



## Safeguarding and Child Protection Policy

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<b>Key Information</b>	<b>4</b>
<b>1. School Vision and Mission</b>	<b>4</b>
<b>2. Safeguarding and Child Protection Beliefs and Practices</b>	<b>4</b>
<b>3. Statement of Intent and Objectives</b>	<b>5</b>
<b>3.1 Intent</b>	<b>6</b>
<b>3.2 Objectives</b>	<b>6</b>
<b>4. Applicability: Scope and Target Audience</b>	<b>7</b>
<b>5. Definitions</b>	<b>8</b>
<b>6. Compliance</b>	<b>10</b>
<b>7. Implementation Guidelines: Procedure and Protocols for Implementation</b>	<b>11</b>
<b>7.1 Safeguarding and Child Protection Training</b>	<b>11</b>
<b>7.1.1. Board Member Training</b>	<b>12</b>
<b>7.1.2. Safeguarding Committee Training</b>	<b>12</b>
<b>7.1.3 All Staff Training</b>	<b>12</b>
<b>7.1.4 Staff Safeguarding Training Record</b>	<b>13</b>
<b>7.2 Safeguarding Roles and Responsibilities</b>	<b>14</b>
<b>7.2.1 The Role of the Board</b>	<b>14</b>
<b>7.2.2 The Role of Leadership</b>	<b>14</b>
<b>7.2.3 The Role of the Strategic and Designated Safeguarding Leads</b>	<b>16</b>
<b>7.2.4 The Role of the Safeguarding Committee</b>	<b>17</b>
<b>7.2.5 The Role of Staff</b>	<b>18</b>
<b>7.2.6 The Role of Families and Legal Guardians</b>	<b>20</b>
<b>7.2.7 The Role of Children</b>	<b>20</b>
<b>7.2.8 The Role of External Adults</b>	<b>21</b>
<b>7.3 Safeguarding and Child Protection Procedures</b>	<b>21</b>
<b>7.3.1 The Safeguarding Committee</b>	<b>21</b>
<b>7.3.2 Safeguarding Response Team</b>	<b>22</b>
<b>7.3.3 Safer Recruitment</b>	<b>22</b>
<b>7.3.4 Visitors to Campus</b>	<b>22</b>
<b>7.3.5 Communication of Safeguarding Issues</b>	<b>23</b>
<b>7.3.6 Guidelines for Disclosure, Reporting Concerns, and Response</b>	<b>23</b>
<b>7.3.6.1. Disclosure</b>	<b>23</b>
<b>7.3.6.2. Procedures for Reporting Concerns</b>	<b>25</b>
<b>7.3.6.3 Response Procedures</b>	<b>25</b>
<b>7.4 Learning Outside the Classroom</b>	<b>29</b>
<b>7.5 Confidentiality</b>	<b>29</b>
<b>7.6 Record Keeping</b>	<b>29</b>

<b>7.7 Monitoring and Evaluation</b>	<b>30</b>
<b>8. List of related Policies and Procedures</b>	<b>30</b>
<b>9. Bibliography of Resources Used in the Creation of this Policy</b>	<b>31</b>
<b>Appendices</b>	<b>34</b>
<b>Appendix 1: Types and Indicators of Abuse</b>	<b>34</b>
<b>Appendix 2. Employee and Volunteer Declaration Form</b>	<b>41</b>
<b>Appendix 3. Visitor Code of Conduct</b>	<b>43</b>

## Key Information

Do you have a concern regarding safeguarding? In the first instance, staff should log on to CPOMs. Students, families, or visitors should email [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com). Please note that the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) receive all reports logged on CPOMs and via the [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com) email.

If your concern is related to a staff member, please speak directly to the Founding Principal (DSL). If your concern relates to the Founding Principal, please speak directly to the Development Director. If your concern relates to the Development Director or Founder, please speak directly to the Chair of the Board for Safeguarding.

All concerns are investigated. However, due to the sensitive nature and to maintain confidentiality, the individual raising the concern may not be informed of the outcome.

## 1. School Vision and Mission

At Jataka, Safeguarding and child protection are at the heart of our work, in keeping with our vision and mission. We are committed to creating a safe environment for our community.

### Vision

We envision a model of progressive education that is rooted in Buddhist wisdom and relevant for all.

Through creative explorations into the matrix of universal truths, children will grow into mature beings who possess the skills to navigate a fast-changing future with dignity and compassion, and who are able to be in the world but not get swayed by it.

### Mission

Our mission is to nurture children's natural curiosity so that they may mature into future leaders who value deep inquiry and are equipped with those qualities of mind, heart, and body to engage confidently and compassionately with the world, to remain ever-present and aware, and to hold a sense of ownership over their learning and their lives.

## 2. Safeguarding and Child Protection Beliefs and Practices

At Jataka, we are committed to providing a safe space for our community. We believe that by centring community and fostering a sense of belonging among our stakeholders, we support our students to develop, grow, and flourish. We recognise that abuse and neglect affect a child's well-being and ability to learn. In line with the

Buddhist principles, our community values compassion, equality, wisdom, awareness, and non-violence.

All community members have a duty of care for our students and thus are required to uphold our Safeguarding and Child Protection Policy. Through this shared lens, the safety and well-being of our students remain our shared responsibility.

In alignment with these beliefs, our approach to safeguarding and child protection is grounded in the following principles:

- A culture of safeguarding is **everyone's responsibility**.
- That all adults in our community have a **duty of care** towards our students.
- **Partnership** supports our work in safeguarding; we aim to work **openly** with families.
- All concerns, including suspicions, should be **reported**.
- Those who report concerns should be **protected from reprisals or repercussions**.
- **Shared terminology** supports community cohesion.
- A **holistic approach** to safeguarding should permeate all aspects of school life.
- Safeguarding and child protection comprise a combination of **proactive, reactive, and mitigative** approaches.
- Safeguarding concerns should be dealt with **promptly**.
- **Educators are in a unique position** to identify children who need help and protection.
- **Facilities** are an integral part of how we keep children safe.
- All children have the right to feel **safe** and be **protected** from harm, regardless of their gender, culture, ethnicity, age, religion, sexual orientation, or ability.
- Safeguarding measures must consider **culture, language, gender**, and any other relevant needs.
- Children have a **right to be heard**, in line with Article 12 of the UNCRC.

### 3. Statement of Intent and Objectives

The *Safeguarding and Child Protection Policy* is reviewed and updated annually, beginning after the first year of operation.

#### 3.1 Intent

*Jataka's Commitment to Safeguarding, Child Protection, and the Welfare of our Students* outlines our position on the provision of a safe school environment:

At Jataka, Safeguarding, Child Protection, and the welfare of our students are our utmost priorities. Our commitment to Diversity, Equity, Inclusion, and Belonging helps our community feel safe and supported.

**Safeguarding** is the measures Jataka takes to protect from harm, including physical, emotional, and sexual harm and neglect.

**Child Protection** is the measures undertaken to prevent and respond to harm against children.

The purpose of the *Safeguarding and Child Protection Policy* is to outline the school's approach, professional expectations, policy, and procedures regarding safeguarding and child protection at Jataka. It was developed in alignment with international best practices, including the *United Nations Convention on the Rights of the Child (UNCRC)*, the *Child Protection Act B.E. 2546 (2003)* of Thailand, the *Manual of Protocols and Procedure: Protecting and Responding to Children at Risk of Abuse, Neglect, Exploitation, and Violence*, ICMEC, and the Global Safeguarding Collaborative (GSC). *Little Buddha: Exploring Child Protection in Buddhist Communities across Southeast Asia - A Scoping Study (2024)* was also consulted as it uniquely “aims to provide a baseline for protection from and prevention of violence against children in Buddhist educational institutions across five Southeast Asian countries”.

Both the *UNCRC* and *Little Buddha* highlight care, compassion, non-violence, and community spirit as shared key principles of safeguarding and Buddhist organisations supporting the creation of safe sanctuaries for children—all values we embrace at Jataka.

A list of associated documents that work in tandem with this policy, including *Codes of Conduct*, is provided to ensure all stakeholders are aware of their roles and responsibilities and to clarify acceptable conduct.

### **3.2 Objectives**

Schools hold a unique role in society. As protectors of children, we are obligated to provide them with a safe environment to grow and develop. Children only learn when they feel safe. As educators develop positive relationships and interact with children over an extended period, they may be uniquely placed to identify students who need help and protection. Thus, educators are obligated to safeguard children from harm.

Our objectives are to:

1. Adopt a **child-rights** and **systems-based** approach to safeguarding and child protection.

2. Provide a **safe, inclusive environment** that protects children's physical, social and emotional well-being.
3. Provide annual **training** to ensure our staff are up-to-date on safeguarding best practices.
4. Provide a safeguarding **curriculum** that supports students in understanding their right to protection, feeling safe and secure, identifying abuse, and asking for help.
5. Provide **community sessions** on safeguarding and well-being, integrating Buddhist principles.
6. Provide clear, consistent **procedures** for reporting, investigating, and resolving safeguarding concerns.
7. Regularly **review** and **strengthen** safeguarding procedures to ensure they represent best practices, meet the needs of our stakeholders, and align with international standards.
8. Ensure all stakeholders, contractors, and visitors are **aware** of our safeguarding practices and know **how to report a concern**, creating a **collective responsibility** for safeguarding.
9. **Identify, prevent, and respond** to all forms of harm, including abuse, neglect, exploitation, and unsafe practices.
10. **Partner** with local agencies, law enforcement, embassies, and other organisations to create a network of support for our community.
11. Provide **support** for children affected by safeguarding issues, in-house or through recommending outside providers.

The policy underscores our commitment to safeguarding and child protection as a community. It should be read in conjunction with the related policies listed in *Section 8*.

#### **4. Applicability: Scope and Target Audience**

The *Safeguarding and Child Protection Policy* applies to the board, staff, students, families, visitors, contractors, and external partners.

The policy governs all interactions within the school environment, whether on school premises, during school-organised events, or in any virtual or online spaces related to school activities.

## 5. Definitions

At Jataka, as a rich and diverse community, we come together with varied cultural beliefs, values, and practices. The purpose of this glossary is to provide definitions of key terms used in the *Safeguarding and Child Protection Policy*, so that all members of the Jataka community—staff, students, families, and external partners—share a common understanding of key concepts related to safeguarding, child protection, and student welfare as defined by the school.

**Abuse** is defined by the WHO as including neglect or negligent treatment, physical abuse, sexual abuse, or emotional abuse that results in actual or potential harm to a child’s health, survival, development or dignity. Abuse is also sometimes defined as ‘maltreatment’.

At Jataka, we define abuse as:

- Causing non-accidental injury to a child that leads to impairment of physical or emotional health, loss or impairment of bodily function, bruising, disfigurement, or death.
- Creating a substantial risk of physical harm.
- Committing or allowing to be committed any sexual offence against a child.
- Committing acts of cruelty regardless of observable injury.
- Assaulting or criminally mistreating a child, as defined by the criminal code or school policy.
- Acting or omitting to act resulting in injury or risk to the mental or physical health or development of a child.
- Failing to take steps to prevent the above from occurring.

The **Codes of Conduct** outline acceptable and unacceptable behaviour in our community. All staff and volunteers must sign the *Code of Conduct*.

A **child** is an individual under the age of 18 or enrolled at The Jataka School as a student.

**Child Protection** is the measures undertaken to prevent and respond to harm against children.

**Child Sexual Exploitation** is 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** involves the exploitation of a child in work, including child labour, or other activities to benefit others, negatively impacting the child's health, education, or development.

The **Designated Safeguarding Lead (DSL)** oversees safeguarding and child protection in the school. They are a key point of contact for safeguarding concerns and ensure the school has effective safeguarding training, policies, and procedures in place.

**Emotional Abuse** involves the persistent emotional maltreatment of a child, leading to severe and persistent effects on their mental health. It is also known as 'psychological abuse'.

**Families** are the parents, stepparents, adoptive parents, guardians, or temporary guardians of Jataka students.

**Neglect** may refer to an isolated incident of or persistent failure to provide for a child's physical and/or psychological needs. Neglect may be physical, medical, educational, or emotional. It is likely to impair the child's health or development. Neglect can occur in poor or affluent homes.

A **perpetrator** is someone who harms a child or vulnerable person physically, sexually, emotionally, or through neglect.

**Physical Abuse** is the use of physical force against a child that may result in harm to their health, survival, development, or dignity.

**Risk** is the potential for harm to a child through an organisation's operations, programmes, or partners.

A **risk assessment** evaluates the potential risk of harm to children from the school's activities, staff, and partners.

**Safeguarding** is the measures Jataka takes to protect from harm, including physical, emotional, and sexual harm and neglect and to promote children's welfare.

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities that they do not comprehend, are unable to consent to, are not developmentally prepared for, or that violate the law. Children can be abused by adults or other children.

**Staff** are those employed by the school, full- or part-time, in a paid capacity.

**Trauma-informed** practices recognise the possibility of past trauma in a community member and its impact on them, avoiding practices that could inadvertently re-traumatise them and endeavouring to create an environment that fosters safety, healing, and respect in interactions.

A **victim** is an individual who has allegedly been abused. They may wish to be called a **survivor**, particularly in cases of non-recent abuse.

A **whistleblower** is someone who reports wrongdoing within an organisation.

## 6. Compliance

Jataka is committed to the highest standards of care, adhering to international standards and local regulations, including the *United Nations Convention on the Rights of the Child (UNCRC)*, of which Thailand is a signatory, the *Thai Child Protection Act B.E. 2546 (2003)*, international law, any regulating or accrediting bodies requirements, and international best practices. Our policies and practices are regularly reviewed to ensure alignment with these frameworks, safeguarding every child's safety, dignity, and well-being. The *Ministry of Education Regulations on Student Punishment* affirm that corporal punishment is unlawful in schools in Thailand.

Four key elements of the *Thai Child Protection Act B.E. 2546 (2003)* that guide this policy are:

**CRC Article 19:** The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of Victims.

**CRC Article 34:** The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in Pornography.

**CPA Article 25.5:** Parents or guardians are forbidden to treat a child in ways or manners which constitute unlawful caring.

**CPA Article 26.1:** A person is forbidden to commit or omit acts which result in torturing a child's body or mind.

In addition, the *UNCRC* attests that all students have the following rights concerning safeguarding, regardless of age, circumstances, gender, ability, culture, race, language, sexual identity or religion:

**Article 19:** You have the right to be protected from being hurt and mistreated, in body or mind.

**Article 34:** You have the right to be free from sexual abuse.

**Article 36:** You have the right to protection from any kind of exploitation.

**Article 37:** No one is allowed to punish you in a cruel or harmful way.

**Article 39:** You have the right to help if you've been hurt, neglected or badly treated.

## **7. Implementation Guidelines: Procedure and Protocols for Implementation**

### **7.1 Safeguarding and Child Protection Training**

Jataka is committed to annual safeguarding and child protection training for all staff. Attendance is mandatory and documented. If absent, staff receive safeguarding training on their return. Jataka collects, analyses, and uses data to inform future staff safeguarding training.

Where possible, training will be tailored to the local context and be available in the school's languages of English, Thai, and Mandarin. If language-specific training is not available, the school will endeavour to provide translation for local staff.

#### **7.1.1. Board Member Training**

At least one member of the school board holds the post of 'Chair of Safeguarding for the Board' and will receive safeguarding training. Where possible, this is training specific to board members/governors.

### 7.1.2. Safeguarding Committee Training

In addition to the training offered to all staff, the 'Designated Safeguarding Lead' (DSL) and 'Deputy Designated Safeguarding Lead(s)' (DDSL) receive advanced-level safeguarding training at least every 2 to 3 years. Where possible, the DSL and DDSL(s) should attend training on forensic interviewing skills.

### 7.1.3 Recruitment Committee Training

At least one member of the recruitment team will have participated in training which includes safer recruitment.

### 7.1.4 All Staff Training

All staff members receive appropriate training on safeguarding and child protection:

- **All new Jataka employees** are inducted into our school's beliefs, policies and procedures regarding safeguarding and child protection. This initial training is delivered in-house during the orientation period.
- **All Jataka employees** receive annual refresher training during staff orientation to update them with the relevant knowledge and skills to care for our students. This may be delivered in-house or via an external provider and is school-specific where possible. This refresher reminds staff of procedures and reflects changes, recent trends, areas of concern, and information on local conditions. It may include reviewing scenarios.
- **All staff** receive safeguarding and child protection updates via email, bulletins, or staff meetings.
- **External staff working at the school** (security, cleaners, coaches, extracurricular staff, etc.) attend annual safeguarding training in their home language, provided by the school. Attendance is mandatory and documented.

Safeguarding training refers to Jataka's Code of Conduct, which is available in English, Thai, and Mandarin.

Anually:	Every 2-3 years:
<p><b>New staff:</b> safeguarding orientation</p> <p><b>All staff:</b> updated safeguarding training</p> <p>Briefings and updates on safeguarding procedures</p>	<p><b>Safeguarding Team:</b> advanced safeguarding training course</p>

## 7.1.5 Staff Safeguarding Training Record

A record of staff training follows, with the most recent training listed at the top; the DSL maintains this record.

Record of Safeguarding Training			
Training	Provider	Who Was Involved	Date
GSC Safeguarding Lead Training	Global Safeguarding Collaborative (GSC)	Rachael Stevens (Founding Principal)	April -May 2026
GSC Conference on Safeguarding and Child Protection	GSC	Rachael Stevens (Founding Principal)	28-29 March 2025
ICPA Advanced Child Protection Training Course	ICPA, Tim Gerrish	Rachael Stevens (Founding Principal)	22-24 April 2024

## 7.2 Safeguarding Roles and Responsibilities

### Safeguarding at The Jataka School

#### Strategic Safeguarding Lead (SSL)

Oversees safeguarding and child protection at the school.

#### Designated Safeguarding Lead (DSL)

Leads safeguarding efforts and coordinates responses to concerns.

#### Deputy Designated Safeguarding Lead(s) (DDSL)

Supports the DSL.

#### Leadership and Board

Provide guidance and support for safeguarding measures and incidents.

#### Safeguarding Committee

Creates, implements, and regularly reviews safeguarding policies, procedures, and guidelines.

#### All Staff

Implement safeguarding practices, including reporting all concerns.

### **7.2.1 The Role of the Board**

The role of the board is to ensure that the school has an effective policy and to support the school in fulfilling this policy. They will:

- Appoint a 'Chair of the Board for Safeguarding'
- The Chair of the Board for Safeguarding will liaise with the Thai Director in the event of allegations of abuse being made against the Founders/Development Director
- Allocated budget annually for a safeguarding management system, training, and support

### **7.2.2 The Role of Leadership**

Leadership at Jataka has a first responsibility of care for the children and staff at the school. They will:

- Ensure the school has safeguarding and child protection policies and procedures in place and that they are made available.
- Evaluate and adopt the Safeguarding and Child Protection Policy annually.
- Ensure a Buddhist perspective is considered in the development of policies, procedures, and in the handling of cases.
- Ensure stakeholders have the opportunity to offer input, and, where requested, recommendations, as part of the annual review of this policy.
- Ensure stakeholders receive the policy, relevant code of conduct, and relevant handbook annually, sign receipt and acceptance, and offer a chance to ask questions.
- Appoint the Safeguarding Committee, using the roles and responsibilities (Section 7.5) during performance reviews.
- As the school expands, ensure the addition of a Strategic Safeguarding Lead (SSL) position. In the short term, the DSL will hold the role of SSL.
- Ensure the school has a central record of concerns (CPOMs).
- Ensure all safeguarding concerns are promptly and appropriately investigated, if necessary, by an independent investigator sourced externally.
- Manage any communication following a safeguarding incident as part of the Crisis Management Protocol.
- Provide annual training to staff, including external providers, and advanced-level training to members of the Safeguarding Committee.
- Collect, analyse, and use data to inform future staff safeguarding training.
- Provide a safe working and learning environment.
- Ensure risk assessments are conducted:
  - Campus health and safety monitoring from the perspective of safeguarding, including facility 'walkthroughs';

- Activities, including off-campus: field trips, changing rooms, private lessons, sports trips, etc.
- Check pre-existing safeguarding concerns from applicant student's previous schools.
- Forward safeguarding concerns to student's future schools.
- Ensure the school's annual welcome letter includes the *Commitment to Safeguarding, Child Protection, and the Welfare of our Students* and information on how to report a concern.
- Oversee the process of an annual safeguarding audit, either internally or with the support of an external agency.
- Ensure the school operates 'Safer Recruitment' practices and carries out all appropriate checks.
- Monitor staff, external vendors, and volunteers.
- Oversee the confidential record-keeping of personnel at the school.
- Ensure delivery of a developmentally-appropriate child protection curriculum as part of the wider personal, social, health, and relationships education programme that defines abuse, neglect and harassment, provides prevention and reporting strategies, and instils in students an understanding of their rights.

### **7.2.3 The Role of the Strategic and Designated Safeguarding Leads**

In the school's initial years of opening, due to the small size of staff and students, the Principal will hold the role of Strategic Safeguarding Lead (SSL) and Designated Safeguarding Lead (DSL). This dual role ensures systems and procedures are in place so that all staff understand their role in safeguarding and promoting the welfare of children and are equipped to undertake their responsibilities. The role includes:

- Ensure policies and procedures adopted by the school are fully implemented and followed by all staff.
- Ensure the *Safeguarding and Child Protection Policy* and related procedures are reviewed and updated annually.
- Ensure stakeholders have access to the *Safeguarding and Child Protection Policy* and understand the expectation to refer concerns.
- Ensure robust staff orientation procedures and training are in place.
- Track all safeguarding training.
- Ensure recruitment follows a 'Safer Recruitment' model.
- Ensure 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.
- Ensure 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.

- Ensure the school is satisfied that any alternative providers or visitors attending in a professional capacity have appropriate safeguarding procedures in place.
- Recognise signs of abuse and neglect and understand when it is appropriate to refer cases of suspected abuse or allegations to the appropriate statutory agencies in accordance with local laws and the school's safeguarding policies.
- Keep detailed, accurate, and secure written records of referrals and concerns.
- Where necessary, delegate a 'Safeguarding Response Team' to respond to individual reports and develop a response.
- Act as a source of support, advice, and expertise to all staff at Jataka, providing guidance on safeguarding issues.
- Provide feedback and reassurance to staff who raise child protection concerns, ensuring all staff feel supported in safeguarding matters.
- Maintains regional partnerships, seeking advice from and sharing information, in order to research and keep up-to-date with local laws. Regional partners may include local child welfare agencies, law enforcement, the legal system, the Regional Security Officers (RSOs) at Embassies/High Commissions, local NGOs, and trusted referral sources such as mental health providers and resources. These links are maintained in a database.
- Liaise with local authorities and training providers to ensure the school community is knowledgeable about current safeguarding trends.
- Have a working knowledge of how local authorities conduct child protection case investigations and reviews, and contribute effectively when required.
- 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.
- 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.
- Oversee the delivery and development of a developmentally-appropriate child protection curriculum as part of the wider personal, social, health, and relationships education programme that defines abuse, neglect and harassment, provides prevention and reporting strategies, and instils in students an understanding of their rights.

#### **7.2.4 The Role of the Safeguarding Committee**

The role of the Safeguarding Committee is to ensure there is a comprehensive programme of safeguarding and child protection at the school, monitor its effectiveness, oversee initiatives, and lead training:

- All members of the Safeguarding Committee have undergone advanced Safeguarding training and, where possible, training in forensic interviewing techniques.
- Meet termly, or as needed for urgent reviews, to plan for the year, review processes, conduct walkthroughs, evaluate cases, and review the policy.
- Receive, record, and escalate concerns in accordance with school procedures and legal requirements.
- As part of a 'Safeguarding Response Team', determine responses depending on the allegation (e.g. employee-to-student harm, non-employee-to-student harm, including by family members, child-to-child harm).
- Participate in strategy meetings, case reviews, and referrals as delegated by the DSL, and maintain communication with local safeguarding partners.
- Review the response to cases, ensure proper documentation was recorded, and debrief in order to learn and improve.
- Relay with local agencies as needed, e.g. police, embassies, etc.
- Report to the Chair of Safeguarding for the Board.
- Staying up to date on safeguarding legislation and best practices, and sharing relevant updates with the DSL and staff.
- Providing safeguarding advice and support to staff, helping them feel confident in reporting concerns and understanding follow-up procedures.
- Analyse data trends related to student and staff well-being.
- Promote well-being and trauma-informed practices.
- Contribute to the delivery of staff safeguarding orientation and training, supporting a whole-school culture of safeguarding awareness and readiness.
- Contribute to writing, planning and delivery of the child protection curriculum.
- The Safeguarding Committee comprises:
  - Principal (DSL, also acting as SSL)
  - Development Manager
  - School Director
  - DDSL(s)
  - Chair of Safeguarding for the Board (once appointed)
  - School Nurse
  - Student Support Coordinator (once appointed)
  - Students and Parents may be included, as appropriate, for policy development and case study work only.

### **7.2.5 The Role of Staff**

The development of positive relationships within the community is at the heart of staff's work on safeguarding. All staff have a duty of care to keep students safe and protect them from harm.

With this in mind, all staff are accountable for their conduct and the way they manage risk, use resources, and protect students from harm and discrimination. All staff must:

- Read and sign receipt and acceptance of the *Safeguarding and Child Protection Policy* annually.
- Attend the annual obligatory safeguarding and child protection training and sign to confirm attendance and understanding of the policy. Staff are required to make up any missed training sessions.
- Be aware of the signs of abuse and neglect, see *Appendix 1*, so they can identify cases of children who may need help or protection.
- 'Listen, believe, support, and report' disclosures.
- Report any concerns for a child's welfare via CPOMs.
- Share any concerns raised by families via CPOMs.
- Seeking guidance regarding a safeguarding concern from the DSL, or the DDSL in their absence.
- Staff are entitled to report concerns without fear of victimisation of disadvantage, including if the concern relates to a member of staff. (See *Whistleblower Policy*).
- Recognise that a child may disclose sensitive information at any time of day, including during breaks and Learning Outside of the Classroom sessions.
- Abide by the *Code of Conduct*. If the *Code of Conduct* is broken in any way, including if a staff member fails to report an incident, the school reserves the right to a number of consequences, including but not limited to formal reprimand, suspension whilst under investigation, contract non-renewal, or termination of contract.
- Abide by all related policies, including the *Safe Touch Policy* and *Intimate Care Policy*.
- Maintain safeguarding and child protection procedures in the event of online learning, for example, during a period of school closure. Any sessions offered online must be recorded and stored on the school's system.
- House images of students in the school system only and delete once used, per the PDPA policy.
- Maintain a clear line of sight when working with students.
- Avoid being alone with a child.
- Teaching staff will deliver the child protection curriculum.
- Embed conversations about safeguarding and child protection into ongoing developmentally appropriate conversations.
- Maintain high standards of conduct as role models in our community.
- Avoid putting themselves at risk of allegations of abuse of unprofessional conduct.
- Comply with Thai laws.
- Must not use facilities designated for students.
- Must not schedule meetings with students away from school; any work with families off campus must be authorised by the ELT.

- Must not communicate with families or children outside of the official school communication channels.
- Refrain from developing personal relationships with students. (Staff with children are expected to follow the guidelines laid out in the *Guidelines for Staff Parents and Their Colleagues* and *Staff Handbook* in regard to interpersonal relationships with students).
- Refrain from intimate relationships with individuals up to 18 years of age.
- Model appropriate adult-child relationships to children so they know what they should expect from other adults.
- Refrain from sexual language and innuendos.
- If staff wish to challenge any accusations of consequences, the formal grievance procedure is detailed in the *Staff Handbook*.

### **7.2.6 The Role of Families and Legal Guardians**

All adults share a duty of care for children. At Jataka, we believe that school and families work in partnership for the well-being and development of our students; together, we ensure our children know their rights and responsibilities to themselves and others.

When enrolling at Jataka, families agree to work in partnership with the school and abide by the policies and procedures adopted by Jataka.

- Read and sign receipt and acceptance of the *Safeguarding and Child Protection Policy*.
- Families are expected to abide by our *Safeguarding and Child Protection Policy* and report any concerns via [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com).
- If volunteering at Jataka, in addition to the above, family members must sign our *Employee and Volunteer Declaration Form* and abide by the *Volunteer Policy*; this includes providing a police check.
- Families, including nannies, are encouraged to attend the school's information sessions on safeguarding.
- Families should endeavour to implement hiring practices that ensure the safety of children.
- Families must inform the school of a designated Temporary Guardian in cases of their absence from Bangkok. The Temporary Guardian must have permission to take full responsibility for critical legal, medical, and social decisions for the child for the duration of their parent/legal guardian's absence.
- Families are entitled to be kept informed about the well-being of their child.

### **7.2.7 The Role of Children**

- Students are encouraged to report incidents of harm or neglect to themselves, or suspected incidents of harm or neglect of others, to a trusted adult.

- Students will take part in an age-appropriate well-being survey.
- Students will receive lessons on the definition of abuse, neglect and harassment, prevention and reporting strategies, as part of the wider personal, social, health, and relationships education programme.
- Students must abide by the *Student Code of Conduct*.

### **7.2.8 The Role of External Adults**

Jataka believes in the value of students working with external adults and views this as enriching their experiences and learning. At times, external vendors and visitors may also visit the campus. The school has a duty of care to all stakeholders and, therefore, all support given by external adults must align with our beliefs, systems, and policies.

- All external adults must read, understand, and sign the *Code of Conduct*, including visitors accompanying a Jataka family.
- External adults will adhere to Jataka’s Safeguarding and Child Protection Policy and procedures and report any concerns regarding our students via [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com).
- External adults who regularly visit or volunteer at the school are required to complete the *Employee and Volunteer Declaration Form* and submit a police check.
- External adults without a police check will be escorted whilst on campus.
- External staff working at the school (security, cleaners, coaches, extracurricular staff, etc.) attend annual safeguarding training in their home language, provided by the school. Attendance is mandatory and documented.
- External vendors and service providers may be asked to provide safeguarding training for their employees.

## **7.3 Safeguarding and Child Protection Procedures**

### **7.3.1 The Safeguarding Committee**

The role of the Safeguarding Committee is to ensure there is a comprehensive approach to and understanding of safeguarding and child protection at the school.

<b>Name of Strategic Safeguarding Lead:</b>	Rachael Stevens, Principal
<b>Name of Designated Safeguarding Lead(s):</b>	Rachael Stevens, Principal
<b>Name of Deputy Designated Safeguarding Lead(s):</b>	Pema Abrahams, Development Director
<b>Names and roles of Safeguarding Committee Members:</b>	Rachael Stevens, Principal Pema Abrahams, Development Director Khun Sucharitakul, Founder
<b>Name of Chair of Safeguarding for the Board:</b>	TBD
<b>Name of Person in Charge of E-safety:</b>	TBD

### 7.3.2 Safeguarding Response Team

A Safeguarding Response Team (SRT) is formed on a case-by-case basis in relation to a report, depending on the nature of the allegation and who is being accused. The team is determined by the DSL and is formed to manage cases of reported abuse. The team usually consists of:

- DSL (School Principal)
- DDSL
- Student Support Coordinator (once appointed)
- School Nurse (if applicable)
- Head of Security (if applicable)
- Law enforcement (if required)
- Embassy/ Consulate/ Government Department (if applicable)

The SRT will gather information and coordinate the response. They will determine if an incident needs to be reported to authorities and whether to involve local resources or outside experts.

### 7.3.3 Safer Recruitment

It is the school's responsibility to ensure, within reason, that its employees are individuals who are suitable to work with children.

Details on Jataka's approach to 'Safer Recruitment' can be found in the *Safer Recruitment Policy*, which outlines a rigorous recruitment and reference gathering process. All staff, contracted workers, and ongoing volunteers are required to provide a police check and sign the *Employee and Volunteer Declaration Form*. The school maintains appropriate records that might be required for a possible future safeguarding investigation or inquiry. At least one member of the recruitment team must have participated in training which includes safer recruitment.

In brief, the recruitment process involves:

- Personal interview(s)
- Social media checks
- Credential checks
- Reference checks, including safeguarding questions (minimum 3, including last employer)
- Criminal record checks for every country lived in for over 6 months, where possible, and the country of passport/residency

### **7.3.4 Visitors to Campus**

All visitors to campus are made aware of our *Commitment to Safeguarding, Child Protection, and the Welfare of our Students* and our *Code of Conduct*. If pre-booking their visit these are shared with them via email. Upon arriving at Reception all visitors must sign to acknowledge their agreement to abide by the school's *Code of Conduct*, responses can also be submitted electronically in advance of a visit.

Visitors are made aware of the [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com) email address to report a concern. They may make reports in their language.

Jataka will endeavour to ensure that all community groups who use our facilities outside of regular school hours, understand and adhere to our *Safeguarding and Child Protection Policy*.

### **7.3.5 Communication of Safeguarding Issues**

At Jataka, we understand that concerns relating to safeguarding may be personal and emotional for those involved. Following any report of a safeguarding concern, we maintain the following priorities:

- Project and support the alleged victim.
- Investigate if there are any other alleged victims.
- Notify relevant authorities as necessary, which may include the regional security officer (RSO) or relevant embassy/consulate.
- Ensure the alleged perpetrator receives a fair process.

Jataka aims to be transparent whilst adhering to the above priorities and local laws. With this in mind, the privacy of the student and their family is our priority whilst investigating an incident. Communications with the broader community maintain these priorities. Due to local laws, Jataka is not able to name alleged perpetrators.

### 7.3.6 Guidelines for Disclosure, Reporting Concerns, and Response

At Jataka, we believe that it is our obligation to create a safe environment for our students; all adults have a duty to act on concerns of abuse or neglect.

Concerns may be due to a specific witnessed event or disclosure or they may be based on a 'gut feeling'. These causes of concern include observed student behaviour, hearsay, disclosure, or observed adult behaviour. Whatever the nature of the concern, adults are expected to report it on CPOMs internally, or via [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com).

When considering a 'gut feeling' about a child's welfare, follow the '5-second' rule. If you are wondering for more than 5 seconds, then log your concern.

#### 7.3.6.1. Disclosure

It is important to note that students may disclose abuse or neglect at any time and that staff are 'referrers', not 'investigators'.

At Jataka, we take a 'listen, believe, support, and report' approach to disclosures:

##### Listen:

- Listen actively and carefully
- Find a suitable place to listen to the child
- Let the child tell the story in their own words
- Allow them to talk freely; do not interrupt or prompt
- Remain calm and non-judgmental; avoid shock or disbelief
- Avoid probing and leading questions, instead use TED questions:
  - **Tell** me what happened
  - **Explain** what happened
  - **Describe** what happened
- Do not promise to keep their disclosure confidential or make any false promises
- Do not criticise the alleged perpetrator

##### Believe:

- Believe their disclosure

##### Support:

- Reassure them that they are right to speak up
- Reassure them it is not their fault
- Support their emotional needs
- Explain the next steps and who will be informed

### **Report (for more details, see Section 7.3.6.2):**

- Report the incident asap via CPOMs. (If you require cover to log a report, please inform the Leadership Team)
- Use the child's words as far as possible—include the time, date, and place where the alleged incident took place, brief details of what happened, what was said, and who was present.
- Record the disclosure in a factual, accurate, and relevant manner
- Avoid subjective judgements
- Record anything else that concerns you
- Speak with the DSL, or a DDSL if the DSL is absent, alerting them to the report and providing any clarifying information.

The same approach applies if the disclosure comes from another child or an adult.

### **7.3.6.2. Procedures for Reporting Concerns**

When there is cause to suspect an incident or pattern of behaviour of child abuse or neglect, all stakeholders have a responsibility to report their suspicions following the school's procedures. All staff reports should be made via CPOMs. Reports by other stakeholders are made via [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com). Following disclosure of abuse or neglect by a student, the adult who received the disclosure is obligated to report it asap. Reports can be made in languages other than English.

If the concern involves a staff member, it should be reported directly to the Principal.

If the concern involves the Principal, it should be reported directly to the Project Manager or Founder.

If the concern involves the Project Manager or Founder, it should be reported directly to the Chair of Safeguarding for the Board.

Failure to report a concern is a potential disciplinary matter.

### **7.3.6.3 Response Procedures**

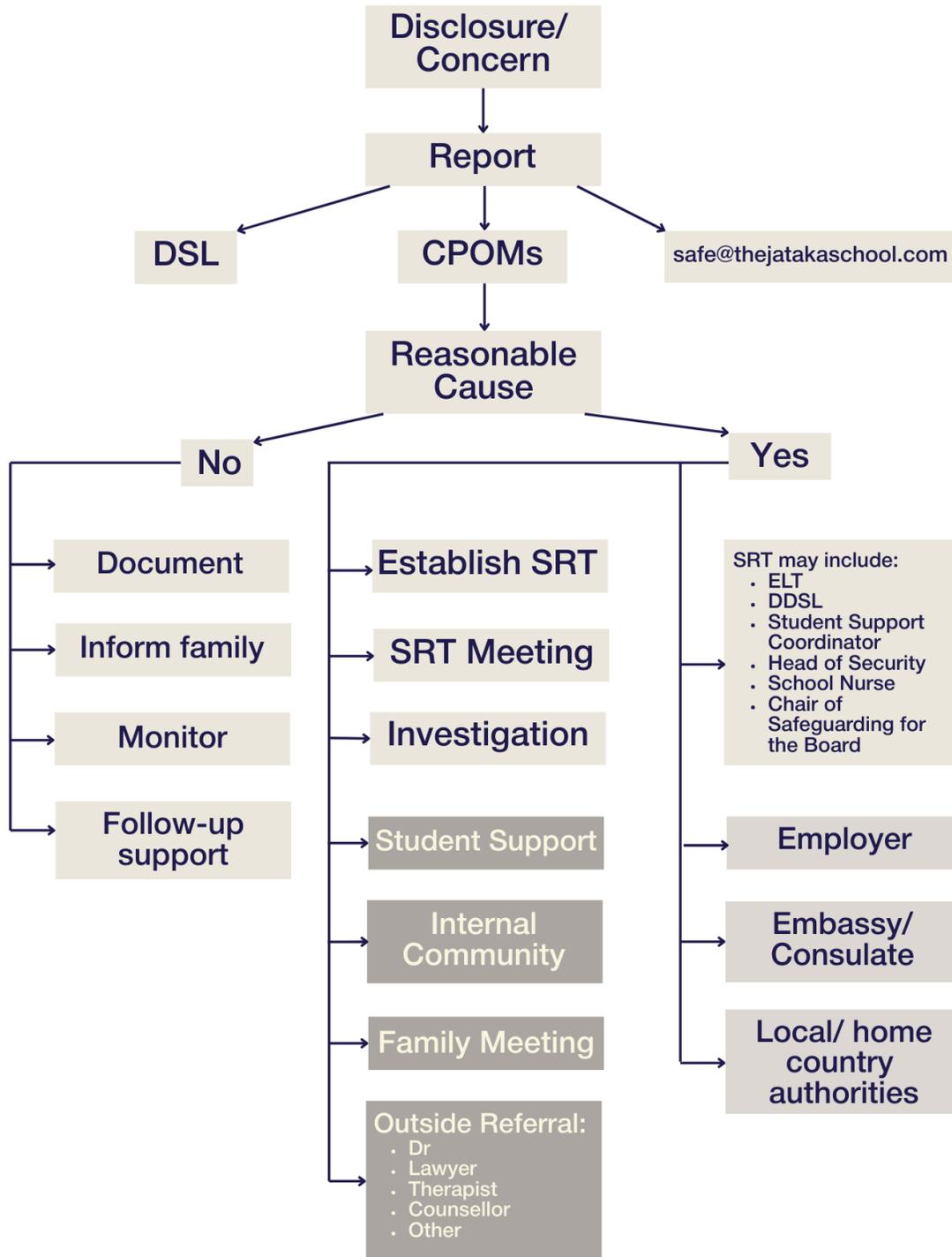
- **Initial Response:**
  - Following a report, the DSL and DDSL are notified on the CPOMs system.
  - In cases of physical abuse, the School Nurse may be asked to assess the student and determine if further medical interventions are required.

- The DSL/DDSL will take initial steps to gather information regarding the reported incident. This may involve interviewing the student and staff members and documenting the information factually and confidentially.
- The DSL/DDSL will aim to determine if any other community members are involved in the incident.
- The child's history will be checked in their student file and CPOMs.
- Reasonable cause to suspect abuse may include verbal accounts, physical evidence, or the presence of indicators of abuse. In cases of reasonable cause, further investigation is undertaken.
- Concerns will be determined to be one of two levels:
  - Meet the harm threshold
  - 'Low-level concerns' that do not meet the harm threshold
- **Further Investigation into concerns that meet the harm threshold:**
  - If there appears to be reasonable cause for concern, the DSL/DDSL will form a Safeguarding Team (SRT). Any follow-up will ensure that the information gathered is documented factually and confidentially. The follow-up may include:
    - Collecting missing factual information by interviewing the child involved, staff members who know the child's history, witnesses, and, if relevant, any additional students.
    - Conducting a review of the child's history, including records held with the school nurse, attendance and academic records, behaviour notes, etc.
    - If appropriate, interviewing family members.
    - If relevant, reviewing any CCTV footage.
  - If the concern includes a member of staff, the Principal/ Founders/ Chair of Safeguarding for the Board should be notified.
  - Determining an action plan based on the level of risk (likelihood x severity).
- **Allegations against staff and other adults working at the school:**
  - During the investigation of claims made against a staff member, the staff member may be put on leave while an investigation is carried out.
  - During the investigation of claims made against a volunteer, contractor, etc., they may be required to stop any work they are doing whilst an investigation is carried out.
  - Results of any investigation will be shared as deemed appropriate by the ELT.
- **Developing a plan of action to support the child:**  
Actions may include:

- Meeting with the family to share concerns. If the alleged perpetrator is a third party, the family will be informed.
- Providing support to the student and family.
- Referring the student for outside support.
- If the alleged perpetrator is a staff member, the policy concerning professional conduct will be followed.
- If the alleged offender is a parent of a student, consultation with the embassy/consulate of the country of the involved family.
- If there is a possible criminal action, consultation with local authorities and child protection agencies, asap via via telephone.
- Enhanced campus security measures.
- Depending on the nature of the incident, Crisis Management Protocol may be initiated.
- Recommending ongoing support for the child through internal or external sources, such as providing support and guidance to the family, the teachers and administrators, providing resources and strategies to teachers, and maintaining contact with outside counsellors working with the child.

All allegations are taken in good faith. However, if an allegation is found to be made frivolously, maliciously, or for personal gain, disciplinary action may be taken against the reporting individual.

# Reporting a Safeguarding Concern



## **7.4 Learning Outside the Classroom**

Information about safeguarding and child protection as it pertains to Learning Outside the Classroom - clubs, activities, student travel, trips, and overnight stays - is detailed in our *Learning Outside the Classroom Policy*.

## **7.5 Confidentiality**

The CPOMs system provides secure, confidential reporting pathways. In addition to CPOMs, the school maintains the [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com) email address for non-staff to report any concerns, including families, external partners, and visitors. Concerns reported via email are transferred to the CPOMs secure system for follow-up.

Stakeholders must maintain confidentiality and may not disclose any information provided to them regarding a safeguarding concern to anyone outside of the Safeguarding Committee without prior consent. If you have questions or concerns regarding confidentiality, please reach out to the DSL or DDSL(s).

Thai PDPA regulations and human rights laws are not barriers to justified information sharing. The laws provide a framework to ensure personal information is shared appropriately. Paper shredders are used to shred confidential material.

All communication with families, whether of alleged victim or alleged perpetrator, will be conducted by the Safeguarding Committee as part of their response plan; other staff are prohibited from discussing safeguarding concerns outside of the Safeguarding Committee unless at the request of, and supported by, the Committee. Confidential information about students should never be used casually in conversation or shared with any person except on a need-to-know basis.

When receiving a disclosure from a child, the adult should never promise to keep it confidential. Children should be informed that the receiver must inform the DSL so that the student can get any help that they need.

## **7.6 Record Keeping**

Record keeping is essential to effective safeguarding and child protection.

The Jataka School uses an electronic system, CPOMs, to report and monitor safeguarding incidents. These records provide an accurate factual account of the concern and action taken by the school. The records are kept for the duration of a child's career at Jataka.

Jataka reserves the right to inform any subsequent school a Jataka student is attending or plans to attend of any safeguarding concerns, either verbally or in writing. The communication will be initiated by the Principal and records will be transferred to the DSL at their future school. Jataka retains a receipt for the records signed by the receiving school.

CPOMs can only be accessed by members of the Safeguarding Committee. Safeguarding records and records of multi-agency involvement are kept separately from a child's main record. CPOMs is used to log reports, key events, meetings, and documents as a historical record of a case. Any request for access to the information by legal authorities will be handled by the School Director/DSL, who is advised to seek legal advice before acting.

In addition to CPOMs, the school maintains the [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com) email address, which can be used if CPOMs is unavailable.

All concern forms/body maps and chronological documents should be signed, dated, and uploaded to CPOMs.

All stakeholders are regularly reminded of how to report concerns. Posters are displayed on campus detailing the DSL and DSSLs and reporting pathways.

## **7.7 Monitoring and Evaluation**

The responsibility for ensuring that the *Safeguarding and Child Protection Policy* and procedures are in place, available to parents and reviewed annually lies with the Leadership Team and the Strategic Safeguarding Lead. This work is supported by the Board.

The Leadership Team undertakes an annual safeguarding audit, either a self-audit or through an external agency. Walkthroughs of facilities are conducted regularly with a safeguarding lens.

## **8. List of related Policies and Procedures**

- Code of Conduct
- Employee and Volunteer Declaration Form
- Safer Recruitment Policy
- Whistleblower Policy
- Staff Handbook
- Family Handbook

- Health and Safety Policy
- Intimate Care Policy
- Safe Touch Policy
- Learning Outside the Classroom Policy
- PDPA Policy
- Guidelines for Staff Parents and Their Colleagues
- Online Learning Policy

## 9. Bibliography of Resources Used in the Creation of this Policy

During the creation and review of this policy, examples from Bangkok Patana International School, Brighton College Bangkok, Jakarta International School, Luanda International School (LIST), NIST, Panyaden International School, and Shrewsbury International School Bangkok were referenced. In addition, the following sources were referenced:

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No AI was used to write or assist in the writing of this policy.

# Appendices

## Appendix 1: Types and Indicators of Abuse

### Definition of Abuse

The WHO defines **four categories of abuse**:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

### At Jataka, we define abuse as:

- Causing non-accidental injury to a child that leads to impairment of physical or emotional health, loss or impairment of bodily function, bruising, disfigurement, or death.
- Creating a substantial risk of physical harm.
- Committing or allowing to be committed any sexual offence against a child.
- Committing acts of cruelty regardless of observable injury.
- Assaulting or criminally mistreating a child, as defined by the criminal code or school policy.
- Acting or omitting to act resulting in injury or risk to the mental or physical health or development of a child.
- Failing to take steps to prevent the above from occurring.

### Indicators of abuse:

The information below provides some indicators of abuse in a child and the caregiver. Some of these indicators would individually clearly suggest child abuse, whilst others, when combined, may indicate that a child is being abused. Behavioural indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.

## Physical Abuse

### **Definition of physical abuse:**

Physical abuse is the use of physical force against a child that may result in harm to their health, survival, development, or dignity.

In alignment with the *UN General Comment No. 8* (2006) and 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.

### **Physical abuse may involve:**

Hitting, beating, shaking, kicking, biting, throwing, burning, scalding, poisoning, drowning, strangling, suffocating, Female Genital Mutilation (FGM), or deliberately inducing illness in a child.

### **Indicators of physical abuse in a child include:**

- Unexplained injuries such as burns, bites, welts, bruises, rope burns, broken bones, fractures, lacerations, abrasions, or black eyes, particularly if they are recurrent
- Untreated injuries
- Bald patches
- History of repeated injuries
- Injuries reflecting the shape of the article used
- Admission of punishment, which seems excessive
- Bruises of different ages (various colours)
- Bruises, other marks or injuries after absence from school
- Refusal to discuss injuries
- Injuries with improbable excuses or inconsistent with the information offered by the child
- Various excuses for injuries were provided to different people
- Reports injuries by a parent to another adult caregiver
- Arms and legs are covered, even in hot weather
- Fear of returning home
- Running away
- Fear of family member(s), may protest or cry when it is time to go home
- Withdrawal from physical contact or shrinks at the approach of an adult
- Fear of medical help
- Child being overly compliant, shy, withdrawn, passive and uncommunicative
- Self-destructive tendencies
- Regressive behaviour such as bedwetting or soiling
- Drug/ alcohol abuse

- Hyperactive, disruptive, or aggressive towards others; acting-out
- Abuses animals or pets

**Indicators of physical abuse in the caregiver include:**

- Offers conflicting, unconvincing, or no explanation for the child's injuries
- Provides an explanation that is not consistent with the injury
- Describes the child as "evil" or in another negative manner

## Sexual Abuse

**Definition of sexual abuse:**

Sexual abuse involves forcing or enticing a child to take part in sexual activities that they do not comprehend, are unable to consent to, are not developmentally prepared for, or that violate the law. Children can be abused by adults or other children.

**Sexual abuse may involve:**

Physical contact, assault by penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It may also include non-contact activities, including being involved 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 (including via the internet).

**Research tells us that:**

- Nearly all child sexual abuse is committed by people known to children and families, including family members and people in the family's circle of trust.
- Most abusers are male, although females also abuse children.
- One third of abusers are under 20 years of age.

**Grooming:**

Grooming is a subtle, gradual, and escalating process of building trust with children and adults to gain access to and time alone with the children. It is deliberate and purposeful and usually begins with behaviours that may not be considered to be inappropriate. Abusers may groom children for weeks, months, or years before any sexual abuse takes place.

**Possible indicators of sexual abuse in a child include:**

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way
- Demonstrates bizarre, sophisticated, or developmentally inappropriate sexual knowledge or behaviour, exposure to, and curiosity about, sexual activity
- Sexual themes in artwork
- Tendency to cling or need reassurance
- Regressive behaviour, for example, thumb sucking, acting like a baby, playing with discarded toys
- Overly compliant behaviour
- Difficulty walking or sitting
- Complaints of itching, trauma, or pain to the genital or anal areas or discomfort when using the bathroom
- Rubs genitals against things
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Becomes pregnant
- Contracts a sexual transmitted infection
- Chronic illness, e.g. throat infection, venereal disease or other sexual transmitted infection
- Sudden change in appetite
- Anorexia, bulimia
- Sudden reaction when touched by others or general wariness of touch
- Distrust of a familiar adult, anxiety about being left with an individual, or fear of adults of the same sex
- Runs away or doesn't want to go home
- Reports sexual abuse by an adult or of "someone they know"
- Apparent secrecy
- Fear of undressing and/or bathrooms
- Depression and withdrawal
- Unexplained gifts or money
- Phobias or panic attacks
- Self-injury

**Possible indicators of sexual abuse in the caregiver include:**

- Unduly protective of the child
- Limits the child's contact with other children, especially of the opposite sex
- Secretive and isolated
- Jealous or controlling of family members

## Emotional Abuse

### **Definition of emotional abuse:**

Emotional abuse involves the persistent emotional maltreatment of a child, leading to severe and persistent effects on their mental health. It is also known as 'psychological abuse'.

### **Emotional abuse may include:**

Conveying that they are unloved, worthless or inadequate, silencing them, ridiculing them, belittling them, blaming, bullying, discriminating against, developmental inappropriate expectations or interactions beyond their developmental capability, overprotection, limiting their experiences and social interactions, seeing or hearing the maltreatment of others, bullying, threatening, causing them to feel frightened or in danger, exploitation, cyberbullying, and corruption.

### **Possible indicators of emotional abuse in a child include:**

- Extremes in behaviour, such as overly competitive or demanding behaviour, extreme passivity or aggression
- Delayed or inappropriate milestones and/or emotional development
- Regression in skills or lack of previously acquired skills
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Seeks constant attention or affection
- Overly compliant, too well-mannered, too neat and clean
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour, for example, thumb-sucking, hair-twisting, rocking
- Bed-wetting or soiling
- Prolonged vomiting or diarrhoea
- Self-mutilation
- Withdrawn/ lack of enthusiasm/ depression
- Poor impulse control
- Compulsive stealing or scavenging
- Has attempted suicide
- Drug/alcohol abuse
- Lack of attachment to the parent

- Fear of parents being contacted
- Does not want to go home
- Running away
- Play mimics inappropriate or negative behaviour or language used at home
- Dress or living conditions differ from the rest of the family

**Possible indicators of emotional abuse in the caregiver include:**

- Unconcerned about the child
- Consistently belittles, blames, or berates the child
- Refuses to consider offers of help for the child's problems
- Overtly rejects the child

## Neglect

**Definition of neglect:**

Neglect may refer to an isolated incident of or persistent failure to provide for a child's physical and/or psychological needs. Neglect may be physical, medical, educational, or emotional. It is likely to impair the child's health or development. Neglected children can come from poor or affluent homes.

**Neglect may include:**

Not providing adequate food or shelter, or neglecting to protect them from physical and emotional harm or danger, inadequate supervision, unsafe living conditions, inadequate access to medical care and treatment, and neglect of a child's basic emotional needs.

**Possible indicators of neglect in a child include:**

- Constant hunger - may beg or steal food
- Poor personal hygiene - unwashed, lacks medical or dental care, immunisations, or glasses
- Constant tiredness
- Poor state of clothing or lacks sufficient clothing for the weather
- Dirty or has severe body odour
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour

- Failure to develop academically or socially
- Running away
- Compulsive stealing or scavenging
- Drug/solvent or alcohol abuse
- States there is no one at home to provide care

**Possible indicators of neglect in the caregiver include:**

- Appears indifferent to the child
- Appears apathetic or depressed
- Irrational or bizarre behaviour
- Abuses alcohol or other drugs
- Lack of supervision of the child
- Non-responsiveness to school communications
- Lack of interest in the child's school performance and progress
- Both parents or guardians being absent from Bangkok for any period over 24 hours without a Temporary Guardian named or appropriate provision being made for the child's temporary care.

**Student populations with additional safeguarding challenges:**

It is important to note that some populations may face additional safeguarding challenges. Staff should be aware of the extra barriers in identifying possible abuse and neglect in these children, including children with special educational needs, disabilities, and neurodiversity, children with mental health problems, children from marginalised communities, girls, LGBTQIA+, or those with certain health conditions.

## Appendix 2. Employee and Volunteer Declaration Form

Please find below some declarations and certificates. If the answer is YES to any of the questions, please provide details in the Statement Box below.

This form will be kept on file at the school and is strictly confidential, accessible only to the Executive Leadership Team and the Human Resources Team.

Applicants can return the form to the Principal or a member of the HR Team, or via [recruitment@thejataschool.com](mailto:recruitment@thejataschool.com).

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?		

<b>Statement Box:</b>



**Acknowledgement By the Applicant/Volunteer**

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

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

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 agree that the information provided here, along with the outcomes of other child safety checks (including references and police checks), 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



## Appendix 3. Code of Conduct

*At Jataka, Safeguarding, Child Protection, and the welfare of our students are our utmost priorities. Our commitment to Diversity, Equity, Inclusion, and Belonging helps our community feel safe and supported.*

The following outlines the minimum conduct expected from all visitors to Jataka, including staff and guests of Jataka families. All visitors to the school must sign their agreement with our *Code of Conduct* in order to maintain a safe space for our students and staff:

- Use only the **main school entrance** and **sign in at reception**.
- Comply with Jataka's **mandatory safeguarding reporting guidelines**.
- Treat others with **respect, patience, dignity, courtesy, and consideration**.
- Exchange a form of official ID for a **Jataka lanyard**, which must be **worn visibly** at all times.
- Consider the **emotional impact of your words and actions** on our staff and students.
- Use only **designated adult facilities**.
- Avoid being **alone with students**.
- Do not take student **contact details**.
- Do not accept **gifts** from or give gifts to students without the express permission of their parent or the School Principal.
- Maintain physical boundaries at all times, **avoiding physical contact** with students.
- Seek permission before taking **photos and videos** in accordance with PDPA obligations.
- **Follow the directions of staff and security** in the event of an emergency.
- **Avoid behaviour and situations** that could potentially lead to allegations of inappropriate or offensive conduct, including intoxication or drug use.

By signing below, you acknowledge your agreement to abide by our *Code of Conduct*. If there are any violations of these agreements, visitors may be removed from the premises.

If you see anything that concerns you, please inform the Principal. Safeguarding concerns can be submitted via email to [safe@thejatakaschool.com](mailto:safe@thejatakaschool.com)

We appreciate your support for our community's well-being.

\_\_\_\_\_  
Full Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Purpose of Visit

\_\_\_\_\_  
Email address

