



PAIS Child Protection Policy

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

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





Child Protection and Student Development Policy

At Pan-Asia International School, we recognize that the welfare of children is our highest priority. We are committed to creating a safe and nurturing environment where all students can thrive, free from harm. This policy applies to all students at our school, regardless of their class, age, ability, gender, racial heritage, religious belief, culture, or identity.

We affirm that:

- Every student regardless of class, age, ability, gender, racial heritage, religious belief, culture, or identity has an inherent right to protection from all forms of violence, exploitation, and abuse.
- All members of the school community share the responsibility of safeguarding and promoting the well-being of our students.
- The school's policies and procedures are designed to ensure the safety and protection of every child, reflecting our commitment to upholding the rights and dignity of all students.

1. **Introduction**

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.

1.1 **Objective of the Child Protection Policy**

This policy aims to ensure a safe and supportive environment for all students, both physically and emotionally.

We strive to:

- Reinforce positive behavior among students.
- Promote open communication channels, including the involvement of all facilitators and counseling services.
- Empower students with the knowledge and skills to keep themselves safe.

1.2 **Expectations for Staff and Community**

All members of the Pan-Asia International School community, including management, facilitators, non-academic staff, and temporary workers, are expected to prioritize the well-being of students at all times. This policy mandates that:

- Staff recognize and act upon any signs of danger or distress in students.



- Everyone understands their vital role in protecting students by identifying risks early and preventing escalation.

Core Principles:

- **Equality and Non-Discrimination**

Each student is of equal importance and has the same rights to protection from harm and exploitation. The safety and welfare of students must be safeguarded regardless of class, age, ability, gender, racial heritage, religious belief, culture, or identity.

- **Safe and Protective Environment**

All students should feel safe and protected at all times, both within and outside the classroom.

- **Positive Learning Environment**

Every student will be provided with a nurturing and positive learning environment, encouraging their growth and development both within and outside the classroom.

- **Culture of Openness**

We cultivate a culture of openness and transparency, where the school, parents/guardians, and other professionals collaborate in promoting the well-being of our students.

- **Role Models and Commitment**

All adults associated with Pan-Asia International School must serve as exemplary role models of good behavior, demonstrating an unwavering commitment to safeguarding students.

2. Objectives

Pan-Asia International School is committed to safeguarding and protecting all students.

The key objectives of this policy are to:

2.1 **Provide a Safe and Positive Learning Environment**

Ensure that all students are able to learn and grow in an environment that is safe, supportive, and conducive to their overall well-being.

2.2 **Establish and Strengthen Safeguarding Procedures**

Develop, implement, and continuously improve procedures and protocols designed to protect students from harm, ensuring they are consistently applied across the school.

2.3 **Identify and Support Students with Behavioral and Emotional Issues**



Proactively identify students who may be experiencing behavioral or emotional challenges and provide appropriate support and interventions to address their needs.

2.4 Raise Awareness of the Policy Among Staff

Ensure all staff members are fully informed about the child protection policy, understand its contents, and are aware of their responsibilities in safeguarding students.

2.5 Streamline Processes for Staff and Parents/Guardians

Provide clear, accessible, and efficient processes for staff and parents/guardians to follow in order to create and maintain a safe environment for students.

2.6 Clarify Communication Procedures and Lines of Responsibility

Make sure that all members of the school community understand the procedures for reporting concerns and know the appropriate lines of communication and responsibility for safeguarding issues.

3. Rationale

3.1 Clear Expectations for the School Community

This policy sets forth the expectations for all members of Pan-Asia International School's staff, as well as the broader school community, regarding their roles and responsibilities in child protection. It ensures that everyone understands their duty to safeguard students and act in their best interests at all times.

3.2 Detailed Procedures for Preventing Harm

The policy outlines a comprehensive, step-by-step procedure for staff to follow to prevent harm to students. This includes recognizing signs of abuse, reporting concerns, and taking appropriate action to mitigate risks and prevent further harm. The goal is to create a proactive approach to child protection that emphasizes early identification and intervention.

3.3 Commitment to International Standards

Pan-Asia International School is committed to upholding the highest standards of child protection, as outlined in the UN Convention on the Rights of the Child (1989) [reference]. This international framework mandates the protection of children from all forms of physical or mental violence, injury or abuse, neglect, maltreatment, or exploitation. Our policy aligns with these principles, ensuring that we provide a safe and nurturing environment for all students.



4. **Legal Framework**

This policy is drafted in accordance with the relevant provisions of Thai law, particularly the Child Protection Act, 2003, and Article 52 of the Constitution of the Kingdom of Thailand, 2007. It aligns with these legal requirements while also being sensitive to the diverse demographic composition of Pan-Asia International School.

Key Legal Provisions:

- **Right to Development:**
According to Article 52 of the Constitution of the Kingdom of Thailand, 2007, children and youth are entitled to receive physical, mental, and intellectual development in a safe and suitable environment.
- **Protection Against Violence and Unfair Treatment:**
Children and youth have the right to be protected against violence and unfair treatment. They are also entitled to access medical treatment or rehabilitation if needed (Article 52, Constitution of the Kingdom of Thailand, 2007).
- **Mandatory Reporting of Suspected Harm:**
Staff members are legally required to report any suspected cases of harm to a child to a designated administrator. (Section 29 of the Child Protection Act, 2003)
- **Prohibition of Obstructive Treatment by Guardians:**
Guardians are prohibited from treating a child in any manner that obstructs their growth or development or constitutes illegal care. (Section 25 of the Child Protection Act, 2003).
- **Prohibition of Torture and Mistreatment:**
It is forbidden for any person to commit or omit acts that result in the torture of a child's body or mind. (Section 26 of the Child Protection Act, 2003).

5. **Key Contacts**

All staff members at Pan-Asia International School are collectively responsible for safeguarding children. The designated individuals below have specific roles in managing and overseeing the reporting and referral process for child protection concerns:

5.1 Designated Safeguarding Officers (Leads)

5.1.1. Mr. Yahya Hamad

Title: Coordinator of Student Development Center





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5.1.2. Ms. Beatriz Quintal

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5.2 Designated Safeguarding Officers (Deputies)

5.2.1. Ms. Carissa Canaria Moldez

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5.2.2. Ms. Racquel Bautista Pinto

Title: KG Learning Support

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5.2.3. Ms. Supamit Thongchut

Title: Discipline Officer

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5.2.4. Mr. Rez Paul Jim Naraga

Title: College Counselor

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5.3 Designated Management Liaison for Safeguarding

5.3.1. Mr. Jacob Andrew Conger

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5.3.2. Ms. Julia Miniano Cabatay

Title: KG Coordinator

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5.3.3. Ms. Fjolla Berani

Title: Primary Coordinator

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5.3.4. Ms. Amani N. A. Saleh

Title: MYP & DP Coordinator

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5.4 Senior Safeguarding Advisor

5.4.1. Dr. Husni Hamad

Title: Head of School

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6. Definitions

Pan-Asia International School adheres to the definitions outlined in the Guidelines for Creating a Child Protection Policy for International Schools Association of Thailand (ISAT, 2011). The following definitions are based on collaborative efforts with the Thailand International School Counselor Group:

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.

Physical abuse refers to intentional acts of violence directed towards children. This includes, but is not limited to:

- **Hitting:** Striking a child with hands, other body parts, or objects.
- **Shaking:** Forcefully shaking a child, potentially causing internal injuries.
- **Throwing:** Throwing a child against a surface or object.
- **Poisoning:** Administering harmful substances to a child.
- **Burning or Scalding:** Using hot objects, liquids, or substances to cause injury.
- **Drowning:** Forcing or allowing a child to enter water with the intent to harm.
- **Suffocating:** Restricting a child's breathing to cause harm.
- **Deliberate Ill Health:** Intentionally causing ill health in a child by fabricating or inducing illness.

Physical abuse can result in visible injuries, such as bruises, fractures, or burns, as well as internal injuries that may not be immediately apparent. It is a serious violation of a child's right to safety and well-being and is recognized as a form of child maltreatment under both international and local laws.

6.2 SEXUAL ABUSE

Child sexual abuse involves an adult, older child, or adolescent engaging in actions for sexual stimulation using a child. This serious violation of a child's rights can occur through various means, encompassing both contact and



non-contact activities. The abuse may take place regardless of whether the child understands or is aware of what is happening.

6.2.1. Sexual Abuse

Sexual abuse includes any action where a child is forced or enticed to take part in sexual activities. These activities may involve:

- **Physical Contact:** This includes penetrative acts (such as rape, buggery, or oral sex) and non-penetrative acts (such as fondling).
- **Non-Contact Activities:** These include actions 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.
 - Using a child to produce child pornography.
 - Forcing or enticing a child or young person to take part in sexual activities.

Sexual exploitation is also a form of sexual abuse, where children are manipulated or coerced into sexual activities for economic gain or other benefits.

Legal Aspects:

- Penetrative sex with a child under 16 is illegal, and with a child under 13, it is classified as rape under various legal frameworks, including Section 5 of the UK Sexual Offences Act 2003, though the specific local law may vary.



6.2.2. Female Genital Mutilation (FGM)

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth and danger to the child (World Health Organization, 2014). This practice is a form of abuse that occurs in various communities worldwide, affecting children between the ages of 0–18.

Despite being internationally recognized as a violation of the human rights of girls and women, FGM remains a surprisingly common practice in certain communities globally. It is illegal in most countries, including Thailand, and is considered a criminal act and a severe violation of human rights.

Pan-Asia International School takes concerns regarding FGM very seriously. Staff are trained to recognize signs and indicators that may suggest a child is at risk of FGM, is about to undergo the procedure, or has already been subjected to it.

Legal Aspects:

- Since 31 October 2015, there has been a legal requirement to report known cases of FGM (whether visually identified or verbally disclosed) to the police under the FGM Mandatory Reporting Duty. At Pan-Asia International School, any such disclosures must be referred to the police by contacting the 1599 number. This reporting duty applies to known cases but does not extend to "at risk" or suspected cases without concrete evidence. In these situations, the Designated Safeguarding Officer will make timely referrals to The Children and Youth Council of Thailand. Parents will not be informed before seeking advice to ensure the child's safety. Referrals will be made even if it is against the pupil's wishes, prioritizing the child's well-being and legal obligations.



6.2.3. Child Grooming

Child grooming is a form of predatory behavior wherein an adult deliberately establishes an emotional connection with a child to lower the child's inhibitions and prepare them for exploitation, particularly sexual abuse. Grooming can occur both in person and online, often involving a gradual process of building trust, offering gifts or favors, and desensitizing the child to inappropriate behavior.

Recognizing Grooming Behavior

- **Targeting the Victim:** The groomer may focus on a particular child who seems vulnerable or isolated.
- **Gaining the Child's Trust:** The groomer may act as a friend or mentor, offering attention, affection, or gifts.
- **Isolating the Child:** The groomer may try to isolate the child from their family and friends, both emotionally and physically.
- **Desensitizing the Child:** The groomer may gradually expose the child to sexual content or inappropriate touching to desensitize them to abuse.
- **Maintaining Control:** The groomer may use threats, blackmail, or guilt to maintain control over the child and prevent them from speaking out.

Prevention and Response

- **Education:** Educate students, staff, and parents about the signs of grooming and the importance of reporting suspicious behavior.
- **Reporting Mechanisms:** Ensure clear and accessible reporting mechanisms are in place for students and staff to report any concerns about grooming or inappropriate behavior.
- **Support Systems:** Provide support and counseling services for children who may be at risk or have experienced grooming.

Legal Aspects:

Child grooming is illegal under various legal frameworks, and Pan-Asia International School is committed to working with law enforcement and child protection agencies to address any instances of grooming that may occur.



6.2.4. **Ritualistic Abuse**

In some cultures or faiths, harmful practices may occur under the guise of spiritual or religious rituals. Ritualistic abuse involves the use of physical violence to 'rid' a child of perceived evil spirits or demons. This is considered physical abuse and is illegal, regardless of the intent to help the child.

6.3 **NEGLECT**

Child neglect is defined as the 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. It can occur through acts of omission or commission and may or may not be intentional. Neglect is a serious form of maltreatment characterized by the persistent failure to meet a child's basic physical, emotional, and/or psychological needs, resulting in serious impairment of the child's health and/or development.

Types of Neglect:

6.3.1. Failure to Deter, Detect, Prevent, and Report

- **Physical Neglect:** This involves the failure to provide essential needs such as nutrition, clothing, shelter, hygiene, and medical care. It also includes inadequate supervision and other forms of disregard for the child's safety and welfare.
- **Emotional Neglect:** Involves the failure to meet the emotional needs of a child, such as forming secure and positive attachments. It includes rejecting, ignoring, humiliating, intimidating, or isolating a child and using bizarre forms of punishment.
- **Medical/Dental Neglect:**
 - Medical Neglect involves the failure to provide or allow necessary medical care recommended by a competent healthcare professional. It includes not seeking timely medical attention for a serious health condition.
 - Dental Neglect involves the willful failure to seek or follow through with necessary dental treatment, resulting in poor oral health, pain, or infection.
- **Educational Neglect:** Involves failure to enroll a child of mandatory school age in school, not providing appropriate homeschooling, or neglecting the need for special education.



6.3.2. Failure to Supervise

- **Inadequate Supervision:** Leaving a child unsupervised for an inappropriate length of time given their age and maturity, failing to protect the child from safety hazards, not providing adequate caregivers, or engaging in harmful behavior.
- **Exposure to Violent Environments:** Allowing a child to be in an environment where physical, emotional, or psychological violence occurs, and not protecting the child from this violence.
- **Frequent Accidents:** Failing to prevent recurring accidents that cause physical, emotional, or psychological harm to a child.

6.3.3. Failure to Protect

If a child is in a situation that requires protection and the caregiver fails to provide it, this constitutes neglect. This includes not taking necessary steps to prevent harm or danger to the child.

6.4 EMOTIONAL ABUSE

Child emotional or psychological abuse, also known as mental abuse, involves subjecting or exposing a child to behaviors that may cause psychological trauma. This trauma can include conditions such as anxiety, chronic depression, or post-traumatic stress disorder (PTSD). The effects of continuous emotional maltreatment are cumulative, serious, and long-term. Emotional abuse can significantly impair a child's psychological and emotional development, potentially affecting their ability to form healthy relationships throughout their life. For example, child victims of emotional abuse may struggle to form positive relationships with their own children.

Types of Emotional Abuse:

- **Rejecting:** Refusing to acknowledge the child's worth and the legitimacy of their needs. This may involve dismissing the child's feelings or contributions as unimportant or unwelcome.
- **Isolating:** Cutting the child off from normal social experiences and contact with peers or adults. This isolation can prevent the child from developing normal social skills and can lead to feelings of loneliness and abandonment.
- **Terrorizing:** Verbally assaulting the child, creating a climate of fear and bullying. This may include threats, intimidation, or any form of verbal aggression that instills fear in the child.

- **Ignoring:** Depriving the child of essential stimulation and emotional responsiveness. This form of neglect involves a lack of attention, affection, and communication, which are critical for a child's emotional development.
- **Corrupting:** Socializing the child in an inappropriate manner, encouraging destructive and antisocial behavior. This may involve exposing the child to inappropriate behaviors or encouraging them to engage in harmful or illegal activities.

6.5 BULLYING

Bullying involves persistent threatening, aggressive physical behavior, or verbal abuse directed towards intimidating or harming others, especially those who are younger, smaller, weaker, or otherwise at a relative disadvantage. Bullying can manifest in various forms, including gossiping, spreading rumors, name-calling, and social isolation or manipulation. Essentially, any behavior or action that jeopardizes the safety or well-being of others can be classified as bullying.

Types of Bullying:

6.5.1. Physical Bullying

Physical bullying involves the use of physical actions to intimidate and gain control over a target. These actions are unwanted by the victim and can cause physical harm or damage to personal property. Physical bullying can also have emotional and psychological impacts on the victim.

Physical Bullying Include:

- **Hitting:** Striking someone with an object or body part.
- **Kicking:** Using feet or legs to strike.
- **Shoving or Pushing:** Forcefully moving someone by pushing or shoving them.
- **Tripping:** Intentionally causing someone to fall.
- **Pinching:** Squeezing someone's skin or flesh painfully.
- **Damage to Property or Belongings:** Deliberately breaking or stealing someone's possessions.

These actions not only cause physical harm but also aim to intimidate and exert power over the victim. It is essential to address physical bullying



promptly to prevent further harm and create a safe and respectful environment for all students.

6.5.2. Verbal Bullying

Verbal bullying involves the use of words and verbal expressions to insult, taunt, name-call, or otherwise abuse another person. While it may start off seemingly harmless as teasing or minor insults, it can quickly escalate into more severe verbal violence, causing significant emotional and psychological harm to the victim.

Verbal Bullying include:

- **Insults and Taunts:** Making rude or demeaning comments about someone's appearance, abilities, or personality.
- **Name-Calling:** Using derogatory or offensive nicknames to demean someone.
- **Verbal Abuse:** Aggressive, threatening, or demeaning language intended to harm or intimidate the victim.

Verbal bullying can cause emotional distress, lower self-esteem, and anxiety in victims. It can lead to feelings of isolation and helplessness.

It is often a precursor to physical bullying, as the verbal abuse can escalate into physical actions. Therefore, it is crucial to address verbal bullying early to prevent further escalation.

6.5.3. Cyberbullying

Cyber bullying involves intentional and/or repeated harm inflicted through digital technologies. It can occur on various platforms and devices, using software or hardware to target individuals. This form of bullying is typically aimed at scaring, angering, or shaming the targeted individuals.

Platforms and Devices Used in Cyberbullying:

- **Software:** Social media platforms, instant messaging, texts, websites, and other online services. Examples include:
- **Social Media:** Discord, Facebook, Instagram, Tiktok, YouTube, etc.
- **Messaging Apps:** Line, Google Chat, Messenger, WhatsApp, etc.



- **Hardware:** Computers, tablets, phones, smart watch, and other electronic devices used to perpetrate bullying activities.

Cyberbullying Include:

- **Sending Hurtful Messages:** Sending abusive or threatening texts, emails, images, or videos via messaging platforms.
- **Deliberate Exclusion:** Excluding someone from online groups, chats, or activities.
- **Spreading Gossip or Rumors:** Sharing nasty gossip, rumors, or fake news about someone, which can be damaging to their reputation.
- **Posting Embarrassing Content:** Posting or sharing embarrassing photos or videos of someone on social media platforms.
- **Impersonation:** Imitating others online by using their login information to send mean messages to others, or creating fake accounts to impersonate someone.

Characteristics of Cyberbullying:

- **Anonymity:** Cyber bullies can often hide their identity, making it difficult for victims to know who is targeting them.
- **Pervasiveness:** Cyber bullying can happen at any time and can be public or private. Sometimes, it is only known to the target and the bully, making it challenging to address.
- **Wide Reach:** The digital nature of cyber bullying allows harmful content to spread quickly and reach a wide audience.

6.5.4. Social Bullying

Social bullying involves actions intended to harm someone's social relationships or social reputation. This form of bullying can encompass elements of physical, verbal, and social actions, and is characterized by behaviors that aim to damage, exploit, take advantage of, humiliate, or socially isolate the victim.

Social Bullying Include:

- **Lying and Spreading Rumors or Fake News:** Disseminating false information about someone to damage their reputation or relationships.



- **Negative Facial or Physical Gestures:** Using menacing or contemptuous looks, or making negative gestures, to intimidate or belittle someone.
- **Playing Nasty Jokes:** Engaging in practical jokes meant to embarrass or humiliate the victim.
- **Mimicking Unkindly:** Imitating someone in a mocking or derogatory manner.
- **Encouraging Social Exclusion:** Urging others to exclude someone from social groups or activities, leading to isolation.
- **Damaging Social Reputation:** Actions intended to harm a person's standing within a group, affecting their social acceptance.
- **Causing Humiliation:** Engaging in behaviors that publicly embarrass or degrade someone.

Characteristics of Social Bullying:

- **Indirect and Subtle:** Unlike physical bullying, social bullying often involves more covert actions, making it harder to detect.
- **Social Manipulation:** It can include manipulating social dynamics and relationships to isolate the victim.
- **Emotional Impact:** Social bullying can have a profound impact on the victim's self-esteem and mental health, potentially leading to feelings of isolation and depression.

7. Categorizing Situations

Categorizing situations into high-risk and low-risk helps in determining the appropriate response and level of intervention required for different incidents.

7.1 High-Risk Situation

High-risk situations involve serious incidents that pose an immediate threat to the safety and well-being of individuals. These include, but are not limited to:

- **Physical Abuse:** Any form of violence or physical harm inflicted on a person.
- **Emotional Abuse:** Actions or words that cause psychological harm, such as threats, intimidation, or consistent belittling.
- **Sexual Abuse:** Any non-consensual sexual activity or exploitation.



- **Bullying:** Severe cases of physical, verbal, or cyber bullying that threaten the victim's safety or well-being.
- **Thieving or Stealing Property:** Acts of theft or stealing belonging to others.
- **Possession of Weapons:** Carrying or using weapons in the school environment.
- **Possession of Drugs or Illegal Substances:** Possessing, using, or distributing drugs or illegal substances.

These situations require immediate attention and action, often involving law enforcement or external authorities, depending on the severity of the incident.

7.2 Low-Risk Situation

Low-risk situations involve less severe incidents that do not pose an immediate threat to individuals' safety. These may include minor infractions or behavioral issues not classified under high-risk situations. Examples include:

- Minor disagreements or conflicts among students.
- Low-level disruptive behavior in the classroom.
- Incidents involving unwanted behaviors not escalating to a high-risk level.

For low-risk situations, the response may involve counseling, disciplinary actions according to school policy, or other appropriate measures to address and correct the behavior.

Note: It is important to evaluate each situation carefully, as what may initially appear as low-risk could escalate or reveal underlying high-risk factors. Staff should always err on the side of caution and seek further assessment or advice when uncertain about the level of risk involved.

8. Responsibilities

Child protection and safeguarding at Pan-Asia International School are managed collaboratively to ensure the safety and well-being of all students. The responsibilities are divided among key members of the school community as follows:

8.1 Head of School and Coordinator of Student Development Center (SDC):

- **Collaboration:** The Head of School and the Coordinator of SDC work together on all child protection and safeguarding matters.



- **Budget Management:** They manage the budget for external training and professional development related to safeguarding.
- **Facilities Management:** The Coordinator of SDC is responsible for managing facilities, ensuring a physically safe environment that supports student learning and development. This involves working with the Head of School and the Operations Coordinator.

8.2 Coordinator of Student Development Center (SDC):

- **Case Management:** The SDC manages referrals, record-keeping, and interventions upon receiving cases from facilitators, staff members, or students.
- **Awareness and Prevention:** The SDC Coordinator collaborates with various coordinators and facilitators to raise awareness about the Child Protection and Safeguarding Policy. They implement preventive measures through the Proactive Comprehensive Plan.
- **Counseling and Support:** Counselors, in conjunction with coordinators and facilitators, assess situations and implement action plans. These plans may include referrals to community resources and case consultations.

8.3 All Staff Members:

- **Creating a Safe Environment:** Every staff member contributes to maintaining a safe environment that supports student learning.
- **Policy Awareness:** Staff must be aware of the Child Protection Policy and the process for making referrals.
- **Recording and Reporting:** In cases of suspected harm, staff must record factual information and refer it to the school counseling team or the respective coordinator. In high-risk situations, they should immediately escort the child to see a counselor.

8.4 Parents:

- **Collaboration with the School:** Parents play a crucial role in safeguarding by working closely with the school to ensure the safety and well-being of their children.
- **Awareness and Vigilance:** Parents should be aware of the school's Child Protection Policy and understand the signs of abuse and neglect. They are encouraged to communicate any concerns about their child's safety to the school promptly.
- **Supportive Environment at Home:** By providing a safe and supportive environment at home, parents can help reinforce the protective measures in place at school. This includes monitoring their child's online activities and being involved in their social and academic life.



- **Engagement in School Activities:** Parents are encouraged to participate in school activities and training sessions related to child protection and safeguarding to stay informed and involved in their child's education and safety.

9. **Behavioral Expectation**

To ensure a safe and supportive learning environment at Pan-Asia International School, the following behavioral expectations are set forth for all students. Adhering to these behaviors is crucial for the protection and well-being of every student.

9.1 **Wanted Behaviors**

9.1.1. **Respectful**

Students shall be respectful at all times, abiding by classroom rules and school regulations. Respect for teachers, peers, and school property is fundamental.

9.1.2. **Responsible**

Students shall attend their classes and submit assignments on time. Being responsible includes reporting any concerns about safety to a trusted adult or designated safeguarding officer.

9.1.3. **Compassionate and Kind**

Students shall show compassion and kindness towards others, fostering a supportive and inclusive school community.

9.1.4. **Tolerant and Patient**

Students shall be tolerant and patient in unpleasant situations and report such incidents to the appropriate facilitator rather than reacting negatively.

9.1.5. **Diligent and Resilient**

Students shall be diligent in their studies and resilient in the face of challenges, actively participating in school activities.

9.1.6. **Moderate and Balanced**

Students shall maintain moderate voices and controlled physical movement in hallways and common areas to ensure a calm and orderly environment.

9.1.7. **Creative and Open-minded**

Students shall be creative and open-minded when solving problems, encouraging innovation and the consideration of diverse perspectives.



9.2 Unwanted Behaviors

9.2.1. Breaking Classroom Rules and School Regulations

Violating established rules and regulations disrupts the learning environment and is not tolerated.

9.2.2. Running in the Hallways

Running can cause accidents and disturb the orderliness of the school.

9.2.3. Shouting or Speaking Loudly

Excessive noise disrupts the school environment and is inappropriate.

9.2.4. Using Inappropriate Language

Vulgar, offensive, or inappropriate language is unacceptable and harmful.

9.2.5. Any Sort of Bullying (Considered High Risk)

Bullying, whether physical, verbal, or cyber, is strictly prohibited and considered a high-risk behavior.

9.2.6. Littering or Vandalism

Damaging school property or littering reflects poorly on the individual and harms the school environment.

9.2.7. Thieving or Stealing Property of Others (Considered High Risk)

Theft is a serious offense and categorized as high-risk behavior.

9.2.8. Skipping Classes and Not Submitting Assignments on Time

Regular attendance and timely submission of assignments are essential for academic success. Neglecting these responsibilities is considered an unwanted behavior.

By following these behavioral expectations, students contribute to a safe and productive school environment that supports the well-being of everyone in the school community. These guidelines help ensure that all students can learn and thrive in a secure and respectful setting.

10. Policies and Procedures

Pan-Asia International School is committed to maintaining a safe and respectful environment for all students. The school has established a comprehensive set of policies and procedures to address and prevent behaviors that compromise student safety and well-being. These policies are designed to foster a culture of mutual respect and support, ensuring that all students can learn and thrive in a secure environment. The following sections outline the key policies and procedures in place to uphold these standards.

10.1 Anti-Bullying Policy

The objective of the Anti-Bullying Policy at Pan-Asia International School is to create a safe, respectful, and supportive environment for all students. The policy aims to prevent bullying behavior, educate students about the consequences of such actions, and provide clear procedures for reporting and addressing incidents of bullying. The ultimate goal is to promote mutual respect and ensure the well-being of every student within the school community.

Pan-Asia International School believes that all students have the 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 [Parent and Student Handbook](#).

School community members are expected to immediately report incidents of bullying to the respective Coordinator or SDC. School staff who witness any act of bullying should take immediate action. Staff should always aim to avoid physical contact during an immediate intervention. However, Pan-Asia International School reserves the right for a staff member to intervene in physical quarrels for student safety reasons. Physical intervention is allowed in cases where necessary for the benefit of the student, such as pulling apart students to prevent harm. Staff will handle such incidents with extreme care, avoiding strong physical contact like grabbing or holding down a student 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 respective 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 any school-sponsored activity. To ensure a bullying-free environment and a healthy learning atmosphere, Pan-Asia International School strives to educate students through the Values Curriculum, homeroom time, awareness campaigns, and personal counseling. Staff are expected to remain vigilant and report issues immediately as they arise.

Each classroom will adopt the Pan-Asia International 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 will follow guidelines that incorporate the school's core values, ESLRs (Expected Schoolwide Learning Results), and the IB Learner Profile. Further details can be found in the Student and Parent Handbook.

Student Handbook's Code of Conduct Guidelines:

- **Disciplinary Actions:** Any student who engages or participates in bullying may be subject to disciplinary action, including parent intervention, detention, community service, suspension, and in extreme cases, expulsion if deemed a danger to other community members.
- **Reporting:** Students are expected to report incidents of bullying to the nearest facilitator, school staff, homeroom facilitator, counselor, or respective coordinator.
- **Confidentiality:** 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.

In addition to the anti-bullying policy, Pan-Asia International School emphasizes the importance of fostering a supportive school culture through continuous education and proactive measures. The school's commitment to student safety is reflected in its comprehensive approach to addressing and preventing bullying, ensuring that every student feels valued and protected.

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.

To support this mission, Pan-Asia International School regularly raises awareness about Good Digital Discipline through various initiatives. These initiatives aim to educate students about the risks associated with internet and social media use and



encourage them to report any issues related to Technology and Internet Safety and Cyber Bullying to the respective Coordinator and/or the SDC Coordinator.r.

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

10.2.1. **Cyberbullying Preventing and Promoting Internet Safety**

- Promote Positive Digital Citizenship:
 - Encourage respectful and positive interactions online.
 - Educate students on the impact of their digital footprint.
- Awareness and Education:
 - Raise awareness among the students on cyberbullying, internet safety, and Good Digital Discipline.
 - Integrate digital citizenship lessons into the curriculum.
- Safe Online Behavior:
 - Use strong, unique passwords for different accounts and never share them.
 - Be cautious about the information shared online and ensure it does not compromise personal safety.
- Monitor and Supervise:
 - Parents or guardians should monitor their children's online activities.
 - Facilitators should supervise students' use of technology during school hours.
- Encourage Reporting:
 - Schools provide a supportive environment where students feel comfortable reporting cyberbullying and other internet safety concerns.
 - Ensure students know how and where to report issues.

Cyberbullying can have severe emotional and psychological effects on victims, and it is vital that all pan-asia international school community members understand these impacts and work together to prevent such behavior.

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

By following these guidelines, Pan-Asia International School aims to create a safe and respectful digital environment for all members of the school community. It is our collective responsibility to ensure that technology and internet use are conducted in a manner that supports learning, fosters positive interactions, and protects the well-being of all community members.



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.

- **Class Room Rules**

- **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.

- **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.
- **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. The 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.

- **Consequences**

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

- **Violation of articles 'a'-g', homeroom and subject facilitators do the following:**
 - First Verbal warning.
 - If repeated, then Second verbal warning
 - If repeated, then follow the next steps
 - 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.
 - For Higher Levels (G.4-G.12): Change seating, involve the student in helping the facilitator with tasks in the classroom.
 - If still repeated, then follow the next steps
 - For Low-Risk situation informing respected coordinator
 - For High-Risk situations, issue an incident report and follow the Ladder of 7 steps.
- **Violation of article 'h':**
- Issue an Incident report and follow the Ladder of 7 steps immediately as shown below.



● 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



STEP	PROCESS	ACTION	PERSON IN-CHARGE
	Consequence	<ul style="list-style-type: none"> Detention (3 Days) Remove Privilege Community Service 	<ul style="list-style-type: none"> SDC Member Related Coordinator
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



STEP	PROCESS	ACTION	PERSON IN-CHARGE
	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
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.

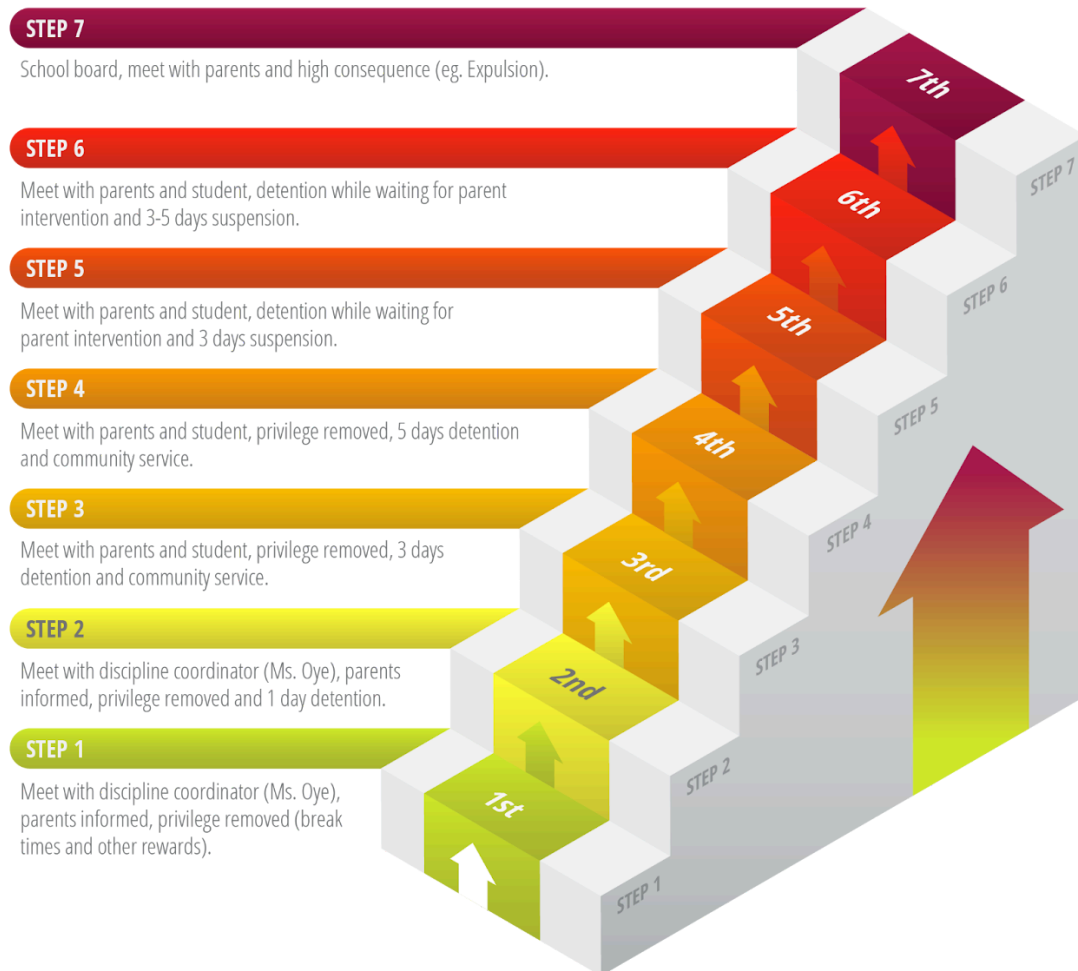


Figure 2. 7 Steps Ladder of Consequences





11. Health Policy

Please refer to the [Parent and Student 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 happen 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



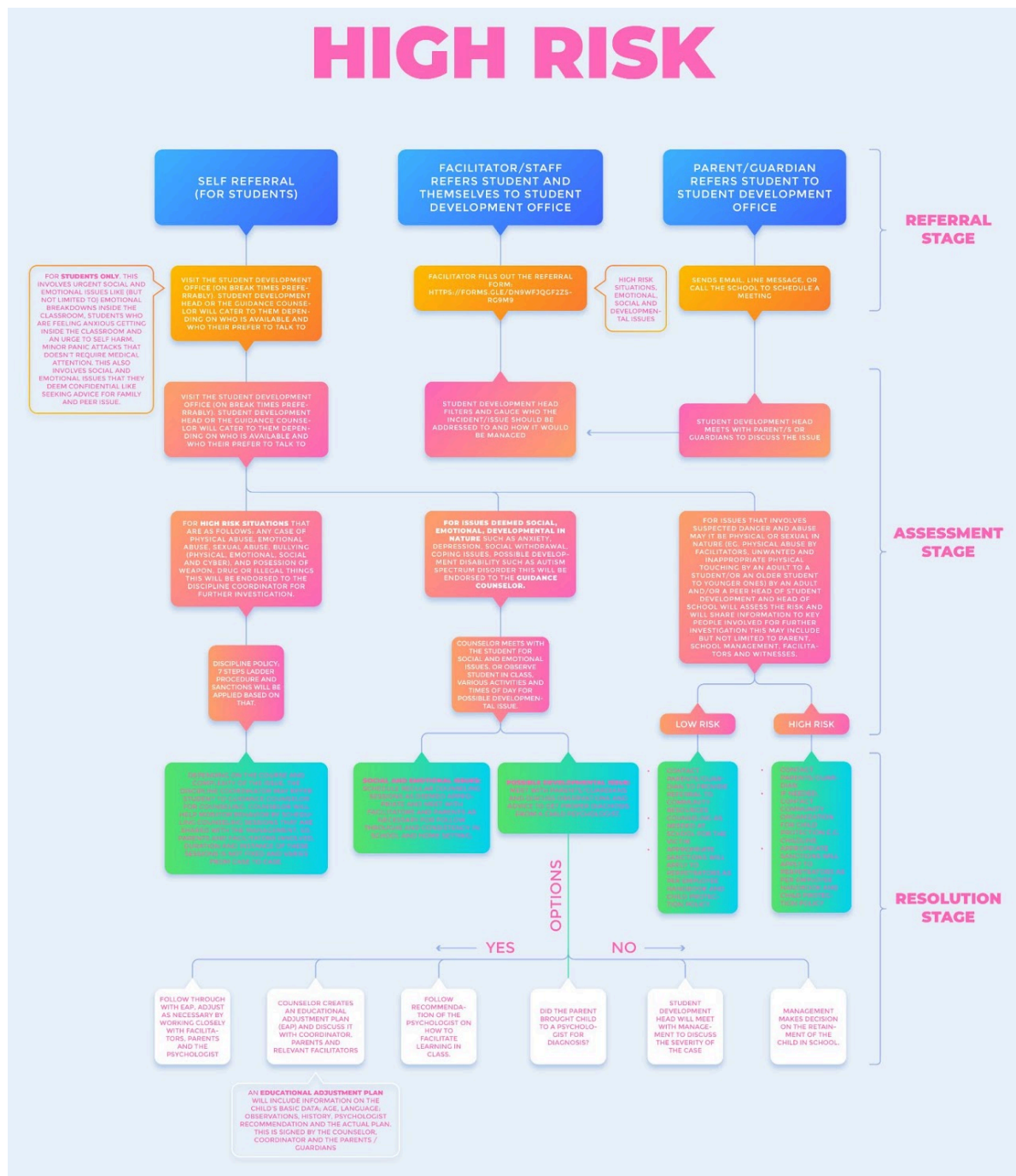


Figure 3. Process flow chart for High Risk Situations, Social, Emotional and Development Issues



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**.





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.





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