



Safeguarding and Child Protection Policy 2020-2021

Introduction

1.Scope

Si Ri Panya International School is committed to providing a safe and nurturing environment for our students. This means that our students are free from abuse, neglect, or mistreatment. Si Ri Panya International Schools depends on preventative practices, including educator trainings, to promote student well-being. As educators in our community, we know our students well and are uniquely able to assess behaviors that indicate they need help or protection. We have an ethical obligation to protect the students in our community from harm or danger. Si Ri Panya staff are obligated to report any suspicion of mistreatment or neglect using the proper channels later identified in this policy.

Safeguarding involves the measures and structures put in place by the school which are designed to prevent children from coming to harm.

Child Protection is the process of protecting students identified as either suffering, or likely to suffer, significant harm as a result of physical, sexual, or emotional abuse or neglect.

2. Purpose

Si Ri Panya International School fully recognizes our responsibility for child protection in our community. The purpose of this document is to outline procedures that keep our children safe from potential harm and to provide a protocol for child safety to our employees and staff. All staff at Si Ri Panya International School are required to report their concerns about the well-being of any student they have concerns about.

3. Core Beliefs

We believe that the welfare of our students is our priority, and this surpasses all other concerns in our school. All children, regardless of economic background, ethnicity, gender, religion, sexual orientation, have equal rights to protection from harmful behaviors. Children may be more vulnerable than others due to communication issues or special needs and our school will take further precautions to protect these students. We are committed to ensuring that each child is safe from harm and if there is suspicion, we will share information and work with outside agencies for child advocacy.

4. Legal Framework

This document was drafted with the legal framework of Thai law in mind, specifically the Child Protection Act, 2003, and Article 52 of the Constitution of the Kingdom of Thailand, 2007. The following non-verbatim summary is adopted in accordance with Thai law while maintaining awareness of the demographic group represented at Si Ri Panya International School.

- Children and youth have a right to receive physical, mental and intellectual development in a safe and suitable environment (Article 52 of Constitution of the Kingdom of Thailand, 2007).
- Children and youth have the right to be protected against violence and unfair treatment and have the right to medical treatment or rehabilitation (Article 52 of Constitution of the Kingdom of Thailand, 2007).
- A staff member shall report suspected cases of harm to the child to a designated administrator (Section 29 of The Child Protection Act, 2003).
- A guardian shall not treat a child in any manner which obstruct his or her growth or development or treat a child in any manner which constitutes illegal care. (Section 25 of The Child Protection Act, 2003).

- A person is forbidden to commit or omit acts which result in torturing a child's body or mind (Section 26 of The Child Protection Act, 2003).

5 . Roles and Responsibilities

Si Ri Panya International School does not have an official Designated Child Protection Lead or Safeguarding Lead responsible for overseeing all matters related to policy generation, systems and compliance, and staff-related matters.

- Child Protection and Safeguarding matters are handled through a collaboration between the School Director and Headteacher.
- Matters of budgeting for external training and professional development are managed by the School Director and members of the leadership team.
- The School Director and Headteacher are responsible for facilities management and works with the school heads to maintain a physically safe environment that is supportive towards the students' learning and development.
- The Headteacher manages referrals, record keeping, and interventions involved upon receiving cases from the teachers, and staff members, or students.

Besides the above mentioned roles of key members, all staff of the Wells International School community are responsible for adhering to the following:

- Contribute to a safe environment which supports student learning
- Maintain awareness of the Staff Code of Conduct (Staff handbook)
- Maintain awareness of the Child Protection Policy and process of referral
- Record factual information during suspected case of harm and refer to the school management.

7. Record Keeping

Due to the sensitive nature of the cases in Child Protection, records are kept within the Main Office and shared only with Leadership Team members. Depending on the situation, records are kept both physically and electronically.

8. Definitions and Recognition of Abuse

Si Ri Panya International School follows the definitions as described within the Guidelines for Creating a Child Protection Policy for International Schools Association of Thailand (ISAT, 2011).

PHYSICAL ABUSE

Physical abuse is violence directed towards children, i.e. 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 feigns the symptoms or deliberately causes ill health to a child whom they are looking after.

SEXUAL ABUSE

Child sexual abuse is a form of child abuse in which an adult or older/bigger child or adolescent uses a child for sexual stimulation. Forms of child sexual abuse include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact against a child, physical contact with the child's genitals (except in certain non-sexual contexts such as a medical exam), viewing of the child's genitalia for the purpose of sexual gratification, or using a child to produce child pornography.

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include

non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

NEGLECT

Child neglect is usually defined as:

- Failure of a person responsible for a child's care and upbringing to safeguard the child's emotional and physical health and general well-being
- Acts of commission, harm to a child may or may not be the intended consequence
- A serious form of maltreatment
- The persistent failure to meet a child's basic physical and/or psychological needs resulting in serious impairment of health and/or development.

Types of Neglect:

Failure to provide

- Physical neglect
- Emotional neglect
- Medical/dental neglect
- Educational neglect

Failure to supervise

- Inadequate supervision
- Exposure to violent environments
- Frequent accidents

Failure to protect

- If a child is in a situation that calls for protection, failure to provide such protection is a form of neglect.

EMOTIONAL ABUSE

Child emotional or psychological abuse, also referred to as mental abuse, is a form of abuse characterized by a person subjecting or exposing a child to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. Such abuse is often associated with situations of power imbalance or dependence.

The impact of continual emotional maltreatment is cumulative, serious and long term. Emotional abuse impairs the child's psychological and emotional development with a potentially life-long influence on any capacity to form successful relationships. For instance, child victims often form poor relationships with their own children.

Types of Emotional Abuse:

- Rejecting: refusing to acknowledge the child's worth and the legitimacy of their needs.
- Isolating: cutting off the child from normal social experiences and contact with peers or adults.
- Terrorizing: verbally assaulting the child, creating a climate of fear and bullying.
- Ignoring: depriving the child of essential stimulation and emotional responsiveness.
- Corrupting: socializing the child in an inappropriate manner, encouraging destructive and antisocial behaviour.

9. Recognition of Child Protection Needs and Reporting Procedures

At Si Ri Panya International School, staff are vigilant of potential child protection needs through a variety of methods.

- Observation - through direct observation of symptoms and signs of abuse and neglect as demonstrated by both child and parent/caregiver
- Allegation - as a consequence of allegations or reports made by a child or another person
- Disclosure - either directly from a child or by someone who says they are harming a child

Reporting Procedures

Reporting procedures for Staff Members:

1. Staff members are expected to be clear and specific about the context of the incident they report either in writing or verbally to the School Director or Headteacher.
2. Report factual information, quoting the student's own words without interpretation or judgment
3. In the case of visible injuries, take the student to the School Director or Headteacher who may take photos of injuries such as bruises or cuts.

In cases of suspected child abuse, the school may contact the following resources, which are in line with common practices of the International School's Association of Thailand.

- **Childline Thailand Foundation**

<https://childlinethailand.org/>

“Sai Dek” 1387

ChildLineThailand.org/website/info@childlinethailand.org

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

02-4121196, 02-4120736

www.ThaiChildRights.org

10. Confidentiality

Child protection cases at Si Ri Panya International School are treated with confidentiality under some limitations.

If there is a potential for danger or harm, the school reserves the right to break confidentiality and inform appropriate personnel or community resources.

The school will try to the best of its ability to consider the sensitivity of each situation in order to maintain a safe environment for all of its members. In cases where a student discloses information related to potential harm, the school reserves the right to break confidentiality in order to protect the student but will do so with careful consideration.

11. Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Ensure they have read and are familiar with school safeguarding policies.

12. Checking the identity and suitability of visitors

- All visitors will be required to verify their identity to the satisfaction of staff.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting.
- Visitors should be ready to produce identification.
- Visitors are expected to wear a visitor's badge.

13. Physical Environment

- Windows are transparent and free from any window coverings.
- Security cameras are positioned around the school premises.
- First Aid kits are present in all rooms.
- Pupil medical needs cards are located in the staff room.
- School gates are locked whilst pupils are on site.
- Visitors must report to the office before entering our premises.
- The school will regularly check and maintain facilities in order to ensure student safety.
- Staff and students are welcome to report any facility issues that may cause potential physical harm and the school will evaluate accordingly.

14. Recruitment

Prior to beginning employment, teachers are subject to background checks as well as reference checks from previous employers.

Teachers must read the staff's handbook which summarizes all school policies including child protection and must agree to adhere to the procedures and action regarding child safety.

New staff must read and become familiar with all school policies.

15. Policies

This policy should be considered alongside other related policies in school. These are:

- Behaviour Policy
- SEND Policy
- Anti-bullying
- E-safety
- Health Policy (including First Aid procedure, medication, allergies, pupil sickness)
- Fire Policy
- Lock down Policy
- Headlice Policy
- Attendance Policy
- Drop off and collection procedures/ Walking home policy