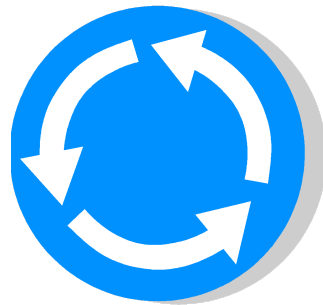




*Thai-Chinese International School*

# Child Protection and Safeguarding Policy



**Thai-Chinese International School  
101/177 Moo 7, Soi Mooban Bangpleenives  
Prasertsin Road, Bangplee Yai, Bangplee  
Samutprakarn 10540, Thailand**

Phone: (02) 751 1201-6

Fax: (02) 751 1210

Email: [info@tcis.ac.th](mailto:info@tcis.ac.th)

## **Introduction to Child Protection and Safeguarding Policy**

Thai-Chinese International School fully recognises its responsibilities for child protection. In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2013) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy applies, but is not limited to, all staff, students, guests and visitors or anyone working on behalf of Thai-Chinese International School. (See Appendix for full definition of "all staff")

### **The purpose of this policy is:**

- To protect all children and young people who attend Thai-Chinese International School and use our services
- To provide all staff (as outlined in Appendix) and visitors with the overarching principles that guide our approach to safeguarding
- To provide a management strategy to ensure our students are protected from harm or abuse while on campus, while traveling locally or while traveling internationally on school organized events.
  - Management strategies used to guard against abuse are:
    - ensuring a safe and secure campus.
    - ensuring a safe and accessible reporting structure for students, employees and community members.
    - ensuring professional and transparent processes and structures, at the same time respecting the privacy of persons involved, when investigating alleged abuse.

- incorporating child protection topics into the curriculum in all school sections.
- offering systematic child protection training for staff.
- publicizing TCIS's safeguarding measures and Child Protection policy to the community.
- ensuring all employees follow the guidelines set out in our Code of Conduct.
- creating standardized recruitment guidelines and procedures.
- ensuring all employees responsible for the implementation of this policy are informed of their roles and complete their duties in a timely and professional manner.

Thai-Chinese International School believes that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

## **DEFINITIONS**

### **Child**

The United Nations Convention on the Rights of the Child defines child as; "a human being below the age of 18 years unless the laws of a particular country set the legal age for adulthood younger".

### **Safeguarding**

Safeguarding is a term used to denote measures to protect the health, well-being, and human rights of individuals, which allow people to live free from abuse, harm and neglect. Safeguarding are the proactive procedures and protocols a school or organization takes to keep children safe from harm or abuse.

### **Child Protection**

Child protection is defined by the United Nations as the protection of children from violence, exploitation, abuse, and neglect. Child protection are the retro-active procedures and protocols a school or organization takes after a disclosure of alleged abuse is made.

### **Designated Safeguarding Officer (DSO)**

The Thai Director is given the role of DSO and will manage all child protection cases. If the DSO is absent for an extended period of time a senior administrator will be appointed DSO. The appointed DSO must be identified to all TCIS employees during this time  
 The DSO must:

- follow this Child Protection policy when managing a case.
- be identified to all TCIS employees and students at the start of each school year.
- publish the child protection policy each school year.
- be contactable.
- keep all child protection case documents safe, secure, and confidential.
- be able to challenge authority in the school during a child protection case.

**2023/2024 CHILD SAFEGUARDING TEAM**

Whole School Designated Safeguarding Officer	Ms. Penporn Kaewmark (Kru Rung)
Head Teacher	Dr. Michael Purser
Head of Elementary	Dr. Scott Dennison
Head of Middle School	Mr. Richard Poulin
Head of High School	Mr. Kevin Curran
Head of Student Services	Ms. Juanita Wilson
Counselor	Dr. Miho Katsumata
Counselor	Dr. Norris Smith
Counselor	Ms. Alyse Stegman
Counselor	Ms. Anita Yu-Yu Chen

**Legal Framework**

This policy has been on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- The United Nations Convention of the Rights of the Child (UNCRC) 1991
- Data Protection Act 1998

- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children

We recognize that:

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impacts of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare

**We aim to keep children and young people safe by:**

- Employing rigorous recruitment procedures for all paid and unpaid staff to check their suitability to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Training all staff in basic child protection awareness.
- Ensuring that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse.
- Establishing a safe environment in which children can learn and develop while valuing them, listening to and respecting them.
- Adopting child protection practices through procedures and a code of conduct for staff, volunteers and visitors.
- Developing and implementing an effective social media/e-safety policy and related procedures.
- Providing effective management for all staff and contractors through supervision, support, and training.
- Sharing information about child protection and good practice with students, parents, staff outside providers, interns, volunteers, and visitors.
- Sharing concerns with agencies who need to know and involving parents and students appropriately.

### **1. Recognizing Abuse - what staff should watch for**

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the child's interests.

### **Types of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development:

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- 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.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill treatment of another (e.g. witnessing domestic violence). It may involve bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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 the child is aware of what is happening. 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.
- This 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 socially inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- Neglect may occur during pregnancy as a result of material substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
  - This would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time.

## **BULLYING**

### Types of Bullying

Bullying is any unwanted, intentionally hurtful negative behavior (verbal, psychological, physical) conducted by an individual or group against another person(s), which is repeated over time. The person being bullied is referred to as the 'Target'.

When bullying is reported, school administrators must refer to and implement the TCIS Anti-Bullying Guidelines and Procedures.

Acts of bullying can fall into three categories:

### **Examples of Verbal Bullying**

- Taunting and teasing.
- Threats and intimidation.
- Whispering or laughing behind the Target's back.
- Lying to get the Target in trouble.
- Name-calling, put-downs.
- Making cruel remarks.

### **Examples of Physical Bullying**

- Kicking, tripping, punching, hitting, pinching, pushing, spitting.
- Stalking the Target.
- Blocking the Target's way.
- Taking, hiding, or damaging the Target's belongings.
- Holding the Target against his/her will.
- Making threatening or rude gestures (e.g., giving mean looks).

### **Examples of Social and Emotional Bullying**

- Spreading rumors and gossip.
- Ignoring or excluding the Target.
- Daring, bribing, or manipulating the Target.
- Making fun of the Target because of the way he/she looks or acts.
- Passing unkind notes; graffiti.
- Encouraging others to dislike the Target.
- Negative non-verbal behaviors/expressions.

### **Cyberbullying**

Cyberbullying is another form of bullying. It is the use of electronic communication to intimidate, threaten, mock, or ridicule another individual.

At the beginning of each school year students and employees are asked to sign the TCIS Information Technology Acceptable Use Policies. Students or employees who breach the rules or guidelines set out in the AUP will be reprimanded accordingly.

When cyberbullying is reported by a student, school administrators must refer to and implement the TCIS Anti-Bullying Guidelines and Procedures.

### **Cyberbullying examples**

- Sending hateful or threatening messages.
- Posting insulting, mean, private, or false information or threats.



- Posting degrading pictures.
- Posting negative internet polls.
- Gossiping through blogs, email, or social media.
- Stealing passwords; impersonating the Target.

### **Unfair Use of Power**

Bullying can create an intimidating environment and often includes an unfair use or imbalance of power.

The unfair use of power is a direct breach of the TCIS Harassment Policy, Student Code of Conduct and the TCIS Employee Code of Conduct.

There are four main ways power can be manipulated.

- **Knowledge Power**

- o Spreading rumors or gossip; hiding behind the power of anonymity; threatening to use knowledge against someone.

- **Group Power**

- o A pair or group acting against a single individual.

- **Physical Power**

- o Use of physical size/strength to exert dominance.

- **Authority Power**

- o Use of authority (formal or informal) to threaten and intimidate others.

### **Reporting Bullying**

Targets and witnesses of bullying are encouraged to report bullying incidents to a trusted individual, such as a:

- parent
- guardian
- teacher
- counselor
- coach
- tutor
- playground supervisor
- vice-principal
- principal

The privacy and confidentiality of anyone reporting bullying will be respected by all school personnel.

## 2. Dealing with Disclosures/Reporting Procedures (See flowchart Appendix 1)

The role of all adults working with children is not to investigate or verify the situation but rather to report the concern or disclosure and set in motion the process of getting help for the child.

2.1 You have a concern about a child/young person's wellbeing based on:

- a. Something the child/young person/another child/parent has told you
- b. Something you have noticed about the child's behavior, health, or appearance
- c. Something another professional said or did

It is never your decision alone how to respond to concerns - but it is always your responsibility to share concerns, no matter how small.

2.2 Decide whether you need to find out more by asking the child/young person, or their parent, to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

2.3 Let the child/young person/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs. Smith so that she can help us think about how to keep you safe'

2.4 Submit a written record as soon as possible after the event to the Division Principal as soon as possible. It must be handed in and not copied or stored electronically. If no Principals are available, speak to the Head of Schools or Thai Director. The written record must include:

- a. Name of child
- b. Date, time, and place
- c. Who else was present
- d. What was said/What happened/What you noticed...speech, behavior, mood, drawings, games or appearance/injuries. If the child or the parent spoke, record their words rather than your interpretation.
- f. Analysis of what you observed and why it is a cause for concern

2.5 The Head of Division will decide on further appropriate action and will remain in close communication with other professionals around the child/young person, and with the family if appropriate.

### **3. Professional Confidentiality**

3.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

3.2 The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Thai Director and may require further investigation by appropriate authorities.

3.3 Staff will be informed of relevant information in respect to individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### **4. Managing Allegations against Staff/Volunteers**

4.1 Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

4.2 Any concern about the behavior of a member of staff or volunteer, or allegation of abuse against a member of staff, must immediately be reported to the relevant Divisional Principal to take the necessary action.

4.3 Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

4.4 Malicious allegations against staff will be investigated and dealt with by the Head of Schools.

4.5 If you have concerns about a colleague  
If staff members have concerns about another staff member or volunteer this should be referred to the Division Principal.

4.6 If staff members have concerns about the Divisional Principal/Admin this should be referred to the Head of Schools and the Thai Director.

4.7 Where there are concerns about the Head of Schools/ Thai Director this should be referred to the School Board Chair.

## **5. Types of allegations**

As specified in Keeping Children Safe in Education (2014), the following definitions should be used when determining the outcome of allegation investigations:

- a. Substantiated: there is sufficient identifiable evidence to prove the allegation;
- b. False: there is sufficient evidence to disprove the allegation;
- c. Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
- d. Unfounded; there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw; alternatively, they may not have been aware of all the circumstances;
- e. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## **6. Immunity & Speaking Up Procedures**

6.1 Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardize their colleague's career. All staff must remember that the welfare of a child is paramount.

6.2 In any school, there is always a risk that a breach in child safeguarding or in appropriate behavior may occur. Such activities cannot be tolerated and their rapid identification and elimination is of benefit to the school, its staff, and, above all, the students.

6.3 The school recognizes that its staff are often the first people to suspect or realize that something is wrong and is therefore fully committed to dealing responsibly and professionally with their genuine concerns about child safeguarding. The school also recognizes that, for a number of reasons, staff often feel reluctant to raise such concerns.

That is why the school will always support any/all members of staff who “speak(s) up” about a concern they have.

6.4 To make a disclosure in the school, you only need to act in good faith, e.g. with an honest belief about the concern you raise. Through its policies and practices, the school actively promotes teachers to raise concern internally and bring disclosures to one of the appropriate administrators. Your concern will be treated in the strictest confidence. The TCIS will ensure that your concerns are investigated promptly and efficiently, and, whenever possible, you will be advised of the outcome.

6.5 The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report. This could include reporting matters concerning members of staff.

## **7. Safeguarding and the Physical Environment**

***The school must be a safe place for all students.*** This covers all aspects of school health and safety, including fire safety and crisis management, medical concerns, and resource use. Please also note the following key points:

7.1 Doors should have clear glass windows, any film or blinds must still allow occupants to be visible from outside the room

7.2 Staff bathrooms are available. Staff must not use the same bathrooms as students. In cases where it is necessary to enter a student allocated bathroom, such as to attend to a behavioral or health and safety issue, leave the door open and announce your reason for entering the space as a warning to other students using the bathroom. Where possible in such situations, avoid being alone. (We understand with very young children, staff will be assisting with children’s toileting and intimate care needs. In this case please refer to the Intimate Care Policy in the Appendix)

7.3 If staff are in a one-to-one situation with students in a room, (e.g., on expeditions or trips) ensure the door remains open, or move to a more public space where possible/appropriate.

## **8. Prevention-Safe Recruitment**

The safe recruitment of all staff (including: consultants/contractors/supply teachers, activity providers, and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education. At the Thai-Chinese International School we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

Our recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages.
3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

We ensure that at least one member of staff on every recruitment panel has undertaken training in Safer Recruitment and that:

- Up to date police records from a teacher's country of origin and previous country of employment have been received and checked by the school.
- We have two references, one of which must be from the current employer
- If a teacher has worked in two or more schools, within 5 years, telephone contact should be made with those schools to ask why the teacher is leaving and if there were any child safety concerns.
- All staff read and sign the Child Safeguarding Policy and Safeguarding Code of Conduct, annually.

## **9. Staff Training**

9.1 The HR Manager, supported by the Child Protection Committee, will keep detailed records of all staff child protection training and will issue reminders when training updates are required.

9.2 It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

9.3 All paid and unpaid members of staff should have regular, mandatory child protection training, including school board members, senior managers, outside providers, volunteers, interns, and contractors, or anyone working on behalf of TCIS.

9.4 All members of staff read and agree to the child protection policy before the start of their employment.

9.5 Standards of behavior expected of staff are outlined in the Faculty Handbook.

9.6 Every year, all staff should be made aware of how to access the school's most recent version of the CSP policy and procedure regarding child protection.

## **10. Risk Assessment**

10.1 Risk assessments help to promote safety. Such assessments cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities and the venues used, use of mini buses, and other forms of transport.

10.2 The risk assessments include sections to address child safeguarding risks and a risk management plan.

10.3 The risk assessments consider all safeguarding matters when working with other partners and third party providers, such as on expeditions and trips.

10.4 Where appropriate, short briefings/training input will be given to staff of host organizations/locations on child safeguarding and how to report issues of concern

10.5 Risk assessments must be signed off by managers / senior leaders, not only by the trip or expedition leader

## **11. Action to be taken by the school**

In order to implement and monitor this Child Safeguarding Policy, we will:

11.1 Ensure we have a Child Safeguarding Lead for child protection who has received appropriate training and support for the role

11.2 Ensure we have a nominated staff member taking a lead role for child protection including championing child protection issues within the school and liaising with the Head of Schools; having an overview of the Child Protection Policy and all related policies; auditing safeguarding measures annually alongside the Head of Schools following a calendared timeline.

11.3 Ensure every member of staff, volunteer, site user, employee, and governor knows the name of the designated child protection officer responsible for child protection and their role through the training program and the display of posters around the site.

11.4 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for recording any concerns and referring any concerns to the designated teacher responsible for child protection

11.5 Ensure all visitors to our school are aware of our child safeguarding expectations and reporting procedures by having information badges.

11.6 Ensure all staff receive child protection training as a minimum expectation and that there are lead people.

11.7 Develop effective links with relevant agencies and co-operate as required with their inquiries regarding child protection matters.

11.8 Ensure all child welfare and child protection records are kept securely, and in locked locations.

11.9 Ensure safer recruitment practices are always followed

11.10 Ensure that any allegations against members of staff with a child protection aspect are dealt with following agreed procedures and all such concerns are dealt with urgently.

11.11 Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out, by following school procedures on health and safety and risk assessments.

11.12 Ensure that other school policies which have a safeguarding element (e.g., health and safety; anti-bullying; e-safety; behavior; HR recruitment) are all consistent with this policy and with each other and, where appropriate, make cross-reference to this policy

11.13 Carry out an annual child protection and safeguarding audit.

11.14 Ensure all staff, governors and volunteers receive and sign for a copy of this policy.

11.15 Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection through scheduled workshops.

11.16 Provide age-appropriate education and child protection training to students.



## When to Report

The TCIS Child Safeguarding Policy sets forth the steps any TCIS community member should take if abuse is observed, suspected, and/or disclosed, to minimize the threat of child abuse in our community and to ensure the response is prompt and effective.

When there is reasonable suspicion to suspect child abuse or neglect, TCIS community members will report this suspicion to the divisional counselors or principals. All reports are confidential.

## TO WHOM DO YOU REPORT?

All reports are directed to the counselors or divisional principals as soon as possible.

After the initial report, the divisional team will immediately share the report with the Child Safeguarding Team (CST).

Disclosure report to divisional counselors/principals report to CST. inquiry & follow up by CST.

If the suspected abuse involves a school employee, the report must be made directly to the Head of School who will lead the inquiry.

## Role of employees

It is the primary responsibility of faculty and staff to be vigilant, have knowledge and awareness of the indicators of potential or actual abuse (Appendix B), and report any disclosures, suspicions, or allegations immediately. If an employee suspects or has evidence of abuse, they must report this information to the respective social emotional counselor/CPO within 24 hours of the initial concern. Faculty and staff are responsible for the initial referral and should not engage in any further involvement, potentially compromising the investigation.

In addition to other duties, each employee must:

- Read the Child Safeguarding Policy and stay informed on when it is updated.

- Attend bi-annual school provided training, and any required supplemental training, to be informed on child protection and safeguarding
- Understand definitions and indicators of child abuse
- Follow reporting procedures and protocols
- Maintain confidentiality
- Sign a pledge stating your commitment to upholding TCIS practices, procedures, and policy regarding child protection and safeguarding
- Immediately inform the Child Safeguarding Committee of disclosures, allegations, or suspicions of harm.

**APPENDIX 1: REPORTING FLOWCHART**

**Child Protection and Safeguarding  
Disclosures & Reporting Flowchart**



You have concerns about a child's welfare

**Be Alert** to signs of abuse and question unusual behaviors or marks/injuries.



A young person discloses abuse or neglect

**Listen and Believe** - Take the allegation seriously. **Support** them for being brave. Tell them what you will do next. Do not promise confidentiality.



Report

**Report** by completing the Concerns Logging Form to make a written record  
Give the completed Concerns Logging Form to a designated person as soon as possible.

## APPENDIX 2

Child Protection and Safeguarding

Allegations against Staff/Volunteers

**If you become aware that member of staff/volunteer may have**

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offense against or related to a child
- Behaved towards a child in a way that indicates they pose a risk of harm to a child

**Or a young person discloses abuse or neglect by a member of staff/volunteer**

**Listen and Believe** - Take the allegation seriously. Support them for being brave. Tell them what you will do next. Do not promise confidentiality.



**Report immediately to the Head of Schools**

Any concern or allegation against the Head of Schools should be reported to the Chairman.

**APPENDIX 3: Definition of All Staff**

The term “All staff” includes, but is not limited to:

- Teachers
- Teaching Assistants
- Administrative staff
- Operations staff
- Maids
- All paid staff who are working at TCIS
- Outside activity providers
- Coaches
- Volunteers
- Contractors
- Consultants

- Visiting Speakers
- Visiting Professionals delivering training on site

#### APPENDIX 4: Abuse Indicators

POSSIBLE INDICATORS OF PHYSICAL ABUSE	POSSIBLE INDICATORS OF EMOTIONAL ABUSE
<ul style="list-style-type: none"> <li>● Unexplained bruises and welts on any part of the body</li> <li>● Bruises of different ages (various colors)</li> <li>● Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)</li> <li>● Injuries that regularly appear after absence or vacation</li> <li>● Unexplained burns, especially to soles, palms, back, or buttocks</li> <li>● Burns with a pattern from an electric burner, iron, or cigarette</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional abuse can cause a child to change the way that they behave</li> <li>● They might not care how they act or what happens to them, this is also known as negative impulse behavior.</li> <li>● Or they may try to make people dislike them, which is called self-isolating behavior.</li> <li>● A child who is being emotionally abused may develop risk taking behaviors such as stealing, bullying, and running away.</li> </ul>

<ul style="list-style-type: none"> <li>● Rope burns on arms, legs, neck, or torso</li> <li>● Injuries inconsistent with information offered by the child immersion burns with a distinct boundary line</li> <li>● Unexplained lacerations, abrasions, or fractures</li> </ul>	<ul style="list-style-type: none"> <li>● Self-harming or eating disorders</li> <li>● May lack social skills</li> <li>● Appear distant from parents</li> </ul>
<p><b>POSSIBLE INDICATORS OF SEXUAL ABUSE</b></p> <ul style="list-style-type: none"> <li>● Sexual knowledge, behavior, or use of language not appropriate to age level</li> <li>● Unusual interpersonal relationship patterns</li> <li>● Venereal disease in a child of any age</li> <li>● Evidence of physical trauma or bleeding to the oral, genital, or anal areas</li> <li>● Difficulty in walking or sitting</li> <li>● Refusing to change into PE clothes, fear of bathrooms</li> <li>● Child running away from home and not giving any specific complaint</li> <li>● Not wanting to be alone with an individual</li> <li>● Pregnancy, especially at a young age</li> <li>● Extremely protective parenting</li> <li>● Exposure to pornography</li> </ul>	<p><b>POSSIBLE INDICATORS OF NEGLECT</b></p> <ul style="list-style-type: none"> <li>● Child is unwashed or hungry</li> <li>● Parents are uninterested in child's academic performance</li> <li>● Parents do not respond to repeated communications from the school</li> <li>● Child does not want to go home</li> <li>● Both parents or legal guardian are absent</li> <li>● Parents cannot be reached in the case of emergency</li> </ul>

**APPENDIX 5: CHILD PROTECTION REQUIREMENTS ACCORDING TO ARTICLE 19 OF THE CONVENTION ON THE RIGHTS OF THE CHILD AND ACCORDING TO THAI LAW**

A Child Protection Policy is important in schools for prevention, intervention, and healing. This includes educating parents and teachers, providing information and resources. It is also our obligation, in loco parentis, to protect children as Article 19 of the Convention on the Rights of the Child states and current Thai Laws 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.

Ref: Convention on the Rights of the Child

Article 25:

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: 1. Commit or omit acts which result in torturing a child's body or mind.

Ref: Thai Child Protection Act 2003

Contact information for Social Services in Thailand

**1. "Sai Dek" Child Line 1387**

The contacts of this Child Line officer is kept with the counsellor and the CPOs

**2. The Centre for the Protection of Children's Rights Foundation (CPCR)**

Bangkok at (02-4121196 / 02-4120736) [www.thaichildrights.org](http://www.thaichildrights.org)

**3. ECPAT International**

328/1 Phaya Thai Road Bangkok 10400, Thailand

Tel: +66 (0) 2 215 3388 ext. 190 Fax: +66 (0) 2 215 8272 [www.ecpat.net](http://www.ecpat.net)

**4. The Prachabodi Centre 1300**

**Please do not contact any of the above services without speaking to a school designee first.** The Child Protection Officer may consult with the counsellor on an appropriate referral to an outside professional. This may include family, self-harm, addictions, and clinical therapy.

## APPENDIX 6: Intimate Care Policy

### PURPOSE

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff who are involved in children's intimate care
- To protect children from discrimination

### INTRODUCTION

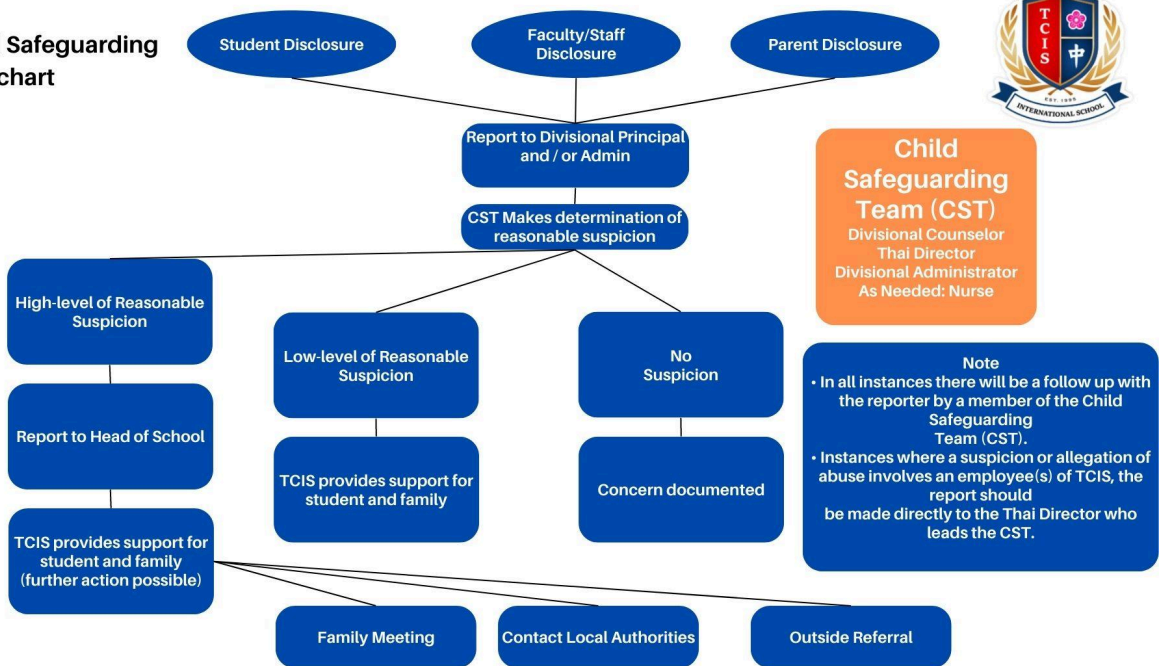
These guidelines particularly apply to children who are in Early Childhood Education (ECE). The normal range of development for this group of children indicates that they may not yet be fully toilet trained and some may not even have commenced toilet training. Intimate care encompasses areas of personal care, which most people usually carry out for themselves but some children are unable to do so because of their youth or special needs. Children's dignity will be preserved and, as high a level of privacy, choice and control as possible will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. As a basic principle, children will be supported to be as independent as possible/appropriate. This may mean, for example, giving the child responsibility for washing/cleaning themselves.

## OUR APPROACH TO BEST PRACTICE

1. All children who require intimate care are treated respectfully at all times; the child's welfare and personal dignity is of paramount importance.
2. Appropriate and clean toilets and diaper changing facilities for all children are provided.
3. Paper towels are available for drying hands.
4. As far as possible the child's key persons will change their diapers.
5. Staff must wear disposable gloves while changing diapers. Staff wear items of protective clothing when dealing with toileting accidents as appropriate (aprons/gloves available).
6. Wet or lightly soiled pants are placed in sealed plastic bags and sent home. Heavily soiled pants are disposed of. Soiled underwear should not be washed in the bathroom sinks or toilet areas.
7. Soiled diapers are to be double wrapped, and disposed of in an allocated bin.
8. The changing area is to be cleaned with the provided spray and wipes after use.
9. Staff must wash hands or use hand gel after removing gloves.
10. Children are assisted when getting dressed/undressed by our own Early Years staff in a classroom or in the bathrooms, away from the view of other visitors or adults in the school.
11. Supplies of fresh clothes readily available when getting changed, so that the child is not left unattended while the clothes are found.
12. Appropriate use of toilets is promoted and emphasizes the following points: Find an empty cubicle; follow an established sequence; be aware of hygiene issues; be aware of personal safety; be aware of personal dignity.



**TCIS  
Child Safeguarding  
Flowchart**



The Designated Safeguarding Lead is: Kru Rung Penporn  
The Child Protection Officers are: Mr. Richard Poulin (MS Principal), Dr. Scott Dennison (ES Principal), Mr. Kevin Curran (HS Principal), Dr. Miho Katsumata (Counselor), Dr. Norris Smith (Counselor), and Ms. Alyse Stegman (Counselor), Ms. Anita Yu-Yu Chen (Counselor), Ms. Juanita Wilson (Head of Student Services) Dr. Michael Purser (HOS)

This policy was last reviewed in: December 2023 and updated with new staff details in December 2023. The next review will take place May, 2024.

To: All TCIS Academic Staff

Date: August 29, 2023

I have read and understood:

- [The TCIS Child Protection Policy](#)
- The Thailand Personal Data Protection Act (PDPA)
  - Watched the video: [Introduction to PDPA](#)
- [Social Media Policy](#)
- [The Faculty Handbook](#)
- [The Student and Parent Handbook](#)
- [The TCIS Foundation Board Policy Manual](#)

All social media exchanges must be created and established by a TCIS administrator and administered by the school. Staff shall not “friend” or engage with students on personal social media accounts. I also agree not to engage in inappropriate social media exchanges with current students. All website platforms in which TCIS students are involved or represented must be done through the TCIS Google Sites platform only. Posting on social media accounts should not reflect negatively on the TCIS in any way. Failure to comply with these requirements may result in immediate termination.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_