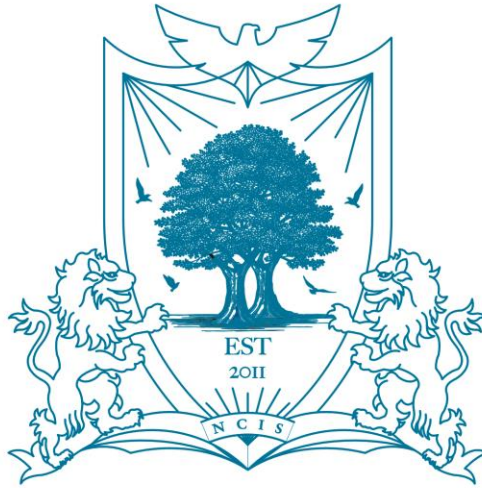


Safeguarding Policy



NEW CAMBRIDGE INTERNATIONAL SCHOOL

Approved by: NCIS

Last reviewed on: May 2023

Next review due by: August 2024

Safeguarding Policy

This policy should be read and used in conjunction with the following other policies:

Anti Bullying Policy
School Trips Policy
Risk Assessment Policy
Emergency Procedures
Health and Safety Policy
Safe Recruitment Policy
Keep Child Safe in Education 2022

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All NCIS staff members have been certified in Safeguarding Children Level 2

Designated Safeguarding Lead Level 3: Deon Brown

1. Introduction

New Cambridge International School (hereinafter referred to as the school) regards the safety and welfare of each child as vitally important and recognises its responsibilities for safeguarding.

The school's safeguarding policy applies to everyone (adults and children) who is, in any capacity, either on one of the school's sites or taking part in an off site school activity.

The school's safeguarding policy is framed by the Thai Child Protection Act 2003 and Keep Children safe in Education 2022 particularly the following sections:

Article 25 section 5: Parents or guardians are forbidden to treat a child in ways or manners which constitute unlawful caring.

Article 26: A person is forbidden to commit or omit acts which result in torturing a child's body or mind.

In addition the school is mindful that the UN Convention on the Rights of the Child states:

Article 19 (Protection from Abuse and Neglect): No one should hurt the child in any way. Even the parents have no right to hurt the child. Adults should make sure that the child is protected from abuse, violence and neglect.

Article 34 (Sexual Abuse): Every child has the right to be protected from sexual abuse. This means that nobody can do anything to the child's body that s/he does not want them to do, such as touching, taking pictures and making the child say things that s/he does not want to say.

It is the responsibility of all staff to do their best to ensure a safe and happy environment for everyone at school. The school's safeguarding policy aims to:

- a) Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe.
- b) Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- c) Support students who have been abused.
- d) Detail safer recruitment policies when appointing staff and volunteers to work with children (see the school's safer recruitment policy for further detail).
- e) Establish a safe environment in which children can learn and develop.

2. Safer Recruitment Policy

See separate policy document.

3. Definitions, Types and Indicators of Abuse

a) Definitions

Abuse and neglect are forms of maltreatment of a child. A person may abuse or neglect a child either directly by inflicting harm, or indirectly by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Child abuse is defined as follows:

1. Infliction of physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health or loss or impairment of any bodily function, and/or
2. Creating a substantial risk of physical harm to a child's bodily functioning, and/or
3. Committing or allowing to be committed any sexual offence against a child as defined in the Thai Child Protection Act 2003, and/or
4. Any inappropriate touching of a child other than for hygiene or other childcare purposes, and/or
5. Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering, and/or
6. Assaulting or criminally mistreating a child as defined by the Thai Child Protection Act 2003 and/or
7. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
8. Failing to take reasonable steps to prevent the occurrence of all above.

b) Types of Abuse

This policy recognises four types of child abuse:

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Neglect

A detailed definition and possible indicators of each of these four types follows:

c) Physical Abuse

Definitions of physical abuse:

- i) Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- ii) Creating a substantial risk of physical harm to a child's bodily functioning and/or
- iii) Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- iv) Assaulting or criminally mistreating a child as defined by either the Thai Child Protection Act 2003 or school policy; and/or
- v) Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child;
- vi) Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible indicators of physical abuse:

- i) Unexplained bruises and welts on any part of the body
- ii) Bruises of different ages (various colours)
- iii) Injuries reflecting shape of article used (eg electric cord, belt, buckle, table tennis bat, hand)
- iv) Injuries that regularly appear after absence or vacation
- v) Unexplained burns, especially to soles, palms, back, or buttocks
- vi) Burns with a pattern from an electric burner, iron, or cigarette
- vii) Rope burns on arms, legs, neck, or torso
- viii) Injuries inconsistent with information offered by the child
- ix) immersion burns with a distinct boundary line
- x) Unexplained laceration, abrasions, or fractures

d) Sexual Abuse

Definitions of sexual abuse:

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

- child in preparation for abuse (including via the internet). Grooming, often results in victims accepting the blame, responsibility, guilt and shame for the offender.
- iv) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible indicators of sexual abuse:

- i) Sexual knowledge, behaviour, or use of language not appropriate to age level
- ii) Unusual interpersonal relationship patterns
- iii) Venereal disease in a child of any age
- iv) Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- v) Difficulty in walking or sitting
- vi) Refusing to change into PE clothes
- vii) Fear of bathrooms
- viii) Running away from home and not giving any specific complaint
- ix) Not wanting to be alone with an individual
- x) Pregnancy, especially at a young age
- xi) Extremely protective parenting
- xii) Exposure to pornography

e) Emotional Abuse

Definitions of emotional abuse:

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

f) Neglect

Definitions of neglect:

- i) Neglect is failure to provide for a child's basic needs within their own environment
- ii) Physical (eg failure to provide necessary food or shelter, or lack of appropriate supervision; this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time).
- iii) Medical (eg failure to provide necessary medical or mental health treatment).
- iv) Emotional (eg a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc).
- v) Exposure to domestic violence: any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been, intimate partners or family members. Seeing, hearing or knowing of a parent being abused is traumatic for children, and can have long term damaging emotional and psychological effects.

Possible indicators of neglect:

- i) A child who is unwashed or hungry
- ii) Parents who are uninterested in their child's academic performance
- iii) Parents who do not respond to repeated communications from the school
- iv) A child who does not want to go home
- v) Cases where both parents or legal guardians are absent
- vi) Parents who cannot be reached in the case of an emergency

Behavioural indicators in and of themselves do not constitute abuse. But, together with other indicators, they may warrant a referral.

4. Recording and Reporting Abuse

Incidents of abuse may be reported from a number of sources, a) directly by the child concerned, b) by a third party, c) from a staff member's direct observation. In all circumstances the CPO should be informed.

a) Responding to a Child's Disclosure of Abuse

A student may tell a member of staff directly and specifically what is going on, or may hint indirectly at a situation. Sometimes the student will use a strings attached approach such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep). Or a student may claim the problem belongs to someone else

and that s/he is only there about a friend. Staff must use their judgment in deciding how much to discuss the situation with the student. Often a child is willing to reveal the details of an incident only once.

The educator's role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the student.

The member of staff's support to the student is important and s/he should act on the following relevant recommendations:

- i) Reassure the child that it is okay to tell what happened.
- ii) Tell the child what to expect. If the member of staff does not know then they should say so, but should reassure the child that s/he will be supported by the staff member.
- iii) Project a calm, understanding and supportive attitude to the child.
- iv) Let the child know that you must tell authorities to get help. Explain that you will have to tell another person because they are at risk. Use a script such as: if you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else.
- v) Reassure the student that it is not their fault.
- vi) Trust your gut feelings.
- vii) Understand the importance of early reporting.
- viii) Make clear and detailed notes of the conversation (but ideally after, not during, the conversation).
- ix) Respect the child's privacy by not discussing the situation either out of school or in school with anyone other than a Safeguarding Officer.
- x) Remember that reporting is a request for an investigation into a suspected case of abuse.
- xi) After reporting, it is important to maintain a supportive but passive presence for the child.

b) Responding to a Third Person's Disclosure of Abuse

A member of the school community may approach a member of staff to report concerns they have concerning the safety and well being of a child. This maybe due to something they have seen happening or heard about. Such a report must be taken seriously.

- i) Reassure the person that it is okay to tell what happened.
- ii) Tell the person that as a school we take such incidents very seriously and that you will record the details straight away. Tell them that you will also have to report the incident to a CPO in the school who will carry out an investigation into the report. Also advise that you will probably not be able to report directly back any action that is taken. Advise that the CPO or other relevant agencies may need to interview them at a later date. Ask them to maintain confidentiality.

- iii) Reassure the reportee that their report will be treated sensitively, project a calm, understanding and supportive attitude to the reportee.
- iv) Make clear and detailed notes of the conversation. In this situation it may be possible to make notes at the time of the report. Make your notes factual.
- v) Respect the sensitivity of the issue by not discussing the situation either out of school or in school with anyone other than a Safeguarding Officer.
- vi) Remember that reporting is a request for an investigation into a suspected case of abuse.

c) Responding to own observations

Should you observe any of the characteristics, symptoms or behaviours listed in the definitions above, or have any other cause for concern regarding a child's safety and well-being you should make as detailed a report as possible, clearly indicating as much evidence as possible. This should be reported immediately to a CPO.

d) Recording a Disclosure of Abuse

The following guidance is given for writing up details of a disclosure made to a member of staff:

1. Write it up as soon as possible after the conversation, ideally immediately after (but not during) the conversation.
2. Be as specific and factual as possible and include the name, gender and age (and/or date of birth) of the child and the date, time and location of the (alleged) incident(s) as well as the detail as to what happened and the name(s) of the perpetrators if known.
3. If possible also include background information such as parents' names, address, mobile/home phone numbers and work places and any information on previous injuries or background data.
4. Record notes using the child's own words and do not add your own interpretation and judgment (or make separate notes about these).
5. Describe any injuries you see (and after the conversation send, or ideally take, the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding, and write a report).
6. Sign all notes with the date and time as well as name of the signator.

e) Reporting Abuse

A report of child abuse must be made after there is reasonable cause to believe that a child has suffered abuse. After making a written record, which must be hard copy only, this must be given, ideally immediately, to one of the school's Safeguarding Officers (SO).

All reports must be kept confidential. The person to whom the disclosure was made must not discuss any aspect of the disclosure to anyone other than a CPO unless subsequently required to do so by the Principal, or by the police or legal authorities.

Notes must be stored under lock and key (and not in the child's regular school files).

Each incidence of possible abuse should constitute a separate referral.

It is likely there will be a police interview. Regardless of the country you are in, child abuse is a crime and the police will want to interview the child. This can be quite threatening for a child.

Members of staff must recognise that, due to the sensitive nature of these cases, the CPO will probably not be able to inform the reporting member of staff what action is being taken, or at least not in any detail. However, if the reporting member of staff is concerned that the CPO has not followed up their report then they should share their concern either with another CPO or with the Principal.

f) Cases Where the Suspected Abuser is Another Staff Member

If a child discloses inappropriate behaviour of school personnel then the school will respond in the same way as for any other similar allegation. School staff have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of alleged offences by members of staff will be handled immediately and with seriousness.

Any concerns relating to the behaviour of a member of staff (in relation to this policy) must be reported directly and immediately to the Principal.

The school is mindful that its integrity is dependent on whether and how it responds when an alleged offender within the school is reported. It is the duty of the school to prevent and deter child abuse, as well as to provide procedures for the resolution or prosecution of any abuse committed by any member of staff.

5. Follow Up of Reported Incidents

Guideline checklist for disclosure follow up by the CPO:

- a) Determine the risk of re-offence (what / who / when / where)
- b) If the offence is ongoing and the child lives with the offender the CPO will consider:

1. Reporting to the relevant authority
2. Who will protect the student (eg the non offending parent)
3. What immediate action(s) the student can take (eg contact Childline, see appendix A below)
4. Speaking to the child and if so:
 - i. Listening to as much as the child wants to say but without pushing the child for details.
 - ii. Giving the child other alternatives to talk if more time is needed, such as counseling or others in her/his support system.
 - iii. Exploring the feelings and concerns the child has about the experience in relation to possible guilt, anger, fear and shame.
 - iv. Confirming that the experience was assault and thus s/he is never to blame for someone else's action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then working on helping the child put those feelings within a healthy limit.
 - v. Exploring the support system so the child can have someone to talk to, perhaps a parent or other adult relative, a friend or a trusted adult such as a teacher or friend's parent.
 - vi. Exploring the play the child enjoys and help her/him continue to do these things (eg watching films or shopping or attending parties with friends or pursuing individual hobbies).
 - vii. Ending the session by making sure the child knows what to do if attempted or assault happens again which should be to say no, or run away to somewhere safe (ask the child to specify to whom) and to tell someone (ask the child to specify whom).
- c) The CPO will inform the child what the outcome is of the investigation.

6. Staff Training

a) Induction (Teaching Staff)

The induction process for all new members of the teaching staff will include safeguarding training and an introduction to the school's Safeguarding Policy. This takes place annually in August/September immediately before the start of the new school year. Additional induction sessions, including safeguarding, will be arranged by the School Manager / Human Resources Manager for any members of the teaching staff who join the school at any other time of year.

c) Admin Staff

All admin staff must be aware of the safeguarding training.

d) Refresher Training

The school's CPOs will arrange refresher training for all members of the teaching and admin staff at least once during every academic year.

e) Register

A central register of staff safeguarding training is maintained by the CPOs.

f) Meetings

Safeguarding is a regular agenda item on staff meetings.

7. Educating Students and Parents

All students in the school are given information on safeguarding at least once every year. The level and detail of the information given is age specific. In the Secondary School information is given in PSHE lessons, in Home room time and in Key Stage assemblies. The information given includes:

- a) Details of Childline Thailand. This information is also prominently displayed around the school.
- b) Information about other relevant external agencies in Thailand.
- c) That students can, if they choose, talk to teachers about safeguarding issues.
- d) Relevant details from the Safeguarding Policy including the names of the CPOs.
- e) How the school will react to any disclosures from students.
- f) Relevant Thai law.
- g) Relevant UN rights.
- h) How to react to strangers on site.

The school also teaches related matters to students. These include development of the human body, sex education, personal safety and acceptable behaviour and are taught in Science, PSHE and Physical Education lessons.

8. Visitors and On Site Security

Maintaining a secure site is a key component of the school's safeguarding measures. School Reception is the only entrance to the school site for visitors and non key holders. All other gates must be kept locked except when in use by school staff.

Current procedures:

1. Visitors must submit their ID and receive a visitors badge from the guard at gate 3 only.
2. Visitors who are not known to the school will be escorted around site. Alumni who have left more than 12 months ago, will also be accompanied when on site.
3. On leaving the school, visitors will return their badge to the guard.

Any visitors found without a badge will be escorted to reception.

a) Staff

All members of staff (whether full time, part time or peripatetic) must wear their school identity badge at all times in school. Members of staff must challenge anyone they see unaccompanied in school who is not wearing a staff or student or parent identity badge. Members of staff who are escorting guests must ensure that their guest(s) wear their visitor badge at all times and must not leave their guest(s) unaccompanied at any time.

b) Students

All current students must wear their school identity badge at all times except when they are wearing school sports clothing.

c) Parents and External CAS Providers

Parents and external CAS providers may enter the school unaccompanied via Reception on condition that they are wearing their school identity badge. Parents and external CAS providers without their identity badge must follow the procedure for alumni (see below).

d) Alumni

Alumni, no matter how recently they may have left the school, must wear a visitor badge in school, available from the guard at the gate 3. Alumni may only enter the school unaccompanied if an NCIS member informs the receptionist that this is permissible. NCIS members will use their judgment on an individual basis when deciding whether or not to grant such permission.

e) Visitors

The following procedure applies to all other visitors to the school, except students from other schools (see below), eg visiting speakers, contractors and visiting teachers from other schools:

1. The visitor reports to the security guard gives the security guard some form of identification in exchange for a visitors' badge.
2. The visitor identifies him/herself to the receptionist who will contact the relevant member of staff.
3. The relevant member of staff will collect the visitor from Reception and escort them throughout their time in school.
4. Upon departure the visitor will return their visitors' badge and collect their identification document from the security guard.

f) Students from Other Schools

Students from other schools do not need to follow the above procedure provided that:

1. They are wearing their own school's uniform or sports kit or identity badge.
2. And they are with a teacher from their own school.

g) Use of Toilet and Changing Facilities

No adult may use toilets, changing rooms or showers designated as for student use. All such facilities in the school are clearly labeled as being for either student or adult use.

h) Notice for Visitors

The following notice will be displayed in Reception:

1. School badges must be worn and displayed at all times whilst on the school site.
2. You may not take photos or video of any children except with the School principal's permission.
3. You may only use designated adult toilets and under no circumstances enter children's toilets, showers or changing areas.
4. Unless authorised by parents no adult should be alone with any child.
5. Adults should avoid unnecessary physical contact with any children other than their own.
6. You may not take contact details from any child.

9. Student Absence

- a) Parents are expected to notify the school on all occasions their child is absent and to do so by 7.45am on occasions of unexpected absence.
- b) The School Office will phone parents on all occasions that a student is not in school by 08.00 am with no notification from parents.
- c) The School Admin will notify the appropriate Manager on all occasions on which the office phones parents after 08.30am and either cannot contact a parent or when the parent believed that their child was in school. The member of staff will then take appropriate action to try to establish the safety of the child.

10. Departure from School

a) Collection

Anyone who regularly collects students from school must have their identification with them.

Anyone coming to school to collect students who does not have identification are to present themselves to the school reception who will then phone the parents to confirm that the person in question may collect their child(ren).

Alternatively, parents may transmit electronically to the School Office a copy of a permitted person's ID card to authorise collection of their child(ren) and fill in the Parent/Guardian Pick up form online.

b) Cars in School

All parents or their drivers coming into school are to park outside the school gates if they want to wait to pick up their student. They are to follow point 10.A (above) if there are not the parents/guardians of the student.

c) Taxis

Students may leave school unaccompanied in a taxi provided that parents have informed the school on each occasion that they wish their child(ren) to leave school in this manner.

d) Motorbikes

Students may only ride pillion on a motorbike in school if they are wearing a helmet.

e) Driving

Students may not drive a car or motorbike on school premises.

f) Unaccompanied Departure

No students will be allowed to leave the school unaccompanied.

11. Control and Use of Images of Students

- a) On accepting a place at the school parents agree that the school may use images of their child(ren) without seeking specific parental permission for each occasion.
- b) Parents may withdraw this permission by writing to the Principal.
- c) Members of staff should not store images of students on personal devices with the exception of photographs taken during school events. Any such photographs should be deleted within 48 hours of the conclusion of the event.
- d) Members of staff must not post images of students on their personal social media.
- e) Students may only take pictures of each other under the supervision of a member of staff.
- f) When using images of students the school will always adhere to the following guidelines:
 - 1. If identified by name only students' nicknames will be used.
 - 2. Nicknames will be the only personal information shown. Images for example will not contain any information relating to the child's home address or contact details.
 - 3. Students will always be appropriately clothed.
 - 4. Students will not be shown in any embarrassing or distressing situations.
 - 5. All images will be approved before use by an NCIS member or by the IT manager
- g) These guidelines apply to all media including computers, cameras, phones, marketing materials, social media and the school's website.

12. Policy Review

This policy will be reviewed annually by NCIS as may be deemed necessary.

Date of next review: August 2023

Appendix A – Relevant External Agencies

Contact information for relevant external agencies in Thailand:

a) **Childline Thailand**

Website: www.childlinethailand.org

Phone (admin): 02 623 3814

Phone (child help line): 1387

Address: The Hub Saidek Youth Club
402-408 Maitri Chit Road (corner of Maitri Chit and Soi Nana)
Pomprab District
Bangkok 10100

Childline Thailand is built upon a centralised call centre model. The call centre, located in Bangkok, handles every phone call from all over the country. The call centre is staffed 24 hours a day, 365 days a year.

Childline provides its services for any child under the age of 18. The foundation works with various government and NGO stakeholders to safeguard the rights of every child as outlined by the United Nations' Convention on the Rights of a Child.

The mission statement of Childline Thailand is: to provide children in Thailand with trusted and reliable access to protection, health and human services, as is their right, and which the Thai Government adheres to through its ratification of the UN Convention on the Rights of a Child.

b) **The Center for the Protection of Children's Rights Foundation (CPCR)**

Website: www.thaichildrights.org

Phone: 02 412 1196

Address: The Center for the Protection of Children's Rights Foundation
979 Charansanitwong 12 Road
Wat Tha Phra
Bangkokokyai
Bangkok 10600

E-mail: cpcrheadoffice1981@gmail.com

Mission Statement: We at CPCR are devoted to protecting the children of Thailand from all forms of abuse, neglect, and exploitation so prevalent in the country today. Based in Bangkok, our organisation not only helps those who have been sexually, physically, and emotionally abused, we take a needs based approach in rescuing, rehabilitating, and fostering the growth of every victimised

child. CPCR also offers scholarships, vocational training, and prevention programs to at-risk youth. We believe all children have the right to be recognised as individuals and given the opportunity to succeed.

Objectives:

2. Advocate for the protection of children's rights in agreement with the United Nations Convention on the Rights of the Child (CRC).
3. Provide protection and assistance to children whose rights have been violated, in accordance with the CRC.
4. Examine each abused child's issues and propose a plan for recovery and increased protection of their rights, in accordance with CRC.
5. Foster collaboration between all children's rights organisations, both government and non-governmental, in Thailand.

c) ECPAT International

Website: www.ecpat.net

Phone: 02 215 3388

Address: 328/1 Phaya Thai Road
Bangkok 10400

ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) is a non-governmental organisation and a global network of civil society organisations exclusively dedicated to ending the commercial sexual exploitation of children (CSEC). It focuses on ending four main manifestations of CSEC: child pornography, exploitation of children in prostitution, the trafficking of children for sexual purposes and the sexual exploitation of children in travel and tourism.

The ECPAT International network consists of a Secretariat and 80 member organisations in 74 countries. The Bangkok based International Secretariat provides technical support to member groups and coordinates research, advocacy and action.

d) The Prachabodi Centre 1300

This organisation deals with human trafficking.

Website: www.humantrafficking.org

e) Educational Psychologists

The CPOs and Learning Support Coordinator have contact details of private educational psychologists used by the school.

f) **Police**

In cases where the school believes a criminal offence has, or might have, been committed the school will inform the police. Police will only be informed after consultation and agreement between the School Principal and School Manager.

Members of staff should not contact any of the above services without speaking to a CPO first. CPOs may consult with each other on an appropriate referral to an outside professional. This may include issues relating to family, self-harm, addictions or clinical therapy. The Principal must be informed in advance before any such outside referrals are made.