



Safeguarding and Child Protection Policy

Approval:	Full Board	Level:	Public
Writer:	Chris Nicholls	Review:	Annual
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Linked Policies:	Anti-bullying Policy Behaviour Policy Pastoral Policy Wellbeing Policy eSafety Policy Safer Recruitment Policy Data Protection Policy		

I. Introduction

- I.1. At Wellington College Bangkok, we promote both the Wellington Identity and the Wellington Values. These underpin what being a Wellingtonian means, what kind of individual you will become by attending Wellington. They summarise what we want all our learners to be: respectful, rounded individuals, confident to meet whatever challenges face them.
- I.2. Whilst they are at Wellington, our students are empowered to make decisions for themselves, becoming increasingly independent. They are supported in this by learning through specific elements of the curriculum, aimed at enabling them to keep themselves safe. An example of this is through our Wellbeing curriculum.
- I.3. We recognise that no policy can eliminate every risk to students. Nevertheless, we expect that all staff, including volunteers, and any parents, Governors, contractors or partner agency staff, recognise where a student is at risk, or is actually being harmed, and do all they can to reduce further risk or further harm.
- I.4. We adhere to these principles:
 - I.4.1. A child's welfare is paramount and the school has a responsibility to protect each student from harm and exploitation, to safeguard their welfare without discrimination and irrespective and regardless of culture, religion, ability, sex, gender or race.
 - I.4.2. All students should be, and feel, safe in school.
 - I.4.3. Every student is provided with a rich and broad curriculum that helps to equip them to keep themselves safe.
 - I.4.4. Every adult in school must have a demonstrable commitment to protecting the students.
 - I.4.5. We work in partnership with parents/carers and other professionals to ensure the protection of students.

2. Aims and Objectives of this Policy

- 2.1. Ensure a safe and happy environment which enables students to flourish and learn.



- 2.2. Outline the systems and processes we all use to ensure that students remain safe at school.
- 2.3. Raise awareness for all staff of Safeguarding / Child Protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- 2.4. Mandate systems that will identify students who are suffering, or likely to suffer, harm.
- 2.5. Ensure effective communication between all staff on Child Protection / Safeguarding issues.
- 2.6. Set effective procedures for staff/volunteers and third-party individuals who encounter any issues in relation to Child Protection / Safeguarding to follow.
- 2.7. Provide clarification for all parties, including students and their parents/carers, regarding our approach to Safeguarding and Child Protection.

I. Definitions

- 1.1 **Safeguarding** refers to: the processes of protecting students from harm; preventing the impairment of their health and development; ensuring that we seek to support the general health and wellbeing of all students in our care; and enabling every student to have optimum life chances and enter adulthood successfully.
- 1.2 **Child Protection** is the core element of Safeguarding and is the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or any form of neglect.
- 1.3 **Abuse** is physical, sexual or psychological maltreatment or neglect of a child or children, especially but not exclusively by a parent or other caregiver.

2. Rationale

- 2.1 Wellington College Bangkok has a responsibility to safeguard all students under the [UN Convention on the Rights of the Child](#) (1989). As far as possible, we operate in line with the Safeguarding standards set out by the UK guidance "[Keeping Children Safe in Education](#)" (2023).

3. Responsibilities

- 3.1 The **Master** will:
 - 3.1.1 Ensure that this Policy is implemented across the School and followed by all staff and volunteers.
 - 3.1.2 Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) Hannah Jeffs (Head of Junior School) and deputy Designated Safeguarding Leads (dDSLs) Charlotte Baxendale (Deputy Head of Junior School) and Jim Panton (Head of Senior School) to carry out their roles effectively.
 - 3.1.3 Ensure that the culture of the school facilitates concerns being raised and handled sensitively.



- 3.1.4 Ensure that Safeguarding is addressed through the Wellbeing curriculum and weekly assemblies.
 - 3.1.5 Ensure, in conjunction with the Bursar, that the school site is secure.
 - 3.1.6 Ensure that local Thai laws, guidance and procedures are adhered to and respected.
 - 3.1.7 Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
 - 3.1.8 Maintain a record within the Single Central Register of all training undertaken by staff in relation to Safeguarding and Child Protection. This training record will be made available for inspection by any parent or external inspection/accreditation agency and will reflect the timescales for renewal identified in this policy.
- 3.2 The Designated Safeguarding Lead (DSL), and the Deputy Designated Safeguarding Leads (dDSLs) support the Master. The **DSL and the Deputy DSLs:**
- 3.2.1 Receive Advanced-level DSL training to equip them to undertake their roles.
 - 3.2.2 Are given sufficient time in the working day to undertake the role and prioritise Safeguarding when necessary.
 - 3.2.3 Are guided by the understanding that the welfare of the child is always paramount and that confidentiality should be respected as far as is reasonable and/or possible.
 - 3.2.4 Play a key role in ensuring that the School takes action to support any student who may be at risk.
 - 3.2.5 With the Master, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities as regards Safeguarding and Child Protection.
 - 3.2.6 Collate and keep, using CPOMS, accurate and confidential records of any concerns about children.
 - 3.2.7 Have a clear understanding of the local expectations and regulations around Safeguarding, whom to contact, what agencies exist and how to contact them (see Appendix 4).
 - 3.2.8 Ensure that the entire school community knows who the DSL is in their setting.
 - 3.2.9 Manage referrals. The DSL is responsible for referring all cases of suspected abuse to the Thai authorities and – as appropriate – the UK Disclosure and Barring service (cases where a person is dismissed or leaves due to risk/harm) and the Police (in cases where a crime may have been committed)
 - 3.2.10 Liaise with the Master to inform them of issues, especially ongoing enquiries and police investigations.
 - 3.2.11 Hold current, relevant child protection documents and records and are fully conversant with all relevant procedures.
 - 3.2.12 Hold and are fully conversant with '[Working Together to safeguard Children](#)' (2022 update) and '[Keeping Children Safe in Education](#)' (2023).



- 3.2.13 Act as a source of expertise and advice and brief all School employees (including the Master) on the relevant contents of the above guidance and procedures and on the procedures the College should follow below – including the briefing of new staff as part of their induction.
 - 3.2.14 Ensure that the procedures outlined in this Policy are followed within the School.
 - 3.2.15 Liaise over child protection procedures with local agencies (see Appendix 4) and are prepared to attend case conferences at very short notice.
 - 3.2.16 Receive reports of alleged or suspected child abuse within the School, or reported by a student relating to incidents at home or outside the School, contacting local agencies (see Appendix 4) and taking other action in response, as set out in this policy.
 - 3.2.17 Ensure Health Centre staff have appropriate training and access to advice on child protection.
 - 3.2.18 Must undertake refresher training every two years and ensure that all College staff and volunteers undertake training at least every year.
 - 3.2.19 Obtain assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's students on another site
 - 3.2.20 If a child is moving to a new school, the DSL must pass any ongoing concerns to the Head Teacher or DSL of the new school. If a child is currently on the register and is moving to a new school, the DSL must forward all records to the Head Teacher or DSL of the new school.
 - 3.2.21 The DSL must ensure that in their absence the dDSL knows the procedure to be followed in the case of suspected child abuse.
 - 3.2.22 If the DSL is absent for any reason it must be made clear to all staff who the dDSL is or, in their absence too, that the Master takes responsibility for Safeguarding matters.
- 3.3 **All staff** have the responsibility to report to the (d)DSL any concern they have about the safety of any child in their care. All staff (including partner organisations and contractors having unsupervised contact with children):
- 3.3.1 Must ensure they are familiar with and follow this Safeguarding policy and all other Safeguarding-related policies.
 - 3.3.2 Are subject to safer recruitment processes and checks prior to starting at the school.
 - 3.3.3 Are alert to signs and indicators of possible abuse.
 - 3.3.4 Listen to and take seriously the views and concerns of children.
 - 3.3.5 Record any concerns and report these to the Designated Safeguarding Lead (DSL).
 - 3.3.6 Follow the procedures outlined in this document when/if concerned about any child.



- 3.3.7 Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in cooperating with any subsequent process of investigation.
 - 3.3.8 Undertake appropriate Child Protection / Safeguarding and Safer Recruitment training and refresher training where needed.
- 3.4 All staff who have **occasional or supervised contact with children** (including staff from partner and contracted organisations) must:
- 3.4.1 Undergo a Safeguarding briefing/induction in relation to their role, and understand what is required of them if they have concerns and to whom they should report. This is provided in dual language – English and Thai.
 - 3.4.2 Provide, if necessary, written confirmation to demonstrate that, where appropriate, all partner agency staff/contractors have been safely recruited with appropriate checks undertaken and that a Safeguarding briefing has been provided to these staff (appropriate to the role and contact they will have with children), before they commence their role on the School site.
 - 3.4.2.1 Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Master to assess this risk, not individual members of staff or partner organisations themselves.
 - 3.4.2.2 Where partners/contractors do not have their own Safeguarding or Child Protection policy, Wellington College Bangkok will provide a copy of their own policy and ask partners/contractors to read and follow this. These requirements are part of all contractual arrangements.
 - 3.4.3 Follow the guidance laid down in this policy at all times.
 - 3.4.4 Be provided with guidance on appropriate safe working practice.
- 3.5 **The Full Governing Board** of the School has overall responsibility to ensure compliance with child protection requirements and actively promote the wellbeing of students. It is the role of the Full Governing Board to provide scrutiny of Safeguarding Policy and practice. The governing body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring:
- 3.5.1 their security and protecting them from harm;
 - 3.5.2 that a whole school approach to safeguarding is facilitated;
 - 3.5.3 that students know that their concerns will be treated seriously and that they can safely express their views and give feedback; and
 - 3.5.4 the child's wishes and feelings are taken into account when determining what action to take and what services to provide

To this end, the Board ensures that:



- 3.5.5 an effective, up-to-date child protection policy, which reflects the whole College approach to peer-on-peer abuse, is in place and made available on the College's website;
- 3.5.6 the College policy will be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt;
- 3.5.7 other policies are in place and operational;
- 3.5.8 required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
- 3.5.9 all staff receive safeguarding training in accordance with this Policy;
- 3.5.10 students are taught about safeguarding, including online safety;
- 3.5.11 child protection files are maintained and, where appropriate, such records are transferred to a student's new school or college in accordance with statutory guidance;
- 3.5.12 appropriate filters and monitoring systems are in place to keep children safe online;
- 3.5.13 written assurances are provided by individuals or organisations who hire College premises confirming appropriate safeguarding and child protection procedures are in place.

3.6 Safeguarding Governor

- 3.6.1 The nominated governor for safeguarding takes a lead in relation to responsibility for safeguarding arrangements. The nominated Governor:
 - 3.6.1.1 discusses safeguarding matters with the DSL once per half term and more regularly if needed;
 - 3.6.1.2 undertakes an annual audit of the College's safeguarding procedures and submits a written report to the Governing Body with recommendations for further improvements. The annual written report will typically consider:
 - 3.6.1.2.1 the effectiveness and implementation of relevant policies;
 - 3.6.1.2.2 staff safeguarding training;
 - 3.6.1.2.3 staff recruitment procedures;
 - 3.6.1.2.4 the handling of safeguarding issues;
 - 3.6.1.2.5 referral management;
 - 3.6.1.2.6 the provision for teaching students how to keep themselves safe.

This audit will form part of the annual review undertaken by the Governing Body as a whole to ensure that all policies, procedures and training provided by the College are effective and comply with the law.



3.6.2 The nominated Governor for safeguarding is Iain Henderson and his contact details are set out in Appendix I.

4. Training and Support

Wellington College ensures that:

- 4.1 All staff and volunteers in school are provided with appropriate general Safeguarding training upon joining the school, provided through Educare. They also receive an updated training course at least every year provided within the School.
- 4.2 Relevant policies are made available.
- 4.3 Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- 4.4 The (d)DSL has appropriate, up-to-date knowledge and that they access appropriate additional and specialist training.
- 4.5 All staff and volunteers are subject to a full induction, which includes an overview of what to do and whom to contact if concerned about a student.
- 4.6 All staff involved in interviewing will be trained in Safer Recruitment. This training will be renewed every three years.
- 4.7 Training for new starters must be complete before any new starter can begin.
- 4.8 Any student who has suffered, or is suffering, from any form of harm will receive appropriate support. Once agreed with any investigating agency (if involved), students can be offered direct support through school Pastoral systems or external agency input.



5. Appendix I: Forms of Abuse

- 5.1 There are various ways in which students may be exposed to risk and danger. Everything requires a response. Abuse can manifest itself as direct harm to a child, or in failure to take action to protect a child who is at risk, or already suffering harm. The more commonly referred-to types of abuse are:
- 5.1.1 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
 - 5.1.2 **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development or wellbeing. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.
 - 5.1.3 **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
 - 5.1.4 **Neglect:** this is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development. In our context this also involves emotional neglect, the lack of emotional input by a parent through lack of care or support via absence.
- 5.2 While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas. School staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns). Below are some specific examples of abuse.
- 5.2.1 **Female Genital Mutilation (FGM)** a form of violence against women and girls which is cultural practice in some parts of the world. We do not in any way condone the practice and need to be aware of particular sensitivities surrounding it and always act in the student's best interests.
 - 5.2.2 **Forced marriage (FM)** is conducted without the valid consent of one or both parties, and/or where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an *arranged marriage*, where both parties give valid consent.
 - 5.2.3 **Self-Harm** can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion – hence it is important to spot it as soon as possible and do everything possible to help. Self-harm is often neither a suicide attempt nor a cry for attention. Instead, it is often a way for young



people to release, or cope with, overwhelming emotions. There are some common themes that may help staff identify concerns including:

- 5.2.3.1 Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- 5.2.3.2 Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.
- 5.2.3.3 If staff suspect that a student is self-harming, this must be referred to the DSL, who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree a course of action and/or referral to an organisation that may be able to support the student.
- 5.2.4 **Sexting** is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else:
 - 5.2.4.1 Joining in because they think that 'everyone is doing it'.
 - 5.2.4.2 Boosting their self-esteem.
 - 5.2.4.3 Flirting with others and testing their sexual identity.
 - 5.2.4.4 Exploring their sexual feelings.
 - 5.2.4.5 To get attention and connect with new people on social media.
 - 5.2.4.6 They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.
 - 5.2.4.7 Students often do not realise that, in creating and sending these images, they may be committing a criminal act. Ideally, we do not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.
- 5.2.5 **Religious or Political Extremism:** we recognise that freedom of speech and the expression of beliefs/ideology are fundamental rights underpinning our society's values, and that students have the right to speak freely and voice their opinions. Nevertheless, speech that is designed to manipulate the vulnerable or leads to violence and harm to others is not tolerated.
- 5.2.6 **Online Risk:** the school commits to ongoing education for students about how to keep themselves safe online, as well as ongoing education for parents.
- 5.2.7 **Peer-on-peer abuse:** this includes, but is not limited to:
 - 5.2.7.1 physical and sexual abuse
 - 5.2.7.2 sexual harassment and violence
 - 5.2.7.3 emotional harm
 - 5.2.7.4 online and/or offline bullying
 - 5.2.7.5 teenage relationship abuse



5.2.7.6 It can even include grooming children for sexual and criminal exploitation.

5.2.8 **Child Sexual Exploitation:** child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

5.2.8.1 in exchange for something the victim needs or wants, and/or

5.2.8.2 for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

5.2.9 **Note:** The above is not an exhaustive list of all the forms of abuse which staff may have to deal with on occasions. For further information please see [‘Keeping Children Safe in Education’](#) (2023). This is a UK publication but the types of abuse discussed apply in any country around the world.



6. Appendix 2: Procedures to be followed by any staff member or volunteer who is concerned about any student

6.1 If staff suspect that any student in their care may be a victim of abuse, or is at risk of abuse or other form of harm, they should:

6.1.1 **not investigate**

6.1.2 **inform** the (d)DSL of their concerns as soon as possible, in person as well as via the CPOMS online system.

6.2 Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is always better to share these concerns, which may later prove to be unfounded, than to hold on to information that may have helped protect a student from actual harm. In many cases, a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. See also the Low-Level Concerns Policy.

6.3 Where any student makes any form of direct disclosure, the following guidelines must be followed.

6.4 Dealing with Disclosure, Reporting and Further Action

6.4.1 General Principles:

6.4.1.1 If a child asks to speak to someone *in confidence* about a problem, **never promise confidentiality** if what the child discloses, or is likely to disclose, relates to abuse being suffered by them or another child. Staff should always give this as an advisory before listening to the child.

6.4.1.2 Staff should be very mindful of the need to balance reasonable confidentiality with further safeguarding issues: wherever possible, conversations with individual children should not occur in private spaces or without a responsible witness.

6.4.1.3 **Receive** – Where possible, always stop and listen to a child who wishes to speak in confidence. Where possible during any disclosure, try to listen, allow silences and try not to show shock or disbelief.

6.4.1.4 **Reassure** – Try to stay calm, make no judgements, and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

6.4.1.5 **React** – React to what the child is saying **only** in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?".

6.4.1.6 **Record** – Make brief notes about what the child says during the conversation or, if this is not possible, make notes as soon afterwards as you can and certainly within 24 hours. Make sure to record exactly what



the child says and not your interpretation of what is said. Record the time, date and place as well.

6.4.1.7 Report – Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern should be made, information should be entered in the CPOMS online system and the DSL alerted as soon as possible.

6.4.2 Once informed of a report, the (d)DSL will collate all available evidence and ensure that notes taken from any witnesses are made available to any investigating body. It is the role of the DSL to make decisions about what action to take next, based on all available evidence. It is important that a full record of all information and decisions is made and stored confidentially, using the CPOMS online system.

6.4.3 If the DSL decides that further action may be needed, (s)he will call a meeting of the Safeguarding Group, which consists of the DSL, the Master and the Board member with responsibility for Safeguarding. This Group will decide what happens next and activate any next steps.



7. Appendix 3: Record-Keeping and Confidentiality

- 7.1 All records of Child Protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared only with those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties. All staff should record concerns and incidents using the CPOMS online system.
- 7.2 Child Protection records should be stored securely, accessible only through the DSL and Master.
- 7.3 Records of any child disclosure should be clearly dated and filed **without subsequent amendment**.
- 7.4 Child Protection records should be separate from the School records, which are held in iSAMS, but the child's record file should be marked to indicate that a Child Protection file exists. All staff who may need to consult a child's record file should be made aware of what the symbol means and whom to consult if they see this symbol.
- 7.5 A Child Protection file should be opened for an individual child as soon as the school is aware of any Child Protection concerns about that child. Concerns may arise in a number of ways e.g.:
 - 7.5.1 If a member of staff raises a concern about the welfare or wellbeing of a child – this should be recorded in writing.
 - 7.5.2 If information is forwarded to the School by a previous school attended by the child.
 - 7.5.3 If the School is alerted by another agency of Child Protection concerns about that child.
- 7.6 A concern may not progress further than initial entry on the CPOMS online system and a conversation with the DSL – but could also lead to matters being dealt with through a legal system. If there is not one specific incident that has sparked the concern, staff should be as specific as possible about what it is that is making them feel worried.
- 7.7 The information on the CPOMS online system should include:
 - 7.7.1 The child's details: name, date of birth, address and family details.
 - 7.7.2 Date and time of the event/concern.
 - 7.7.3 The nature of the concern raised.
 - 7.7.4 The action taken and by whom (name and position of the person making the record).
 - 7.7.5 In the case of disclosure, the record should include:
 - 7.7.5.1 As full an account as possible of what the child said (in their own words).
 - 7.7.5.2 An account of the questions put to the child.
 - 7.7.5.3 Time and place of disclosure.



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- 7.7.5.4 Who was present at the time of the disclosure.
- 7.7.5.5 The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.
- 7.8 All information relating to individual Safeguarding / Child Protection issues is confidential. Information should be passed on to appropriate persons only at the discretion of the Master or DSL and only based on the need to know.



8. Appendix 4: Thai Law and Agencies

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

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

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

8.1.3 **Child abuse as a criminal offence** (CPA Section 25 and 26): it is considered child abuse to:

8.1.3.1 Abandon a child without appropriate welfare protection

8.1.3.2 Wilfully or neglectfully withhold things that are necessary for the health of a child and so lead to physical or mental harm

8.1.3.3 Treat a child in any manner which obstructs their growth or development, or in any manner which constitutes illegal care

8.1.3.4 Commit or omit acts which result in torturing a child's physical or mental state.

8.1.3.5 Intentionally or negligently do acts likely to cause physical or mental harm.

8.1.3.6 Force, threaten, use, induce or allow a child to behave inappropriately.

8.1.3.7 Anyone who violates Section 26 shall be liable to imprisonment for a term not exceeding three months or to a fine not exceeding 30,000 baht, or both.

8.1.4 **Obligation of the school**

8.1.4.1 Any person who finds a child in a state which warrants assistance or welfare protection shall provide preliminary aid and notify a Competent Official (physician, nurse, psychologist or public health official admitting a child for treatment without delay; a teacher, instructor or employer having a duty to look after a child).

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

8.1.5 **Corporal punishment in the home**

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

8.1.6 **Corporal punishment at school**

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

8.2 **Age of Consent in Thailand**



- 8.2.1 15 is the minimum age at which an individual is considered legally old enough to consent to sexual activity. A child who is 14 or younger is not legally able to consent, and so this may lead to a charge of statutory rape. There is no 'close in age' exemption for this. Therefore, a fifteen-year-old having sex with a fourteen-year-old would be illegal, and this may lead to a charge of statutory rape.
- 8.2.2 The Penal Code Amendment Act 1997 sets the Age of Consent at 18 which makes it illegal for sexual activity for 15- to 17-year-olds.
- 8.3 **Child Sex Abuse Materials (CSAM)**
- 8.3.1 Possession and distribution of CSAMs is illegal in Thailand under the Computer-Related Crime Act B.E. 2550 (2007) Section 14. The penalty under Thai law is five years imprisonment, a fine not exceeding 100,000 baht, or both.
- 8.4 **Thailand Child Protection Act 2003 Section 27**
- 8.4.1 No person shall advertise or disseminate through the mass media or any informative media information related to a child or guardian with an intention to cause damage to mental, reputation, prestige or any interest of a child.
- 8.5 **TICAC (Thailand Internet Crimes Against Children)** was established in 2016. This is a specially trained collective drawn from Royal Thai Police, International Law Enforcement, Government and Non-Government organisations including the HUG project (see other agencies).
- 8.6 **Bangkok Shelter for Children and Families:** 255 Children and Families Shelter Building, Rama IV Road, Phayathai, Rajathewee, Bangkok 10400 Tel. 02 354 7580 or Mobile 089 202 1046, email: ratree.c@dcy.go.th
- 8.7 **Ministry of Social Development and Human Security:** Social Assistance (One Stop Crisis Center) 24-hour Hotline 1300. <https://1300thailand.m-society.go.th/#>. 1034 Krung Kasem Road, Mahama, Pomprapsattruphai, Bangkok 10100. oscc1300.m@m-society.go.th. Facebook: www.facebook.com/1300.msociety.go.th. Line ID: @hotline1300. OSCC staff provide help and support for victims of rape and sexual assaults, regardless of nationality.
- 8.8 **Because We Care Center:** overseen by the Royal Thai Police. Facebook Page: <https://www.facebook.com/BWC.PGH>. Phone: (02) 207-6000
- 8.9 **Tourist Police Hotline 1155:** the tourist police can be called upon in situations where a foreign tourist is involved. They will act as arbitrators in disputes. <http://thaiembassy.dk/tourist-assistance-center-contact-list/>
- 8.10 **Childline Thailand Foundation (Saidek)** (NGO) 24 hour helpline 1387. Saidek provides advocacy and outreach for children and their families related to abuse, neglect and access to health services as outlined by the UNCRC. info@childlinethailand.org <http://www.childlinethailand.org/en/>



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- 8.11 One Call One Life – **Samaritans in Thailand**. English Line 02 713 6791 (inbox message – they will contact callers within 24 hours)
<http://www.samaritansthai.com/contactus/>
- 8.12 **The HUG project**: A good source of information within Thailand and also works with Thai Schools and organisations to prevent online child abuse, exploitation and trafficking. They can also support with home visits and short and long-term shelter or placement. <https://www.hugproject.org/>



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9. Appendix 5: Contact details

- 9.1 The DSL is Hannah Jeffs: h.jeffs@wellingtoncollege.ac.th
- 9.2 The dDSLs are
 - 9.2.1 Charlotte Baxendale: c.baxendale@wellingtoncollege.ac.th
 - 9.2.2 Jim Panton: j.panton@wellingtoncollege.ac.th
- 9.3 The Master is Chris Nicholls: c.nicholls@wellingtoncollege.ac.th
- 9.4 The nominated Governor for Safeguarding is Iain Henderson:
imh@wellingtoncollege.org.uk