



Child Safeguarding Policy

Updated: September 2024
Developed: August 2023

Table of Contents

Introduction & Definitions	2
Recognizing Potential Abuse	3
Responding to Disclosures	5
Reporting Procedures	6
Roles and Responsibilities	7
Designated Safeguarding Lead	7
Parents & Visitors	8
Recruitment	9
Staff Training & Supervision	9
Resources	10

Introduction & Definitions

Introduction

The MYIS Child Safeguarding Policy was established in order to provide procedures and tools for the dissemination, implementation, monitoring and review processes towards safeguarding the welfare of children at MYIS, at all levels within and outside of school. The policy applies to all employees of MYIS and those involved in the MYIS community in any capacity. This includes family members and associates of MYIS students, anyone contracted or engaged by MYIS for a range of tasks, some of which may involve contact with children; volunteers, interns, suppliers, visitors, etc. At MYIS we are committed to child safeguarding and promoting the welfare of all children. We recognize that a school that is physically and emotionally safe and secure for all students leads to enhanced learning experiences and positive character development.

Definitions

Child Safeguarding

Child safeguarding refers to the responsibility of agencies working with/in contact with / impacting children, to take all reasonable measures to ensure that the risks of harm to children are minimized; and where there are concerns about the welfare of children, to take appropriate actions to address those concerns (i.e. working to agreed policies and procedures, and in accordance with local laws). Safeguarding refers to institutional/internal policies and procedures intended to ensure that children are not exposed to harm and abuse through their contact with the organization, their staff and their participation in projects and programs and that the organization's operations do no harm to the children in any way.

Child Abuse

Child abuse is any situation in which a child is suffering or could suffer significant harm as a result of another person's actions or their failure to act.

Physical Abuse

Physical abuse is the application of physical force including but not limited to hitting, kicking, shaking, burning etc. against a child by another individual or group of individuals. Corporal punishment can also cross the lines into child abuse.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate; age or developmentally inappropriate expectations; causing children frequently to feel frightened etc. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child 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 (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Peer-on-peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse which can include coercive control, bullying etc., between children and peers within the child's community.

Grooming

Grooming can be described as the building of trusting and supportive relationships with a child, with the purpose of exploiting or abusing the child.

Exploitation

Child exploitation refers to the use of the child for another person's gratification or advantage. Such exploitation is typically sexual and financial in nature.

Recognizing Potential Abuse

To keep a child safe it is imperative that all stakeholders be aware of and alert to the signs or indicators of harm, and to take appropriate action immediately.

Bullying and Cyberbullying	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Frequent head or stomach aches, actual or conjured • Changes in eating habits • Difficulty sleeping 	<ul style="list-style-type: none"> • Aggression • Declining grades • Lost interest in school • Sudden social avoidance or loss of friends • Decreased self-esteem • Talk of suicide or self-harm

Emotional/Psychological Abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Depression • Eating Disorders • Drug use/abuse • Self-Harm • Unusual wetting of bed or clothes 	<ul style="list-style-type: none"> • Use of language that is inappropriate for child's age or development • Lack of social skills • Inability to control emotions
Grooming and Exploitation	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Possession of material goods that do not meet the students income level or past style of attire 	<ul style="list-style-type: none"> • Mentioning a "special friend" • Mention of a relationship with someone significantly older • Drinking or use of drugs • Being upset, withdrawn or stressed • Spending more time away from home or online
Neglect	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Poverty • Hunger • Poor hygiene • Regular illness or infection 	<ul style="list-style-type: none"> • Frequent absences from school • Talk of frequently being alone at home • Alcohol or drug abuse of parents • Parents appear to be indifferent to the child
Peer-on-Peer Abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Physical injuries • Alcohol or substance misuse • Inappropriate behavior for age • Lack of sleep 	<ul style="list-style-type: none"> • Absence from school • Mental health difficulties • Emotional outbursts • Becoming withdrawn • Avoidance of certain students within group work assignments

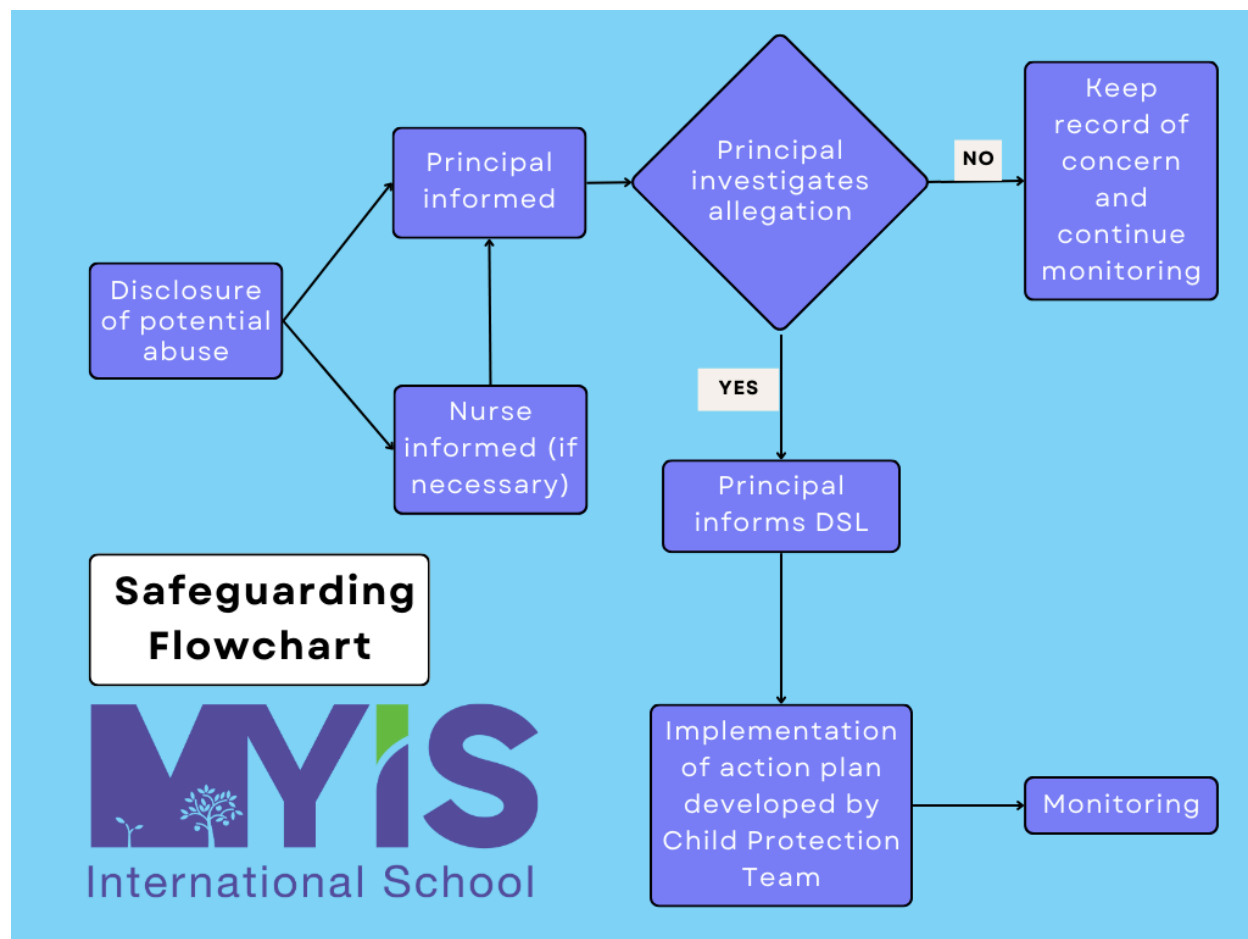
Physical Abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Unexplained injuries • Injuries in places that is hard to see • Evidence of hair being pulled out 	<ul style="list-style-type: none"> • Fear of parent or guardian • Reluctance to go home • Signs of regression • Avoiding physical contact • Talk of suicide or self-harm • Disclosure through drawings, journals or writing assignments
Sexual Abuse	
Physical Signs	Behavioral Signs
<ul style="list-style-type: none"> • Signs of physical abuse, particularly in the genital/anal area • Difficulty sitting or walking • Contraction of a sexually transmitted disease • Pregnancy or fear of pregnancy 	<ul style="list-style-type: none"> • Sudden and extreme changes in mood and behavior • Being secretive • Frightened of certain places, people or situations • Sexual knowledge beyond the child's age • Sexualized behavior inappropriate for child's age and development • Disclosure through drawings, journals or writing assignments

Responding to Disclosures

Do...	Do NOT...
<ul style="list-style-type: none"> • Remain calm and patient • Allow the child to talk freely • Take notes using the child's own words • Include dates, times and locations if possible • Reassure the child you believe them and what happened is not their fault • Let the child know you will have to report it to the DSL who can help keep them safe 	<ul style="list-style-type: none"> • Confront the suspected offender • Investigate • Promise confidentiality • Share the report with others outside of seeking help for the child • Ask leading questions • Force them to talk

Reporting Procedures

1. The student is referred by a teacher/staff or self-refers to a teacher/staff member.
2. The teacher/staff notifies the Principal of suspected abuse by email.
3. The school nurse examines the student (if necessary), documents evidence and provides appropriate medical care where applicable.
4. Ensure the physical and emotional safety of the student – if the student faces danger by returning to the family, (family abuse) Social Services will be notified and the case will be handled within Thai legal protocols.
5. The Principal will call a meeting with the Designated Safeguarding Lead to discuss the case and plan an appropriate response depending on the severity of the case
6. When/if it is safe and appropriate to do so, the Principal will arrange a meeting with parents, in a timely fashion.
7. At the time of the meeting, the school may arrange counseling and support, via a school-approved psychologist for family therapy.
8. If this recommendation is not followed to the satisfaction of the psychologist, the school and the family, the case will be reviewed and could be referred to social services.



Roles and Responsibilities

Divisional Principals

The Divisional Principals are appointed to take the lead responsibility for in-school child protection issues. The role includes:

- Being available to receive and discuss any safeguarding or child protection concerns of any member of staff
- Accurate record keeping of all child protection concerns
- Making referrals to child protection services where appropriate
- Promoting a safeguarding and child protection ethos within the school community
- Ensuring physical spaces comply with child safeguarding practices, such as separate washrooms for teachers and students

Designated Safeguarding Lead

The Designated Safeguarding Lead is a MYIS staff member appointed to take the lead responsibility for in-school child protection issues. The role includes:

- Acting as the lead of the Child Safeguarding Team
- Being available to receive and discuss any safeguarding or child protection concerns of any member of staff
- Accurate record keeping of all child protection concerns
- Maintaining awareness of child safeguarding developments and laws and regulations that should be implemented to ensure student safety in the school environment
- Making referrals to child protection services where appropriate
- Leading the development and review of the school's child safeguarding policy
- Promoting a safeguarding and child protection ethos within the school community
- Ensuring physical spaces comply with child safeguarding practices, such as separate washrooms for teachers and students

Director of Operations

The Director of Operations is a MYIS employee who supports MYIS with regular Safety checks. His duties include:

- Ensuring implementation of the MYIS Access Control policy, Health Office policy and [MYIS Visitor Code of Conduct](#)

- Ensuring that the physical environment of the property is maintained, secure and used according to purpose
- Reporting of any physical defects to school management and Designated Safeguarding Lead.
- Creating awareness of the importance of safe physical spaces and the promotion of safer practices to ensure the longevity of the school.

Parents & Visitors

MYIS is an open and welcoming learning community. Everyone at MYIS must work together to ensure that students are kept safe and are provided with a safe environment to learn in. Visitors, volunteers or third-party organizations will be required to go through a screening process, which includes a police clearance check before they work at MYIS. The school has the authority not to accept the help of volunteers or allow entry to visitors if it is believed it is not in the best interest of the students' wellbeing.

Identification

On arrival visitors will be asked to produce identification documentation if they are not known to the school.

Procedure for Visitors

Any adults that are not school employees or family members of students who arrive at MYIS must present themselves at the Guard House. Visitors must complete the access control form indicating purpose of their visit, and upon approval they will be given a visitor's badge, which should be worn at all times and returned to the office before they leave.

Confidentiality and Data Protection

Photography and analog or digital recording in any form will only be allowed with the school's permission. In most cases, photos and videos of students will not be permitted by any family members or visitors in order to remain in accordance with the Personal Data Protection Act, B.E. 2562 (PDPA). When joining MYIS, all members of the community (including employees and families) are required to sign the MYIS Media Consent Form stating that they will comply with the school's policies and the PDPA.

Recruitment

The safe and properly conducted recruitment of staff is the first and most important step to safeguarding the welfare of all students at MYIS. With that in mind, before any staff member is hired, the following should have taken place:

1. The school will commit to advertise the position through safer recruiting agencies such as Schrole or ISS
2. The school will create complete job descriptions for each available position
3. The hiring and interview process needs to include the people who will be directly involved with the candidate in his/her new position
4. Applicants are required to provide three professional references who can verify their work experience and comment on their job performance. At least two supervisory references are contacted directly, either through technology (e.g. telephone, Zoom, etc.) or face to face
5. Referee contacts should be provided using business emails, addresses or phone numbers. Except in specific circumstances (eg. retired) personal contact information should not be accepted
6. Applicants shall provide a Criminal Record Check from all countries in which they have worked. (If this is not feasible for whatever reason, then at minimum they should provide a criminal record check from the country they received their Certification in and the country they are currently working in). ** All Thai staff should have a completed police check from the Royal Thai Police **
7. Required credentials (Teaching License, Degrees, Transcripts etc.) are collected and reviewed before a final decision is made
8. When making an offer, the school will provide all relevant information, including compensation, job expectations and working conditions
9. The school will afford the candidate a reasonable amount of time to consider the offer
10. When the selected candidate accepts the offer, the school will notify the other candidates to inform them that the position has been filled

Staff Training & Supervision

Each year in August before the start of Term 1:

- All staff should be made aware of the school's policy and procedures regarding child protection
- New staff should have safeguarding training as part of the induction process.
- All other staff should have mandatory child protection training (every two years)

MYIS will ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at two year intervals.

Staff who do not have a lead child protection role (ie. non-head/co-teachers) should receive such training at least every two years.

Temporary staff and outsourced activity providers:

- Are required to provide MYIS with police checks;
- Should submit two references which are checked by the school;
- Should receive training on MYIS' Child Protection policy.

Resources

Emergencies	
Agency	Phone Number
Police Department	191
Fire Brigade	199
Ambulance	1669
Emergency Coordinator	1137
Crisis Support and Counseling	
Agency	Phone Number
Childline	1387
International	
Agency	Phone Number
US Embassy	02 205 4000
Chinese Embassy	02 245 7044
UK Embassy	02 305 8333