



MUIDS

Safeguarding Policy

2026/27



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1. PURPOSE

Statement of Commitment

Mahidol University International Demonstration School (MUIDS) is committed to safeguarding and promoting the welfare of all students in our care. We expect all staff, volunteers, and contractors to share this commitment

Purpose: This Safeguarding Policy was created to prevent and address harm against students at Mahidol University International Demonstration School (MUIDS). It aims to provide MUIDS staff, students, the families of MUIDS students, as well as all stakeholders, with guidance and clarity on how to address suspected incidents of harm. This policy applies to all students enrolled at MUIDS, regardless of age, including those over the age of 18, in recognition of the school's duty of care to all learners. It is in accordance with Thai law, the UN Convention on the Rights of the Child, and the recommendations of the International Task Force on Child Protection (ITFCP).

Mahidol University International Demonstration School's policy is guided by the Thai Child Protection Act of 2546 (2003) (CPA) Articles 1 to 88. Also, Mahidol University International Demonstration School is committed to reviewing its Child Safeguarding Code of Conduct and Policy annually.

Every academic year, MUIDS will share policy updates with the parent community, communicate this policy to students, provide child safeguarding training for all MUIDS employees, and make every effort to implement hiring practices to ensure the safety of children.

In the case of a member of the MUIDS community being reported as an alleged offender, Mahidol University International Demonstration School will conduct a full investigation following a carefully designed course of due process as per the procedure for Managing Allegations against Staff.

Policy Review: This policy is reviewed annually by the Director and the Safeguarding Board to ensure it remains effective and compliant with current best practices and legal requirements. This policy is then formally submitted to the MUIDS governing authority for final review and approval on an annual basis.

Key Definitions

- **Safeguarding:** This is our proactive and preventative approach. It refers to all measures MUIDS takes to promote the welfare of children and protect them from harm. This includes everything from safer recruitment and site security to online safety, health and safety, and promoting wellbeing.
- **Child Protection:** Refers to the specific policies, procedures, and actions we take to respond to individual children who are suffering from, or at risk of suffering, significant harm.
- **Child:** Consistent with the CRC, a child is defined as every human being under the age of 19 years.
- **MUIDS Student:** Refers to any child enrolled at MUIDS as a student for either the full-time school year or summer school.
- **MUIDS Staff:** Refers to any individual contractually employed by The Mahidol University International Demonstration School, including but not limited to teachers, deputy directors, the school director, and other administrative personnel, office workers, cleaning, food vendors, medical, and maintenance workers.
- **Member of MUIDS Community:** Refers to any person in the MUIDS community. This could include, but is not limited to, administration, students, teachers, support staff, parents, deputy directors, school director, and other administrative personnel; office workers; and, cleaning, food vendors, medical, and maintenance workers.
- **Visitors:** Refers to any individual not contractually employed by The Mahidol University International Demonstration School, including but not limited to teachers, and other administrative personnel, office workers, cleaning, medical, food vendors, alumni, maintenance workers, students, and parents from other schools, either domestic or abroad.

2. Roles and Responsibilities:

All staff, students, visitors, and family members of MUIDS students have a role and a responsibility in implementing the MUIDS Safeguarding Policy. The following roles and responsibilities have been developed to guide each person toward the collective aim of child protection at MUIDS.

Safeguarding Board: The Safeguarding Board provides governance-level oversight of all safeguarding matters at MUIDS. It exists to ensure that the school meets its legal, ethical, and institutional responsibilities for the safety and well-being of students, staff, and the broader school community.

The Board is chaired by the Governing Nominee and comprises key leadership from within the school. It plays a strategic and supportive role, reviewing policies, monitoring implementation, and promoting a strong safeguarding culture across the school.

While the Safeguarding Board does not manage day-to-day operations, direct investigations, or supervise staff, it is responsible for the overall governance of safeguarding structures and systems.

The Safeguarding Board is made up of MUIDS administrators, the Head of Building & Maintenance, a legal advisor, and two teachers.

Safeguarding Board Members

1. MUIDS Governing Nominee - Governing Chair of the Board -
2. Director of MUIDS - Safeguarding Board Vice President
3. Deputy Director for Academics - Safeguarding Board Member
4. Deputy Director for Administration - Safeguarding Board Finance
5. Deputy Director for Student Affairs - Safeguarding Board Member
6. Head of Counselling - Safeguarding Board Member
7. Human Resources Representative - Safeguarding Board Member
8. Head of Building and Maintenance - Safeguarding Board Member
9. Legal Representative - Safeguarding Board Member
10. Teacher Representative (Thai Teacher) - Safeguarding Board Member
11. Teacher Representative (Foreign Teacher) - Safeguarding Board Member
12. Safeguarding Board Secretary

Safeguarding Team

The Safeguarding Team is the operational group responsible for managing all day-to-day safeguarding and child protection concerns. This team is led by the Assistant Director for Safeguarding and Residential Program, who acts as the school's Designated Safeguarding Lead (DSL) and is responsible for all case management. This team handles disclosures, manages cases, makes referrals to external agencies, and maintains all secure safeguarding records. The Safeguarding Team meets regularly and reports to the School Director and the Safeguarding Board on all serious cases.

The Safeguarding Team works in close collaboration with the School Executive Team, the Counselling Department, and Wellbeing Coordinators to ensure students involved in safeguarding concerns receive appropriate pastoral support and follow-up care.

If needed, cases of suspected harm are then brought to the Safeguarding Board by the Designated Safeguarding Lead (DSL) for further investigation.

Safeguarding Team Members

1. Assistant Director for Safeguarding and Residential Program Designated Safeguarding Lead (DSL) - Mr. Ashley Quest
2. Deputy Designated Safeguarding Lead (DDSL) - Grade 10 Representative
- Mr Edward Mc Bride
3. Deputy Designated Safeguarding Lead (DDSL) - Grade 10 Representative
- Ms Niyana Penpoo
4. Deputy Designated Safeguarding Lead (DDSL) - Grade 11 Representative
- Mr. Jameson Brame
5. Deputy Designated Safeguarding Lead (DDSL) - Grade 11 Representative
- Dr. Sreenivasulu Tadakaluru
6. Deputy Designated Safeguarding Lead (DDSL) - Grade 12 Representative
- Mr Daniel Montefusco
7. Deputy Designated Safeguarding Lead (DDSL) - Grade 12 Representative
- Ms. Lin Chai
8. HEAD OF BOARDING (Designated Safeguarding Lead for the MUIDS Residence)

Please contact any member of the Safeguarding team about a safeguarding issue via the email: muids-safeguarding@mahidol.ac.th

Counselling Department

The Counselling Department provides a safe, confidential, and supportive environment for students to discuss any concerns. All members of the Counselling Department are core members of Safeguarding at MUIDS and receive advanced-level safeguarding and child protection training annually to ensure they are equipped with the most current best practices. Counsellors are trained to handle sensitive disclosures and are a primary, confidential point of contact for any student who wishes to report a safeguarding concern or an allegation of abuse, including peer-on-peer abuse or concerns about a staff member. They are key to supporting student mental health and well-being. Throughout any subsequent safeguarding process, the student's counsellor will act as an advocate to ensure the student's voice is heard and their well-being remains the central priority.

Assistant Director for Safeguarding (DSL) and Residential Program

The Assistant Director is responsible for the development, implementation, and monitoring of the school's safeguarding framework. Their role is dual, focused; firstly on policy, training, and compliance, ensuring all safeguarding guidelines align with Thai law and international standards. Secondly, as the school's DSL they are responsible for handling the response and intervention for all safeguarding cases.

Key responsibilities include:

- Developing and regularly updating this safeguarding policy and all related procedures.
- Coordinating, delivering, and tracking mandatory safeguarding training for all staff, volunteers, and contractors.
- Monitoring the effectiveness of the school's reporting processes.
- Ensuring that safeguarding policies are clearly communicated and accessible to the entire school community.
- Serving as the primary author for the safeguarding section of WASC accreditation reports.

The Assistant Director for Safeguarding (DSL) and Residential Program works in collaboration with the Student Affairs Office. This role includes oversight of policy, faculty training, and handling safeguarding cases.

Wellbeing Coordinators

The Wellbeing Coordinators are responsible for developing and spearheading proactive, whole-school wellbeing initiatives. Their role is to foster a positive and supportive school culture in a holistic manner, focusing on the mental, emotional, and social health of the entire student body. They design and implement programs that promote resilience, positive relationships, and a healthy school environment. While their primary role is proactive and educational, like all MUIDS staff, Wellbeing Coordinators are trained in safeguarding procedures and have a mandatory responsibility to report any safeguarding concerns they encounter to the Safeguarding Team in accordance with this policy.

MUIDS Staff

This policy applies to **all MUIDS staff in all capacities**, including full-time and part-time employees, administrators, teachers, support staff, operations staff, as well as volunteers, contractors, and all other external providers working on behalf of the school.

All individuals in these roles are required to:

- Read, sign, and adhere to the Staff Safeguarding Code of Conduct (or a relevant visitor/volunteer code) annually.
- Attend mandatory safeguarding training appropriate to their role.
- Be alert to the signs of abuse and neglect.
- Understand and follow the school's procedures, immediately reporting any safeguarding concerns or suspicions to the Designated Safeguarding Lead (DSL) / Deputy Director for Student Affairs or a member of the safeguarding team.

MUIDS Administrators (Director, Deputy Directors, and Assistant Directors)

The Director holds ultimate responsibility for safeguarding and child protection at MUIDS. The Director, Deputy Directors, and Assistant Directors are responsible for:

- Ensuring this policy and all safeguarding procedures are effectively implemented and resourced (including time, funding, and training).
- Appointing suitable individuals to key safeguarding roles (such as the Deputy Designated Safeguarding Leads).
- Ensuring the school has a culture of safeguarding that is open, vigilant, and student-centered.
- The Assistant Director for Safeguarding and Residential Program acts as the Designated Safeguarding Lead (DSL) and oversees all operational case management.
- All administrators are required to follow the 'Allegations Against Staff' procedures, including in cases where allegations are made against senior leadership.

MUIDS Students

Every student at MUIDS has the right to feel safe, respected, and supported. We expect students to treat each other with respect and kindness.

If you are worried, scared, or feel unsafe about anything, or if you are worried about a friend, it is vital that you tell someone.

We have many ways for you to get help. You can always:

- Talk to **any trusted adult** at the school, such as one of your teachers.
- Speak directly to a member of the **Safeguarding Team**. We have representatives from each grade level on this team, so there is always someone you can reach out to.
- Go to the **Counselling Department** for a safe and confidential conversation.
- Use the **safeguarding QR codes** posted around the school. This allows you to report a concern quickly and easily, including the option to report anonymously.

All reports are taken seriously and will be handled by the Safeguarding Team, led by the Deputy Director for Student Affairs (our DSL). We will listen to you and work to get you the help and support you need. This includes any concerns about bullying, peer-on-peer abuse, or the actions of any adult.

Parents/guardians of MUIDS Students

MUIDS believes in a strong partnership between the school and parents to ensure student safety. We ask parents and guardians to:

- Read this safeguarding policy (which is available on the school website) and discuss it with their child.
- Support the school by reinforcing messages about safety, respect, and well-being at home.
- Inform the school (e.g., a School Counsellor or the DSL) about any concerns or changes in home life that may affect their child's wellbeing or behavior.
- Report any safeguarding concerns they may have about any child in the community to a member of the safeguarding team.

3. Employment and Training

Safer Recruitment

MUIDS is committed to **safer recruitment practices** to ensure that all adults who work with our students are suitable and safe. This policy applies to all prospective employees, contractors, and volunteers.

Our vetting process includes the following key measures:

- **Safeguarding Statement:** All job postings will include a clear statement affirming the school's commitment to safeguarding and child protection.
- **Vetting:** All applicants are subject to thorough vetting, including identity verification and comprehensive reference checks from previous employers (including questions about safeguarding concerns).
- **Background Checks:** Appropriate criminal background checks (or their equivalent) will be required from the applicant's home country and country of residence.
- **Self-Declarations:** All short-listed candidates must complete a **self-declaration form** that addresses:
 - Any history of criminal investigations or convictions.
 - Any previous name changes.
 - Their suitability to work with children.
- **Interviews:** The interview process will include specific, scenario-based questions to assess an applicant's understanding of and commitment to safeguarding.
- **Probation:** All new contracts are subject to a probationary period where the employee's adherence to the school's safeguarding policies and Code of Conduct is formally assessed.

Safeguarding Training

MUIDS is committed to ensuring that all members of the school community receive safeguarding training that is appropriate and relevant to their role and responsibilities. All training is coordinated by the Safeguarding Coordinator.

Level 1: All Staff members of the MUIDS community are trained to a baseline level:

- **All MUIDS Employees:** As part of their induction and then annually, all staff (including full-time, part-time, and support staff) are required to successfully complete the **TES online courses: 'Safeguarding young people' and 'Child Protection in education (11-18)'**.
- **Volunteers and External Providers:** All volunteers, contractors, and other external providers working on behalf of the school will receive a safeguarding briefing and/or training appropriate to the level and frequency of contact they have with students.
- **Code of Conduct:** All staff, volunteers, and contractors are required to read, sign, and agree to comply with the Staff Safeguarding Code of Conduct (or the equivalent code for visitors/contractors) every year.

Level 2: Advanced Operational Training. In addition to Level 1, individuals with key operational safeguarding roles are required to complete further specialized TES courses annually. This advanced training applies to:

- All members of the Safeguarding Team
- All members of the Counselling Department
- All MUIDs Residence Staff

This advanced training includes the following TES courses:

- 'Child Protection Advanced'
- 'Dealing with a Disclosure'
- 'Reflective Safeguarding Practice for Schools'
- 'Risk Assessments in Educational Settings'
- 'An Introduction to Boarding' (Mandatory for MUIDS Residence Staff)

Level 3: Advanced Leadership & Governance Training. In addition to Level 1 and 2, individuals with strategic and governance-level safeguarding responsibilities are required to complete specialized TES courses annually focused on leadership and compliance. This training applies to:

- The Director, Deputy Directors, and Assistant Directors
- All members of the Safeguarding Board (including the Governing Nominee)

This leadership training includes the following TES courses:

- 'Managing Allegations of Abuse Against Staff'
- 'The Governance of Safeguarding'
- 'The Importance of Filtering and Monitoring in Schools'
- 'Understanding the Role of the Safeguarding Lead'

All staff have full access to the entire range of TES safeguarding and child protection courses and are encouraged to complete additional training relevant to their specific roles and professional interests.

Record Keeping All mandatory training completion is documented, and records are maintained by the Assistant Director for Safeguarding and Residential Program to ensure compliance.

4. Related Policies and Protective Measures

Safeguarding is a cross-cutting responsibility that is supported by a wide range of school policies and practical measures. This policy should be read in conjunction with the following key documents:

Related Policies

- **Staff Safeguarding Code of Conduct** (and the related code of conduct for visitors)
- **Anti-Bullying Policy** (including peer-on-peer abuse)
- **Online Safety and Acceptable Use Policy** (for staff and students)
- **AI Policy**
- **Student Code of Conduct**
- **Health and Safety Policy** (including medical and first aid procedures)
- **Admissions Policy**
- **Trips and Activities Policies**
- **Behavior Policy**

Protective Measures

MUIDS implements a range of practical measures to create a safe and secure environment for all students. These include, but are not limited to:

- **Site Security:** A secure campus perimeter with controlled access points. Security Guards are stationed on all floors of the building. All visitors, parents, contractors, and volunteers are required to sign in and wear official school-issued identification.
- **School-Wide CCTV**
- **Online Safety:** The school uses robust filtering and monitoring systems to protect students from harmful online content and behaviors.
- **Proactive Education:** Under the leadership of the Assistant Director for Curriculum and Innovation, MUIDS's curriculum follows the California Common Core standards, which embed wellbeing and personal development throughout all learning. This integrated approach ensures students receive age-appropriate information on staying safe, healthy relationships, online safety, and how to seek help.
- **Student Voice:** Actively listening to students through formal and informal channels (e.g., student government, our safeguarding QR code reporting system) to identify and address concerns.

6. Safeguarding in the MUIDS Residence

Guiding Principle

The MUIDS Residence is an integral part of the school, and all sections of this Safeguarding Policy apply to it in full. As of the academic year 2025 - 26 the MUIDS Residence is a female student only residence. This section provides an overview of the *additional* specific provisions, procedures, and staffing in place to ensure the safety and welfare of all residential students.

All detailed operational procedures, rules, and daily protocols for the residence are documented in the **MUIDS Residence Handbook**, which functions as a supplementary document to this main policy.

Responsibility and Oversight

- **Designated Safeguarding Lead (DSL):** The DSL (Assistant Director for Safeguarding and Residential Program) has ultimate safeguarding oversight for all students, including those in the residence.
- **Head of MUIDS Residence:** This role manages the day-to-day operation of the residence and acts as the safeguarding lead within the residential context, reporting all concerns to the DSL.
- **Safeguarding Team:** The Head of the Residence is a standing member of the school's Safeguarding Team.

Staffing and Training

- **24/7 Supervision:** The MUIDS Residence is staffed 24 hours a day, 7 days a week, by trained residential staff to ensure supervision.
- **Specialized Training:** All residential staff are required to complete the Level 2: Advanced Operational Training (including 'Child Protection Advanced', 'Dealing with a Disclosure', and "Introduction to Boarding") as a mandatory part of their employment, in addition to all Level 1 training. They are also required to keep an up-to-date first aid certificate.

Supervision and Accountability

To ensure student safety and accountability, the residence operates a robust system of supervision. Key procedures are detailed in the MUIDS Residence Handbook and include:

- Mandatory daily curfews and check-in procedures.
- A formal check-out/check-in system for students leaving the residence.
- A formal, parent-permission-based system for all off-campus leave.
- A strict visitor policy that prohibits all non-residential individuals from entering private residential areas.

Medical Care and Emergencies

- A qualified nurse is on-site to manage student medical needs.
- Mahidol University has a formal, documented agreement with a hospital for emergency ambulance transport and priority treatment.
- All medical incidents and dispensation of medicine are logged in accordance with this policy.

Physical Safety and Security

- The residence has its own security, secure access points, and is compliant with all fire and safety regulations.
- The residence maintains its own specific emergency procedures (e.g., fire drills, lockdown) which are aligned with the main school's emergency plans.

6. Abuse and Neglect

Categories of Abuse

Harm and abuse can take many forms. This policy outlines the main categories of abuse recognized by international standards, including physical, emotional, neglect, and sexual abuse, as well as peer-on-peer abuse.

All staff must be aware of the definitions and potential indicators for each form of abuse. This includes specific, high-risk forms of abuse, such as:

- **Sexual Exploitation:** This is a form of sexual abuse where an adult or peer forces, tricks, or coerces a child to engage in sexual activity for the benefit or profit of another person.
- **Commercial Exploitation:** This involves a child being used in, or for the production of, pornographic materials, performances, or products for financial or other gain.

Physical Abuse

Physical abuse refers to any act that causes physical harm to a child through the use of force. This may include:

- Injuries caused intentionally and not by accident, such as bruise, burns, disfigurement, or any damage that impairs a child's physical or emotional well-being, including loss of bodily function or death.
- Actions that create a significant risk to the child's health or physical development.
- Acts of cruelty or inhumane treatment, even if no visible injuries are present, include excessive discipline that shows disregard for a child's pain or suffering.
- Assault or mistreatment as defined by either the criminal code or school policy.
- Behaviour (either actions or neglect) that causes or poses a serious risk to the child's physical or mental development.
- Failing to take reasonable steps to prevent any of the above forms of harm.

Possible Indicators of Physical Abuse

- Bruises or welts that cannot be explained on any part of the body.
- Bruises in different stages of healing (various colours)
- Injuries resembling the shape of objects (electric cord, belt, buckle, ping-pong paddle, hand)
- Recurring injuries following holidays or absences
- Burns that cannot be explained, particularly on soles, palms, back, or buttocks
- Burns with defined shapes, such as those from cigarettes, irons, or burners
- Rope burns on arms, legs, neck, or torso.
- Injuries inconsistent with the information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained lacerations, abrasions, or fractures
- Consistent reluctance to remove long sleeves, even during physical activity or in high temperatures, may be a safeguarding concern, as it can be a potential indicator of self-harm

Emotional Abuse

Emotional abuse refers to the ongoing mistreatment of a child in ways that severely and consistently harm their emotional well-being and development. This form of abuse can take many shapes, including:

- Making a child feel worthless, unloved, or inadequate, or treating them as valuable only when they fulfill someone else's needs.
- Denying the child a voice, silencing them or "making fun" of what they say is how they communicate.
- Placing unrealistic or inappropriate expectations on the child based on their age or stage of development. This could involve expecting behaviours they are not yet capable of, overprotecting them, limiting their opportunities to explore or learn, or preventing normal social interaction.
- Serious and persistent bullying (including cyberbullying), causing a child to feel constantly afraid or unsafe, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it can also occur alone.
- Creating situations where a child is put in an uncomfortable situation, which is inappropriate for both the adult and the child.

Possible Indicators of Emotional Abuse

- Low self-esteem or loss of confidence
- Frequent attention-seeking behaviour
- Withdrawal from school, friends, or activities
- Unexplained aggression, particularly towards other children or animals
- Poor social skills or an absence of close friendships

Neglect

Neglect involves failing to meet a child's basic needs within their living environment. It may take several forms:

- **Physical:** Not providing adequate food, shelter, or appropriate supervision. This includes situations where children are left unsupervised for long periods or are living alone.
- If parents or guardians leave the country or travel to another province, they must inform the school and provide all necessary emergency contact information.
- **Medical:** Failing to seek or provide essential medical or mental health care for a child
- **Emotional:** Ignoring a child's emotional needs, failing to provide psychological support, or allowing them access to alcohol, drugs, or other harmful substances.

Possible Indicators of Neglect

- A child is unwashed or hungry
- A child is constantly late or has frequent absences from school
- A child's uniform is unpresented/dirty
- A noticeable lack of parental involvement in the child's education
- Parents or guardians failing to respond to ongoing communication from the school
- A child expressing reluctance or fear about returning home
- Being left unsupervised for long periods of time
- Parents or guardians being unreachable during emergencies

It's important to note that these behavioural signs alone do not automatically indicate abuse or neglect. However, when combined with other factors, such as family dynamics, they may justify further assessment or a referral.

Sexual Abuse

Sexual abuse involves the commission or facilitation of any sexual act against a child. This includes:

- Deliberate touching of the child's genitals, anus, or breasts, either directly or through clothing
- Forcing or allowing a child to engage in or be exposed to pornographic material
- Any sexual offence as defined by Thai criminal law and MUIDS policy

Sexual abuse is particularly complex and is often more difficult to detect due to the secrecy surrounding it. It is not limited to male perpetrators; women and even other children may also commit acts of sexual abuse.

Grooming is a specific form of sexual abuse where an adult or older child builds an emotional connection with a child to gain their trust for the purpose of abuse or exploitation. Grooming can manipulate the child into believing the abuse is an expression of love, leading them to take on feelings of blame, guilt, or shame. As a result, victims may appear well-adjusted and show no visible signs of distress, making identification more difficult.

Possible Indicators of Sexual Abuse

- Sexual knowledge, behaviour, or use of language not appropriate to a child's age level.
- Unusual interpersonal relationship patterns.
- The presence of sexually transmitted infections in a child of any age.
- Changes in personal hygiene practices.
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas.
- Difficulty walking or sitting.
- Avoidance of changing clothes, especially for PE, or fear of using bathrooms.
- Running away from home and not giving any specific complaint.
- Not wanting to be alone with a specific guardian or individual.
- Pregnancy, particularly in younger children or teenagers.

Peer-on-Peer Abuse

Peer-on-peer abuse refers to harmful behaviour between students and can include, but is not limited to:

- Sexual harassment and violence
- Online or offline bullying
- Sexting and relationship abuse

In Cases of Peer-on-Peer Abuse

MUIDS recognizes that all forms of peer-on-peer abuse, including (but not limited to) bullying, cyberbullying, sexual harassment, and physical assault, are safeguarding concerns. They will be taken seriously and managed in line with the school's child protection procedures.

1. **Reporting:** All staff and students must report any instance or suspicion of peer-on-peer abuse. Reports should be made to any trusted adult, the School Counsellors, Safeguarding team or directly to the Designated Safeguarding Lead (DSL) / Deputy Director for Student Affairs.
2. **Intervention:** The safeguarding team will assess the risk, ensure the safety of all students involved, and determine the appropriate intervention. This may include support from the Counselling Department, a formal investigation, and/or disciplinary action in line with the Student Code of Conduct and Discipline policy.
3. **Support:** The school will provide support to both the target of the abuse and the student who has caused the harm.
4. **Records:** All reported incidents of peer-on-peer abuse will be logged in the school's safeguarding records

Staff may intervene when necessary to prevent harm to a student or others. Wherever possible, efforts should be made to de-escalate the situation calmly and involve another adult if there is any risk of physical confrontation.

If physical intervention is deemed unavoidable, it must be reported and recorded, with full details of the incident and actions taken, and submitted to the Safeguarding Team. In such rare cases, any physical contact should be minimal and only for the shortest time required to ensure safety.

7. Communication

Communicating the Policy

To ensure all stakeholders are aware of our commitment to safeguarding, this policy will be:

- Published and maintained on the public MUIDS school website.
- Provided to all staff as part of their induction.
- Included in the student and parent handbooks.
- Communicated annually to all parents and guardians during orientation.
- Presented and discussed with students in an age-appropriate manner via Grade-level Townhalls

Confidentiality

MUIDS is committed to handling all safeguarding information sensitively and professionally.

- Information relating to a safeguarding concern will be shared only on a strict "need-to-know" basis. This is limited to the Designated Safeguarding Lead (DSL) and the relevant members of the Safeguarding Team who are handling the case.
- All safeguarding records are kept securely and separately from academic files.
- All staff must be clear that they cannot promise confidentiality to a student or parent and inform them that they are mandatory reporters. If a child protection concern is disclosed, staff have a mandatory duty to report it to the Safeguarding Team.
- Staff must never discuss a safeguarding concern with anyone who is not a member of the Safeguarding Team.

Conversations of a Sensitive Nature

Many staff members have pastoral responsibilities and will sometimes need to engage in conversations about sensitive issues. In these situations, staff must use sound judgement and avoid asking leading or intrusive questions that could be misinterpreted. Empathy is the default position. All students have a right to be heard, so the first response is always to acknowledge what a student is saying and support them. Staff should take seriously what students tell them and give students time to express themselves. If a member of staff is uncertain how to proceed, they should refer the matter to a counsellor, a leadership team member, or the Safeguarding Team.

Social Media & Online Contact with Children

MUIDS encourages the educational use of media and social media platforms, provided they are approved and used to support learning. Teachers should communicate with students only through official MUIDS platforms. Any concerns about a colleague's conduct regarding contact with students, whether online or otherwise, must be reported to the Safeguarding Team. For more detailed guidance, staff should refer to the MUIDS Code of Conduct section on Social Media.

Safeguarding and Artificial Intelligence

1. Rationale The School recognizes that while AI offers educational benefits, it presents specific safeguarding risks. This section outlines the boundaries required to protect the digital footprint, identity, and mental well-being of our students and staff.

2. Data Privacy and Anonymity

- Staff and students are strictly prohibited from entering Personally Identifiable Information of any community member into generative AI tools (e.g., ChatGPT, Gemini).
 - *Prohibited data includes:* Full names, photographs, home addresses, medical records, or psychological reports.
- **Anonymization:** If using AI for case studies or lesson planning, all data must be fully anonymized.

3. Prevention of Cyber-Harassment and "Deepfakes"

- **Zero Tolerance:** The use of AI to generate realistic images, audio, or video of another person (staff or student) without their explicit consent ("deepfakes") is a Level 5 disciplinary offense.
- **Bullying:** Using AI to generate mocking, derogatory, or harassing text or imagery about a peer is treated as a severe form of cyberbullying.

4. Exposure to Harmful Content

- **Algorithmic Risk:** Staff should be aware that AI models can "hallucinate" or generate biased, violent, or sexually explicit content unexpectedly.
- **Reporting:** Any student or teacher who encounters AI-generated content that encourages self-harm, violence, or radicalization must report it to the DSL or a counselor immediately, without fear of reprisal for using the tool.

Safeguarding during enforced school closure

The risks faced in a physical school environment are also present in virtual learning, often with additional concerns such as online grooming, radicalisation, exposure to harmful content, cyberbullying, and peer abuse. Stressful events like enforced school closures can negatively affect the mental health of both students and their families. Staff should keep this in mind when setting expectations for home-based learning.

All staff interacting with students online must continue to monitor for signs of risk or harm. Any safeguarding concerns should be handled in accordance with the established policy, and referrals should still be made where necessary. Online learning must comply with privacy and data protection regulations.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Avoid 1:1 sessions; teach in group settings.
- Both staff and students should wear appropriate clothing, and this applies to anyone else who may appear in the background.
- Devices should be used in common areas of the home, not bedrooms, and with neutral backgrounds. Where possible, video conferences should be kept to a reasonable length of time.
- Use professional and appropriate language.
- Only use school-approved platforms to communicate with students.
- Always use official school email or accounts, not personal ones.

If a student repeatedly misses online lessons, notify the Safeguarding Team and the Deputy Director for Student Affairs so they can follow this up. They will attempt to contact the parents through all available methods. If contact cannot be made or if the DSL deems it necessary, a home visit may be arranged, or advice sought from an appropriate agency. A risk assessment will be conducted beforehand to ensure the safety of both staff and the family.

8. Procedures For Reporting Concerns

Reporting a Safeguarding Concern

Every member of the MUIDS community, including all staff, contractors, volunteers, students, and parents, has a mandatory responsibility to report any safeguarding concern or suspicion of abuse. **Safeguarding is everyone's responsibility.**

If a child is in immediate danger, contact school security or local emergency services first, then report to the DSL.

Key Principles of Reporting:

- **Report Immediately:** Report immediately via the Safeguarding Google Form: All safeguarding concerns must be reported immediately by completing the official Safeguarding Report Form. This form can be found on the safeguarding page of the teacher hub.
- **Do Not Investigate:** Staff must never investigate a concern or allegation themselves. This is the sole responsibility of the DSL and the Safeguarding Team.
- **Do Not Promise Confidentiality:** It is vital that no staff member (including counsellors) promise confidentiality to a student or parent. Staff must make it clear that all safeguarding concerns *must* be shared with the DSL.
- **Record Securely:** All concerns must be recorded, including the facts, the student's own words, and the actions taken. The DSL is responsible for maintaining all secure safeguarding records.

Handling a Disclosure

This procedure must be followed by any staff member who receives a disclosure from a student or who forms a concern about a student's welfare.

Step 1: Listen

- Listen carefully to what is being said.
- Do not ask leading questions (e.g., "Did they hit you?"). Use open questions (e.g., "Can you tell me more about what happened?").
- Let the student speak at their own pace and do not interrupt.

Step 2: Reassure (Without Promising Confidentiality)

- Reassure the student that they have done the right thing by telling you.
- **Do not promise to keep this a secret.** Be calm and honest.
- Use simple language, such as: *"I am taking what you are saying very seriously. You were right to tell me, but I need to share this with our school's safeguarding team, so we can get you the right help and keep you safe. I will do that by completing our official report form."*

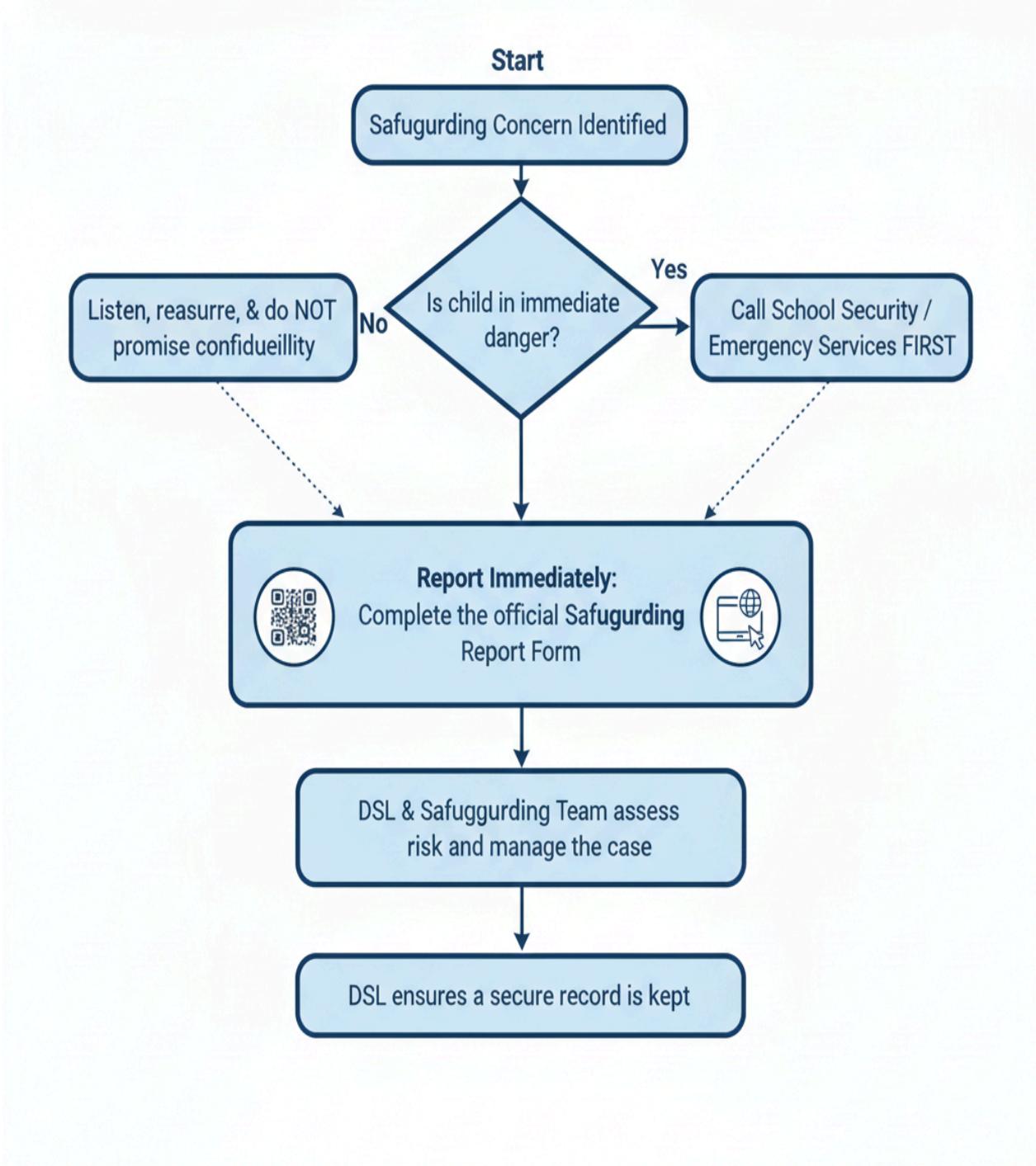
Step 3: Report Immediately via the Form

- As soon as the conversation is over, go directly to the **MUIDS safeguarding website** and complete the **Safeguarding Report Form**.
- This form *is* your written report. Fill it out with factual details, using the student's own words as much as possible.
- Completing this form ensures the **DSL** and **Safeguarding Team** receive the information immediately and can act on it.

Step 4: The DSL Takes the Lead

- Once the report is submitted, the **DSL** and **Safeguarding Team** will initiate the next steps. This may include contacting parents, referring to the Counselling Department, or contacting external agencies. **You should not take any further action** unless instructed by the DSL.

MUIDS Safugurding Reporting Procedure



9. Allegations Against Adults

This section outlines the two distinct procedures for managing concerns or allegations against any MUIDS staff member.

A. Procedure for Concerns about Professional Misconduct

This procedure is for reporting concerns about an adult's professional judgment or behavior that is inappropriate, a breach of the Code of Conduct, or creates a *potential* risk of harm, but is not a direct allegation of abuse.

Examples include (but are not limited to):

- *Showing inappropriate media (e.g., an R-rated movie).*
- *Communicating with students via personal social media or private phone numbers.*
- *Having "favorite" students, showing clear favoritism, or giving inappropriate gifts.*
- *Using sarcastic, belittling, or unprofessional language with students.*
- *Discussing sensitive student information (e.g., academic, personal) in a non-private or unprofessional setting.*
- *Using poor judgment in supervising students.*

1. Reporting:

- Concerns about professional misconduct must be reported immediately by completing the MUIDS Safeguarding Incident Report Form.

2. Initial Assessment:

- The Designated Safeguarding Lead (DSL) will receive and assess all such reports.
- The DSL will determine the appropriate response, which may involve escalating the issue to the relevant administrator for a *professional conduct* investigation.

3. Escalation:

- If, during the DSL's initial assessment, the concern is found to be a direct allegation of abuse, the DSL will immediately stop their review and escalate the case directly to the School Director, triggering Procedure B.

B. Procedure for Direct Allegations of Abuse

This procedure is for reporting a direct allegation that an adult has caused, or is causing, clear and significant harm (physical, sexual, emotional, or neglectful) to a student.

1. Immediate Reporting:

- Any person who receives a report or has a suspicion of direct abuse perpetrated by an adult must immediately report it directly to the School Director.
- This report must not be made using the standard Safeguarding Report Form. This is to ensure the integrity and confidentiality of the investigation at the highest level.

2. Procedure for Allegations Against the Director:

- In the event that an allegation is made against the School Director, the report must be made immediately to the Governing Nominee on the Safeguarding Board, who will then initiate an external investigation.

3. Investigation and Management:

- The Director (or Legal Representative) will immediately take charge of the case. Their responsibilities include:
 - Ensuring the immediate safety of the child(ren) involved.
 - Assessing the allegation and seeking legal counsel.
 - Potentially suspending the accused adult pending investigation.
 - Commissioning a formal, objective investigation.
 - Liaising with external agencies (e.g., police, child protection services) as required by law.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** There is enough evidence to support the allegation.
- **False:** There is enough evidence to disprove the allegation.
- **Malicious:** The allegation is proven false, and there is evidence of intentional deception.
- **Unsubstantiated:** There is not enough evidence to prove or disprove the allegation. This outcome does not imply guilt or innocence.

MUIDS has a duty of care to its staff and will ensure that appropriate support is provided to any employee who is the subject of an allegation.

Resignations and compromise agreements

If the accused resigns or stops working at the school, this will not halt the investigation. All allegations involving the safety or welfare of children must be pursued to a conclusion, even if the individual refuses to cooperate. Every effort should be made to allow the person a chance to respond to the allegation and provide their perspective.

Even if full cooperation is not possible, the investigation process-including collecting evidence and determining whether the allegation can be substantiated-should continue. While disciplinary actions may not be possible if the staff member's employment ends before the process is complete, it remains essential to document the findings and reach a conclusion wherever feasible.

10. Appendices

Child Protection Act of 2546 Key articles from the Child Protection Act of 2546 (2003) (CPA) are:

Section Code: 0022 – 0031, Chapter 2: Treatment of the Child. Article 22

- Treatment of the Child in any case shall give primary importance to the best interests of the child, and any discrimination of an unfair nature shall not be allowed. In determining if an act is in the best interests of or unfairly discriminatory to the child, guidelines stipulated in the ministerial regulations shall be applied.

Treatment of the Child. Article 25

Guardians of a child are forbidden to act as follows:

- Treat a child in ways or manners that hinder his or her growth or development;
- Treat a child in ways or manners that constitute unlawful caring.

Treatment of the Child. Article 26

Under the provisions of other laws, regardless of a child's consent, a person is forbidden to act as follows:

- Commit or omit acts that result in torturing a child's body or mind.
- Force, threaten, induce, encourage, or allow a child to adopt behaviour and manners which are inappropriate or likely to be the cause of wrongdoing.
- Use, employ, or ask a child to work or act in such a way that might be physically or mentally harmful to the child, affect the child's growth, or hinder the child's development.

Treatment of the Child. Article 29

- Upon finding a child in circumstances which warrant welfare assistance or safety protection as stipulated under Chapters 3 and 4, a person shall provide basic assistance and notify a competent official, administrative official or police officer, or person having the duty to protect a child's safety according to Article 24 without delay.
- A physician, nurse, psychologist or public health official admitting a child for treatment; teacher, instructor or employer having the duty to take care of a child who is his or her student or employee, shall report immediately to a competent official or person having duty to protect a child's safety according to Article 24, or administrative official or police officer if it is apparent or suspected that the child has been tortured or is sick due to unlawful care.

Section Code: 0063-0067. Behaviour Promotion Article 63

- Schools and educational establishments shall set up systems and activities to provide guidance, counselling and training for pupils, students and guardians, with a view to promoting appropriate behaviour, social responsibility and safety for the pupils and students, in accordance with the criteria, procedures and conditions stipulated in the ministerial regulations.

Useful Links and Resources:

This policy operates within the framework of Thai law and international best practice. The following resources provide essential additional information.

Thai National Resources

The Child Protection Act of 2546 (2003)

This is the primary legislation that guides all child protection procedures in Thailand.

[<http://web.krisdika.go.th/data/law/law2/th11/th11-20-2546-a0001.pdf>]

Childline Thailand (1387)

A 24/7 confidential helpline for children and concerned adults to report abuse or seek counseling.

[<https://www.childlinethailand.org/>]

International Standards

International Task Force on Child Protection (ITFCP)

The global organization that sets the safeguarding standards and benchmarks for international schools, which MUIDS follows.

[<https://www.icmec.org/edportal/taskforce/>]

UN Convention on the Rights of the Child (CRC)

The foundational international treaty that outlines the fundamental rights of all children, including the right to be protected from harm.

[<https://www.unicef.org/child-rights-convention/convention-text>]