

LANNA Child Protection/Safeguarding Handbook

School Vision: We aim to provide academic excellence within a caring community.

School Mission: We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.



Lanna International School, in line with its core values, places the welfare, well-being, health, protection and safety of children as of primary importance.

Statement of Intent

The health, safety and well-being of all our students is of paramount importance to every adult who works at Lanna. Lanna International School is a learning environment; learning takes place best in an environment where children feel safe, supported and secure. All adults at Lanna strive to create this atmosphere by:

- treating children with respect and dignity
- maintaining a stable, consistent and predictable environment
- enforcing rules, boundaries and regulations consistently and fairly
- intervening if we believe a child is being abused or in danger of abuse

Further to this, Lanna endorses the United Nations Convention of the Rights of the Child laid out in 1989, which Thailand signed up to in 1994 This makes clear a range of basic needs that every child has a right to. These include:

- a right to a family life
- a right to privacy
- a right to some form of help or support if something bad has happened to them
- a right to be involved in decisions about what happens to them
- a right to be protected from all forms of abuse

We seek to be a safe haven for students who may be experiencing abuse or neglect in their lives. This means that at Lanna School we do not:

- hit or strike children as a form of punishment (or believe that anybody else should do so)
- act in a way that is cruel or humiliating towards children
- ridicule and demean children
- deliberately make them feel anguish or fear

What Is Child Abuse?

The World Health Organisation defines child abuse as: “All forms of physical and/or emotional ill treatment such as sexual abuse, neglect, negligent treatment or exploitation that results in actual or potential harm to a child’s health, survival, development or dignity...”

Child abuse can be divided into 4 categories:

Sexual Abuse:

1. Contact

- Rape and sexual touching by an adult
- Making children have sex with adults
- Making children have sex or touch each other sexually

2. Non-contact

- Forcing children to watch sexual acts
- Forcing children to watch indecent media
- Forcing children to watch indecent exposure

Physical Abuse:

The threat or use of force resulting in pain or injury or the non-accidental infliction of physical force that results in injury or pain. Physical abuse may involve:

- Hitting, shaking or throwing children
- Inflicting pain and injury by burning, scolding or suffocating children
- Poisoning: this also includes using drugs or alcohol
- Holding down, tying up or restricting a child's movement by violent force

Emotional Abuse:

- Cruel behaviour towards children that results in psychological fear
- Punishments that make children feel worthless, demeaned and humiliated such as: being publicly ridiculed or deprived of food.
- Verbal abuse such as swearing
- Hearing or seeing the ill-treatment of others
- Any punishments or behaviour that infringe upon the Rights of Children Convention 1989.

Neglect:

This is the hardest area of abuse to define. The United Nations define it as “children who are living without reasonable” adult care. This is further qualified as “living without adequate food, clothing, shelter or care, including the failure to ensure access to medical care”.

Neglect often makes children more vulnerable to other forms of abuse.

Some of the signs of possible abuse are given in the Appendix.

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The Three Main elements to our Child Protection/Safeguarding Policies/Procedures are:

1. **PREVENTION:** a safe school environment, with careful and vigilant teaching, accessible pastoral/support care, appropriate support to students, good adult role models.
2. **PROTECTION:** agreed procedures are followed; staff are updated/supported to respond appropriately and sensitively to any child protection/safeguarding issues.
3. **SUPPORT:** counselling and guidance are available to students who may be at risk whenever that support is seen as beneficial to the student.

1. PREVENTION

Recruitment:

Before any professional staff member is employed by LANNA the following will take place:

- Professional staff are interviewed and are given any opportunity to disclose any information that would give concern, if they were to work at LANNA
- Up to date police records from the country of origin and previous country of employment should be received
- Referees are asked if there were any concerns of a safety nature with children
- The Teacher Handbook provides guidelines regarding appropriate behaviour around children and how to report abuse

Training:

LANNA is committed to providing each year relevant training to all professional staff to ensure its students are safe/protected.

Commitment to Protection/safeguarding:

LANNA is committed to safeguarding the welfare of our students and accordingly promotes the right of a child to be listened to and taken seriously thereby enabling each child to express his/her thoughts, views and concerns.

2. PROTECTION

All LANNA teachers are in the unique situation to identify students who need help and protection and are thus obliged to identify and report to the relevant Designated Safeguarding Lead (DSL) any student who they feel needs this help and protection. The DSL in conjunction with the Head of School and/or the School Director will then take the appropriate action. Teachers should not assume that somebody else will report any concerns for them.

It is the duty of all employees to raise concerns about the actions or attitude of their

colleagues. We cannot expect our students to raise concerns if adults fail to do so. All reports of suspected or actual abuse are taken seriously and investigated.

Codes of Conduct

All Lanna International School staff are expected to sign a Code of Conduct. The purpose of this Code of Conduct is to protect members of staff as much as it is to protect our students. In addition LANNA has separate codes of conduct for its parents and visitors, all aimed at ensuring there are healthy and transparent boundaries between adults and our students.

The current Codes of Conduct are for:

1. Teachers, Substitute Teachers and Volunteer Teachers
2. Non-Teaching Administrative Staff
3. Ancillary Staff
4. Bus Drivers
5. Parents and Students
6. Visitors

Teachers' Code of Conduct

This relates to the professional behaviour and responsibilities in all areas where there are teacher–student interactions:

1. Professional boundaries
2. One to one situations
3. Comments and discussions with/about students
4. Out of school activities
5. Physical contact
6. Personal letters/communications with students

Visitors Code of Conduct:

Visitors should always recognise that teachers have a special duty of care and thus should be respectful of a teacher's responsibilities.

Infatuations and crushes:

There are occasions when a student may become infatuated with a member of staff. Any such situation should be handled professionally and with sensitivity. Members of staff should avoid encouraging infatuation or making jokes about it. In all such situations advice from a senior colleague should be sought.

Handling Allegations

It is a requirement for **all** LANNA School adults to report any child abuse concerns. Please do not assume that somebody else will report it for you. Adults often have suspicions that

children are being mistreated or abused but fail to do anything as they feel it is none of their business, or that it will cause a fuss or that they are wrong. As stated above, it is the duty of all employees to raise concerns about the actions or attitude of their colleagues. We cannot expect our students to raise concerns if adults fail to do so.

What should you do if you suspect a child is being mistreated or abused?

Adults often have suspicions that children are being mistreated or abused but don't do anything as they feel it's none of their business, or it will cause a fuss or that they are wrong. It is a requirement for all LANNA School adults to report any child abuse concerns. Please do not assume that somebody else will report it for you.

This is what you should do:

Registering a Safeguarding Concern	
Note: if you deem a concern to be serious and urgent, then please contact a DSL ASAP by physically talking to them, calling or emailing them <u>before</u> registering the concern.	
Please remember: there's no reason to feel anxious about registering a concern - any that you may have could prove to be very important. It's the DSL/s and Head's responsibility to make sure that concerns are dealt with appropriately.	
1. Login to www.edukeyapp.com	
2. Select 'Safeguarding' from the top menu	
3. Enter school password	
4. In the new browser tab, select the relevant choice from the following drop-down menus:	
• Who you are	
• Incident date	
• Choose pupil(s) concerned	
• Concerns	
5. Type in the details of the concern	
6. Submit the form and wait for acknowledgement from a DSL	
(please email a DSL if you haven't had acknowledgement within 24 hours childsafety@lannaist.ac.th)	

You should never discuss your concerns with anybody else or take further action yourself..

All reports of suspected or actual abuse will be investigated and taken seriously and it

may be necessary to talk to you further about your concerns.

*Designated Safeguarding Leads are Secondary Learning Support Teacher and Primary School Counsellor. Members of the Child Safety and Protection Team are: School Director; School Head; and the two DSLs;

Early Years reporting: Staff and adults working as part of Early Years should report all concerns to the Primary School Counsellor .

Primary School reporting: Staff and adults working as part of the Primary School should report all concerns to the Primary School Counsellor

Secondary School reporting: Staff and adults working as part of the Secondary School should report all concerns to the Secondary School Student Support Coordinator.

In the event that a named staff member for Child Safety and Protection is absent or unavailable, concerns can be taken directly to the Head Teacher/ School Director. (There will also be an allocated Executive Board member although they may not be referred to directly).

The role of the Designated Safeguarding Leads and Senior Management:

All Child Safety and Protection concerns are recorded by the Designated Safeguarding Leads who coordinate responses to all cases of reported abuse and mistreatment. All cases of reported abuse are also made known to the School Head and School Director.

All onward referrals to local agencies, including Law Enforcement, Social Services and Consulate Services are made by the School Director/ School Head.

The Person/s Accused:

The person/s accused of abusive behaviour is innocent until the final outcome of the enquiry where they will be found guilty or innocent. During this time they have the right to know and understand the process of enquiry. It is the duty of the school to keep them informed about the steps that are being taken to investigate the claims made against them.

It may be appropriate to offer emotional support through the school counselling service to the person accused or their immediate family. This will be at the discretion of the Head of School and is dependent on the strength and severity of the case.

The Victim of Abuse:

The victim of any abuse has the full support of the school pastoral, medical and emotional support services. This can include emotional counselling support from the school counselling service (see separate policies that govern emotional support service of Lanna International School), medical attention from the school medical officer and support and

pastoral care from the Head of School.

In cases where outside medical attention is needed this is covered by the individual student's medical insurance as arranged for all students at the beginning of the academic year. In emergency cases within school hours that require medical attention by outside agencies this is arranged where possible with parents or carers. In cases where the parents or carers are also the accused person/s or they are unavailable the school shall recognise its duty of care and ensure that the child receives appropriate medical attention.

In some cases it will be important to involve the help of outside specialist agencies such as local social services, local consulates and other Child Protection agencies.

All Others Affected:

All staff and students within LANNA that have been adversely affected by allegations of abuse will have the support of the LANNA counselling service. In extreme circumstances, where this service is overburdened the school shall seek the support of other local counselling staff and support networks. This may include the Chiang Mai Counsellors' Forum and the National Counsellors' Network of Thailand; both contacts are available on the main Onward Referral list held by the School Counsellor.

All reports and other actions are kept confidential.

Communication with parents:

LANNA is committed to working in partnership with parents and guardians in almost every situation it will be appropriate to discuss initial concerns with them.

That said there are some occasions when this may not take place:

- if this places the student or an adult in further risk of harm
- if this prejudices the prevention, detection or prosecution of a serious crime
- if this leads to unjustified delay in making enquiries about allegations.

Responsibility of the School:

Lanna International School will take appropriate action to protect the student in question from further harm (and others in the School) during and following an incident or allegation.

Lanna International School shall not hold responsible or fault any school employee making a report of a violation of the Child Protection Protocol that is later deemed to be false, in accordance with Article 29 of the Thailand Child Protection Act of 2003, unless it is demonstrated that the person reported wilfully and intentionally falsified a report.

3. SUPPORT

Students who have suffered abuse have the full support of the school support services.

This can include, but is not limited to; counselling and medical support, teacher mentor support and homeroom teacher support. This support extends to all those affected by the incident or allegations of the incident.

In cases where the needs of the student exceed school support provision every effort will be made to arrange onward referrals, where appropriate, with the collaboration of parents/ guardians.

In some cases it may be appropriate to liaise with support services such as Social Services, Law Enforcement, consulates and embassies, Chiang Mai Counsellors Forum, The National Counsellors Network of Thailand and independent specialist child protection agencies.

All documentation of any investigation is confidential and will be kept secure by the Designated Safeguarding Leads Information will be passed on to appropriate persons only at the discretion of the DSL, Head of School or School Director, and then this should always be based on the need to know..

APPENDIX

Recognising Abuse

Possible signs to look for:

Although the following signs may not necessarily indicate a child has been abused, they may help adults to recognise something is wrong. Should a child show a number of them, or any of them to a marked degree, then the possibility of abuse should be investigated. If a child shows any of the 3 characteristics below it is likely they point to the child being distressed. Thus they should always be taken seriously.

1. Significant changes in behaviour;
2. Isolating themselves from friends and peers;
3. Wanting to talk and then having nothing to say.

Some of the signs to look for if a child has experienced Sexual Abuse

- Emotional distress
- There may well be physical signs such as: genital discomfort; bruises or lacerations; semen or blood stained clothing; wetting or soiling
- Changes in behaviour
- Sleeping difficulties
- Particular reluctance to be with an individual
- Overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns
- Sudden loss of appetite or compulsive eating
- Isolated or withdrawn
- Lack of trust of somebody they know well
- Worried about clothing being removed
- Self mutilation; suicide attempts

Some of the signs to look for if a child has experienced Physical Abuse

- Cuts, scratches, bruises, burns, poor skin condition
- Poor hygiene
- Unexplained marks, burns, bruises etc.
- Dehydration, malnourishment, weight loss
- Wearing of clothes to cover injuries, even in hot weather
- Fear of medical help
- Aggressive behaviour
- Fear of physical contact
- Fear of changing for PE lessons
- Lack of treatment to wounds

Some of the signs to look for if a child has experienced Emotional Abuse

- Mood changes
- Behaviour changes
- Confusion
- Major changes in weight
- Low self-esteem
- Speech disorders
- Neurotic behaviour
- Extremely passive or aggressive
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain
- Continual self-depreciation (I'm stupid; I'm ugly etc.)

Some of the signs to look for if a child has experienced Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Untreated medical problems
- No social relationships
- Compulsive scavenging

Tips for Parents to Help Create Safe Schools

Parents can help create safe schools. Here are some ideas that parents in other communities have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them;
- Involve your child in setting rules for appropriate behaviour at home;
- Talk with your child about any violence that he or she sees;
- Teach your child to solve problems. Praise your child when he or she follows through;
- Help your child find ways to show anger that does not involve verbally or physically hurting others;
- When you get angry, use it as an opportunity to model these appropriate responses to your child and talk about it;
- Help your child understand the value of accepting individual differences;
- Note any disturbing behaviours in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, lack of friends, can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community;
- Keep lines of communication open with your child - even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends;
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviours. Share this information with a trusted professional, such as a school counsellor, principal, or teacher;
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school function such as parent conferences;
- Be actively involved in school events.

Action Steps for Students

There is much students can do to help create safe schools. Talk to your teachers, parents, and counsellor to find out how you can get involved and do your part to make your school safe.

Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult - such as the school counsellor or a teacher you trust;
- If you are very concerned, seek help for them. Share your concerns with your parents;
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all;
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers;
- Avoid being part of a crowd if any fight breaks out. Refrain from teasing, bullying, and intimidating peers;
- Be a role model - take personal responsibility by reacting to anger without physically or verbally harming others;

- Seek help from your parents or a trusted adult - such as the school counsellor or teacher if you are experiencing intense feelings of anger, fear, anxiety, or depression.