Safeguarding and Child Protection Policy and Procedures

PANYADEN
INTERNATIONAL SCHOOL

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Table of Contents:

Policy Development and Review & Key Stakeholders 3
KEY INFORMATION 3
1. Introduction 4
2. Safeguarding and Child Protection Beliefs and Principles 4
2.1 Holistic Approach 4
2.2 Panyaden Safeguarding and Child Protection Principles 4
3. Statement of Intent and Objectives 5
3.1 Intent: 5
3.2 Our objectives are to: 5
4. Applicability: Scope and Target Audience 6
5. Definitions 6
6. Compliance 8
6.1 More specifically, we will: 8
7. Implementation Guidelines: Procedures and Protocols for Implementation 9
7.1 Safeguarding Training 9
Record of Training: (Most recent listed at the top) 10
7.2 Roles and Responsibilities: 11
The Strategic Safeguarding Lead for Child Protection's Roles & Responsibilities 11
The Roles and Responsibilities of the Executive Leadership Team and Advisory Board 14
The Executive Leadership Team and Advisory Board will ensure that: 14
The Role and Responsibilities of the Safeguarding Committee 14
The Role and Responsibilities of All Staff within Panyaden 15
7.3 When to be concerned 16
7.4 Dealing with Disclosure/Reporting Concerns 16
7.5 Confidentiality 18
7.6 Communication with Parents 18
7.7 Record Keeping 18
7.8 Dealing with Concerns raised or Allegations made against school staff, supply staff, volunteers and contractors 19
7.10 Monitoring & Evaluation 20
8. List of Related Policies and Procedures 20
9. Relevant External Support Agencies and Resources 21
9.1 Thailand Agencies 21
9.10 International Agencies 21
10. Bibliography of Resources Used to Develop This Policy 21
APPENDIX 1: Types and Indicators of Abuse 23
APPENDIX 2: Safer Recruitment Practices 26
The Hiring Process Checklist 26
APPENDIX 3: Visitor Protocol at Panyaden 31
General Visitor Protocols 31
Large Group Events 31
Sports Events 31

Policy Development and Review & Key Stakeholders

Date of Last Review:	May 2026
Date agreed by the Executive Leadership team:	February 2025
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Name of Designated Safeguarding Lead(s) for Child Protection:	Kathryn Mills, John Kernis
Name(s) of Deputy Designated Safeguarding Leads for Child Protection:	Jackie Rendina, Sridevi Srinath, Teisha Parchment, Alan Fleming, Michele Milan, Vinita Nair , Marisa (Tualek) Visuthakul
Name of Designated Safeguarding Committee members:	Pran (Nuchie) Indhapan, Eoin Fitzgerald Tatsanee Pimphiwong (Nurse Krapook)
Name of Advisory Board Members Connected to Safeguarding:	Venerable Ajahn Jayasaro, Greg Smith
Name of person in charge of E-Safety:	Assadarng Yarin (Aud)
Name of Key Author of the Policy:	2026: Peter Corcoran
Date policy was shared with all staff and families:	30 January 2025
Date of next review of the policy:	January 2026

KEY INFORMATION

Do you have a concern relating to child safeguarding? In the first instance, staff should please log in to CPOMS to file a concern, students, parents, or visitors may send an email to safe@panyaden.ac.th, or seek advice from a member of the Panyaden Safeguarding Team. Please note via the safe@panyaden.ac.th email.

If your safeguarding concern is related to a staff member, please speak directly with the Head of School, School Manager, or Designated Safeguarding Lead.

Please be assured that all concerns are investigated. However, due to the sensitivity of the information and for reasons of confidentiality, the individual raising a safeguarding concern may not be advised of the outcome.

1. Introduction

At Panyaden, safeguarding is rooted in the teachings of Buddhism, guided by principles of compassion, mindfulness, and non-harming (Avihimsa). We are committed to creating a safe and nurturing environment where every child feels valued, respected, and supported. Our safeguarding framework reflects Buddhist values such as interconnectedness and respect for all beings, ensuring that students are protected from harm and can thrive in an atmosphere of care and dignity.

2. Safeguarding and Child Protection Beliefs and Principles

At Panyaden, we are deeply committed to providing a safe and nurturing environment for every child, guided by the principles of compassion, wisdom, and mindfulness rooted in Buddhist teachings. The safety, dignity, and well-being of our students are our highest priorities. Our child protection approach is embedded in these values, ensuring that students can learn and grow in an atmosphere of respect, care, and security. All parents and caregivers are required to acknowledge our safeguarding policies upon enrollment, affirming their shared responsibility to uphold the safety and well-being of every child. Together, we foster a compassionate and secure environment where all students can grow and learn.

2.1 Holistic Approach

Safeguarding is woven into every aspect of school life, from daily practices to community engagement, upholding the belief that every child has the right to feel safe and supported. All parents and caregivers are required to acknowledge and accept our safeguarding policies during the enrollment process, reinforcing our collective responsibility to ensure the safety and well-being of all children in our care. At Panyaden, safeguarding is not just a policy—it is a reflection of our Buddhist values, creating a space where every child can thrive in safety and harmony.

2.2 Panyaden Safeguarding and Child Protection Principles

- **Children have the right to feel secure** and cannot learn effectively unless they feel safe and supported. In alignment with our values of compassion (*karuna*) and mindfulness (*sati*), we prioritise a nurturing environment where children can thrive.
- **All children have the right to be protected from harm.** We uphold the dignity of every child, ensuring that their well-being is safeguarded through respectful and compassionate practices.
- **All staff, volunteers, and governors share a responsibility** to prevent harm and act on any suspicion or disclosure of risk. This includes responding to concerns within the school or community, considering the context of the child's life and environment. We approach safeguarding with the principles of non-violence (*avihimsa*) and care for all beings.

- **We recognise the importance of partnership** in protecting children and reducing risks. We are committed to working collaboratively with other agencies to safeguard children, ensuring the best possible outcomes for every child in our care.

- **While we strive to work openly with parents and carers**, we acknowledge that there may be situations where it is necessary to contact the Ministry of Social Development and Human Security or the police directly to protect the child. This decision will be made in the child's best interests, guided by our commitment to compassion, mindfulness, and ethical action.

3. Statement of Intent and Objectives

3.1 Intent:

This Safeguarding and Child Protection Policy was developed in collaboration with the Panyaden International School community, including students, parents, staff, and external partners. It aligns with guidance from international best practices, including the United Nations Convention on the Rights of the Child (UNCRC), the Council of International Schools (CIS) guidance, Western Association of Schools and Colleges (WASC) standards, and the Global Safeguarding Collaborative (GSC) frameworks, International Development Alliance (2020) *Safeguarding Policy Guide,* and the Child Protection Acts of Thailand. The policy also draws on insights from *Little Buddha: Exploring Child Protection in Buddhist Communities across Southeast Asia - A Scoping Study (2024)*, which emphasises cultural and spiritual sensitivities in safeguarding practices. A full bibliography of references and resources used is provided at the end of the document.

At Panyaden International School, we are committed to ensuring the safety, well-being, and dignity of every child. Guided by the Panyaden 12 Wise Habits and the Buddhist principles of compassion, mindfulness, and non-harming, we strive to provide an environment where all students feel secure, valued, and respected. Safeguarding is a shared responsibility that requires active collaboration among staff, parents, and the wider community to ensure that every child is protected from harm and supported to reach their full potential.

3.2 Our objectives are to:

1. Create a safe, inclusive environment that protects every child's physical, emotional, and social well-being, embodying the principles of compassion (*karuna*), non-violence (*avihimsa*), and mindfulness (*sati*) rooted in Buddhist teachings.
2. Strive to ensure children are free from harm in both school and home environments, addressing concerns such as domestic abuse, neglect, and exposure to unsafe situations.
3. Identify, prevent, and respond to all forms of harm, including abuse, neglect, exploitation, and unsafe practices, ensuring consistent and transparent procedures.
4. Promote an ethos of respect, empathy, and mindfulness, ensuring that all members of the school community act with kindness, integrity, and care.
5. Equip students, staff, and parents with the knowledge and skills to recognise safeguarding concerns and respond appropriately, creating a collective responsibility for child protection.
6. Provide clear, consistent procedures for reporting, investigating, and resolving safeguarding concerns, ensuring transparency and accountability at every stage.
7. Support the recovery and well-being of any child affected by safeguarding issues, and guide those who may have caused harm toward meaningful behavioural change.

8. Regularly review and strengthen safeguarding practices, ensuring alignment with international standards and the evolving needs of our community.

This policy underscores our commitment to safeguarding as a fundamental priority in all areas of school life. It should be read in conjunction with related policies, including, but not limited to, the Parent and Student Handbooks, Staff Handbook, Code of Conduct, and Bullying Prevention Policy. Through these measures, we aim to cultivate a compassionate and protective environment where every child can thrive.

4. Applicability: Scope and Target Audience

This Safeguarding and Child Protection Policy applies to all members of the Panyaden International School community, including students, staff, parents, carers, and anyone connected with the school, such as volunteers, contractors, and visitors. The policy governs all interactions within the school environment—on school premises, during school-organised events, and in any virtual or online spaces related to school activities.

The policy extends to safeguarding concerns occurring outside school hours or off school premises if they impact a student's safety, well-being, or learning. This includes, but is not limited to, instances of domestic abuse, neglect, or exposure to unsafe environments.

Panyaden International School acknowledges that while this policy specifically addresses safeguarding and child protection matters, there may be other types of inappropriate behaviours that do not fall under this scope but remain unacceptable. Such behaviours will be addressed in alignment with our Parent and Student Handbook, Code of Conduct, Bullying Prevention Policy, and Inclusion and Diversity Policy.

5. Definitions

The purpose of this glossary is to provide clear and consistent definitions of key terms used in the Safeguarding and Child Protection Policy, ensuring that all members of the school community—staff, students, parents, and external partners—have a shared understanding of important concepts related to child protection and safeguarding. It is essential to recognise that language and terminology should be used thoughtfully and with care, particularly when discussing sensitive topics. For example, terms such as 'victim' and 'alleged perpetrator(s)' are widely recognised, but it is important to be mindful that not everyone who has been subjected to abuse considers themselves a victim or would want to be referred to in that way. Similarly, when addressing situations involving perpetrators, the impact of their actions on both the victim and the perpetrator must be considered. Schools should always be prepared to use terms with which individuals feel most comfortable, and terminology should be chosen carefully on a case-by-case basis to ensure sensitivity and respect.

Child: A person under 18 or in receipt of educational services from the school. Child protection responsibilities extend to all students, regardless of age, and apply to current and former students. Handling of allegations may vary based on the student's age and when the abuse occurred.

Child Abuse: Maltreatment of children under 18, including physical or emotional harm, sexual abuse, neglect, or exploitation, resulting in potential or actual harm to the child's health, survival, development, or dignity (WHO). At Panyaden, this extends to all students within our care.

Child Protection: The prevention of, and response to, all forms of violence, exploitation, and abuse against children.

Child Safeguarding: Preventing harm to children's physical and psychological health, ensuring circumstances for healthy development.

Code of Conduct: Outlines acceptable and unacceptable behaviour around children and the associated sanctions. All staff, associates, and volunteers must sign and receive training on it.

Designated Safeguarding Leads (DSLs): The staff member responsible for managing safeguarding and child protection within the school. This includes responding to concerns, ensuring the implementation of child protection policies, and delivering staff training. The DSLs work closely with the Strategic Safeguarding Lead (Head of School)

Emotional Abuse: Persistent emotional maltreatment affecting a child's emotional development, including humiliation, threats, bullying (including cyberbullying), and other non-physical hostile or rejecting behaviours.

Child Sexual Exploitation: A form of sexual abuse involving children engaged in sexual activities in exchange for goods, money, or affection. This involves manipulation or coercion, with an imbalance of power between victim and perpetrator.

Commercial Exploitation: Exploitation of a child in work or other activities to benefit others, negatively impacting the child's health, education, or development. This includes child labour.

Neglect and Negligent Treatment: Failure to meet a child's basic physical or psychological needs, resulting in serious harm to their development. It includes improper supervision, poor nutrition, unsafe living conditions, and neglect during pregnancy.

Perpetrator: An individual who engages in harmful or abusive behaviour towards a child or vulnerable person, whether physically, emotionally, sexually, or through neglect.

Physical Abuse: Actual or potential harm through physical means, including hitting, shaking, poisoning, burning, or other forms of bodily harm. This may also include the deliberate induction of illness.

Risk: The potential for harm to a child through an organization's staff, programs, or operations.

Risk Assessment: Evaluating potential risks of harm to children from the school's activities, staff, and partners.

Safeguarding: The action that an organisation takes to promote the welfare of children and vulnerable adults to protect them from harm including physical, emotional, sexual and financial harm and neglect. This includes making sure that the appropriate policies, practices and procedures are put in place. Safeguarding includes child protection but goes further and extends to all vulnerable beneficiaries.

Sexual Abuse: Forcing or coercing a child into sexual acts they do not fully understand or have the ability to consent to, including physical acts or involvement in the production of sexual material.

Strategic Safeguarding Lead (SSL): The staff member with overarching responsibility for safeguarding and child protection across the school. This role ensures the development and implementation of effective safeguarding systems, oversees staff training, and fosters a culture of vigilance. Typically held by the Head of School, the SSL works in collaboration with the Designated Safeguarding Lead(s) to promote the welfare of all students and ensure compliance with statutory requirements.

Trauma-informed Care: An approach that recognises the possibility of past trauma and its impact on individuals and seeks to create a safe, supportive environment that fosters safety, healing, and respect in interactions. It emphasises understanding, sensitivity, and avoiding practices that could inadvertently re-traumatise individuals.

Victim: A person who has allegedly been abused. Many prefer to be called "survivor," particularly in cases of non-recent abuse.

6. Compliance

Panyaden International School is committed to safeguarding and child protection, adhering to the highest international standards and local regulations. In line with the UN Convention on the Rights of the Child, the Thai Child Protection Act (2003), and international best practices outlined by the Global Safeguarding Collaborative, we ensure compliance with all relevant child protection laws and guidelines. Our safeguarding policies and practices are continuously reviewed to align with these legal frameworks, ensuring that every child's safety, dignity, and well-being are protected.

Guided by the principles of compassion, mindfulness, and respect, as taught in Buddhism, our approach is deeply embedded in the ethos of our school. These core values help us create a safe and supportive environment, where children can learn and grow in harmony. Our safeguarding practices are in line with international standards, including those set by accrediting bodies such as the Western Association of Schools and Colleges (WASC), ensuring that we uphold the highest standards of child protection at all levels of our school community.

6.1 More specifically, we will:

1. Ensure we have Designated Safeguarding Leads (DSLs) for child protection, and a deputy safeguarding leads (DDSLs) for child protection, who have received appropriate training and support for their roles;
2. Ensure we have a member of the advisory board responsible for child protection;
3. Ensure every member of staff (including temporary and supply staff and volunteers) and leadership body knows the name and role of the DSLs;
4. Have a comprehensive induction process in place specifically outlining the school Safeguarding/CP Policy; the staff Code of Conduct; PDPA Policy and Acceptable Use Policy (ICT including mobile phones and cameras); and the school Code of Conduct;
5. Create procedures to monitor attendance to prevent children who going missing;
6. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSLs and have signed that they have read the Safeguarding and Child Protection Policy and taken part in training;
7. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus or website;
8. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;

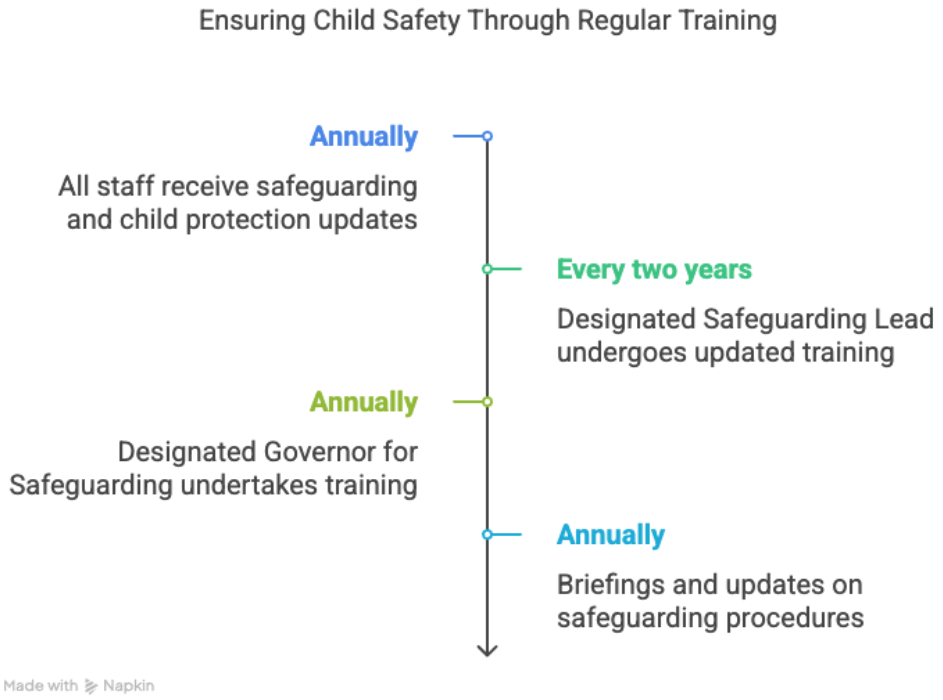
9. Keep detailed, accurate, secure written records of concerns about children on CPOMS, even where there is no need to refer the matter immediately;
10. Have procedures in place to re-assess concerns when a child's situation fails to improve;
11. Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage);
12. Follow the procedures set out in Section 14 of this document, if an allegation is made against an employed member of staff, supply staff, or volunteer;
13. Ensure safe recruitment practices are always followed;
14. Ensure clear protocols are in place for the appropriate supervision of visitors (including visiting speakers/educators) and that the school's values are upheld;
15. Have easily understood and accessible procedures in place to gather and respond to the views and/or concerns of students;
16. Seek to hold more than one emergency contact number for each student;
17. Ensure all staff have an awareness of the local contextual safeguarding priorities. For the students attending this school, they are:
    - Physical abuse
    - Verbal and mental abuse
    - Sexual abuse and exploitation, including potential for human trafficking
    - Neglect and negligent treatment

7. Implementation Guidelines: Procedures and Protocols for Implementation

7.1 Safeguarding Training

- All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. They will receive regular prevention training.
- The Designated Safeguarding Lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. In addition to the formal training, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Any newly appointed DSLs will attend at least level one training with an accredited training provider. The Deputy DSLs will take a leading role in safeguarding for the short time that the DSLs are waiting to receive training.
- The designated Governor for Safeguarding, who sits on the school's Advisory Board, will undertake governor safeguarding training annually.
- The DSLs will retain a training record indicating the attendance at safeguarding training so that absent staff can receive an update on their return. Additionally, the DSLs will retain a record showing staff have read the Safeguarding and Child Protection Policy.
- All new members of staff will receive child protection training as part of their induction programme, and returning staff will have refresher training.

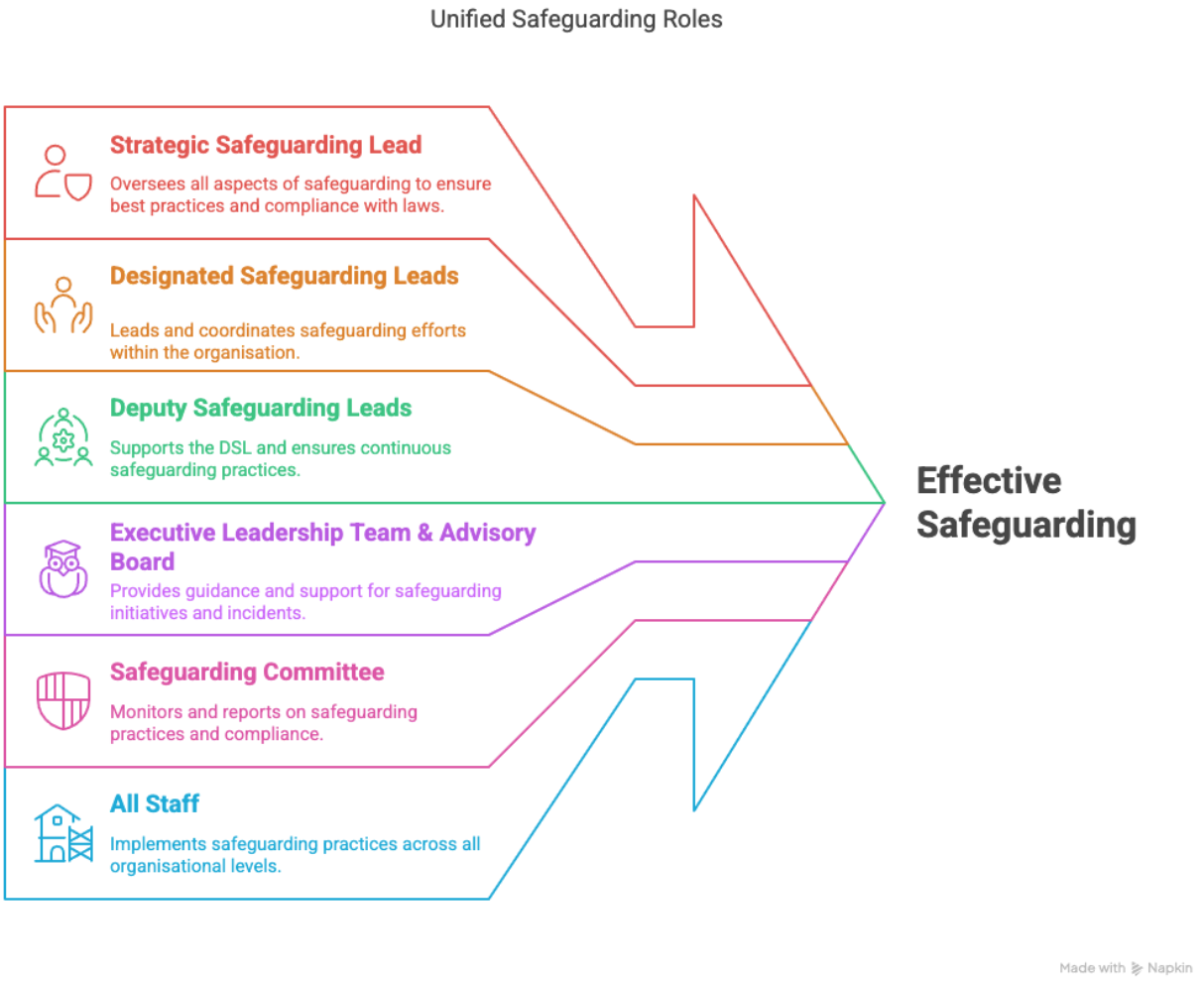
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- At least one member of every recruitment team will have participated in training for safe recruitment with an accredited body.



Record of Training: (Most recent listed at the top)

Training	Who Was Involved	Date
Child Protection Refresher by Tes	All Teachers and Support Staff	August 2027
In-House PD led by school counselors	All Teachers and Support Staff	August 2027
Child-Related Laws and Multidisciplinary Approaches in Child Protection	Marisa (Tualek) Visuthakul	30 April 2026
Global Safeguarding Collaborative Conference on Safeguarding and Child Protection	Marisa (Tualek) Visuthakul	27-28 March 2026
Child Protection Refresher by Tes	All Teachers and Support Staff	August 2026
In-House PD led by school counselors	All Teachers and Support Staff	August 2026

7.2 Roles and Responsibilities:



The Strategic Safeguarding Lead for Child Protection's Roles & Responsibilities

The Strategic Safeguarding Lead, a role typically held by the Head of School, has overarching responsibility for safeguarding and child protection within the school. The Strategic Safeguarding Lead will ensure that systems and procedures are in place so that all staff understand their role in safeguarding and promoting the welfare of children. The Strategic Safeguarding Lead will ensure the following:

- Policies and procedures adopted by the school are fully implemented and followed by all staff.
- The Designated Safeguarding Leads (DSLs) are senior members of the School Leadership Team and have a clear and concise job description explicitly outlining their lead responsibility for safeguarding and child protection (including online safety).
- Sufficient resources and time are allocated to enable the DSLs and other staff to fulfil their responsibilities, including participating in strategy discussions, external agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel confident to raise concerns about poor or unsafe practices concerning children. Such concerns are addressed sensitively, effectively, and in a timely manner, in accordance with agreed whistleblowing policies where appropriate.
- Robust induction procedures are in place

- Robust background checks are completed, and a risk assessment is in place to ensure that any individual starting work before a police background check is received is appropriately supervised.
- Arrangements are in place to ensure DSLs availability for any out-of-hours or out-of-term-time activities.
- Procedures are in place to refer any person dismissed or removed due to safeguarding concerns to The International Task Force on Child Protection (ITFCP), local authorities, and the individual host country immigration authorities such as embassies and legal authorities.
- The school takes the lead role in investigating any allegations concerning agents from outsourced agencies, such as cleaning companies, and the school informs the agency of the results.
- The school is satisfied that any alternative providers or visitors attending in a professional capacity have appropriate safeguarding procedures in place.

This ensures that safeguarding and child protection are embedded within the school's culture and that all staff are equipped to fulfil their responsibilities effectively.

The Designated Safeguarding Leads for Child Protection's Roles & Responsibilities

1. Broad Areas of Responsibility for the DSLs for Child Protection:
    - Recognise signs of abuse and neglect and understand when it is appropriate to make a referral to relevant agencies.
    - Refer cases of suspected abuse or allegations to the appropriate statutory agencies (such as social services or the police) in accordance with local laws and Panyaden's safeguarding policies.
    - Act as a source of support, advice, and expertise to all staff at Panyaden, providing guidance on safeguarding issues.
    - Seek advice from and share information with relevant local authorities before seeking consent or informing parents of a referral. Where practical, concerns should be discussed with the family and an agreement sought for a referral to child services, unless alerting parents might delay the process or put the child at risk. If notifying parents could interfere with a police or criminal investigation, the DSLs will consult with the appropriate agencies before proceeding.
    - Liaise with the Strategic Safeguarding Lead to keep them informed of any safeguarding issues, including ongoing inquiries or police investigations, and ensure continuous coverage for the DSLs role.
    - Understand the process for providing early help and intervention, including locally agreed common assessment procedures, and collaborate with the appropriate services when required.
    - Work collaboratively with local authorities in conducting child protection case investigations and reviews, and contribute effectively when required.
    - Work closely with other staff, including the IT technician, school manager, and counsellors, to promote safeguarding across the school.
    - Ensure every staff member has access to and understands Panyaden's child protection policy and procedures, with special attention to new or part-time staff who may work across different educational settings.
    - Oversee robust induction training for all staff, ensuring they can recognise and report any concerns regarding children's safety and welfare immediately.

- Ensure staff are trained on what to do if they are worried a child is being abused.
- Raise awareness among staff about contextual safeguarding and the influence of factors outside of school and the child's home environment, including the risks of abuse, exploitation, and youth violence.
- Provide feedback and reassurance to staff who raise child protection concerns, ensuring all staff feel supported in safeguarding matters.
- Keep detailed, accurate, and secure written records of referrals and concerns, in line with Panyaden's safeguarding procedures.
- Maintain an up-to-date awareness of safeguarding developments and share relevant information with staff, following the advice from local safeguarding authorities.
- Liaise with local authorities and training providers to ensure the school community is knowledgeable about current safeguarding trends.
- Ensure the child protection policy and procedures are updated annually, in collaboration with the school's Executive Leadership Team and that they are readily available to all staff and parents.
- Ensure parents have access to Panyaden's child protection policy and understand that referrals about suspected abuse or neglect may be made.
- When a child leaves the school, ensure their child protection file is transferred securely to the new school with appropriate documentation, separate from the main pupil file, and ensure the transfer is acknowledged.

2. The DSLs will actively work to promote the educational outcomes of vulnerable children. The DSLs will encourage all staff to maintain high aspirations for this group, providing support for teachers to identify any specific challenges or additional academic support needed.

Deputy Designated Safeguarding Leads (DDSLs): Roles & Responsibilities

Deputy DSLs play a vital role in supporting the Designated Safeguarding Lead and ensuring the school maintains strong safeguarding practices at all times. Their responsibilities include:

- Supporting the DSLs in all safeguarding matters, including referrals, case management, and liaising with external agencies.
- Acting as the safeguarding lead in the DSLs' absence, ensuring timely and effective responses to concerns.
- Receiving, recording, and escalating concerns in accordance with Panyaden's safeguarding procedures.
- Liaising with staff, students, and families to gather relevant information or provide guidance when a child protection concern arises.
- Participating in strategy meetings, case reviews, and referrals as delegated by the DSLs, and maintaining communication with local safeguarding partners.
- Providing safeguarding advice and support to staff, helping them feel confident in reporting concerns and understanding follow-up procedures.
- Maintaining accurate, confidential safeguarding records alongside the DSLs, ensuring compliance with school procedures and legal requirements.
- Contributing to the delivery of staff training and induction, supporting a whole-school culture of safeguarding awareness and readiness.
- Promoting safeguarding awareness across the school, encouraging a vigilant, proactive, and compassionate approach to child safety.

- Staying up to date on safeguarding legislation and best practices, and sharing relevant updates with the DSLs and staff.
- Supporting the academic and emotional well-being of vulnerable students, helping to identify any barriers to learning and coordinating appropriate support.
- Participating in regular supervision and debriefs with the DSLs, ensuring alignment in safeguarding strategy and shared responsibility in decision-making.

The Roles and Responsibilities of the Executive Leadership Team

The Executive Leadership Team will ensure that:

- The school has a child protection policy and procedures in place that align with local authority guidance and locally agreed interagency procedures, and the policy is made publicly available on the website or upon request.
- The school operates safe recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against staff members and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.
- The Head of School and School Director will be the Strategic Safeguarding Leads taking lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.
- There is annual training for all staff to equip them to carry out their responsibilities for child protection effectively. Temporary staff and volunteers working with children are also made aware of the school's arrangements for child protection and their responsibilities.
- There are clear systems and processes in place for identifying possible mental health concerns, including routes for escalation and clear accountability systems.
- An appropriate whistleblowing policy and procedure is in place and is reflected in staff training and a code of conduct to encourage staff members or volunteers to report concerns regarding safeguarding practices in the school.
- All allegations or safeguarding complaints are appropriately investigated by a senior leader within the school, and if necessary, by an independent investigator sourced externally.
- The Strategic Safeguarding Lead remedies any deficiencies or weaknesses in child protection arrangements without delay when brought to their attention.
- The representative of School Licensee liaises with the School Director in the event of allegations of abuse being made against the Head of School or Principals.
- The budget is allocated annually for safeguarding training and support.
- The Executive Leadership Team will review the child protection policy and the effectiveness of safeguarding procedures at least annually.
- With staff welfare in mind, the Executive Leadership Team will consider the necessity and appropriateness of arranging 'Safeguarding Supervision' for the DSLs and/or Deputy DSLs within the school.
- The school's Spiritual Advisor will ensure a Buddhist perspective is considered in the development of procedures and in the handling of cases.

The Role and Responsibilities of the School Safeguarding Committee

1. **Role:** A collaborative body supporting wellbeing practices, overseeing initiatives, analysing data, and

guiding interventions led by staff for student wellbeing.

2. **Focus:** Support the implementation and effectiveness of safeguarding and well-being practices in the school community.
3. **Membership:**
    - **Chairperson:** Well-being leaders such as Counsellors or Vice Principals
    - **Members:** Key staff representatives, counsellors, and optional specialists (e.g., health professionals, external consultants).
4. **Key Responsibilities:**
    - Reviewing and supporting the implementation of safeguarding and well-being strategies and practices.
    - Collaborating to promote a positive school culture.
    - Analysing data trends related to student and staff wellbeing concerns.
    - Reviewing cases post-intervention to ensure proper documentation and identify lessons learned.
    - Supporting professional development for staff, focusing on wellbeing awareness and effective intervention strategies.
5. **Meetings:**
    - **Frequency:** Monthly or as needed for urgent reviews.
    - **Agenda:** Prepared by the Chair focusing on policy updates, case reviews, data analysis, and wellbeing initiatives.
    - **Confidentiality:** Discussions and case reviews are strictly confidential to protect individuals' privacy.
6. **Accountability:**
   The committee reports to the Strategic Safeguarding Leads, providing regular updates and recommendations to ensure the effective implementation of safeguarding and well-being practices and policy compliance.

The Role and Responsibilities of All Staff within Panyaden

- All staff members at Panyaden should be **aware of the signs of abuse and neglect** (Appendix 1 attached) so they can 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' when it comes to safeguarding. If they are concerned about the welfare of a child, they must always act in the interests of the child.
- Children with special educational needs and disabilities (SEND) or those with certain health conditions may face additional safeguarding challenges. Staff members should be aware of the extra barriers in identifying possible abuse and neglect in these children and should recognise the need to:
    - Explore the reasons for changes in behaviour, mood, and injury, rather than assuming it is related to the child's disability;
    - Understand that children with SEND are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
    - Recognise that children with SEND may be disproportionately impacted by bullying without outwardly showing signs;
    - Overcome barriers and difficulties in communication with these children.
- All staff members should be aware that mental health problems can be an indicator that a child has suffered abuse, neglect, or exploitation. Staff are well-placed to observe children's behaviours and must be alert to the signs of abuse, as well as their responsibility to report and record any concerns.

This means they must:

  - Recognise that disclosure may come directly from the child, or from a third party (e.g. a friend, neighbour, or family member), or may arise from staff suspicion based on a variety of signs and symptoms;
  - Take seriously all forms of peer-on-peer abuse (including physical and sexual violence and harassment, sexting, bullying, and initiation/hazing) and ensure they are reported appropriately;
  - Take all disclosures seriously and provide reassurance to the discloser through their responses and behaviour, without promising confidentiality. They must ensure the victim or person disclosing is not made to feel they are causing a problem by reporting abuse;
  - Read and carefully review any documentation or updates provided by the Designated Safeguarding Leads (DSLs) to ensure they stay informed about safeguarding procedures.
- It is recognised that a child may disclose sensitive information at any time of the day, including during break periods or before/after school sessions. Therefore, all staff should be vigilant about the signs and behaviours that may indicate abuse (refer to Appendix 1).
- Report promptly any signs, disclosures, concerns, or information related to child protection and safeguarding through CPOMS upon observing, receiving, or becoming aware of them. Volunteers and temporary staff members who do not have access to CPOMS must report safeguarding concerns immediately via email to safe@panyaden.ac.th.
- All staff and volunteers have a duty to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding procedures. If a staff member feels unable to raise an issue or believes that their concerns are not being addressed, alternative whistleblowing channels are available:
  - **Panyaden Safeguarding Contact:** Staff can reach out to the Strategic Safeguarding Lead (SSL) or another senior member of the school for further support and guidance.

7.3 When to be concerned

- All staff and volunteers must be aware that the main categories of abuse are:
  - Neglect
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
- All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 1 for details).

7.4 Dealing with Disclosure/Reporting Concerns

- **Immediate Reporting and Advice**
  - Staff must immediately report concerns to a Designated Safeguarding Lead (DSL) or Deputy DSL.
  - Provide a record of the concern in CPOMS and alert the DSL.
- **Referral Process**
  - Where a safeguarding case requires referral to external agencies, staff members are expected to cooperate fully with the process and provide relevant information as required.
  - Staff members may also be required to participate in follow-up assessments, meetings, or investigations related to the referral process.

    - -
- **Receiving a Disclosure**
    - **Listening to the Child**
        - Find time and a suitable place to listen to the child.
        - Listen without displaying shock or disbelief.
    - **Avoiding False Promises**
        - Do not make false promises or promise confidentiality.
    - **Allowing the Child to Talk Freely**
        - Do not cross-examine, interview, or probe.
        - Ask open questions like "Tell me what happened" or "How did that happen?"
    - **Clarification of Information**
        - If necessary, ask questions like “Have you been harmed?” and “How?”
    - **Not Criticising the Alleged Perpetrator**
        - Do not criticise the alleged perpetrator.
    - **Reassurance and Support**
        - Reassure the child that it is not their fault and that it was the right thing to tell.
        - Explain the next steps and who will be informed.

- **Recording the Disclosure**
    - Record the disclosure in CPOMS
    - Record the disclosure in a factual, accurate, and relevant manner.
    - Avoid subjective judgements; the school is not responsible for verifying the child's story.
- **Sharing the Disclosure**
    - Speak with the relevant DSL to alert them of the report entered in CPOMS and provide any further clarifying information.
- **Approach for Other Disclosers**
    - The same approach applies if the disclosure comes from another child or an adult.
- **Role of Educators in Child Protection**
    - Education staff are referrers, not investigators. They should avoid asking leading questions, as this could compromise future legal proceedings.
- **Referral Decision**
    - The DSLs will decide whether to refer the concern to the Social Development and Human Security or other local authorities.
    - If the incident involves an international citizen, the DSLs will collaborate with the SSL to determine if it is beneficial to contact their home country authorities

- **Referrals to local authorities** will be made in consultation with the Strategic Safeguarding Leads (Head of School and School Director), as soon as possible by telephone, and the appropriate forms will be completed and sent at the same time. Referrals to child protection authorities must be made to the local Thai child protection services. Contact details and procedures should be followed as outlined by the Ministry of Social Development and Human Security or the local child protection office.
    - **Local Thai Child Protection Services Contact**: Chiang Mai Provincial Social Development and Human Security Office
        - **Phone number:** 24 hours Hotline : 1300
        - **Address:** อาคารอำนวยการ ศาลากลางจังหวัดเชียงใหม่ ถนนโชตนา (ชั้น1)
        - **Website/Email:** CHIANGMAI@M-SOCIETY.GO.TH

7.5 Confidentiality

- **Safeguarding and Confidentiality**
    - PDPA guidance and human rights law are not barriers to justified information sharing. These laws provide a framework to ensure personal information is shared appropriately.
- **Confidentiality in Disclosures**
    - If a child discloses sensitive information and asks for it to be kept secret, staff/volunteers must:
        - Clarify that the information may need to be shared with other professionals to help ensure the child or others are safe.
        - Explain, in a way appropriate to the child's age and development, that complete confidentiality cannot be promised.
- **Sharing Information Within Appropriate Contexts**
    - Staff/volunteers who receive information about children and their families as part of their work must share that information only in appropriate contexts and with those who need to know to ensure child protection.

7.6 Communication with Parents

- Parents and Carers will be made aware of the school Safeguarding/Child Protection Policy through published information and in initial meetings with parents and carers of new children.
- Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them.
- The Executive Leadership Team makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

7.7 Record Keeping

- The school uses an electronic system – CPOMS. If this is not available for any reason, staff are to record concern/s using a paper-based system. If an electronic system is used in the school any paper notes etc must be scanned and held electronically. These documents provide an accurate factual account of the concern and action taken by the school.
- All concern forms/body maps and chronology documents should be signed and dated. They should together provide an accurate factual account of the concern and action taken by the school. They should be uploaded to CPoms.

- The completed forms/records will be kept for the duration of the child's school career and when a child changes school, the forms/records will be forwarded to the DSLs at the new school. The school will retain a receipt for the records signed by the receiving school.
- The information contained will be regarded as confidential. Any request for access to the information by legal authorities will be handled by the School Director /Strategic Safeguarding Lead who is advised to seek legal advice before acting.
- All records of concern and multi-agency involvement should be kept separate from the child's academic records. They must be kept securely with access only for the DSLs, Deputy DSLs, and Head of School.

7.8 Dealing with Concerns raised or Allegations made against school staff, supply staff, volunteers and contractors

- There are two levels of concern/allegation:
    - An allegation that may meet the harm threshold
    - An allegation or concern that does not meet the harm threshold, a 'low-level concern'
- An allegation that meets the harm threshold is any information which indicates that a member of staff (including supply staff), volunteer or contractor may have:
    - Behaved in a way that has, or may have harmed a child; possibly committed a criminal offence against or in relation to a child;
    - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm to children;
    - Behaved or may have behaved in a way that indicates they may not be suitable to work with children;
    - Behaved in a way that is contrary to the Staff Code of Conduct
- **To reduce the risk of allegations,** all staff and volunteers must be aware of safe working practices and must be familiar with, through training, safe working practices for working with children in an educational setting. Specifically, staff must:
    - Use adult-only bathrooms
    - Follow the Code of Conduct
    - Refrain from intimate relationships with people in the age range of students within the school
    - Keep an open range of sight when alone in a room with a child; avoid being in rooms fully closed off to the external line of sight
    - Follow safe touch practices and avoid prolonged contact with children
    - Avoid electronic communication with children outside of official school email channels
    - Avoid sexual language or innuendos
    - Refrain from developing personal relationships and engagement outside of the school context with school children (Staff with children are expected to follow the guidelines laid out in the Panyaden Guidelines for Staff Parents and Their Colleagues and Code of Conduct in regard to interpersonal relationships with students)
    - Model appropriate adult/child relationships for children so they know what they should expect from other adults
- Any concern or allegation should be reported immediately to the DSLs or the Head of School, who should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality must not be promised and the person must be advised that the concern will be shared on a "need-to-know" basis

only.

- Actions to be taken include making an immediate accurate, written record of the concern or allegation using the informant's words – including time, date, and place where the alleged incident took place, brief details of what happened, what was said and who was present.
- The recipient of a concern or allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The School Director and Head of School will assess whether it is necessary to refer to the Local Authorities and to determine the next step.
- If the concern or allegation violates legal guidelines within Thai law, then the School Director shall contact the local authorities to place a formal complaint.

7.9 Allegations concerning other children – Peer on Peer abuse

- At Panyaden, we acknowledge that children are capable of harming their peers. Staff are committed to ensuring that any allegations of abuse are taken seriously and thoroughly investigated by reporting concerns to the Designated Safeguarding Leads (DSLs). Such behaviour will never be dismissed as "banter" or "part of growing up". Any form of inappropriate physical contact, including hitting, kicking, shaking, biting, hair-pulling, or involvement in harmful 'initiation' practices, as well as any misuse of technology like sexting or up-skirting, will be addressed with the utmost seriousness and followed up with appropriate action. We are dedicated to creating a safe environment where every child is respected and protected.
- All staff should understand that even if there are no reports in their school, it does not mean it is not happening, it may be the case that it is just not being reported.
- At Panyaden, we understand that every member of our community plays a key role in fostering a safe and respectful environment. All staff are committed to challenging inappropriate behaviours, particularly between peers. We take a zero-tolerance stance on sexual violence and sexual harassment. We will not dismiss such behaviours as "just banter", "just having a laugh", "part of growing up", or "boys being boys", as this can foster a culture where such actions are seen as acceptable. This can create an unsafe environment for our children and, in the worst-case scenario, normalise abusive behaviour. We aim to nurture an environment where our students feel safe, valued, and supported to speak up and report any inappropriate behaviour they experience or witness.
- Victims (and perpetrators) of peer-on-peer abuse or bullying will be supported as for any other form of abuse and in their best interests.
- Peer-on-peer abuse can manifest itself in many ways. The curriculum, and in particular the SEEDs curriculum, provides regular opportunities for the school to help children safeguard themselves from new technology and through learning about personal safety. (See also bullying prevention policy and handbooks)
- The school provides regular online safety information for children and they are given key information from online safety and digital citizenship sites.

7.10 Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Executive Leadership Team. This policy will be reviewed in line with the timescale and details set out on the front cover.

8. List of Related Policies and Procedures

- Bullying Prevention Policy
- E-safety policy
- Code of Conduct for Staff
- Code of Conduct for Students
- Guidelines for Staff Parents and Their Colleagues
- Whistleblower Policy
- Acceptable Use Agreements
- Induction policy
- Staff Code of Conduct
- Parent and Student Handbooks
- Health and Safety Policy
- PDPA policy
- Media and Marketing Policy
- Intimate Care
- Safe Touch Policy
- Self-Harm and Suicide Prevention Policy

9. Relevant External Support Agencies and Resources

9.1 Thailand Agencies

- The Hug Project Thailand:

9.10 International Agencies

- Childhood Sexual Development: National Center on Sexual Behaviour of Youth

10. Bibliography of Resources Used to Develop This Policy

During the development of this policy, example models were examined from international schools including NIST, The International School of Bangkok, United World Colleges of Southeast Asia, and Mulgrave International School. Additionally, agencies such as Safeguarding 911, the Council of International Schools, and the Global Safeguarding Collaborative provided resources to inform the development of the policy. Finally, feedback and consultation from the international consultant Chris Gould guided our work.

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APPENDIX 1: Types and Indicators of Abuse

(Extracted from 'Keeping Children Safe In Education' KCSIE 2024 Part 1 and Annex B)

This guidance is provided as a useful reminder of the types and indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in-depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions of child abuse
'Child Abuse and neglect' is a generic term encompassing all ill-treatment of children including serious physical and sexual assault as well as cases where the standard of care does not adequately support the child's health (physical or mental) or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or 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 indices, illness in a child. In alignment with, the UN General Comment No. 8 (2006) and in alignment with the Buddhist principle of non-harming, we view corporal punishment in all settings (home, school, or institutions) as a violation of children's rights and consider this to be a child protection concern.

Possible Indicators of Physical Abuse
Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

2. **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. 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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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 from participating in normal social interaction.
- seeing or hearing the ill-treatment of another (including witnessing domestic violence) serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Possible Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging

3. **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Developmentally inappropriate exposure to sexually explicit material and actions is also considered a child-protection concern.

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. They 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 sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as

can other children. the sexual abuse of children by other children is known (in education) as peer-on-peer abuse.

Possible Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate for the age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD * Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks
- Developmentally inappropriate awareness of, exposure to, and curiosity about, sexual activity

4. Neglect

Neglect is 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 maternal 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.

Possible indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
    - Constant tiredness
    - Poor state of clothing
    - Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive Tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away

- Compulsive stealing or scavenging

APPENDIX 2: Safer Recruitment Practices

Safer recruitment practices are designed to help deter, reject or identify people who might abuse students or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The Hiring Process Checklist

- ☐ The School's commitment to child safeguarding is clearly and visibly articulated on the school's website
- ☐ A child safeguarding commitment statement is included in all job descriptions and advertisements
    - For example: "All employees are responsible for the safeguarding of children and must perform duties in accordance with our school's Code of Conduct.
- ☐ School policy clearly states proof of identity and teaching credentials are required from all applicants
- ☐ At least one interview panellist has received suitable Safeguarding training
- ☐ If not submitted through an established agency, the School uses a standardised application that includes child-protection specific questions.
    - Application should ask if the applicant has read the school's Safeguarding Policy.
    - Application should provide the opportunity for applicants to self-disclose any previous Safeguarding concerns or criminal records. For example,
        - Do you have any criminal records? ❑ No ❑ Yes, please specify the details:
        - Have you ever had a safeguarding concern raised about you? ❑ No ❑ Yes
        - I have read the [name of school] Safeguarding Policy [insert link to Safeguarding Policy] ❑ No ❑ Yes
- ☐ Current/former employees know that for any reference request, the School will disclose findings of any known misconduct and/or reason for dismissal.
- ☐ Human Resources (HR) has a comprehensive and transparent record-keeping system in place to maintain safeguarding-related documentation for all employees
- ☐ The School annually reviews their Safer Recruitment Checklist prior to the start of hiring.

During the Hiring Process

- ☐ The School's Hiring Team consists of two or more people who review applicant files. Names of these individuals are recorded by HR.
- ☐ Commitment to Child Safeguarding and safer recruitment protocols is communicated to potential applicants as early in the job hiring process as possible (job fair presentation, face to face meeting, video/phone call, email)
- ☐ Interviews:
    - Ask specific (case/scenario response) and broad (mindset) child safeguarding-related questions
        - Safeguarding questions should ideally occur during first round of candidate interviews
    - Ask specifically about any inconsistencies in an applicant's work history, including but not limited to: numerous short term positions, moving from paid to unpaid roles, gaps in employment, frequent career changes

- All panelists take detailed notes, which are stored/organised in a centralised record-keeping system (not in specific employee folders)

- ☐ Reference Checks:
  - The School requires a minimum of three references for each candidate during the hiring process (Preferably not from the applicant's CV).
  - At least two references must be a direct supervisor at assistant principal level or higher
  - At least one reference must be from the current or most recent employer.
  - The School should contact at least two of the references via video call, phone, or email.
    - Contacts must be through the referees' current employer's contact information
    - Contacts should all be made by the same person, via school-based platform, with detailed notes recorded.
  - The same questions should be asked of all references and must include student safeguarding questions. For example
    - Do you have any concerns about this person's suitability to work unattended with children or young people?
    - Did you ever find it necessary to reprimand or discipline this person? If so, what were the circumstances? Or, has the person ever been on any type of improvement plan?
  - Referees should be able to cover a suitable period of work (previous 5 years, for example)
  - Referees should be able to comment on the applicant's suitability to work with children.
- ☐ Prior to offering a conditional contract, the School completes at least one "live" safeguarding-specific reference check.
  - This reference check:
    - Should be completed by HR Manager, Head of School or Principal
    - Must be a video or phone call with a direct supervisor
    - Must include Child safeguarding-related specific questions. For example:
      - Do you have any concerns about this candidate's behaviour around children or young people?
      - Have there been any allegations or concerns which the candidate has been the subject of, involving issues related to the safety and welfare of children, child protection, young people or colleagues, including any disciplinary action?
- ☐ Where allowable, the School conducts an internet search of applicants and all variations of names listed on application and/or a search of any host country sex offender/teaching prohibition lists.
- ☐ **Review of Sex Offender Registry and Social Media Presence**
  - The school will review sex offender registers for each of the countries where the candidate has previously lived and retains the right to review a candidate's social media presence.

On Boarding

- ☐ The School offers conditional letters of employment that include:
  - A declaration of full disclosure and acknowledgment that any agreement of employment or subsequent employment may be terminated immediately for misrepresentation.
  - Language that a binding contract will only be offered after successful completion of criminal record/background checks.
    - Criminal record checks should include all countries where candidates have lived for 6 months or more within the previous 10 years (includes home country, if appropriate).
      - If providing a background check is not possible, the School can conduct an

additional reference check.

- ☐ The School certifies current teaching certification & Educational diploma/transcript.
- ☐ HR Manager should request a copy of applicant's birth certificates to check if the applicant has had their name changed by deed poll (identity, birth certificate, change of name, passport verification, etc.)
- ☐ HR stores all safeguarding-related documents in an organised and searchable single central record-keeping system, including records of the reference communications.
- ☐ Contracts are issued with wording to include something along the lines of 'any violation of the schools' safeguarding policies, falsification of documents or the inability to obtain a visa is grounds for cancellation of said contract'.
- ☐ All new employees receive safeguarding training prior to working with students.

SAFEGUARDING APPENDIX 2.B
EMPLOYEE/VOLUNTEER DECLARATION FORM

Below are some declarations and certifications. If the answer is YES to any of the questions, please provide details in the APPLICANT STATEMENT BOX below. The form will be kept on file at the school and is strictly confidential, accessible only to the Executive Leadership Team and the Human Resources Office. You can return the completed form to either the Primary Reception or the Admissions Office.

Declarations	YES	NO
Have you ever been convicted of an offence that would prevent you from working with children and/or young people?		
Are you currently subject to any criminal proceedings that, if proven, would prevent you from working with children and/or young people?		
To the best of your knowledge, have you ever been the subject of an allegation involving your conduct with a child and/or young person?		
Have you ever been the subject of a workplace investigation regarding the safety of children and/or young people?		
Have you ever been the subject of a notification to a statutory authority regarding children and/or young people?		
Have you ever been the subject of a court order or other protection order that was made to protect a child and/or young person?		
We reserve the right to review the social media presence of volunteers and recruitment staff. Is there anything in your background that could cause potential embarrassment or challenges for the association if discovered?		
Is there anything else in your background that, if learned at a later date, could raise concerns regarding your suitability to work with children?		

Applicant Statement Box

โรงเรียนนานาชาติปัญญาเด่น
218, 218/1 Moo 2, T. Namprae, A. Hang Dong,
Chiang Mai 50230 Thailand.
T: +66 5 3 441 460 E: info@panyaden.ac.th
panyaden.ac.th

Acknowledgements By the Applicant/Volunteer

In submitting this application, I certify that the information provided in this Declaration Form is complete and accurate to the best of my knowledge.

I consent to any reference or background checks the school deems necessary as part of its screening protocols.

I understand that any deliberate inaccuracies or omissions may lead to the rejection of my application and/or the termination of my volunteering.

I affirm that there is no reason for me to be considered unsuitable for child-related volunteering or employment.

I agree that the information provided here, along with the outcomes of other child safety checks (including references, Working with Children Check, and National Police Check), will be considered in the evaluation of my application. I understand that the school may not share the information received from these checks with me.

I acknowledge that if any undisclosed information is brought to the attention of the organisation, or if the results of the checks are deemed unsuitable, my application may be declined, reviewed, and/or my volunteering may be terminated.

I agree to undertake any child safeguarding training required by the school as a condition of my employment or volunteer status.

_____ _____

First and Last Name Signature

_____ _____

Witness: First and Last Name Signature

_____

Date

โรงเรียนนานาชาติปัญญาเด่น
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panyaden.ac.th

APPENDIX 3: Visitor Protocol at Panyaden

At Panyaden, we deeply value the opportunity for parents, visitors, and external guests to engage with our community. Visitors enrich the life of the school by sharing expertise, supporting events, and strengthening connections. At the same time, maintaining a safe and secure environment for our students remains our highest priority. In line with our commitment to safeguarding, the following protocols must be followed by all staff and visitors, including Panyaden alumni which encompasses staff, students, and parents

General Visitor Protocols

- **Pre-arrival Notification**: Staff must inform the Primary Leadership Team (PLT) or Secondary School Leadership Team (SSLT) in advance of any visitors coming onto campus.
- **Calendar Invitation**: A calendar invitation must be sent to **visitors@panyaden.ac.th** with details of the visit.
- **Arrival and Supervision**:
  - All external visitors must report to the **Primary School Office or Admissions Office** on arrival
  - Visitors must be met by their host and remain with their host at all times while on campus.
  - Visitors **must wear the purple visitor's lanyard** for the duration of their visit to the school.
- **Sign-in and Identification**:
  - Visitors who are not issued a staff, student, or parent lanyard must complete the designated **Visitor Form** before entering the campus.
  - The form and the accompanying **Visitor Letter** (available below and in Google Docs Templates) must be provided to visitors prior to their arrival.
- **Parent Meetings**:
  - Parents attending meetings during school hours must sign in at the Primary School Office for Primary or Admissions Office for Secondary School.
  - The staff member who arranged the meeting must meet and accompany them to and from the meeting location.

Large Group Events

- For events involving large groups, a **group registration** must be completed in advance to maintain an accurate record of all attendees.
- All attendees who are not current members of the Panyaden community must complete the Visitor Form if the event takes place during school hours.
- Event hosts are responsible for ensuring that all external attendees understand and follow the campus safeguarding expectations.

Sports Events

- For sports events, **registration must be completed in advance** for all visiting teams and spectators. Upon arrival, **sports visitors** will be given a **special visitor sticker** to clearly identify them while on campus.
- A **member of the Athletics and Activities Department (AAD)** will be stationed at the entrance to **monitor entry and exit** throughout the event.

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MASTER LETTER FOR VISITORS- PLEASE COPY ON PYD LETTERHEAD AND USE A COPY FROM GOOGLE TEMPLATES

Re: Important Information for Visitors to Panyaden
Visitors Form

Dear Visitor,

Welcome to Panyaden International School. We are pleased to have you join us on campus and appreciate your cooperation in upholding our commitment to safeguarding and child protection.

To ensure the safety and well-being of all students, we require that all visitors complete this form prior to their visit. Additionally, we ask for your support in reinforcing our efforts to teach children about safe interactions with adults.

In line with our safeguarding policy, we kindly request that visitors:

- Sign in at the office before entering the campus.
- Bring a government-issued ID to receive a visitor's lanyard, which must be worn and visible at all times.
- Do not initiate/respond to physical contact from a child. Ensure you are never alone with a child.
- Please refrain from taking photos or videos of our children without permission.
- Do not take contact details from any child.
- Access to learning spaces must be supervised by Panyaden staff.
- Stay close to the school officer/group.
- Only use the designated adult toilets.

Primary Entrance:

- Please access the school via the bamboo tunnel road. Upon arrival, visitors should contact the Primary School office.

Secondary Entrance:

- Please access the school via the concrete road. Upon arrival, visitors should contact the Admissions office.

While on campus, if you see something concerning, please notify the relevant principal as soon as possible. You may also report a concern by emailing: safe@panyaden.ac.th, and your message will go directly to the Designated Safeguarding Leads.

These measures are in place to maintain a safe and secure environment for our students, and we appreciate your understanding and cooperation. Thank you for your support in prioritising the safety of our school community.

Best regards,

The Panyaden Executive Leadership Team

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เรื่อง: ข้อมูลสำคัญแจ้งผู้มาติดต่อโรงเรียนนานาชาติปัญญาเด่น

แบบฟอร์มลงทะเบียนผู้มาติดต่อ

เรียน ท่านผู้มาติดต่อ

เรารู้สึกยินดีเป็นอย่างยิ่งที่จะได้ต้อนรับท่านสู่โรงเรียนนานาชาติปัญญาเด่น และขอขอบคุณที่ท่านให้ความร่วมมือปฏิบัติตามนโยบายปกป้องและคุ้มครองเด็กของโรงเรียนอย่างเคร่งครัด

เพื่อให้การดูแลความปลอดภัยของนักเรียนเป็นไปอย่างมีประสิทธิภาพ ท่านโปรดแบบฟอร์มนี้ให้เรียบร้อยก่อนเข้าพื้นที่ของโรงเรียน และขอความร่วมมือท่านปฏิบัติตามนโยบายปกป้องและคุ้มครองเด็กของโรงเรียนดังนี้

- กรุณาติดต่อสำนักงานก่อนเข้าพื้นที่โรงเรียน
- โปรดแสดงบัตรประจำตัวที่ออกโดยหน่วยงานราชการเพื่อรับบัตรผู้ติดต่อและกรุณาสวมบัตรให้เห็นได้ชัดเจนตลอดเวลาที่อยู่ในโรงเรียน
- ห้ามริเริ่มหรือตอบรับการสัมผัสทางกายกับนักเรียน และต้องไม่อยู่กับนักเรียนตามลำพัง
- ห้ามถ่ายภาพหรือบันทึกวิดีโอนักเรียนโดยไม่ได้รับอนุญาต
- ห้ามขอหรือบันทึกข้อมูลติดต่อของนักเรียน
- ห้ามเข้าไปในห้องเรียนหรือบริเวณที่มีการเรียนการสอนโดยไม่มีบุคลากรโรงเรียนดูแล
- ไม่แยกตัวออกจากหมู่คณะหรือบุคลากรโรงเรียนขณะอยู่ในพื้นที่โรงเรียน
- กรุณาใช้ห้องน้ำสำหรับผู้ใหญ่ที่กำหนดไว้เท่านั้น

ประตูทางเข้าแผนกประถมศึกษา:

- ท่านสามารถเข้าสู่โรงเรียนโดยใช้เส้นทางที่เป็นถนนอุโมงค์ไม้ไผ่ เมื่อมาถึงแล้ว กรุณาติดต่อสำนักงานแผนกประถมศึกษา

ประตูทางเข้าแผนกมัธยมศึกษา:

- ท่านสามารถเข้าสู่โรงเรียนโดยใช้เส้นทางที่เป็นถนนคอนกรีต เมื่อมาถึงแล้ว กรุณาติดต่อสำนักงานแผนกรับนักเรียน

หากท่านพบเห็นสิ่งที่น่ากังวลใจระหว่างอยู่ในพื้นที่ของโรงเรียน กรุณาแจ้งให้ครูใหญ่ประจำแผนกทราบโดยทันที หรือรายงานเหตุการณ์ดังกล่าวผ่านทางอีเมล safe@panyaden.ac.th ซึ่งอีเมลจะถูกส่งให้แก่บุคลากรผู้มีหน้าที่รับผิดชอบด้านการปกป้องคุ้มครองเด็กของโรงเรียนโดยตรง

มาตรการเหล่านี้จัดทำขึ้นเพื่อรักษาสภาพแวดล้อมที่ปลอดภัยสำหรับนักเรียนทุกคน โรงเรียนขอขอบคุณที่ท่านให้ความสำคัญกับความปลอดภัยของชุมชนปัญญาเด่น และให้ความร่วมมือในการปฏิบัติตามนโยบายอย่างเคร่งครัด

ขอแสดงความนับถือ

คณะผู้บริหารอาวุโส

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