

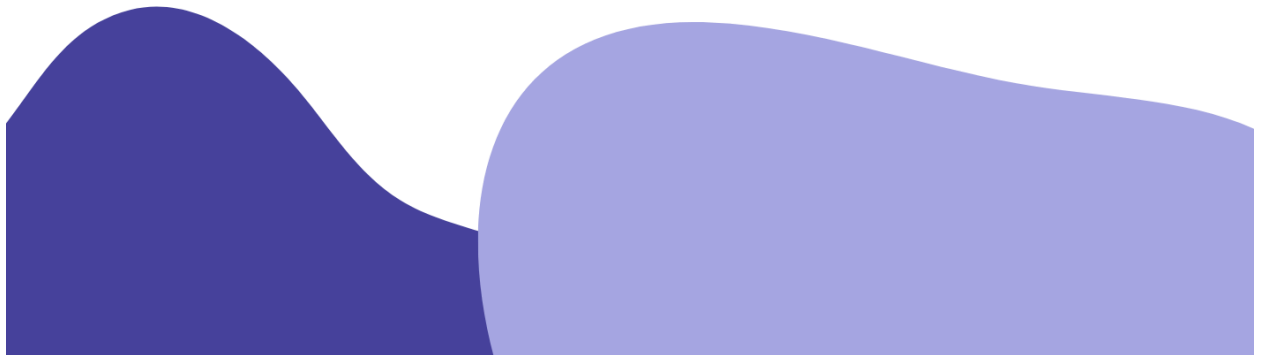


ASTER

INTERNATIONAL SCHOOL
BANGKOK



Child Safeguarding and Protection Policy and Protocols



Statement of Intent

- **At Aster International School Bangkok we believe that every child has the right to be safe and free from harm.**
- **At Aster International School Bangkok we are committed to providing an environment where every child feels safe and secure.**
- **At Aster International School Bangkok we expect all stakeholders to share the responsibility to protect and safeguard every child.**
- **At Aster International School Bangkok in response to any suspected harm or abuse of a child we will take all reasonable and legal steps to protect the child and act as his/her advocate.**

Legal Framework

The Aster International School Bangkok Child Safeguarding and Protection Policy and Protocols document was created with the following legal framework in mind:

- **The United Nations Convention on the Rights of the Child - Ratified by Thailand on the 27th of March 1992.** (<https://www.unicef.org/child-rights-convention>)
- **Child Protection Act, 2003, and Article 52 of the Constitution of the Kingdom of Thailand, 2007.**
 - a. *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).*
 - b. *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).*
 - c. *A staff member shall report suspected cases of harm to the child to a designated administrator (Section 29 of The Child Protection Act, 2003).*
 - d. *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).*
 - e. *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).*

Child Safeguarding & Protection Committee 2022/23

Permanent Committee

1. Ms Jo Lorgrailers - Committee Chair and DSL
2. Ms Vicky Clarke - Primary Rep and Deputy DSL
3. Ms Anna Whelehan - Secondary Rep

Sub Committee

1. Dr Parita Suaphan (School Manager/Legal/Principal Allegations)
2. Mr David Figes (Principal/School & Staffing/Communication)
3. Ms Araya Sarnok (Community Relations & Translation)
4. K. Nujaree Rattanaweerachon (School Nurse)
5. Mr Zach Wylie (Community Relations)
6. Ms Anastasia Leeks (Support & Guidance)

Additional temporary officers may be appointed by the Chair on a case by case basis if deemed necessary.

Role of the Child Safeguarding & Protection Committee

1. The statement of intent and Child Safeguarding & Protection Policy is adhered and upheld at all times.
2. Child Safeguarding & Protection Policies, procedures and reporting forms are easily accessible to all staff.
3. Diligently and without prejudice investigate all reports of concerns or allegations of mistreatment against any student of Aster International School Bangkok.
4. Safely store all investigative reports.
5. Ensure that confidentiality regarding any report of concerns or allegations of mistreatment is maintained.
6. Develop and regularly review the school's policies and procedures in regard to the Child Protection Policy.

7. employees of Aster International School Bangkok.
8. Identify appropriate Child Protection training opportunities both internal and external and recommend members of staff to attend and subsequently cascade this training.

Protect Yourself and the Child

1. Communicate only through official school channels with children, school email and approved other communication channels (such as online educational platforms). Staff should not be 'friends' on social media with any child of Aster International School Bangkok, unless they are family relations.
2. Staff at Aster International School Bangkok should not meet children from the school outside of school without prior approval of the Principal and the child's parents.
3. Staff should avoid being alone with a child where possible. In cases where it is unavoidable keep doors to the room open and inform a colleague about the situation.
4. At all times Staff of Aster International School Bangkok should dress, speak and act professionally and appropriately around the children of the school.

Reporting Process

All reported concerns or allegations of mistreatment must be made by filling out the Child Protection Concerns Form (See appendix 1).

1. Child Protection Concern Forms may be found readily available on the staff handbook. Staff should complete these forms as soon as possible in order to include as many details as possible. If possible, include quotes. If a Child Protection Concern Form is not at hand, write down the events/conversation on a piece of paper and include this with the concern form later.
2. Once completed, give the hard copy of the completed form to any member of the Child Safeguarding & Protection Committee,. If typed, please confirm that these files are not stored electronically in order to protect the confidentiality of the student. The Designated Safety Lead (DSL) will be informed that a case is active, even if they are not the initial investigator. The DSL will confirm who will be the head of the investigation.
3. If the initial concern or allegation of mistreatment comes from a member of staff, the member of staff is to partake and assist in the investigation with a member of the Child

Safeguarding and Protection Committee. If the member of staff is unable to participate, another member of the Child Safeguarding & Protection Committee will be selected at the discretion of the DSL.

4. If the initial concern, or allegation of mistreatment report comes from a member of the Child Safeguarding & Protection Committee, they will select another member of the committee to assist in the investigation.
5. If the initial concern or allegation comes from a visitor or student, then two members of the Child Safeguarding & Protection Committee will begin an investigation.
6. If the initial concern or allegation is against the school Principal the DSL will automatically be the head of investigation and they will inform the designated member of the School Executive Committee at the first opportunity.
7. If the initial concern or allegation is against a member of staff including the DSL or members of the Safeguarding Committee, the Principal will automatically become the head of the investigation.

The head of investigation will;

1. Establish an investigation team that must comprise of at least one other person.
2. Determine if the child is safe to be sent home and if further appropriate action is necessary, eg. contact authorities.
3. Report decisions to involve outside authorities to the DSL.
4. Complete all documentation as set out in the Child Safeguarding & Protection Policy. At the end of the investigation hand all documentation in a sealed envelope to the DSL to be securely stored.

Confidentiality

1. All staff of Aster International School Bangkok are instructed that any conversation or evidence related to a reported concern or allegation of mistreatment must only be shared with members of the investigation. In order to respect the privacy of each individual case, relevant information will be shared with staff on a “need to know basis” only.

2. Once information disclosed in conversation proves to be a child protection concern, staff should not promise confidentiality to the student as it must be reported to a Child Safeguarding & Protection Officer.
3. A breach of confidentiality regarding a reported concern or allegation of mistreatment will be considered as a disciplinary issue. The disciplinary action for a breach of confidentiality will be at the discretion of the Principal.

Staff Recruitment

1. All staff at Aster International School Bangkok will be subject to employment law and the criminal code of the Kingdom of Thailand.
2. All staff at Aster International School Bangkok will abide by the Child Safeguarding and Protection Policy and Protocols at all times.

Academic Staff (Teacher) Recruitment

1. This will be conducted by the Principal, who will have up to date 'Safer Recruitment' CPD training.
2. Advertisements for Academic Staff (Teachers) will be placed only with organisations that uphold clear policies regarding Child Safeguarding & Protection and individual adverts will include reference to the school's Child Safeguarding & Protection
3. The Principal will take up a minimum of two professional references for academic employees before an offer of contract is made. The reference will require a confirmation of suitability to employ the candidate in relation to child protection matters.
4. A prospective employee must provide the school with an up to date and full 'police check/child protection certificate/criminal records disclosure' as set out in the offer of contract information. Background checks should include police records dating back 10 years from their country of origin and previous countries of employment. Failure to supply the necessary 'police check/child protection certificate/criminal records disclosure' will lead to the withdrawal of the contract offer. All fees/costs are borne by the prospective employee.

Non Academic Staff & Thai Teachers Recruitment

1. A prospective employee must provide the school with an up to date and full 'police check/child protection certificate/criminal records disclosure' as set out in the offer of contract information. This will be coordinated by the Deputy Business Manager (HR).

Notes & Information On Child Safeguarding & Protection

TYPES OF ABUSE

Staff at Aster International School Bangkok should be able to identify cases of child abuse or neglect by knowing the signs of abuse and neglect. While working with children, staff should never ignore or deny the possible signs. The child's safety and wellbeing is the primary concern; therefore, staff should always act promptly when concerns are raised.

Abuse: A pattern of behaviors, through action or failing to act, that causes injury, death, emotional harm or risk of serious harm to a child. Abuse comes in many forms including neglect, physical, sexual, emotional abuse. The maltreatment of the child may come from adults or children.

Neglect: Ongoing failure to meet a child's basic needs, both physical and psychological.

Physical Abuse: The threat or use of force that results in physical injury to a child. Physical abuse may include:

- Hitting, shaking, throwing, burning or scalding, drowning, poisoning, suffocating, denying food or medicine or otherwise causing physical harm to a child.

Sexual Abuse: Persuading or forcing a child to take part in any sexual activities. This type of abuse does not need to include physical contact.

- Physical sexual assault activities may include: assault by penetration (rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non physical sexual assault activities may include: *involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.*

Emotional Abuse: Persistent emotional maltreatment of a child which damages a child's mental health and wellbeing.

- Verbally Assaulting: Humiliated with repeated threats, put downs and name calling that negatively affects the child's self-esteem.
- Rejecting: Not acknowledging the child's worth and needs.

- Intimidating: Creating a climate of fear by overpressuring, bullying or frightening the child.
- Ignoring: Depriving the child of necessary stimulation and responses.
- Isolating: Cutting the child off from normal social experiences such as forming friendships

GUIDE TO HANDLING DISCLOSURES

1. Avoid denial. A common reaction to a student's disclosure is denial. Respect the student by listening to what he/she has to say and taking what the student says seriously. Believe what the student is telling you.

2. Provide a safe environment. Make sure the setting is confidential and comfortable. Avoid communicating with shock, horror, or fear about anything said, even though what you are hearing is likely shocking and horrifying. The student may interpret your reaction as your being shocked and horrified by him or her and shut down. The student needs you to be confident and supportive. Speak slowly and maintain a calm demeanor. Tell the student he/she is doing the right thing and that you will do what you can to help them.

3. Reassure the student. Reassure the student that he/she did nothing wrong and that you believe him/her.

4. Listen and don't make assumptions. Listen more than you talk, and avoid advice giving or problem solving. Don't put words in the student's mouth or assume you know what he/she means or are going to say. Let the student use language they are comfortable with. Let the student set the pace, don't rush them.

5. Do not interrogate. Don't ask the student a lot of questions, especially leading questions, which means a question in which you provide a possible answer - Did this or that happen? Were you at school? Did your uncle hit you on the leg? This can be confusing for the student and he/she might shut down. Don't ask the student for details. This can make it harder for the student to tell you about the abuse. Listen to the student, letting them explain what happened in his or her own words. Don't stop the student in the middle of the story to go get someone or do something else. Limit questioning to only the following four questions if the child has not already provided you with the information:

- What happened?
- When did it happen?
- Where did it happen?
- Who did it?
- How do you know them? (If the relationship of the abuser is unclear)

6. Make no promises. Don't tell the student that you won't tell anyone what they tell you. The student will have fears about what will happen next, so tell the student what you are going to do, what is going to happen next, and who else they will need to talk to. This will help the student to feel some control over what happens next.

7. Document exact quotes. It is important to write down exact quotes of what the student said so that evidence is collected and an investigation can take place. Add this evidence to the Child Protection Concerns Form (Appendix 1).

8. Be supportive, not judgmental. Don't talk negatively. Even though the student may be disclosing terrible things that may have happened at the hands of a family member or friend, the student may still love that person and may only just be beginning to recognise that he/she was being abused. Reassure the student that he/she is not at fault and have done nothing wrong. Don't ask questions that might imply the student was at fault:

- Why didn't you tell me before?
- What were you doing there?
- Why didn't you stop it?
- What did you do to make this happen?
- Are you telling the truth?

(Info adapted from SpeakUpBeSafe.org)

Appendix 1

Child Safeguarding & Protection Reporting Form	
Child's name:	Parent(s) name:
D.O.B.	Contact number:
Passport/Country:	Interpreter required? Yes No
Tutor group:	
Person who registers concern:	
Contact details:	
Statement of concern/suspicion/allegation:	
How did the concern/suspicion/allegation come about (e.g. child verbal report, physical observation, diary writing):	
Additional information (state if on separate page):	

Child's current whereabouts:		
Do you consider the child to be in immediate danger:	Yes	No
If Yes – why?		
Report submitted by:	Date and time:	
Received by:	Date and time:	
Response given:	Date:	