



Child Protection and Student Development Policy

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This document outlines the Child Protection and Student Development Policy of Pan-Asia International School.

Child protection

Every child has the right to live free from violence, exploitation and abuse. – UNICEF

We recognize that:

The welfare of a child is of paramount importance for Pan-Asia International School.

All Students of Pan-Asia International School regardless of class, age, ability, gender, racial heritage, religious belief, culture, or identity have the right to equal protection from all types of



harm or abuse. Pan-Asia International school's policy and statutes applies to all children and young people within the school environment.

1. **Introduction**

- 1.1. Pan-Asia International School promotes a safe learning environment where students can reach their full potential. Our school heavily focuses on nurturing our students with the best elements of Western education in an Eastern cultural environment while preserving our core values; Creativity, Honesty, Tolerance, Diligence, Generosity, and Moderation.
- 1.2. Through this child protection policy we strive to facilitate our students' learning by ensuring a safe and supportive environment both physical and emotional. We do this by reinforcing positive behavior, promoting an open communication channel: like the involvement of all facilitators, our counseling services, and most importantly enabling our students to keep themselves safe.
- 1.3. This policy expects all Pan-Asia International School' staff including management, facilitators, non-academic staff and temporary workers to recognize that when a student is in danger, it is of their utmost priority to safeguard the student's wellbeing at all times. We understand that we are vital in protecting our students. As members of staff, we acknowledge that we are at a key position in understanding our students' needs first, knowing and identifying the risk early and preventing it from further escalating. We therefore adhere with the following principles:
 - 1.3.1. Each student is of equal importance and has the same rights to be protected from harm and exploitation. Their safety and welfare should be safeguarded regardless of their class, age, ability, gender, racial heritage, religious belief, culture, or identity.
 - 1.3.2. All students should feel safe and protected at all times.
 - 1.3.3. Every student will be provided with a positive learning environment both in and out of the classroom.
 - 1.3.4. We cultivate a culture of openness where school, parents/guardians and other professionals work together in promoting wellness to our students.
 - 1.3.5. All adults in Pan-Asia International School should be exemplary models of good behavior and must at all times demonstrate their commitment in safeguarding the students.



2. **Objectives**

Pan-Asia International School strives to safeguard and protect the students by;

- 2.1. Providing a safe and positive learning environment for all students
- 2.2. Creating and continuously strengthen procedures to safeguard students
- 2.3. Identifying and supporting students with behavioral and emotional issues
- 2.4. Disseminating and raising awareness about this policy to all staff members
- 2.5. Providing staff and parents/guardians a streamlined process to follow in creating a safe environment for all students
- 2.6. Ensuring that everyone in the school community clearly understands the procedures and the line of communications

3. **Rationale**

- 3.1. This policy outlines all the expectations from Pan-Asia International School's staff and the rest of the school community on Child Protection.
- 3.2. This policy outlines the step by step procedure to be followed by the staff to prevent any harm done to students and to reduce any risk to further escalate.
- 3.3. Pan-Asia International School has the responsibility to protect all of its students under the UN Convention on the Rights of the Child (1989). [\[reference\]](#)

4. **Legal Framework**

This document was drafted with the legal framework of Thai law in mind, specifically the Child Protection Act, 2003, and Article 52 of the Constitution of the Kingdom of Thailand, 2007. The following non-verbatim summary is adopted in accordance with Thai law while maintaining awareness of the demographic group represented at Pan-Asia International School.

- Children and youth have a right to receive physical, mental and intellectual development in a safe and suitable environment (Article 52 of Constitution of the Kingdom of Thailand, 2007).
- Children and youth have the right to be protected against violence and unfair treatment and have the right to medical treatment or rehabilitation (Article 52 of Constitution of the Kingdom of Thailand, 2007).



- A staff member shall report suspected cases of harm to the child to a designated administrator (Section 29 of The Child Protection Act, 2003).
- A guardian shall not treat a child in any manner which obstructs his or her growth or development or treat a child in any manner which constitutes illegal care. (Section 25 of The Child Protection Act, 2003).
- A person is forbidden to commit or omit acts which result in torturing a child's body or mind (Section 26 of The Child Protection Act, 2003).

5. Key Contacts

All staff members are responsible for the safeguarding of children at Pan-Asia International School. However, the key members listed are responsible for the reporting and referral process.

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6. **Definitions**

Pan-Asia International School follows the definitions as described within the Guidelines for Creating a Child Protection Policy for International Schools Association of Thailand (ISAT, 2011). The following terms have been taken directly as a result of several meetings of the Thailand International School Counselor Group during 2011.

6.1. **PHYSICAL ABUSE**

Physical abuse is violence directed towards children, i.e. hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms off or deliberately causes ill health to a child whom they are looking after.

6.2. **SEXUAL ABUSE**

Child sexual abuse is a form of child abuse in which an adult or older/bigger child or adolescent uses a child for sexual stimulation.

Forms of child sexual abuse includes the following

6.2.1. **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation.

Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under Section 5 UK Sexual Offences Act 2003.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways, asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact against a child, physical contact



with the child's genitals (except in certain non-sexual contexts such as a medical exam), viewing of the child's genitalia for the purpose of sexual gratification, or using a child to produce child pornography. Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

6.2.2. Female genital mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the communities across the world FGM is carried out on children between the ages of 0–18, depending on the community in which they live. It is extremely harmful and has short- and long-term effects on physical and psychological health.

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the Thailand.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

Since 31 October 2015 it is a legal requirement to report known cases of FGM (visually identified or verbally disclosed) to the police under the FGM Mandatory Reporting Duty. Any such disclosures will be referred to the police by contacting them on the 1599 number. This duty does not apply in relation to “at risk” or suspected cases. In these cases, the Designated Person will make appropriate and timely referrals to The Children and Youth Council of Thailand if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to The Children and Youth Council of Thailand even if it is against the pupil’s wishes.

6.2.3. Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.



6.3. NEGLECT

Child neglect is usually defined as:

- Failure of a person responsible for a child's care and upbringing to safeguard the child's emotional and physical health and general well-being
- Acts of commission or harm to a child which may or may not be intended
- A serious form of maltreatment
- The persistent failure to meet a child's basic physical, emotional and/or psychological needs resulting in serious impairment of health and/or development.

Types of Neglect:

6.3.1. Failure to deter, detect, prevent and report

- Physical neglect

Physical neglect is the failure to provide the child with basic survival needs, such as nutrition, clothing, shelter, hygiene, and medical care. Physical neglect may also involve inadequate supervision of a child and other forms of reckless disregard of the child's safety and welfare.

- Emotional neglect

Emotional neglect is the failure to provide the child with basic emotional needs such as forming secure, positive attachments with adults. A few examples of emotional neglect include rejecting, ignoring, humiliating, intimidating, isolating a child, or giving bizarre forms of punishment to a child.

- Medical/Dental neglect

Medical neglect is the failure to provide or to allow needed care as recommended by a competent health-care professional for a physical injury, illness, medical condition, or impairment. It also includes the failure to seek timely and appropriate medical care for a serious health problem.

Dental neglect is the willful failure to seek or follow through with treatment necessary to ensure a level of oral health essential for adequate function and



freedom from pain and infection, (AAPD:American Academy of Pediatric Dentistry 2010).

- Educational neglect

Educational neglect involves the failure to enroll the child of mandatory school age in school or to provide appropriate homeschooling or needed special education training.

6.3.2. Failure to supervise

- Inadequate supervision is the act of leaving the child unsupervised (depending on length of time and child's age/maturity), not protecting the child from safety hazards, not providing adequate caregivers, or engaging in harmful behavior.
- Exposure to violent environments is the act of leaving the child to the environment where there is physical, emotional or psychological violence, not protecting the child from the surrounding violence.
- Frequent accidents is the act of letting the child experience multiple accidents that harm the child physically, emotionally or psychologically without trying to prevent the harm from happening again after the harm has happened.

6.3.3. Failure to protect

- If a child is in a situation that calls for protection, failure to provide such protection is a form of neglect.

6.4. **EMOTIONAL ABUSE**

Child emotional or psychological abuse, also referred to as mental abuse, is a form of abuse characterized by a person subjecting or exposing a child to behavior that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder (PTSD). The impact of continual emotional maltreatment is cumulative, serious and long term. Emotional abuse impairs the child's psychological and emotional development with a potentially life-long influence on any capacity to form successful relationships. For instance, child victims often form poor relationships with their own children.

Types of Emotional Abuse

- **Rejecting:** refusing to acknowledge the child's worth and the legitimacy of their needs





- Isolating: cutting off the child from normal social experiences and contact with peers or adults
- Terrorizing: verbally assaulting the child, creating a climate of fear and bullying
- Ignoring: depriving the child of essential stimulation and emotional responsiveness
- Corrupting: socializing the child in an inappropriate manner, encouraging destructive and antisocial behavior

6.5. BULLYING

Bullying is persistent threatening and aggressive physical behavior or verbal abuse directed towards intimidating or harming other people, especially those who are younger, smaller, weaker, or in some other situation of relative disadvantage. For example, gossiping, spreading rumors, name-calling, and social isolation or manipulation. In short, it is any behavior or action that jeopardizes safety or causes harm to others.

Types of Bullying

6.5.1. Physical Bullying

- Physical Bullying can be both physical and emotional abuse.
- Physical Bullying is the use of physical actions to intimidate and gain control over a target. The physical actions are unwanted by the victim and can either cause damage to their body or possessions
- Example of physical Bullying but not limited to
 - Hitting, kicking, Shoving, pushing, tripping, pinching.
 - Damage of property or belonging

6.5.2. Verbal Bullying

- Verbal Bullying is the use of verbal action involving mainly insults, taunts, name calling, and other types of verbal abuse.



- Verbal Bullying, regardless of the age of the bully and the bullied, can start off harmlessly as teasing or a slight insult. Which can quickly escalate into verbal violence that causes serious harm to the bullied.
- Verbal bullying is one of the main causes that escalated to Physical Bullying.

6.5.3. **Cyber Bullying**

- Cyber Bullying is intentional and/or repeated harm inflicted through the use of digital technologies. Example include but not limit to:
 - Software such as social media, instant messaging, texts, websites and other online platforms. For example:
 - Discord, Facebook, Instagram, Line, Youtube, Whatsapp, etc.
 - Hardware such as computers, tablets, phones, and other electronic devices.
- Cyber Bullying is usually aimed at scaring, angering or shaming those who are targeted. Examples include but not limit to:
 - Sending hurtful, abusive or threatening messages, text, email, images or videos via messaging platforms
 - Deliberately excluding others online
 - Nasty gossip or rumors
 - Spreading lies or fake news about or posting embarrassing photos or videos of someone on social media
 - Imitating others online or using their log-in information to impersonate someone and sending mean messages to others on their behalf or through fake accounts.
- Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and/or the person bullying.

6.5.4. **Social Bullying**

- Social Bullying can come in the form of Physical, Verbal, and Social Bullying.



- Social Bullying is the action which results in damaging, exploiting, taking advantage, humiliating, or destroying someone's social relationships or social reputation.
- Social Bullying includes but not limit to:
 - Lying and spreading rumors or fake news.
 - Negative facial or physical gestures, menacing or contemptuous looks.
 - Playing nasty jokes to embarrass and humiliate.
 - Mimicking unkindly.
 - Encouraging others to socially exclude someone.
 - Damaging someone's social reputation or social acceptance.
 - Causing humiliation to others.

7. Categorizing Situations

7.1. HIGH-RISK SITUATION

Any case of physical abuse, emotional abuse, sexual abuse, bullying, thieving or stealing property of others and possession of weapon, drug or illegal things are considered as a high-risk situation.

7.2. LOW-RISK SITUATION

Any case apart from cases of high-risk situations is considered a low risk situation. You may also refer to section 9 on Unwanted Behaviors minus those that are classified as high risk.

8. Responsibilities

Child Protection and Safeguarding matters are handled through a collaboration between the Head of School and the Coordinator of Student Development Center (SDC). Matters of budgeting for external training and professional development are managed by the Head of School and the Coordinator of the SDC. The Coordinator of SDC is responsible for facilities management and works with the Head of the School and Operation Coordinator to maintain a physically safe environment that is supportive towards the students' learning and development. The SDC manages referrals, record keeping, and interventions involved upon



receiving cases from the facilitators, staff members, or students. The SDC Coordinator works with various coordinators and facilitators to raise awareness about the Child Protection and Safeguard policy, and create preventive measures through implementing the Proactive Comprehensive Plan. The counselors work with the various coordinators and facilitators in order to assess the situation, and implement an action plan which includes referring to community resources and case consultations.

Besides the above mentioned roles of key members, all staff of the Pan-Asia International School community are responsible for adhering to the following:

- Contribute to a safe environment which supports student learning
- Maintain awareness of the Child Protection Policy and process of referral
- Record factual information during suspected case of harm and refer to the school counseling team or respective coordinator or immediately escort a child to see a counselor during high-risk situations

9. **Behavioral Expectation**

9.1. **Wanted Behaviors**

1. Students shall be Respectful all the time and abide with the classroom rules and school regulations
2. Students shall be Responsible for attending their classes and submitting the assignments on time
3. Student shall be Compassionate and Kind towards others
4. Students shall be Tolerant and Patient when encountered with unpleasant situations and report such situations to the respected facilitator
5. Students shall be Diligent and Resilient in learning their subjects and participating in school activities
6. Students shall be Moderate and Balance in the level of their voices and physical movement in the hallway and the school campus
7. Students shall be Creative and Open-minded in solving problems



9.2. Unwanted Behavior

1. Breaking classroom rules and school regulations
2. Running in the hallways
3. Shouting or speaking loudly
4. Using inappropriate language
5. Any sort of bullying (considered high risk)
6. Littering or Vandalism
7. Thieving or stealing property of others (considered high risk)
8. Skipping classes and not submitting assignments on time

10. Policies and Procedures

10.1. Anti-Bullying Policy

Pan-Asia International School believes that all students have a right to study in a healthy and safe physical, social, and emotional environment. Bullying behavior is considered the most intolerable inside the school. All members of the school community must promote mutual respect and acceptance. Behavior that jeopardizes the safety of another student or causes harm will be dealt with immediately. All students must adhere to the Student Code of Conduct as expressed in the [Student Handbook](#). In summary, actions such as intimidating, harassing, or bullying another student through words or actions are strictly prohibited. These behaviors may include: harmful physical contact, i.e. hitting or shoving, verbal assaults, i.e. insulting, comparing, yelling, name-calling, and social isolation or manipulation. Students are expected to understand the Pan-Asia International School School Rules General Conduct, which can be found in the [Parent and Student Handbook](#). School community members are expected to immediately report incidents of bullying to the respective Coordinator or SDC. School's staff who witness any act of bullying should take immediate action. School's staff should always aim to avoid physical contact during an immediate intervention. However, Pan-Asia International School reserves the right for a school's staff member to get in between physical quarrels for student's safety reasons. Physical intervention is allowed in cases where necessary, for the benefit of the student, i.e. students need to be pulled apart from each other to



prevent harm. School's staff will make an effort to handle such incidents with extreme care. Strong physical contact, i.e. grabbing or holding down a student should be avoided unless it's unavoidable.

The school's staff member, in these cases, shall consider student safety to be the most important issue regardless of the nature of the incident. Each bullying incident should be investigated by the SDC and the respected coordinator. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. To ensure a bullying free environment and a healthy learning environment, Pan-Asia International School strives to educate students through the Values Curriculum and homeroom time, awareness campaigns, and personal counseling with students. School's staff are expected to remain vigilant and report issues immediately as they arise.

Each classroom will adopt the Pan-Asia International School School Rules General Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during the lunch period, whether on or off campus. Pan-Asia International School students adopt a Pan-Asia International School School Rules General Conduct that adapts the school's core values, ESLRs (Expected Schoolwide Learning Results) and IB Learner Profile. Further details can be found in the Student and Parent Handbook.

The few Code of Conduct guidelines below, however, are expected to be followed by students:

- Any student who engages or participates in bullying may be subject to disciplinary action, which includes parent intervention, detention, community service, suspension, and in extreme cases, expulsion (if deemed to be a danger to other community members)
- Students are expected to report incidents of bullying to the nearest facilitator or school's staff, homeroom facilitator, counselor and respective coordinator
- Reports of bullying will be kept confidential and the sharing of information will be discussed with the parties making the report unless there is an issue of immediate physical harm or danger



10.2. IT and Internet Safety Policy

Pan-Asia International School aims to ensure that students and community members are aware of the risks and possible dangers of technology and internet usage.

Pan-Asia International School community members are expected to apply sensible decision making and critical thinking with regards to searching for information and making posts on social media.

Additionally, community members are expected to be aware of the issues of cyberbullying and internet security, and practice Good Digital Discipline.

The school will regularly raise awareness regarding Good Digital Discipline to educate students about the risks involved in using the internet and social media. The school encourages students and all Pan-Asia International School members to report issues of Technology and Internet Safety and Cyber Bullying to the Respective Coordinator and/or the SDC Coordinator.

The following guidelines apply to all Pan-Asia International School community members [Good Digital Discipline]:

10.2.1. Cyber bullying includes the following activities:

- Posting messages on social networking sites about another member of the community
- Spreading rumors online
- Sending harmful messages via instant messaging ie. Messenger, Instagram, Line, Discord, Text, or Email, etc.
- Communication via applications like Messenger, Instagram, Line, Discord, etc. are not considered official channels for communicating in the Pan-Asia International School community.

10.2.2. Acceptable internet usage during school hours occur according to the following conditions:

- During school hours, web browsers are to be used for educational and research purposes. Under no circumstances are members of the Pan-Asia International School community allowed to access inappropriate material(s).
- The inappropriate material are as follows:



- Non educational material related to the school curriculum
 - Material which does not comply with Thai Cyber Law
 - Material related to any Pornographic content
 - Material related to physical, verbal, or psychological violence or abuse
- Never share own's passwords or usernames with other members of the community
 - Using platforms such as Pan-Asia International School's Google Email, Google Classroom, SchoolBagLive, Managebac, is encouraged and in some cases mandatory
 - Attempt to access other member's username or password is considered serious violation of school policy
 - Be fully aware of online plagiarism and do collaborative work online through shared documents only when instructed by the facilitators or School Management and follow classroom rules and regulations
 - Always use appropriate language(s)
 - Always be respectful with using posts on social media and be a good representative of the school community
 - The school may ask students to remove certain posts from social media if they could potentially harm self or others even if posts occur off school hours

10.3. Disciplinary Policy

10.3.1. Objective

The purpose of the consequences is to educate students regarding responsibility, personal choices and accountability to change the behavior and not punish them.

See more detail in the “School Discipline Policy and Code of Conduct” from the [Staff Handbook](#)

10.3.2. Discipline Chart

The Discipline chart is to help determine roles and responsibilities of each member in the Pan-Asia International School community.

When any situation happens which is related but not limited to unwanted behavior or incident, it's the responsibility of any Pan-Asia International School facilitator or staff nearby to address the situation and make it better. If it doesn't work, then the staff member shall refer the case to the student's section coordinator. If the section coordinator spends utmost effort to solve the issue and could not solve it, the section coordinator will refer the case to the Student Development Center (SDC). The SDC will apply the appropriate action in collaboration with the head of the school as shown in the pyramid below.



Figure 1. Discipline flow Pyramid

10.3.3. Classroom Rules and Consequences

Classroom rules and consequences are meant to help support students to behave in a way conducive to the positive classroom learning environment.





10.3.3.1. **Class Room Rules**

10.3.3.1.1. **KG and Primary (KG.1-G.5)**

- a. Seating: Students should be assigned to certain seats with a weekly rotation cycle where students move to new seats every week. Similarly for the groups, regular changes of group members.
- b. Voice pitch: low – medium: provide the scale as reference.
- c. Talking: only with permission, always politely and respectfully.
- d. Borrowing things from each other: only with permission from the owner of the things.
- e. Going to the see nurse, toilet, or drinking water: with permission (facilitator should always allow it). If needed, one adult has to accompany the student. If it is too often, the facilitator shall talk to the student to ask for reasons.
- f. Using telephone and tablets: with the permission of facilitators for learning purposes only.
- g. No pushing, pulling, teasing, showing fingers, using bad words, nagging, etc.. whatsoever annoying or disrespecting to each other.
- h. No physical offense or any sort of bullying is allowed and or tolerated.

10.3.3.1.2. **Middle School (G.6-8)**

- a. Seating: Students should be assigned to appropriate seats based on the needs of students and classroom environment.
- b. Voice pitch: low – medium: Facilitator determines the standards.
- c. Talking: always politely and respectfully. Talks when the situation allows without interrupting others.
- d. Borrowing things from each other: only with permission from the owner of the things.



- e. Going to the see nurse, toilet, or drinking water: can go freely with informing the facilitators. If needed, one adult has to accompany the student. If it is too often, the facilitator shall talk to the student to ask for reasons.
- f. Using telephone and tablets: only for learning purposes with the monitoring of the facilitators.
- g. No pushing, pulling, teasing, showing fingers, using bad words, nagging, etc.. whatsoever annoying or disrespecting to each other.
- h. No physical offense or any sort of bullying is allowed and or tolerated.

10.3.3.1.3. **High School (G.9-12)**

- a. Seating: According to student choices under supervision of the facilitator.
- b. Voice pitch: low – medium: Facilitator determines the standards.
- c. Talking: always politely and respectfully. Talks when the situation allows without interrupting others.
- d. Borrowing things from each other: only with permission from the owner of the things.
- e. Going to the see nurse: can go freely with informing the facilitators. If needed, one adult has to accompany the student.
- f. Going to the toilet, drinking water, or taking fresh air: can go freely with informing the facilitators. Facilitator monitors their frequencies.
- g. Using telephone and tablets: only for learning purposes.
- h. No physical offense or any sort of bullying is allowed and or tolerated.



10.3.3.2. **Consequences**

The consequences are meant to be a factor to help change a student's unwanted behavior.

10.3.3.2.1. **Violation of articles 'a'-'g', homeroom and subject facilitators do the following:**

10.3.3.2.1.1. First Verbal warning.

10.3.3.2.1.2. If repeated, then Second verbal warning

10.3.3.2.1.3. If repeated, then follow the next steps

10.3.3.2.1.3.1. For KG and Lower Primary: let the student sit on a chair in the corner with a task (reading, writing, or anything related to the subject being taught).

10.3.3.2.1.3.2. For Higher Levels (G.4-G.12): Change seating, involve the student in helping the facilitator with tasks in the classroom.

10.3.3.2.1.4. If still repeated, then follow the next steps

10.3.3.2.1.4.1. For Low-Risk situation informing respected coordinator

10.3.3.2.1.4.2. For High-Risk situations, issue an incident report and follow the Ladder of 7 steps.

10.3.3.2.2. **Violation of article 'h':**

10.3.3.2.3. Issue an Incident report and follow the Ladder of 7 steps immediately as shown below.

10.3.3.3. **Ladder of 7 Steps**

The Ladder of 7 Steps are the guidelines to show the serious consequences in order to help change the unwanted student's behavior from causing the High-Risk Situation



The incident report is strictly required before applying the Ladder of 7 steps from the Facilitator or Staff.

STEP	PROCESS	ACTION	PERSON IN-CHARGE
1 st Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	<ul style="list-style-type: none"> Meet with student Inform Parent 	<ul style="list-style-type: none"> SDC Member Related Coordinator Section Secretary
	Consequence	Remove Privilege	SDC Member
2 nd Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	<ul style="list-style-type: none"> Meet with student Inform Parent 	<ul style="list-style-type: none"> SDC Member Related Coordinator Section Secretary
	Consequence	<ul style="list-style-type: none"> Detention (1 Day) Remove Privilege 	SDC Member
3 rd Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	Meet with Parent and Student	<ul style="list-style-type: none"> SDC Member Related Coordinator
	Consequence	<ul style="list-style-type: none"> Detention (3 Days) Remove Privilege Community Service 	<ul style="list-style-type: none"> SDC Member Related Coordinator





STEP	PROCESS	ACTION	PERSON IN-CHARGE
4 th Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	Meet with Parent and Student	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator
	Consequence	<ul style="list-style-type: none"> ● Detention (5 Days) ● Remove Privilege ● Community Service 	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator
5 th Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	Meet with Parent and Student	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator ● Head of School
	Consequence	<ul style="list-style-type: none"> ● Detention while waiting for Parent Intervention ● Suspension (1-3 School Day) 	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator
6 th Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	Meet with Parent and Student	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator ● Head of School
	Consequence	<ul style="list-style-type: none"> ● Detention while waiting for Parent Intervention ● Suspension (3-5 School Day) 	<ul style="list-style-type: none"> ● SDC Member ● Related Coordinator





STEP	PROCESS	ACTION	PERSON IN-CHARGE
7 th Step	Report	Report incident provided with Incident report	Facilitator involved
	Intervention	<ul style="list-style-type: none">• Discuss with school Board• Meet with Parent and Student	<ul style="list-style-type: none">• Pan-Asia International School Board• Related Pan-Asia International School Management• SDC Member• Related Coordinator
	Consequence	Higher Consequences	<ul style="list-style-type: none">• Pan-Asia International School Management



Ladder of 7 Steps

CONSEQUENCES: 7 STEPS LADDER.

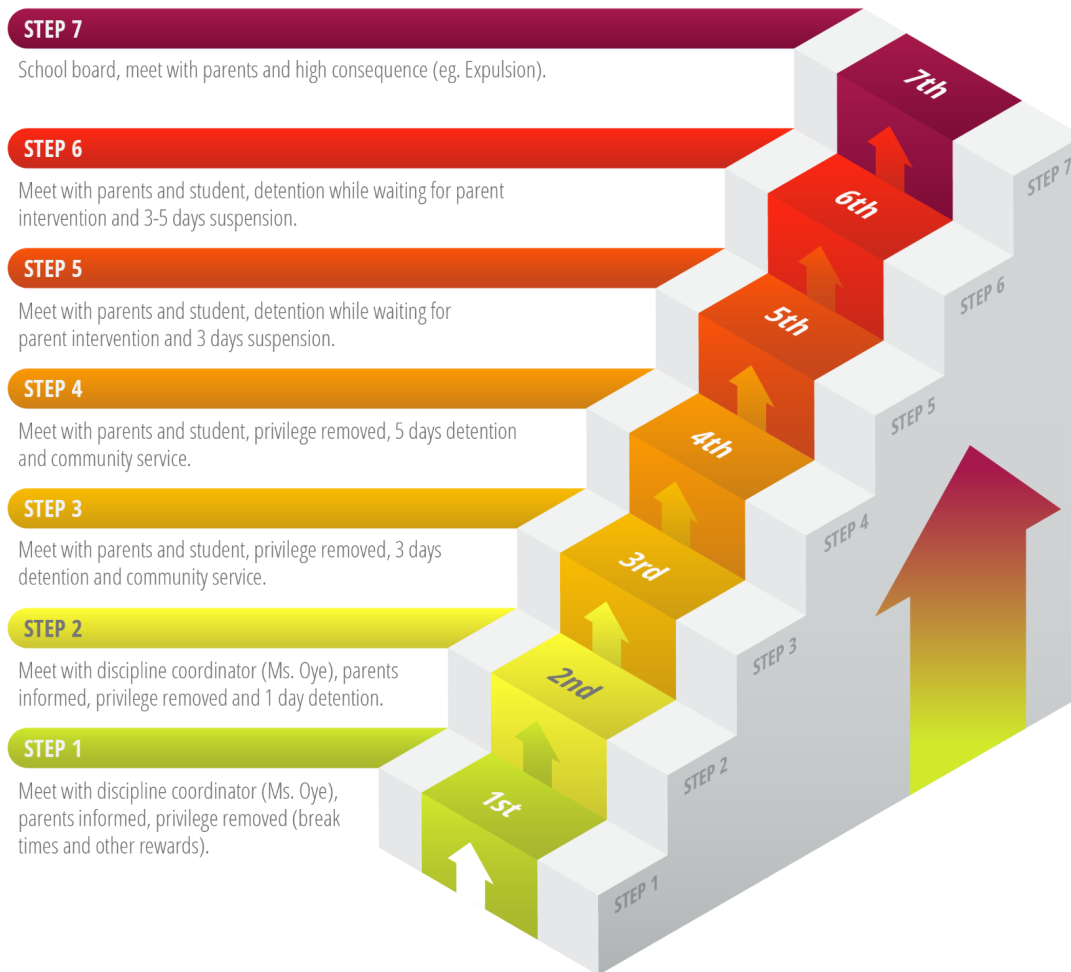


Figure 2. 7 Steps Ladder of Consequences





11. **Health Policy**

Please refer to [Staff Handbook](#)

12. **Student Development Center Services**

The Student Development Center Services is categorized in 2 categories. 1st Category is related to the Disciplinary of the students and the 2nd Category is related to providing Emotional Needs or Educational Special Needs Students with the right support.

The Process of the service from the Student Development Center will be as follows:

12.1. **Recognition**

This step is to identify situations that are signs which might escalate to serious issue, such as following:

- Physical activity which might escalate into a fight
- Verbal abuse or hot argument in any language
- Student's sudden change in behavior

12.2. **Counseling**

Counseling is provided to the student after their cases are identified and observed. The counseling services are need based and provided to the student, the Parents and the Pan-Asia International School's staff member.

12.3. **Reporting and Referral Procedures**

Reporting and Referral Procedures are only for High-Risk Situation and repeated Low-Risk Situation. The Referral form should be filled by the Section coordinator only. Except if the facilitator is told by the student not to tell anyone, then the facilitator can fill the Referral form by themselves.

Referral Form: [SDC Referral Form](#)

12.3.1. **High Risk Situations, Social, Emotional and Development Issues**

The Student Development Center Office handles and addresses High Risk Situations, Social, Emotional and Development issues referral.



12.3.1.1. Referral Stage

There are 3 types of referral that the Student Development Office accepts as follows:

12.3.1.1.1. **Self Referral System** - for students and facilitators only. They can visit the Student Development Office voluntarily as a walk in for counseling. This involves urgent social and emotional issues like (but not limited to) emotional breakdowns inside the classroom, students who are feeling anxious getting inside the classroom and an urge to self harm. Minor panic attacks that don't require medical attention. This also involves social and emotional issues that they deem confidential like seeking advice for family and peer issues.

12.3.1.1.2. **Facilitator Referral** - For facilitators, staff and section coordinator reporting a High Risk Incident, a Social/Emotional/Developmental issue or would want to schedule a meeting/counseling session themselves; they would need to fill out the referral form as below.

The **Referral Form** serves as a guide for the SD team when they conduct the investigation, observation or counseling session with the student.

The facilitator or staff must conscientiously fill up all the necessary information on the form.

12.3.1.1.3. **Parent/Guardian Refers Child/Student to Counseling.** For parents who wish to refer their child for counseling, they need to email, send a line message or call the school to schedule an appointment.

12.3.1.2. Assessment Stage

Assessment of the case will happens after;

- After initial counseling session from walk in student
- Receipt of the Student Development Referral form
- Initial meeting with the parents



The Student Development Head will then determine who and how the referral will be managed. Based on the nature of the case it will be endorsed to either;

- **Discipline Coordinator** - for cases deemed **High Risk Situations**. High Risk situations are as follows: Any case of cutphysical abuse, emotional abuse, sexual abuse, bullying (physical, emotional, social and cyber), and possession of weapon, drug or illegal things. (Refer to section 6 - Definitions for more information)
- **Guidance Counselor** - for issues deemed social, emotional and developmental. This includes but not limited to; anxiety, depression, social withdrawal, coping issues, possible development disability such as Autism Spectrum Disorder
- **Head of Student Development and Head of School** - For issues that involve suspected danger and abuse may it be physical or sexual in nature by an adult and/or a peer. (eg. physical abuse by Facilitators, unwanted and inappropriate physical touching by an adult to a student/or an older student to younger ones)

12.3.1.3. **Resolution Stage**

The **Resolution Stage** is where the key contact persons above will conduct necessary steps to resolve the referred issue.

- 12.3.1.3.1. **High Risk Situations** - Discipline Coordinator will follow the 7 steps ladder procedure and will coordinate it with key persons as indicated in the process. (Refer to section 10.3.3 for the 7 steps ladder procedure). Depending on the course and complexity of the issue, the Discipline Coordinator may refer students to Guidance Counselor for counseling. The Counselor will help monitor behavior by scheduling counseling sessions that are shared with the Management, SD, parents and facilitators involved. Duration and instance of these sessions is not fixed and varies from case to case.



12.3.1.3.2. **Social, Emotional and Developmental Issues** - Counselor Meets with the student for social and emotional issues or observe students in class, various activities and times of day for possible developmental issues.

12.3.1.3.2.1. **For Social and Emotional Issues** - Schedule regular counseling sessions as deemed appropriate and meet with facilitators and parents as necessary for follow throughs and consistency in school and home setting.

12.3.1.3.2.2. **For Possible Developmental Issues** - Meet with parents/guardians and discuss observations and advice to get proper diagnosis from a Child Psychologist

Should a child be properly diagnosed, school will follow the recommendation of the Psychologist on how to facilitate learning in class for the student. The Counselor then creates an **Educational Adjustment Plan (EAP)** and discusses it with the Coordinator, parents/guardians and relevant facilitators. An **Educational Adjustment Plan** will include information on the child's basic data; age, language, observations, history, Psychologist recommendation and the actual plan. This is signed by the Counselor, Coordinator and the parents/guardians. Continuous follow through with the EAP will be done, adjusted as necessary by working closely with facilitators, parents and the Psychologist.

Should the parent/guardian refuse to get the child properly diagnosed despite numerous attempts of follow ups by the Counselor, the Student Development Head will refer the severity of the case based on Counselor and facilitators to management. The latter then decides the retainment of the child in school.

12.3.1.3.3. **Physical and/or Sexual Abuse by Peers and/or an Adult** - Head of Student Development and Head of school will assess the risk and will share information to key people involved for further investigation this may include but not limited to parent, school management, facilitators and witnesses.



Key persons as stated above, will then decide whether the case is low or high risk.

- For **low risk** cases:
 - Contact parents/guardian to provide referral to community resources
 - Counseling as needed at school for the victim
 - Appropriate sanctions will apply to perpetrators as per employee handbook and Child protection policy
- For **high risk** cases:
 - Contact parents/guardian If needed
 - Contact community organization for child protection e.g. Childline
 - Appropriate sanctions will apply to perpetrators as per employee handbook and Child protection policy



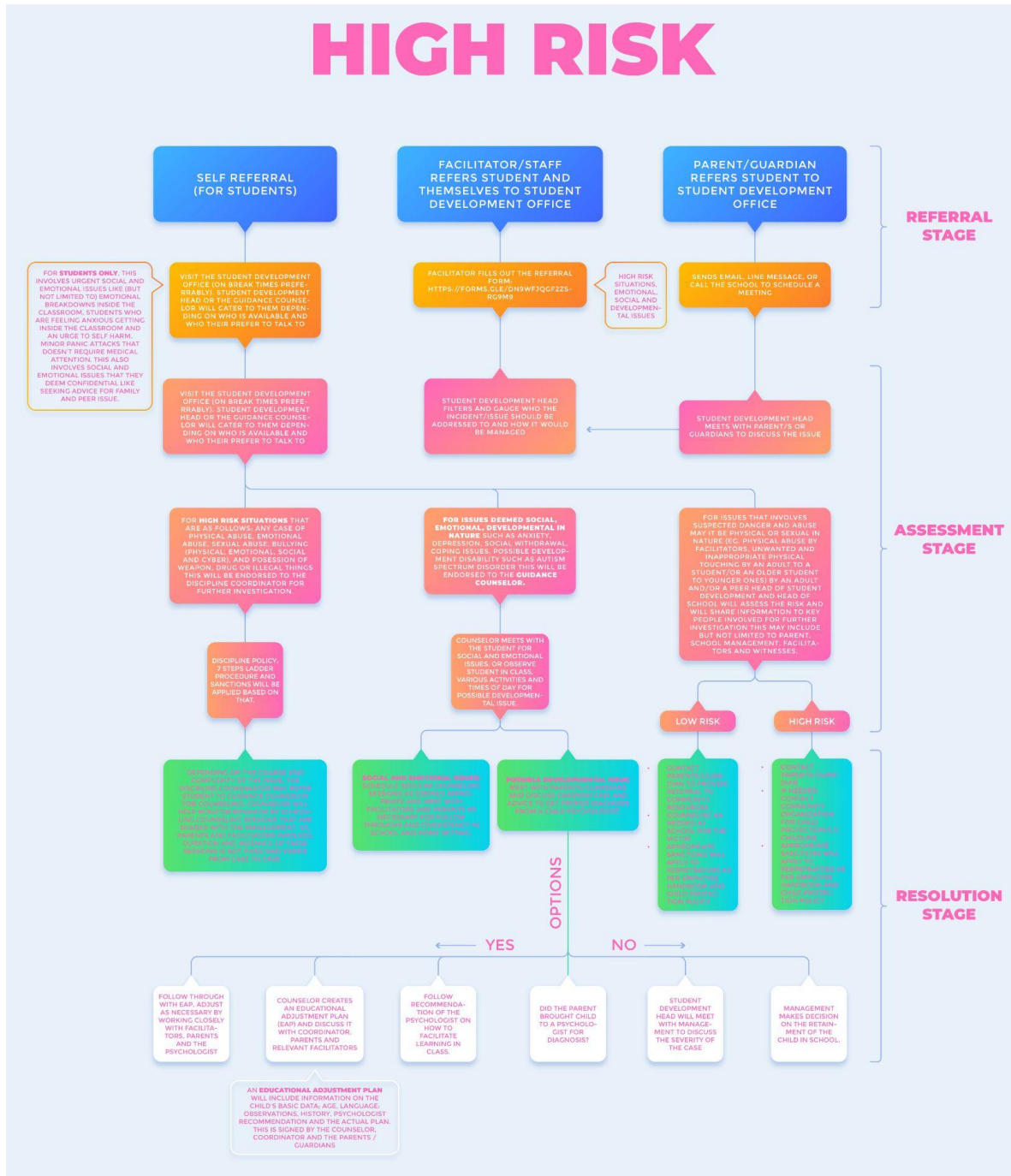


Figure 3. Process flow chart for High Risk Situations, Social, Emotional and Development Issues



12.3.2. **Repetitive Low Risk Situations**

For repetitive low risk situations (refer to section 7.2), the facilitator will follow procedure in section 10.3.3.2.1 however, if that fails, the repetitive low risk situation will be reported to the Coordinator.

Coordinator and Facilitator will then meet and create a behavioral plan with time frames for the student to follow.

Should the student's behavior not improve on the stipulated time frame, the Coordinator may then refer the student to the Student Development by filling out the Student Development Referral form.

The Student Development Head will then gauge the case and decide on who and how the case will be managed it could either be:

Referred to the Discipline Coordinator - For low risk situations that had evolved into high risk situations (eg. unwanted classroom behavior caused students and peers to physically fight). Resolution as per section **12.3.1.3.1 of the Child protection policy** will then be followed.

Referred to the Guidance Counselor - If the case is deemed to have underlying social, emotional, or developmental cause. Resolution as per section **12.3.1.3.2 of the Child protection policy**.





Figure 4. Process flow chart for repetitive low risk situations

13. Record Keeping

Due to the sensitive nature of the cases in Child Protection, records are kept within the SDC and shared only with the Head of School. Depending on the situation, records are kept both physically and electronically. Counselors may keep individual notes upon speaking with students during the counseling or referral process. However, all factual information or reports (either written or verbal) provided by Pan-Asia International School staff members are shared within the SDC. In addition, the counselors will have a referral form that the section coordinators can fill out, or counselors fill out on behalf of the section coordinators.

<p>Designated Safeguarding Officer (LEAD): Mr. Yahya Hamad Title: Coordinator of Student Development Center Email: yahya.h@pais.ac.th Mobile: 086-324-4987</p>
<p>Designated Safeguarding Officers (Deputies): Ms. Beatriz Quintal Title: Guidance Counselor Email: beatriz.q@pais.ac.th</p>
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