



SAFEGUARDING AT PBIS

PROMOTE | PREVENT | PROTECT

PBIS SAFEGUARDING AND CHILD PROTECTION POLICY WHOLE SCHOOL 2023-2024



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1. PBIS VISION AND MISSION

MOTTO:

“Become the Best that You Can Be”

OUR VISION:

To be a happy and supportive learning community where every member is valued.

OUR MISSION:

Our mission is to help develop and empower individuals through a positive learning environment and equip them with experiences, knowledge, and skills that will enable them to be successful and resilient in whatever they choose to do in life.

We will endeavour at all times to create a safe, happy and supportive learning community where every member feels valued and where everyone is treated with compassion and respect.



2. LEGISLATION AND GUIDANCE

PBIS is committed to providing a safe learning environment for its students. Our students' welfare and safety are at the heart of our school's ethos and in everything we do. This policy is based on current [UK Keeping children safe in education](#) guidelines and also takes account of best international practices. This is most notably done through publications and advice given by organisations such as COBIS and FOBISIA. PBIS endorses the United Nations [Convention on the Rights of the Child \(CRC\)](#), of which Laos is a signatory.

The policy also recognises that all its provisions are subject to Lao Regulations, practice and legislation particularly the [Lao PDR Law on the Protection of the Rights and Interests of Children](#). In accordance with relevant law and guidance this policy details our procedures for safeguarding and child protection. It is applicable to the whole school community across three campuses.

PBIS understands that our children have the right to be protected from harm, harassment or abuse at all times both in school and outside school, regardless of their age, gender, ability, race or social background. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. In order to achieve this the following practices have been put in place:

- 1.1. Ensuring that all staff and volunteers understand their responsibilities with regard to safeguarding and child protection.
- 1.2. Ensuring that all staff are trained to understand the risk factors for all child protection, safeguarding and welfare concerns and know the indicators of abuse, neglect, and exploitation, and know the appropriate reporting mechanism.
- 1.3. Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
- 1.4. Ensuring that every student understands that they can report any concern to any member of staff, knowing they will be believed and never made to feel like raising a concern is a problem.
- 1.5. Teaching students how to keep themselves safe, including online, from all forms of abuse, bullying, harassment, or exploitation through PSHE programs.
- 1.6. Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
- 1.7. Ensuring the suitability of all staff through safe recruitment practice
- 1.8. Maintaining clear procedures in line with the latest guidance for reporting allegations against staff members.
- 1.9. Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for safeguarding and child protection.

All staff and volunteers will ensure that their approach and actions are child-centred– putting the wishes and feelings of victims at the heart of any safeguarding response. This means that they'll consider, at all times, what is in the best interests of the child.

3. ORGANISATIONAL RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and proprietors. Our policy and procedures also apply to extended school and off-site activities.

PBIS has established a Safeguarding Committee which comprises of:

- Senior Safeguarding and Child Protection Advisor: Head of Schools
- Group Safeguarding Lead (GSL)
- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead (DDSL)
- Designated Governor for Safeguarding (DGS) - Board Member with special responsibility for Safeguarding and Child protection
- Safer Recruitment Officer: HR manager
- Chief Operations Officer (COO) who is responsible for Lao Legal Advice



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PBIS SAFEGUARDING COMMITTEE

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure, you must contact a member of the Safeguarding Committee as quickly as possible. Thank you.

SENIOR SAFEGUARDING ADVISORS



T.ZAYNE
Zayne.essop@pislao.com



T.NEIL
Neil.Hugo@pislao.com

SAFEGUARDING GOVERNOR



MR.PHONGSAVANH
Phongsavanh.phomkong@pislao.com



MR.TAE
Tae.vanvira@pislao.com

SAFER RECRUITMENT TEAM



MS.TOUKTA
Phetphaiwanh.inthisane@pislao.com



MR.BO
Bo@pislao.com

PRIMARY DESIGNATED SAFEGUARDING LEAD



T.EDWARD
Edward.keeling@pislao.com

PRIMARY DEPUTY DSL



T.DYNA
Dyna.daeto@pislao.com

SECONDARY DESIGNATED SAFEGUARDING LEAD



T.NICKY
Ketsada.soysouvanh@pislao.com

SECONDARY DEPUTY DSL



T.TIM
Tim.sumba@pislao.com

GROUP SAFEGUARDING LEAD



T.NOREEN
Noreen.morco@k.pislao.com

EARLY YEARS DESIGNATED SAFEGUARDING LEAD



T.JACOB
Jacob.harris@pislao.com

CREATED BY NICKY SOYSOUVANH_GSL_FEB2024

The Safeguarding Committee's responsibility is to ensure that a comprehensive safeguarding and child protection plan is in place and to evaluate its effectiveness on an annual basis. The safeguarding committee will generally meet once a month to review and update any safeguarding related procedures and discuss the wellbeing of students as well as particular cases of concern.

a. Role of the Senior Safeguarding and Child Protection Advisor: Head of Schools

The Heads are responsible for the implementation of this policy, including:

- Providing advice and support to the GSL, DSL and DDSL.
- Reviewing current policies and practice in line with best safeguarding practice.
- Ensuring that all staff are well-informed of our safeguarding and child protection policy.
- Ensuring that the GSL, DSL and DDSL have appropriate time, funding, training and resources to perform their roles.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse being made against another member of staff or volunteer, where appropriate.

b. Role of the Group Safeguarding Lead (GSL)

The Group Safeguarding Lead is responsible for overseeing safeguarding and child protection practices across three campuses, including:

- Working closely with each campus DSL, DDSL and Head of Schools to review and take action on any reported safeguarding issues or concerns, including any required follow-up.
- The GSL is based at secondary campus, but will also regularly visit other campuses to ensure compliance with school policy and procedures. They are also available to visit other campuses on request or when needed to oversee an issue.
- Act as a source of support, advice and expertise for all staff.
- Ensuring that cases of suspected or actual child protection or safeguarding concerns are referred to the appropriate stakeholders/agencies.
- Ensuring that all staff are fully trained in safeguarding and know how to identify and raise concerns.
- Review and monitor reporting and recording systems across three campuses
- Ensuring that the school's safeguarding policies and procedures are up to date and reviewed regularly.
- Promote best practice in Safeguarding and Child Protection to all members of the PBIS community including staff, parents and students.
- Working closely with teaching staff in ensuring that child safeguarding is incorporated into the curriculum, particularly for PSHE program.
- Ensuring their organisation has sufficient safer recruitment procedures.

c. Role of the Designated Safeguarding Lead (DSL)

- Taking responsibility for managing and responding to any safeguarding concerns raised by staff, parents or students for each campus.

- Recording all reports and taking action in accordance with PBIS Safeguarding Flow Chart.
- Liaise with GSL and Head of schools to inform them about safeguarding concerns.
- Ensuring that all staff, including teachers, support staff, and volunteers of each campus, receive appropriate safeguarding training and understand their roles and responsibilities in relation to safeguarding.
- Working closely with each campus's teaching staff in ensuring that child safeguarding is incorporated into the curriculum, particularly for PSHE program.
- Support GSL in promoting best practice in Safeguarding and Child Protection to all members of the PBIS community including staff, parents and students.
- Supporting the GSL in the development and review of the school's safeguarding policy and procedures.

d. Role of Deputy Designated Safeguarding Lead (DDSL)

- Taking responsibility for managing and responding to any safeguarding concerns raised by staff, parents or students of each campus *in the absence of the DSL*.
- Ensuring that safeguarding concerns are documented, recorded, and reported to the DSL in a timely and appropriate manner.
- Supporting the DSL in implementing and maintaining safeguarding and procedures within the school
- Supporting DSL in ensuring that all staff, including teachers, support staff, and volunteers of each campus, receive appropriate safeguarding training and understand their roles and responsibilities in relation to safeguarding.

e. Role of the Designated Governor for Safeguarding (DGS)

- Provide advice and support to the safeguarding committee and school leaders.
- Review current policies and practice in line with best safeguarding practice.
- Ensure that Safeguarding is a standing item on each board agenda and that governors are updated appropriately.
- GSL should meet and report to the DGS at least once a semester to be apprised of any concern or issue pertaining to the area of safeguarding.
- The DGS and GSL should update the full board at each meeting and when relevant.

4. SAFEGUARDING AND CHILD PROTECTION DIRECTORY

ROLE/ORGANISATION	NAME	CONTACT DETAILS
SECONDARY CAMPUS		
Group Safeguarding Lead (GSL) and Secondary DSL	Nicky (Ketsada Soysouvanh)	ketsada.soysouvanh@pislao.com
Secondary DDSL	Tim Sumba	tim.sumba@pislao.com
Secondary Head of School	Zayne Essop	zayne.essop@pislao.com
Secondary Deputy Pastoral Lead	Hattie Milton	hattie.milton@pislao.com
EY AND PRIMARY CAMPUS		
Primary DSL	Edward Keeling	edward.keeling@pislao.com
Primary DDSL	Dyna Daelo	dyna.daelo@pislao.com
Early Years DSL	Noreen Morco	noreen.morco@k.pislao.com
Early Years DSL	Jacob Harris	jacob.harris@pislao.com
Primary and EY Head of School	Neil Hugo	neil.hugo@pislao.com
OTHER MEMBERS OF SAFEGUARDING COMMITTEE		
Designated Safeguarding Governor	Phongsavanh Phomkong	phongsavanh.phomkong@pislao.com
Chief Operations Officer (COO)	Tae (Vanvira Singhavara)	tae.vanvira@pislao.com
HR Manager (Safer Recruitment Team)	Toukta (Phetphaivanh Inthisane)	phetphaivanh.inthisane@pislao.com
CEO	Palinyakone Panyathip	palinyakone.panyathip@pislao.com
EXTERNAL AGENCIES		
Lao Local Authority Saphanthongneua Village	Mr. Somphone Vongphackdy +85620 5589 8035	


United Nations Children's Fund (UNICEF) Lao PDR Country Office	Telephone: +856 (0) 21 315 200 Fax: +856 (0) 21 314 852 Email: vientiane@unicef.org Website: www.unicef.org/laos
United Nations Office of Drug and Crime (UNODC) Lao PDR Office	Telephone: +865 (0) 21 413 204, +865 (0) 21 413 203 Fax: +856 (0) 21 413 203 Email: fo.lao@unodc.com Website: www.unodc.org/laopdr
Lao Youth Union	Hotline: 1554 Telephone: +856 (0) 21 416 727 Fax: +856 (0) 21 416 727 Email: vanhpheng@laotel.com
Lao Women Union	Hotline: 1362 Sexual Health for Women: 1361 Sexual Health for Men: 1371
Save the Children Laos	Telephone: +856 (0) 21 454 201, +856 (0) 21 454 202, +856 (0) 21 454 203 Fax: +856 (0) 21 285 245 Email: communications.laos@savethechildren.org Website: http://laos.savethechildren.net
Australia-Asia Program to Combat Trafficking in Persons (AAPTIP) Lao PDR	Telephone: +856 (0) 21 454 673 Fax: +856 (0) 21 454 673 Website: www.aaptip.org
Clinical Psychologist at French Clinic	Elodie Collonge elodie.collonge@gmail.com +85620 5583 8225
Psychiatrist - Psy-Med Center	Dr. Manivone Thikeyo +85620 5953 6080
Thailand Mental Health Services	https://ooca.co/en/

5. DEFINITIONS OF ABUSE

Safeguarding and promoting the welfare of children means:


- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Child Protection is part of Safeguarding practice. Child Protection is the activity that is undertaken to protect children who are likely to suffer harm or already suffering significant harm, abuse, neglect, sexual exploitation, or have otherwise been harmed.




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FOUR MAIN TYPES OF ABUSE

- 


PHYSICAL

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

SEXUAL

SEXUAL abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening; this includes contact & non-contact situations non-contact situations, such as touching (contact) or showing children pornography (non-contact) or encouraging other inappropriate sexual behaviour
- 

EMOTIONAL

EMOTIONAL abuse is the persistent psychological ill-treatment of children, such as persistent bullying, frightening, threatening or otherwise intimidating them; emotional abuse can also consist in degrading children or making them feel worthless, uncared for or unloved
- 

NEGLECT

Children are also abused if they are **NEGLECTED**; this might involve failure to provide proper food, warmth and daily care, but it might also be failure to support the emotional well-being of the child.

6. SAFER RECRUITMENT PROCEDURE

Panyathip British International School is committed to ensuring child protection and student welfare, and as part of its recruitment processes holds itself to a high standard of effective recruiting practices with specific attention to child protection.

We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinising applicants, verifying their identity and qualifications, and obtaining references. All our procedures are detailed in our [Safer Recruitment Policy](#).

All employees are recruited using safer recruitment practices.

- All adverts and related documentation contain a safeguarding statement;
- Applications are scrutinised for missing information and inconsistencies, and concerns are followed up by the senior leadership team;
- At least one staff member on the interview panel is trained in safer recruitment;
- At least one safeguarding question is asked at each interview, especially for teaching staff
- Qualifications for successful candidates are verified and their identity is checked;
- Reference requests require specific safeguarding information through both written and phone calls;
- References are requested from the current/most recent employer prior to interview;
- Missing or vague information is always followed up with the referee.

All new members of staff are processed through a new starter checklist which is completed and stored on their personnel file. The HR department is responsible for maintaining these records.

7. TRAINING AND EDUCATION

7.1. EMPLOYEE TRAINING

A. EMPLOYEE INDUCTION

All staff members will undertake an induction on their first day of work, this will include becoming familiar with this policy and how to report concerns, to ensure they understand the School's safeguarding systems and their responsibilities.

No staff member who is engaged in regulated activity with a child should commence work until they have completed this basic induction. GSL and DSLs will lead on inductions for staff with an academic contract and HR will lead on inductions for other staff.

Contractors, Volunteers and co-curricular activity providers will also receive the same induction program.

Please refer to the [PBIS Safeguarding Induction Guideline](#) for further information.

B. ANNUAL REFRESHER BASIC SAFEGUARDING AND CHILD PROTECTION

All current staff will receive regular safeguarding and child protection updates in the form of Inset training at the start of the academic year and through termly Continued Professional Development (CPD) sessions which reflect key safeguarding concerns that staff need support with.

C. EDUCARE TRAINING

All teaching staff across the three campuses are required to complete EDUCARE fundamental courses related to Safeguarding and child protection in international school as well as other related courses such as students' mental health and well-being, promoting SEND, etc. Guided Educare courses will be provided to Lao teaching staff that require support for translation.

D. LEVEL 3 SAFEGUARDING TRAINING

All members of the safeguarding committee will undertake child protection and safeguarding training Level 3 at least every 2 years.

E. TRAINING RECORDS

The HR Manager, supported by the Safeguarding Committee, keeps detailed records of all staff safeguarding training and issues reminders when training updates are required.

7.2. STUDENT CURRICULUM

PBIS also aims to minimise the risk of child abuse through a planned curriculum. PSHE department is responsible for ensuring that safeguarding topics are included in the curriculum, these include but not limited to:

- Mental health and wellbeing
- Healthy and respectful relationships
- Healthy eating and hygiene
- Online safety
- Relationships and sex education (RSE)
- Boundaries and consent;
- Gender roles, stereotyping, equality;

- How to recognize an abusive relationship, including coercive and controlling behaviour
- Students are made aware of the process for them to raise their concerns or make a report and how any report will be handled and teach them about the processes when they have a concern about a friend or peer.

7.3. PARENTS ENGAGEMENT AND PROMOTION

PBIS believes that parents and guardians play an important role in safeguarding children. Therefore, safeguarding and child protection topics are incorporated into various school activities including parent meetings, coffee morning and parenting training.

To ensure that all members of the PBIS community understand about our school policies and procedures, safeguarding and child protection policy will be available on our school website. Other promotional materials such as newsletter, posters related to safeguarding will also be displayed across three campuses.

7.4. STUDENT BEHAVIOURAL MANAGEMENT

The six Panyathip Pillars are the most important values that shape the actions and outcomes of all our campuses. All Staff and Students subscribe to these as a part of our Guiding Statements which set out clearly what the school wants its community to achieve.

To minimise the risk of child on child abuse, students will be taught in such a way that they develop the personal qualities of:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

We believe that most students, in most instances, will be able to keep to the basic code of behaviour outlined above. However, there will inevitably be times when students need to be reminded of their responsibilities to themselves and to the school. Normally, a constructive, quiet warning is enough to elicit appropriate behaviour and consequences are not necessary.

- If a student persistently refuses to behave according to stated expectations then he/she should be sent for a conversation with the counsellor and/or Head of School/Deputy Head for further consequences.
- Each teacher is responsible for the student management within his or her classroom.
- The school does have a set of Rules and Guidelines and it is expected that all teachers will use these as a basis for their management system.

- When problems of behaviour arise, they are dealt with according to regulations developed by the administration and implemented by the Head of schools as required under board policy. Consequences range through: classroom consequences; conversation with the Head of Schools; lunchtime or after school detention; parental involvement; internal or external suspension: to recommended withdrawal from the school and ultimately expulsion.

7.4.1 ATTENDANCE

As a school we recognise the importance of students attending school regularly. Any unexplained absence is followed up on the first day of absence by the administration team. Where possible, we hold more than one emergency contact telephone number for each student/family. Student attendance is recorded hourly and regularly monitored. We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk.

Attendance information is therefore considered within the wider remit of safeguarding and child protection. Staff are aware that episodes of unexplained absence could indicate safeguarding concerns or the need for early help support. The Administration team and or Homeroom teacher are responsible for referring Child Missing from Education (CME) students to the safeguarding committee, pastoral leads and head of school, also records CME students on **CPOMS**.

8. CODE OF CONDUCT AND MANAGEMENT OF SAFEGUARDING CONCERNS

8.1. STAFF SAFEGUARDING CODE OF CONDUCT

To maintain and promote these safeguarding and child protection practices, all PBIS employees, external contract staff, volunteers, and visitors to the school who interact directly with children are required to adhere to the PBIS Code of Conduct. Please refer to **Appendix 1** for PBIS Staff Code of Conduct.

8.2. VISITOR CODE OF CONDUCT

All visitors to the School must pass through security and are expected to adhere to the School's visiting procedures. The term visitor refers to locals or foreign individuals, suppliers, contractors, workers, and individuals or groups who enter the School's premises for any activities.



WHAT YOU NEED TO KNOW AS A VISITOR TO OUR SCHOOL

ສິ່ງທີ່ທ່ານຄວນຮູ້ເມື່ອມາຢ້ຽມຢາມໂຮງຮຽນຂອງພວກເຮົາ

WEAR ID BADGE ALL THE TIME
ໃສ່ປ້າຍ ID ຕະຫຼອດເວລາ

MUST NOT BE ALONE WITH ANY STUDENT
ຫ້າມຢູ່ກັບນັກຮຽນໂດຍລ່າໜຶ່ງ

MUST AVOID PHYSICAL CONTACT WITH STUDENTS
ຕ້ອງຫຼີກເວັ້ນການສຳຜັດທາງດ້ານຮ່າງກາຍກັບນັກຮຽນ

BE KIND AND RESPECTFUL
ສະແດງຄວາມເປັນມິດ ແລະ ເຄົາລົບ

USE STAFF AND VISITORS WASHROOMS ONLY
ໃຊ້ຫ້ອງນໍ້າສຳລັບພະນັກງານ ແລະ ຜູ້ຢ້ຽມຢາມເທົ່ານັ້ນ

REPORT ANY CONCERN TO THE SAFEGUARDING TEAM
ລາຍງານຄວາມກັງວົນໃດໆທີ່ທ່ານມີກັບທີມງານ PBIS

MUST NOT TAKE IMAGES/VIDEOS OF STUDENTS
ຫ້າມຖ່າຍຮູບພາບ/ວິດີໂອຂອງນັກຮຽນ

MUST NOT ACCEPT OR OFFER MONEY OR GIFTS FROM / TO STUDENTS
ຕ້ອງບໍ່ຮັບເອົາ ຫຼື ສະເໜີເງິນ ຫຼື ຂອງຂວັນໃຫ້ນັກຮຽນ

NO SMOKING AND ALCOHOL
ຫ້າມສູບຢາ ແລະ ຕົ້ມເຫຼົ້າໃນເຂດໂຮງຮຽນ



8.3. MANAGING CONCERNS

8.3.1. DEALING WITH DISCLOSURE

You may be worried about a student because you have seen or heard something. You may have noticed a change in their behaviour. When a student comes to speak to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a student discloses to you, you should:

- **Listen** to what the student is saying, without displaying any signs of shock or disbelief
- **Allow** them to speak freely;
- **Remain** calm and not overreact – the student may stop talking if they feel they are upsetting their listener;
- **Give reassuring** nods or words of comfort – ‘I’m glad you told me’; ‘I want to help you’; ‘It’s not your fault’; ‘We are going to do something about it’;
- **Not be afraid of silences** – staff must remember how hard this must be for the student;
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- **Not automatically offer any physical touch** as comfort. It may be anything but comforting to a child who has been abused;
- **Avoid** admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- **Tell** the student what will happen next;
- **Let the student know** that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end of the day;
- **Report** verbally or digitally to the DSL using CPOMS;



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The 6R’s act as a useful prompt for staff dealing with disclosures:

1

RECOGNISE

notice and trust your own Early Warning Signs/ observations that something isn't right

2

REACH OUT

make a connection with the person you feel concerned about, let them know you are worried about them and that you are available to help

3

RELATE

STAY CALM AND PATIENT and ask some opening doors questions to try and understand what is happening e.g. 'What's happened?'; 'How can I help you?'; 'Are you safe/ feeling safe?'

4

REASSURE

Thank you for telling me, What's happened is not your fault, I'm going to do what I can to help you'; Tell the child that you have to pass this information on

5

RECORD

make an accurate, useful, defensible, contemporaneous record of the concerns/ observations/ conversation etc.;

6

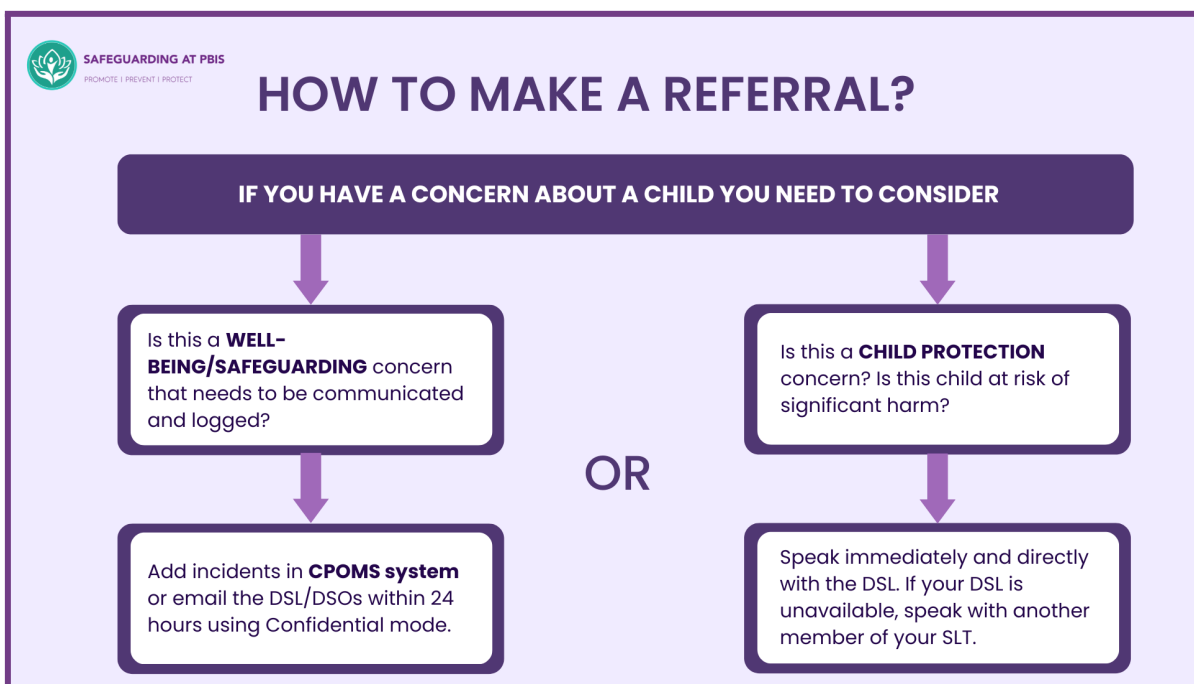
REPORT

report to the DSL as per policy.



8.3.2 HOW TO MAKE A REFERRAL?

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding concern.



You may not have received a direct disclosure, but you have overheard a conversation which worries you. You may have seen a mark on a student which worries you or noticed a change in behaviour. You have a responsibility to follow the steps below:

Step 1: INFORM THE SAFEGUARDING COMMITTEE

- If you are concerned that a student might be in immediate danger or at risk of significant harm you must act immediately. Ask yourself: Do you need to take immediate action to secure the safety of the student?
- Report your concerns directly to a member of the Safeguarding Committee, as soon as you are able. In the first instance our Designated Safeguarding Lead or if the DSL is unavailable, please report to our Deputy DSL.
- If no-one from your Safeguarding Committee is available, speak to the most senior member of staff on site.

Step 2: RECORD INCIDENT

- Record your concerns using the school's online recording system, **CPOMS** <https://pislao.cpoms.net> as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible.
- Use the student's own words where applicable and enclose any direct quotes in

quotation marks.

- If marks or injuries have been observed, record these on the body map section of CPOMS. (Do not take photographs)
- If you make handwritten notes prior to entering the concern on CPOMS these can be made on a piece of paper and must be retained; they must be passed to the Deputy Designated Safeguarding Lead as soon as possible.
- If CPOMS is not available, you can choose to email DSL.

The paper-based version (See Appendix 2) will be available at the administration/operation office across three campuses ONLY for the operation staff or visitors who may have difficulties accessing the online reporting system, please make sure that if you complete the paper-based version, the document must be handed directly to our DSL.

Step 3: RECORD ACTION TAKEN

- Record what action you are taking on the CPOMS log, for example whether or not parents/carers have already been spoken to.
- All subsequent actions will be recorded on CPOMS by the Safeguarding Committee.

Step 4: FEEDBACK AND FOLLOW UP

- You should receive feedback about what action, if any, is being taken in response to your concern. A recommended timescale for this is within 24 hours.
- If you do not receive feedback, or you feel that the situation is not improving for the student, you have a duty to challenge the DSL / Deputy DSL and/or re-report to other members of the Safeguarding Committee.
- If it is felt that any member of the Safeguarding Committee is not taking their concern seriously, then this must be escalated to the Headteacher, the Designated Safeguarding Governor and CEO accordingly. At all stages records should be kept.

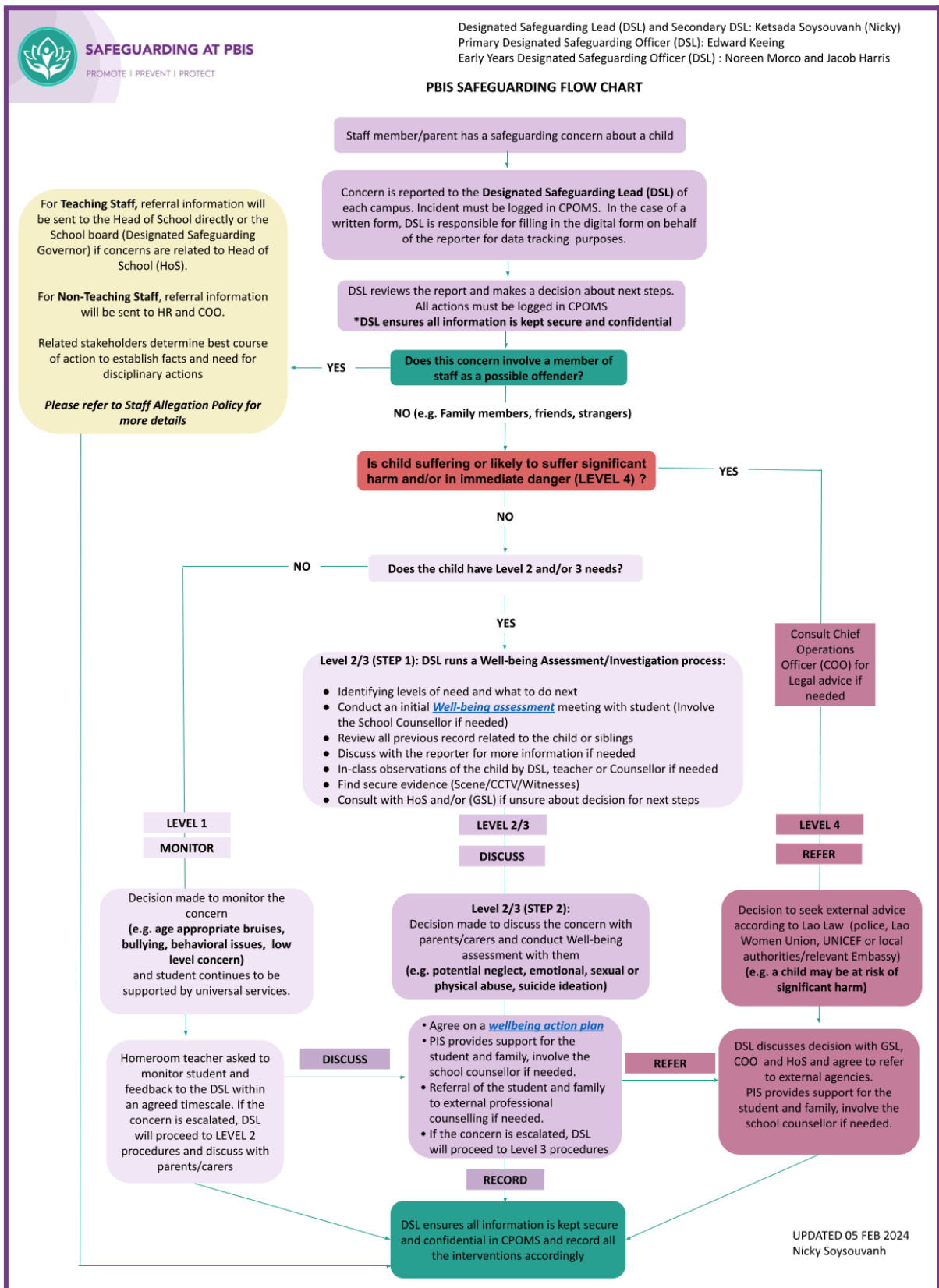
Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

When Are Parents/Carers Contacted?

Concerns about the welfare or safety of students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the Safeguarding Committee that this may increase the risk to the student. Our first priority is the student's welfare and therefore there may be occasions when concerns about a student means that we have to consult other agencies before we contact the parent/carer.

There are some occasions when the school will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the student. Where reports are written about students as part of the child protection process, the school will provide an opportunity prior to the conference to share the content with parents and carers.

8.3.3. PROCEDURES FOR GSL/DSL TO FOLLOW UP WHEN ASSESSING CONCERNS



[Well-being assessment guideline](#)

8.3.4. ALLEGATIONS OR CONCERNS INVOLVING A PBIS EMPLOYEE

1) REPORTING A LOW LEVEL CONCERN OR ALLEGATION

Where staff feel that the behaviour of an adult working in the school does not follow our staff code of conduct, including inappropriate conduct outside of work, but the behaviour does not meet the “harm” threshold, a low-level concern should be raised.

All low-level concerns should be reported in writing by completing a **CPOMS (Staff Concern related to student Category)** should the concern relate to conduct with a student. Should the concern relate to general staff conduct either inside or outside of work, please report directly to the HR department . Concerns will be saved in staff files in order to track and identify any repeated incidents.

LOW LEVEL CONCERNS

Low level concerns encompass a range of behaviours that may be inconsistent with the expectations outlined in the safeguarding staff code of conduct. This includes:

- Inadvertent or thoughtless behaviour;
- Behaviour that might be considered inappropriate depending on the circumstances;
- Behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- Being over friendly with children; Having favourites;
- Adults taking photographs of children using their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexual, intimidating or offensive/discriminated language.

ALLEGATION

An allegation is any concern, complaint or disclosure that indicates a member of staff, or volunteer who has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or relate to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Head of School and HR will have oversight of all staff concerns incidents. This referral can be made by any staff who have witnessed a concern first hand, or who may have heard about

a concern from another member of the community. Alternatively, staff are free to approach the DSL/ GSL/ Head of school/HR directly to discuss their concerns.

If the concerns/allegations are about the Head, speak to the CEO (palinyakone.panyathip@pislao.com) directly with the consultation of the Designated Safeguarding Governor (phongsavanh.phomkong@pislao.com).

When a child makes an allegation about a member of staff, the member of staff receiving the complaint must:

- write everything down and document it on CPOMS system
- immediately report the allegation to the GSL

2) INVESTIGATION

All allegations must be treated seriously. Staff must maintain an open mind and suspend all judgement. Allegations must never be dismissed. When managing allegations, it is important that staff maintain a level of professional curiosity. Staff have a responsibility to look after themselves and not to place themselves into situations which could present as unsafe. Staff must report any concerns to the GSL.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection whilst also supporting the individual who is the subject of the allegation.

- The Head of School will act as a 'case manager' and immediately discuss the allegation with the DSL/GSL. Where the threshold of significant harm has been met, the CEO, HR and Designated Safeguarding Governor should be informed. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or Department of Child Protection, Ministry of Labour and Social Welfare.
- The case manager to inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the GSL.
- The Case Manager and/or GSL will conduct a confidential and thorough investigation to determine the consequences. The accused individual may be asked to write a statement of incident and submit it to the case manager.
- With the involvement of HR manager and Lao legal advisor, where appropriate (e.g. in cases where there is reason to suspect that a child or other children is/are at risk of harm), carefully consider whether suspension of the individual from contact with children at the School is justified or whether alternative arrangements can be put in place.
- Case manager and GSL is responsible for keeping all the records. HR is also responsible for reviewing the report.

3) CONSEQUENCES

- All consequences/actions taken must be recorded in CPOMS and HR management system
- False and malicious accusations will be treated as gross misconduct and dealt with as a disciplinary matter.
- If inappropriate behaviour exists but does not constitute abuse, the perpetrator will be held accountable through the disciplinary process including but not limited to verbal and written warning.
- If immediate **suspension** is considered necessary, agree and record the rationale for this with the GSL/Head. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day.
- If it is decided that **no further action** is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the GSL what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that **further action is needed**, take steps as agreed with the GSL to initiate the appropriate action in School and/or liaise with the police and/or Department of Child Protection, Ministry of Labour and Social Welfare as appropriate.
- If there is insufficient evidence to prove the allegation, but the school remains concerned that the employee may pose a safeguarding risk to the school community, the school has the right to make a judgement and look into the possibility of terminating the contract accordingly.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know. The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

8.3.5. CHILD ON CHILD ABUSE- ALLEGATIONS AGAINST STUDENTS

It is essential that all incidents of child on child abuse be handled swiftly, sensitively, and appropriately. Incidents of child on child abuse will be investigated by the Head of School/Deputy Head with the GSL and/or DSL. Any response to child on child abuse should consider both the schools safeguarding response procedure and, if appropriate, behaviour management protocols. All incidents and actions taken should be logged in **CPOMS**.

Parents and guardians of involved children should be clearly informed of the details of incidents, responses and outcomes. The school will recognise that an incident may be reflective of wider safeguarding concerns for all children involved, including the alleged perpetrator, and investigate these fully. The school will comply with any Lao guidance.

How does the school minimise the risk of child on child abuse?

PBIS provides a PSHE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. Reporting Procedures at PBIS encourages students to raise concerns with staff, knowing that they will be listened to, believed and valued. Students are regularly made aware of who the Safeguarding Team are through posters and assemblies.

PBIS has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our school makes clear that any kind of abuse is not acceptable, and will never be tolerated.. All members of our schools' communities are expected to report any incidents of unacceptable behaviour, which can then be monitored and responded to by the Safeguarding Committee.

9. DATA PROTECTION

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only. However, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared. Where there is a child protection concern it will be passed immediately to the GSL. We comply with the requirements of Lao Regulations and Legislation.

The safeguarding committee is fully aware of these requirements particularly, with regard to confidentiality. In addition the Head of Schools and GSL will review all reports before they are filed in order to ensure that the policy is complied with and that our actions are consistent and appropriate. Should the Head of Schools be the subject of the report, the review will be undertaken by the Safeguarding Governor or another member of the School Board. The files we keep on children in regard to any child protection issues will be kept securely by the GSL and only available to others subject to the provisions of Lao regulations and the approval of the Safeguarding committee.

10. PROCEDURES FOR EARLY YEARS INTIMATE CARE

On the Early Years campuses there are several routines during which both staff and child may be more at risk. It is the duty of staff to protect both children and themselves by adhering to the following guidelines:

During shower time after “sand play” teachers must:

- Ensure there are always at least two Panyathip teaching staff present.
- Ensure pupil gender division is maintained between the shower blocks.
- Ensure children do not leave the shower block before they are fully clothed.
- Monitor pupils for inappropriate behaviour during this time.
- Ensure the external partition is fully closed for the duration of shower time.

During nappy changing or changing of clothes teachers must:

- Ensure there are always at least two Panyathip teaching staff present.
- Give consideration to the placement of CCTV cameras before any changing of children takes place and make every possible effort to ensure that the child is obscured from view.
- Make sure that any changing happens in either the toilets or another designated changing area.

During sand play teachers must:

- Ensure that there are always at least two Panyathip teaching staff present.
- Monitor the usage of climbing equipment, ensuring it is being used in a way that does not endanger a child.
- Give consideration to any individual needs (behavioural, medical, etc) which may present a specific danger when using the sand play equipment and take steps to avert/minimise this risk.

During nap time teachers must:

- Ensure that there are always at least two Panyathip teaching staff present in the room, or ensure the blinds are raised.
- If a member of staff has concerns about a colleague’s intimate care practice they must report this to the DSO and the Head of EY.
- If staff observe any unusual markings, discolourations or swelling this must be reported to the DSO and the Head of EY.
- Report and record any unusual emotional or behavioural response by a child. This should be kept securely in the child’s file. The Head of EY must be informed.

11. IMAGES POLICY

11.1. PROMOTIONAL MATERIALS

It is a term of the contract for educational services which exists between the School and the parents of a student, that photographs of the student may be taken and used by the School in accordance with normal custom and practice. It has also been custom and practice for International schools to use images of their students for marketing purposes, such as in prospectuses and promotional videos or displays on its website and other materials.

11.2. TAKING IMAGES OF STUDENTS BY STAFF

Staff should only use school devices to take photos of students. In exceptional circumstances when these devices are unavailable, it is permissible for staff to take images of students using their own electronic devices as long as the following procedures are followed:

- Images taken on personal devices must be uploaded to the [PBIS Google shared drive](#) as soon as is practicable. The images **must then be removed** from the member of staff's personal device and personal cloud accounts/drives.
- If for any reason this is not possible, the Designated Safeguarding Lead must be informed.
- Staff are not permitted to post or share students' images/videos on their personal social media accounts or WhatsApp group.

11.3. SHARING STUDENTS IMAGES/VIDEOS WITH PARENTS

The marketing team is allowed to share images/videos upon parents' request based on the following conditions:

- The photos are checked beforehand to ensure there are no safeguarding concerns (i.e. inappropriate clothing).
- Ensure that we send the images/videos to the correct email addresses.
- Ensure if the parents have acknowledged the photo-sharing permission upon enrollment and identifying those who have not given the school permission to share.

11.4. TAKING IMAGES BY PARENTS AND FRIENDS

Parents and friends often wish to take images of their children at school plays and concerts or sporting activities. Courtesy and good manners require that the following rules are respected:

- Visitors must use their cameras with consideration and confine their photography to the relevant event;
- If visitors ask whether they can take photographs, they should be reminded that whilst it is permissible under the Personal Data Protection Act (2019) to take photographs for personal use, publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful;

12. SOCIAL MEDIA

- Staff members are not allowed to post students pictures/videos using their personal social media account.
- Staff members cannot manage independent social media accounts related to the school.
- Staff members cannot directly provide images to parents or students.
- Staff should not exchange private information or communicate with students on social media sites.
- Staff should not accept current students as friends on personal social media accounts until after they have left the school.
- Any school staff using social media channels must follow professional boundaries with students, parents, and carers, even if they initiate electronic interaction.
- If the marketing team includes a child's name with an image on social media, it should be limited to the first name or nickname only, unless written consent is given by the parents for a specific circumstance.
- Staff members must not engage in any posts or activities that could harm working relationships within the school.
- Staff members must not engage in any activities that could harm the reputation of the school.
- Staff members should not share confidential information or violate privacy, post discriminatory comments, or post as if speaking on behalf of the school.

APPENDIX 1: PBIS CHILD SAFEGUARDING STAFF CODE OF CONDUCT

(LAO VERSION)

The safety and protection of all students at Panyathip British International School is our highest priority. This Code of Conduct applies to all members of staff and external contractors of the School and those who interact with students in both a direct and/or unsupervised capacity. We must, at all times, be aware of the responsibilities that accompany our work in both professional and private life.

In signing this declaration, I acknowledge that I have read, or been made aware of PBIS's Child Protection and Safeguarding Policy, and agree that in the course of my association with PBIS:

I must:

- Report within 24 hours of observing or reasonably suspecting abuse (e.g. Physical, emotional, sexual abuse and neglect) to a member of PBIS Safeguarding Team.
- Treat all children fairly, with respect and dignity, regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin.
- Encourage open communication between all children, young people, parents, staff, and have children participate in the decisions that affect them.
- Be aware of my own and other persons' vulnerability, especially when working alone with students, and be particularly aware that I am responsible for maintaining physical, emotional, and sexual boundaries in such interactions.
- Follow the rule that one-on-one meetings with a student are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open or which has glass walls, and another staff member is notified about the meeting.
- Be aware of how physical touch may be perceived or received, and whether it would be appropriate.
- Act and speak in a kind and respectful manner, particularly around young people.
- Use designated adult facilities, not student facilities (e.g., toilets, changing rooms).
- Treat others in a professional manner and with respect, upholding high standards of personal behaviour.
- Be responsible for my actions and behaviour, and avoid any conduct which would lead a reasonable person to question my motivation or intentions.
- Cooperate fully in any investigation of abuse of students.

I must never:

- Engage in any sexual behaviours with those for whom I have responsibility. This includes speech or gestures as well as physical contact that exploits, abuses, harasses or sharing images, videos or any content that could be considered explicit or sexually inappropriate.
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.
- Smoke or use tobacco, e-cigarette or vaping products, or possess, or be under the influence of alcohol, or illegal drugs in the presence of students while in a professional capacity or make inappropriate comments about the personal use of the same.
- Accept intimate and elaborate gifts or give private gifts to students without the knowledge of their parents/guardians and division administrator.

- Take images/videos or post information of students without receiving the school's permission.
- Have any relations with a student that could be considered exploitation, maltreatment or abuse
- Discriminate against, show differential treatment towards or favour particular students to the exclusion of others.
- Establish or engage in “continuous” contacts with PBIS students using online personal communication (e-mail, chats, social networks (Facebook, Whatsapp, Instagram), etc.) – only professional online tools and environments the organisation knows about may be used.

CONFIDENTIALITY

In the performance of my duties, I may have access to confidential information, which includes records of other students, departments, or staff; business information, correspondence and reports. All of these types of information are considered confidential.

- I shall agree to not access confidential information unless I am authorised by my supervisor to do so, and I agree to maintain the confidentiality and privacy of confidential information during and after my period of employment with PBIS.
- I shall not, directly or indirectly, communicate verbally, in writing, or by electronic transmission, any confidential information to anyone, including, without limitation, students, parents, work colleagues or family members.
- I shall use my access to confidential information for the sole purpose of performing my job duties.
- I shall not disclose information to ANYONE without express authorisation from my supervisor.

DECLARATION

My signature confirms that I have read this ‘PBIS Child Protection & Safeguarding - Code of Conduct’ and that, as a person working with students, I agree to strictly follow these standards. I also declare I have not been subject to an allegation, investigation, warning, conviction or any other action in relation to working with children, sexual related crimes, unethical conduct, abusive conduct or any other misconduct, and should this change at any time during my employment I will immediately inform the School.

I am aware that any breach of this agreement, release of confidential information, or any action inconsistent with this Code of Conduct or failure to take action, may result in disciplinary action including possible termination of my position, discipline through appropriate Lao and international judicial processes, and possible civil and criminal legal sanctions.

Name: _____ Job Title/Position: _____

Signature: _____ Date: _____

Once signed, this form should be returned to HR and a copy will be kept in employee personnel files.

APPENDIX 2: SAFEGUARDING AND CHILD PROTECTION REFERRAL FORM



SAFEGUARDING AT PBIS

PROMOTE | PREVENT | PROTECT

PBIS SAFEGUARDING REFERRAL FORM

Please use this form to record any safeguarding concerns you have over a child's health, wellbeing and safety. It can also be used to record disclosures made by children to adults in school. It is vital that the child's voice is recorded using their exact words; do not paraphrase or try to interpret what was said. Please provide factual information not opinions and please do not conduct any further investigation by yourself.

Once complete, this form should be passed immediately to the Designated Safeguarding Lead (DSL). If the DSL is absent, the form should be given to the headteacher or another member of your setting's safeguarding team. In all instances, the contents of this form should be kept confidential

Reporter's Information	Student's Information
Full name of person completing this form:	Full Name of student:
Job title:	Class:
Campus: <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary	Choose from the following list the category that best indicates the focus of your report:
Date of writing this report: ____/____/____	<input type="checkbox"/> Physical abuse <input type="checkbox"/> Neglect
Time of writing this report:	<input type="checkbox"/> Emotional abuse <input type="checkbox"/> Sexual abuse
	<input type="checkbox"/> Other _____

Please describe the incident in as much detail as possible:

- Who committed the violation/ What happened? (If recording a verbal disclosure by a child use their words)
- Where did it happen / When (date & time of incident).
- Write this in your own words, explaining what you saw, heard, or were told, and when. Make it clear who said what, and write down their words as far as you can accurately remember. Your professional judgement may also be important to record.
- Check to make sure your report is clear now and will also be clear to someone else who might be reading it next year.

Details of disclosure by child / incident / child protection concerns:

Action taken by person(s) above:

Have you already informed anyone about the incident? Yes No , If yes, please specify _____

*IF NECESSARY continue on a separate A4 sheet and attach it firmly to this form

*ຖ້າຫາກ ພື້ນທີ່ບໍ່ພໍສາມາດຂຽນຕໍ່ຢູ່ເຈ້ຍ A4 ແຍກຕ່າງຫາກ ແລະ ຄັດຕິດກັບເອກະສານນີ້

Version Control

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