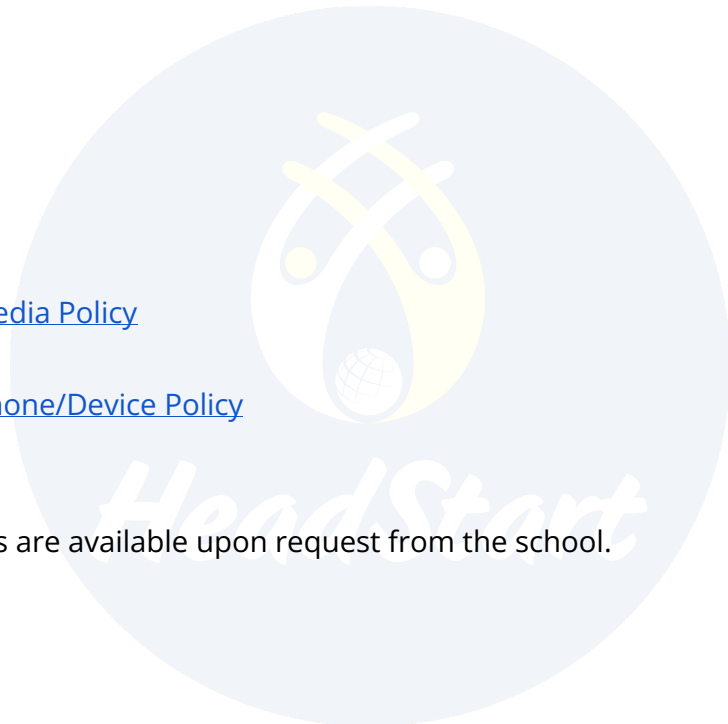
[Whistleblowing Policy](#)

[Safer Recruitment Policy](#)

[Staff Device and Social Media Policy](#)

[Electronics and Mobile Phone/Device Policy](#)

Copies of relevant policies are available upon request from the school.





APPENDIX II

External Support Contact Details:

Organisation	Role	Contact Details
Thai Social Services, Ministry of Social Development and Human Security	Designated body and statutory authority for reporting concerns of child abuse or welfare concerns	Phone: 1300 Web referral; https://1300thailand.msociety.go.th/ complaint Email: oscc1300.m@m-society.go.th
Police	Know who to contact when serious cases arise which may involve an imminent threat to life and therefore require an immediate escalation to law enforcement.	Tourist Police 1155 Royal Thai Police 191
British Embassy Bangkok	The embassy assists British nationals in Thailand, which includes child safeguarding cases. The embassy will assist provide advice and assist in referring to social services. In serious cases of rape or sexual assault a consular officer will be deployed to provide support and liaise with other agencies.	Phone: 02 305 8333 (24 Hours) Website: www.gov.uk/world/organisations/british-embassy-bangkok
Embassy of The People's Republic of China		02 245 0088
Embassy of Russia		02 234 9824

If you need support contacting another Embassy, please speak to the admin staff.

Childline Thailand	Provides services for any child under the age of 18. Can provide advice and important information next steps, filing complaints with	Email: info@childlinethailand.org Phone: 1387 – free number to
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	the police on behalf of child victims. They also provide counselling on the phone for children and families.	call open 24 hours a day (Thai language) http://www.childlinethailand.org/en/
Glasgow Clyde Rape Crisis Centre	From 13 years and older, online support for both male and female survivors of rape and sexual assault worldwide.	Instant Messaging facility at: www.rapecrisiscentre-glasgow.co.uk Email: support@rapecrisiscentre-glasgow.co.uk to make your first contact and start an email conversation.
Siroj Hospital Phuket 4 Chalermprakiat Ror 9 Road, Wichit, Mueang Phuket District, Chang Wat Phuket 83000	Children who are sexually assaulted should be assessed for the potential risk of HIV exposure and should be immediately considered for PEP. Other risks include acquiring other STIs and the possibility of pregnancy.	Phone: 076 361 888
Hug Project NGO	Located in Chiang Mai that connect survivors and their families with resources to help them find safety, healing and hope. Alternative care is a last resort in severe cases of abuse or neglect.	Phone: 053 920 588 connect@hugproject.org
For Freedom International Child Advocacy Centre located in Phuket.	They can assist schools in child abuse cases providing a child friendly environment and links to social services. Assist in investigations with trained forensic interviewers.	Phone: 095 095 4786 https://forfreedominternational.com/
Reporting online abuse or child sexual abuse material (CSAM).	Hug Project should be contacted if there are concerns about students sharing inappropriate sexual images. They have links to the police internet crime division	Hug Project report@hugproject.org 053 920 588 Thai Hot Line



	TICAC. To report CSAM material, a report can be submitted via hotlines.	https://thaihotline.org/en/report
Internet Watch Foundation	Concerns about inappropriate online images of children can be reported to the Internet Watch Foundation.	https://www.iwf.org.uk/en/uk-report/

APPENDIX III

Meeting regularity

Safeguarding team meeting inc. Thai DDSL	Every term
DSL meeting	Every 2 weeks
DSL + Phase DDSLs	Every 2 weeks
DSLs + Headmaster	Every 3 weeks
DSLs meet the board	Every term
DSLs and principals	In Leadership meetings weekly



APPENDIX IIII

Safeguarding and Child Protection Training

Alongside formal training, safeguarding is a key agenda in all meetings and specific training, feedback and updates are given throughout the year to ensure high standards of safeguarding understanding and implementation.

What	Who	When
TES Develop Online Course <i>Safeguarding and Child Protection</i>	All teaching staff, including coaches, nannies and teachers Non-teaching Support Staff	Deadline before the end of Term 1

Training delivered by members of Safeguarding Team

What	Who	When
Induction Training/policies/ CPOMs	All teaching staff, including coaches, nannies and teachers Non-teaching Support Staff	Prep week
Online-safety	All teaching staff	February INSET 26

Thai Staff

What	Who	When
Thai Language Training delivered by Thai DDSL	Thai staff	Prep week
Bespoke training	Cafe Staff	August 2026



Safeguarding Team

What	Who	When
ICPA Level 3 Advanced Training (3 Days)	Stacey (HSN DSL)	October 2025
COBIS Level 3 Advanced Training	Nikki	December 2025
COBIS Level 3 Advanced Training	Natalie	December 2025
COBIS Level 3 Advanced Training	Danielle	April 2025
COBIS Level 3 Advanced Training	Kru Nee	April 2026
COBIS Level 3 Advanced Training	Kru Dia	April 2026
Advanced E-safety for DSLs	Annie (HSC DSL)	January 2026
Suicide Prevention PAPYRUS	Stacey (HSN DSL)	January 2026
Suicide Prevention PAPYRUS	Emily Graham	May 2026
Eating Disorder Awareness (Mind Your Health)	Annie Cusworth	May 2026