




**Chiang Mai
Montessori**
INTERNATIONAL SCHOOL

REVIEWED BY

**HUG
PROJECT**

CHILD PROTECTION AND SAFEGUARDING POLICIES

Updated Mar 2025





**CHIANG MAI MONTESSORI
INTERNATIONAL SCHOOL
CHILD PROTECTION AND
SAFEGUARDING POLICIES**



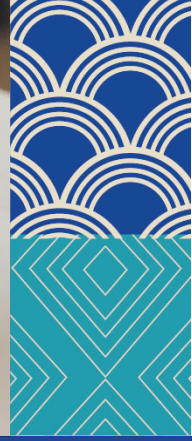
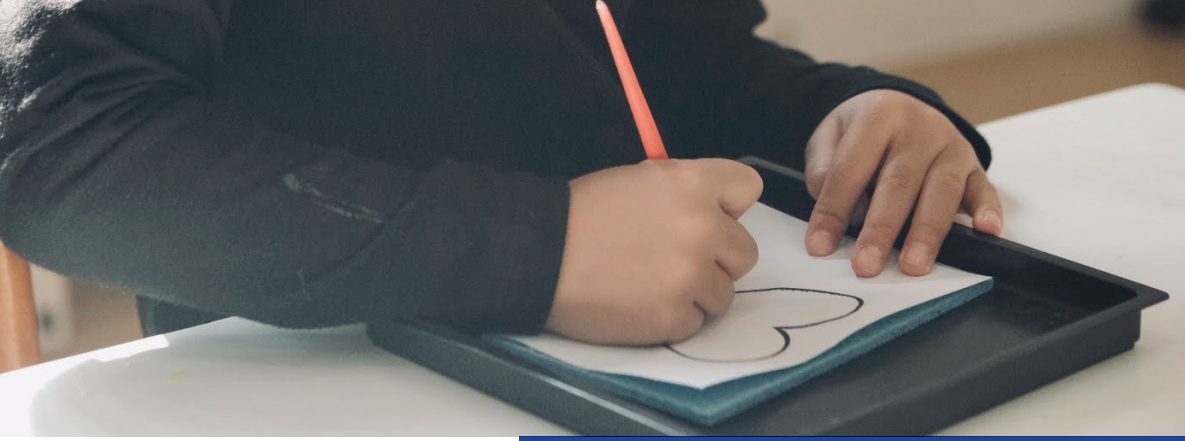


Table of

CONTENTS

5	Introduction
8	Roles and Responsibilities
14	Forms of Child Abuse
18	Forms of Abuse by Students
20	Recognising Abuse
22	Self Harm Policy
26	Use of Reasonable Force
29	Homestay Policy
30	E-Safety Policy
33	Social Media Policy for Staff and Teachers
34	Reporting Procedures





Dear CMMIS Community,

The safety and well-being of our students are at the heart of everything we do at Chiang Mai Montessori International School (CMMIS). As educators, parents, and caregivers, we share the profound responsibility of providing a secure, nurturing environment where children can learn, grow, and thrive.

In today's world, safeguarding our children is more critical than ever. As we navigate complex challenges, we must remain vigilant, proactive, and united in our commitment to protecting them. This is not just a duty—it is a moral obligation.

At CMMIS, we firmly believe that every child has the right to a childhood free from harm. Every decision we make regarding child protection is guided by what is in their best interest. Safeguarding is not the responsibility of one individual alone—it is a collective commitment shared by our entire community. By fostering a culture of vigilance, trust, and open communication, we ensure that every child feels safe, valued, and empowered.

This policy is more than just a set of guidelines; it is a call to action. It strengthens the bonds of trust between students, teachers, parents, and the wider community, ensuring that we listen, recognize concerns, and respond swiftly to protect those who need us most.

I extend my deepest gratitude to Mrs. Wirawan Mosby (Khun Boom), the HUG Project, and all CMMIS leadership and members who have played an essential role in shaping this policy. Your unwavering dedication has made a profound impact, and together, we will continue to uphold the highest standards of child protection.

Now more than ever, we must stand together to ensure that no child ever feels unsafe or unheard. Thank you for your commitment to this vital mission. Let us remain steadfast in our shared responsibility to protect, nurture, and empower every child in our care.

With gratitude and determination,

Nathasassi Warittanadejcho (Aer)
Founder, Chiang Mai Montessori International School





1 INTRODUCTION

At CMMIS, child protection means safeguarding students who are experiencing or at risk of significant harm due to physical, sexual, or emotional abuse or neglect. Safeguarding also includes proactive measures to prevent harm and create a secure environment for all students. While no policy can eliminate all risks, CMMIS is fully committed to ensuring student safety. Staff members are expected to recognize signs of harm or risk and take immediate action to minimize further danger. Protecting children is not just a responsibility—it is a duty shared by every adult in our school community.

Commitment to Child Protection

The health, safety, and well-being of every student are our highest priorities. All children at CMMIS are treated equally and have an inherent right to safety. Our child protection policy is aligned with:

- ◆ The United Nations Convention on the Rights of the Child (UNCRC)
- ◆ Thai law, including the Child Protection Act (2003) and the Constitution of the Kingdom of Thailand (2007)

Key UNCRC articles guiding our policy include:

- ◆ Article 3 – A child’s best interests must always be the primary concern in decision-making.
- ◆ Article 19 – Protection from abuse and neglect: Governments must safeguard children from all forms of maltreatment and provide appropriate programs to prevent abuse and support victims.
- ◆ Article 34 – Protection from sexual exploitation: Governments must take steps to prevent the sexual exploitation of children, including through prostitution and pornography.

Thai law reinforces these rights, emphasizing:

- ◆ A child’s right to physical, mental, and intellectual development in a safe environment (Constitution, Article 52).
- ◆ Protection against violence, unfair treatment, and the right to medical care or rehabilitation (Constitution, Article 52).
- ◆ A legal duty for employees to report suspected child abuse to designated administrators (Child Protection Act, Section 29).
- ◆ Prohibition of actions that obstruct a child’s development or subject them to harm (Child Protection Act, Sections 25 & 26).
- ◆ Article 37 – No child should be subjected to cruel or harmful punishment.

Core Principles

At CMMIS, our safeguarding framework is built on the following principles:

- ◆ Every child has the right to protection from harm and abuse, regardless of race, ability, gender, or culture.
- ◆ Students must feel safe and be safe at school.
- ◆ All staff members must demonstrate a firm commitment to child protection.
- ◆ The best interests of students must always be prioritized.
- ◆ The school has a duty of care to all students and those affected by its operations.



- ◆ Safeguarding actions must be taken with the child's well-being at the center of decision-making.
- ◆ Some students may require additional support due to special educational needs, disabilities, gender, or sexual orientation.

Aims & Objectives

This policy aims to:

- ◆ Establish a safe and supportive learning environment where students can thrive.
- ◆ Foster a culture of trust where students feel secure, valued, and confident in speaking up.
- ◆ Ensure all staff understand their safeguarding responsibilities and report concerns promptly.
- ◆ Encourage a proactive approach by assuming that "it could happen here."
- ◆ Identify students at risk of harm and intervene appropriately.
- ◆ Provide support and guidance to students, staff, and the wider CMMIS community.
- ◆ Maintain clear, board-approved policies that reflect our safeguarding approach.
- ◆ Regularly review and refine policies based on feedback and best practices.

Related Documents

- CMMIS Child Protection and Safeguarding Handbook
- Codes of conduct for all employees - Faculty Handbook
- Codes of Conduct for visitors and parents / guardians
- CMMIS Social Media Policy
- All other related policies

Definitions of Safeguarding Terms:

- ◆ **Children:** Any individual under the age of 18, including all part-time and full-time students enrolled at CMMIS.
- ◆ **Employees:** Any individual working for or contracted by CMMIS or its subsidiaries in any capacity, including full-time, part-time, outsourced, or volunteer roles.
- ◆ **Visitor/Guest:** Any individual visiting CMMIS campuses or affiliated services, whether for personal, professional, or educational purposes.
- ◆ **Disclosure:** The process by which a child or young person begins to share their experiences of abuse. This is often a gradual journey rather than a single event.
- ◆ **Duty of Care:** The legal and ethical obligation of all staff members to act in the best interests of children and take necessary steps to prevent harm or abuse.

Definitions of Different Forms of Abuse:

According to **Section 4 of the Child Protection Act B.E. 2546**, "torture" refers to any act or failure to act that results in the deprivation of a child's freedom or poses physical or mental harm. This includes sexual abuse, coercing a child into actions or behaviors that may cause harm, or involving them in activities that are unlawful or immoral—regardless of whether the child consents.

- ◆ **Physical Abuse:** The intentional infliction of physical harm or injury upon a child, including hitting, shaking, burning, or any other form of physical violence.
- ◆ **Corporal Punishment:** It involves using physical force to inflict pain or discomfort as a form of discipline. It violates a child's right to dignity and physical integrity.

Examples include confinement in small spaces, excessive exercise, prolonged fixed postures, or punishment with objects like bats, fists, sticks, or belts.

◆ **Emotional Abuse:** Persistent behavior that negatively impacts a child's emotional development, such as constant criticism, threats, rejection, or exposure to distressing situations.

◆ **Sexual Abuse:** Any form of forced, coerced, or exploitative sexual activity involving a child, including inappropriate touching, exposure to explicit material, or online exploitation.

◆ **Social Abuse:** Controlling or isolating a child from friends, family, or their community to limit their independence and support system. It includes restricting social interactions, humiliating the child in public, or damaging their reputation.

◆ **Spiritual Abuse:** The use of religious beliefs or practices to control, manipulate, or harm a child. This may include coercion, exploitation, or forcing participation in spiritual activities against their will.

◆ **Peer-on-Peer Abuse:** Harm inflicted by one child upon another, which may include physical violence, sexual harassment or assault, emotional abuse, or bullying.

◆ **Child Exploitation:** The manipulation or coercion of children into activities that benefit an adult or another person, often for financial gain, sexual exploitation, or forced labor.

◆ **Radicalization:** The process by which an individual, including a child, is influenced to adopt extreme ideological beliefs that may lead to violence, discrimination, or harmful behaviors.

◆ **Neglect:** The persistent failure to meet a child's basic physical and emotional needs, including providing food, shelter, supervision, medical care, and emotional support, leading to significant harm or development delays.

◆ **Grooming:** A deliberate process in which an individual builds an emotional connection with a child to gain their trust for the purpose of exploitation or abuse. This can occur in person or online and often involves manipulation, secrecy, and coercion.

◆ **Online Grooming:** A form of grooming that takes place through digital platforms such as social media, gaming platforms, messaging apps, or other online spaces. Perpetrators use these platforms to manipulate and exploit children, often with the intent of meeting them in person or coercing them into inappropriate activities.

◆ **Bullying:** Repeated, intentional behavior that causes physical, emotional, or psychological harm to another individual. This can include verbal abuse, physical aggression, exclusion, or other harmful actions designed to intimidate or control another person.

◆ **Cyberbullying:** A form of bullying that occurs through digital means, including social media, messaging apps, online forums, or gaming platforms. This can involve harassment, threats, spreading false information, or sharing harmful content aimed at humiliating or distressing another person.



2 ROLES AND RESPONSIBILITIES

Child abuse is illegal in Thailand, and all staff and adults working at CMMIS—whether full-time, part-time, paid, or voluntary—are legally required to report any suspicions, concerns, or cases of actual child abuse to the Designated Safeguarding Lead (DSL) immediately. This obligation aligns with Thai child protection laws, specifically the Child Protection Act B.E. 2546 (2003), which mandates mandatory reporting to ensure the safety and well-being of all children.

Executive Board

- ◆ The Board will approve this and related policies at regular intervals and hold the Head of School to account for its implementation.
- ◆ The Board will act as the case manager in the event that an allegation of abuse is made against the Head of School.
- ◆ All Board members should read the Child Protection / Safeguarding Handbook.

Head of School and Senior Management Team

- ◆ Ensure all staff and volunteers comply with this policy and procedures.
- ◆ Appoint a DSL Team and provide the necessary support and resources for effective implementation.
- ◆ Maintain a secure school environment.
- ◆ Keep records of all safeguarding and child protection training undertaken by staff.
- ◆ Adhere to safe recruitment practices.
- ◆ Integrate safeguarding topics into the curriculum where possible, equipping students with the skills to stay safe from abuse.
- ◆ Provide accessible pastoral support, ensuring students know they can approach trusted adults at CMMIS with their concerns.

Designated Safeguarding Lead (DSL)

DSL plays a crucial role in ensuring the school takes appropriate action to support students at risk.

The DSL's role is guided by two key principles:

1. The welfare of the student is always the top priority.
2. Confidentiality must be maintained as far as reasonably possible.

Under these principles, the DSL will:

- ◆ Work with senior administration to ensure all staff understand their safeguarding and child protection responsibilities.
- ◆ Maintain accurate, confidential records of concerns regarding students.
- ◆ Be well-versed in local regulations, procedures, and agencies that provide support.
- ◆ Assess reports of concern and determine appropriate action.
- ◆ Ensure students who have experienced abuse receive full support from the school's pastoral care services.



All staff

They must also be familiar with all safeguarding policies, codes of conduct, and guidelines for safe practice.

Staff should:

- ◆ Recognise their responsibilities as individuals in a position of trust.
- ◆ Stay alert to signs of potential abuse.
- ◆ Listen to and take students' concerns seriously.
- ◆ Follow all safeguarding procedures when concerns arise.
- ◆ Never assume someone else will take action.
- ◆ Document concerns accurately and report them to the appropriate DSL.
- ◆ Complete all required safeguarding and child protection training.
- ◆ Adhere to the expectations outlined in the Code of Conduct.

The School

CMMIS acknowledges its duty to uphold high standards of safeguarding and child protection in the following areas:

- ◆ **Records** – Accurate record-keeping is essential for effective child protection. Any concerns regarding a student must be documented. Records may be shared with relevant agencies when necessary, and if a student transfers to another school, a confidential copy will be sent to the receiving school's DSL. All records are treated as sensitive, stored securely and separately from general student files, and accessed only by authorised personnel.
- ◆ **Staff** – All staff undergo rigorous safer recruitment procedures, including police background checks.
- ◆ **Behaviour** – Clear professional boundaries between staff and students are maintained, as outlined in the Code of Conduct.
- ◆ **Training** – All staff receive safeguarding and child protection training, including annual updates. A record of all training is maintained.
- ◆ **Confidentiality** – Information is shared strictly on a need-to-know basis to protect the student's welfare. Students should be informed that confidentiality cannot be maintained if withholding information puts them or others at risk. Whenever possible, consent should be obtained before sharing personal information with third parties.
- ◆ **Policy & Procedure** – Policies are reviewed and updated as needed to ensure best practices are followed.
- ◆ **Residential Visits** – All residential programme providers must meet minimum child protection standards.
- ◆ **Homestay** – When students are placed in homestay accommodation, the DSL and school counsellor must be informed. Full details are outlined in the Homestay Policy Document.

Safe Recruitment And Selection

At CMMIS, we are committed to ensuring that all staff members are suitable to work with children and uphold the highest standards of child safeguarding. Our recruitment process is designed to rigorously assess candidates' suitability through thorough background checks, safeguarding-focused interviews, and adherence to our staff code of conduct. Job postings clearly reflect our dedication to child protection and the responsibilities it entails.



Commitment to Safe Hiring

- ◆ All employees must demonstrate suitability to work with children.
- ◆ Job advertisements and official school postings explicitly state our commitment to child safeguarding.

Screening Process for Staff

- ◆ Safeguarding-Focused Interviews: Candidates undergo interviews with safeguarding-related questions.
- ◆ Identity & Qualification Verification: All applicants must provide valid identification and proof of qualifications.
- ◆ Reference Checks: We conduct thorough reference checks with previous employers.
- ◆ Criminal Background Checks: Police clearance and criminal record screenings are mandatory.
- ◆ Open-Source Searches: Public records and news sources are reviewed for any concerning information.
- ◆ Ongoing Monitoring: Staff members are expected to uphold safeguarding principles throughout their employment.

Screening Process for Students

CMMIS implements a thorough screening process for student admissions to ensure a safe and supportive learning environment for all. While the Child Protection and Safeguarding Policy primarily focuses on staff recruitment, student safety is equally prioritised through careful admissions procedures.

The screening process includes:

- ◆ Comprehensive Documentation: All required enrollment paperwork must be submitted and verified.
- ◆ Parental/Guardian Presence: Parents or legal guardians must be actively involved in the admissions process.
- ◆ Health and Well-being Considerations: A review of medical records and any special educational needs to ensure appropriate support.
- ◆ Behavioral and Background Review: Information regarding previous schooling, conduct, and any concerns related to child welfare is assessed.
- ◆ Safe Home Environment: Where necessary, additional enquiries may be made to ensure the child is not at risk in their home setting.
- ◆ Ongoing Observation and Support: After enrolment, students are monitored to identify any safeguarding concerns, ensuring early intervention if needed.

Safeguarding and Child Protection Training at CMMIS

At CMMIS, safeguarding and child protection are central to maintaining a secure environment for children. The Child Protection and Monitoring Integration Services (CMMIS) oversees training for all staff, volunteers, interns, students, and parents to ensure everyone is informed about child protection procedures and reporting systems.

Staff Training

1. Mandatory Training and Annual Updates:

All staff, including teachers and volunteers, receive annual child protection training to stay up-to-date with safeguarding practices and legal requirements. A record of completed training is maintained for compliance.

2. Refresher Courses for Long-Term Employees:

Employees who have been with the school for over a year must attend yearly refresher courses to stay current with policies and procedures.





3. Induction for New Employees:

All new staff will undergo an induction on child protection within their first month of employment to ensure they understand their responsibilities.

4. Comprehensive Training:

Every staff member is trained on the Child Protection Policy, which includes recognising signs of abuse and how to report concerns. This training is reviewed annually by the Child Safeguarding Team and external experts.

Training for Parents

1. Workshops and Awareness:

Parents are invited to attend one workshop each term on child protection, covering topics such as recognising signs of abuse, understanding policies, and how to report concerns. Written resources are also provided to keep parents informed.

2. Clear Reporting Channels:

Parents are educated on the correct procedures for reporting child protection concerns within the school.

Training for Students

1. Age-Appropriate Education:

Students are taught about their rights, personal boundaries, and how to recognise inappropriate behaviour in a manner appropriate to their age. Interactive activities help reinforce these lessons.

2. Support and Reporting:

Students are informed about trusted adults and reporting mechanisms within the school and externally.

Additional Measures

1. Volunteers and Interns:

Volunteers and interns receive the same child protection training as staff to ensure consistency.

2. Collaboration with Experts:

CMMIS works with external experts to ensure training remains aligned with best practices and legal standards.

3. Clear Reporting Protocols:

Staff, parents, and students are provided with clear channels to report concerns, with regular reviews to ensure these systems are effective.

4. Ongoing Evaluation:

The effectiveness of training is monitored through feedback and incident reports, enabling continuous improvement.

This multi-layered approach ensures that safeguarding is a shared responsibility across the school community, creating a safer environment for all children.

Code of Conduct for Staff

At CMMIS we are committed to safeguarding student welfare and upholding the highest professional standards. This Code of Conduct outlines the expected behaviors, responsibilities, and ethical guidelines for all employees, volunteers, and contracted staff. All staff must read, understand, and adhere to this policy.





General Principles

- ✓ Act professionally at all times, maintaining the integrity of the school.
- ✓ Treat all students with respect and dignity while fostering a safe, inclusive learning environment.
- ✓ Maintain appropriate professional boundaries in all interactions.
- ✓ Report any safeguarding concerns to the Designated Safeguarding Lead (DSL) immediately.
- ✓ Follow all school policies, including those related to safeguarding, e-safety, and data protection.
- ✓ Ensure their behavior—both inside and outside of school—upholds the reputation of CMMIS.

Professional Conduct and Responsibilities

- ✓ Appropriate Behavior
 - ◆ Model respect, professionalism, and ethical behaviour.
 - ◆ Engage positively, reinforce boundaries, and encourage student participation.
 - ◆ Listen actively, offer reassurance, and recognise signs of distress or abuse.
 - ◆ Seek consent before offering physical assistance.
 - ◆ Use only school-approved communication channels.
 - ◆ Follow child protection policies on bullying, physical contact, and information-sharing.
 - ◆ Respect cultural differences and provide structured choices.
 - ◆ Use positive language and encourage problem-solving.
 - ◆ Seek support when needed.
- × Prohibited Conduct - Staff must NOT
 - ◆ Engage in or encourage bullying, harassment, or discrimination.
 - ◆ Use inappropriate language, jokes, or gestures.
 - ◆ Use corporal punishment or physical discipline.
 - ◆ Develop personal or romantic relationships with students.
 - ◆ Meet one-on-one with students in private, unobservable settings.
 - ◆ Provide gifts, money, or special favours.
 - ◆ Discuss personal, sensitive, or inappropriate topics with students.
 - ◆ Communicate personally with students via email, text, or social media without approval.
 - ◆ Abuse their position of trust.
 - ◆ Use harsh language, ridicule, or humiliation.
 - ◆ Withhold food, rest, or emotional support as punishment.
 - ◆ Force silence or inactivity beyond age-appropriate limits.
 - ◆ Engage in abuse, neglect, or inappropriate relationships.
 - ◆ Violate the Thai Child Protection Act of 2003.

Physical Contact with Students

Physical contact must always be appropriate, minimal, and professionally necessary, such as:

- ✓ Assisting a student with a task when needed and with consent.
- ✓ Providing first aid or necessary physical support in activities like PE.



Staff must never:

- × Use physical discipline in any form.
- × Engage in unnecessary hugging, touching, or close contact.
- × Make physical contact that could be misinterpreted.

Handling ‘Grey Areas’ – When in Doubt

If a situation is unclear:

1. Consult school policies and safeguarding guidelines.
2. Ask yourself:
 - ◆ Would I feel comfortable if this was observed by others?
 - ◆ Would I be okay with another teacher treating my child this way?
 - ◆ Can I justify my actions as part of my professional duty?
3. Seek advice from the DSL before acting.
4. Report any concerns immediately—addressing small concerns early prevents larger issues later.

Visitor and Parent Code of Conduct

At CMMIS, we prioritize the safety and well-being of our students. To uphold our child protection standards, all external visitors, including contractors and third parties, must adhere to the CMMIS Visitor Policy and Code of Conduct.

Visitor Guidelines:

- ◆ All visitors must read, sign, and comply with the CMMIS Child Protection Policy and Visitor Code of Conduct before entering the school premises.
- ◆ A Statement of Commitment (see Appendix) must be signed, agreeing to follow all safeguarding policies.
- ◆ Visitors must be accompanied by a CMMIS staff member at all times.
- ◆ A visitor log will be maintained and updated for all school visitors.

Parent Code of Conduct:

To ensure a safe and respectful environment, we kindly ask parents and visitors to follow these guidelines:

1. No photography or videography of students without written permission.
2. Do not be alone with a student under any circumstances.
3. Do not take or exchange contact details with any student.
4. Do not give gifts or promise gifts to students.
5. Use only designated adult restrooms; under no circumstances should visitors enter children’s restrooms or changing areas.

CMMIS is equipped with 24-hour CCTV monitoring to ensure the safety of all students and staff.



3 FORMS OF CHILD ABUSE

The World Health Organization defines child abuse as any form of physical or emotional mistreatment, including sexual abuse, exploitation, neglect, or negligent treatment, that harms a child's health, development, or dignity. Abuse can also occur between children through inappropriate behavior.

Sexual Abuse:

- ◆ Rape or inappropriate touching by an adult
 - ◆ Coercing children into sexual acts or watching sexual activities
 - ◆ Forcing children to engage in sexual contact with each other
- Abusers may use physical force, threats, bribery, or manipulation, exploiting a child's lack of knowledge.

Sexual Exploitation:

This can occur in person or online, where an abuser manipulates or controls a child before exploiting them. Victims may be pressured or forced to:

- ◆ Share explicit images or videos
 - ◆ Engage in sexual activities on camera
 - ◆ Participate in sexual conversations
- Once an abuser obtains content, they may use threats or blackmail to further exploit the child or distribute the material online.

Physical Abuse:

- ◆ Hitting, inflicting pain, or causing injury
- ◆ Poisoning, including drug or alcohol exposure
- ◆ Restraining or restricting movement with force

Emotional Abuse:

Emotional or psychological abuse involves persistent mistreatment that affects a child's well-being. It includes:

- ◆ Cruel behavior causing fear or distress
- ◆ Humiliating punishments, such as public ridicule or food deprivation
- ◆ Deliberate isolation or ignoring a child
- ◆ Actions that violate the Rights of the Child Convention (1989)

Emotional abuse often accompanies other forms of abuse, making it harder to identify but equally harmful.

Neglect:

Neglect is one of the most challenging forms of abuse to define. The United Nations describes it as children living without adequate adult care, including the absence of sufficient food, shelter, or medical attention. Neglected children are often more vulnerable to other forms of abuse.

Commercial Sexual Exploitation of Children (CSEC):

CSEC involves any child under 18 engaging in sexual activity in exchange for money, food, shelter, clothing, education, or other necessities. These children are victims of exploitation, not "child prostitutes."





Reporting Child Abuse Concerns

Child abuse is illegal in Thailand, and all CMMIS staff—whether full-time, part-time, paid, or voluntary—are required to report any concerns or suspicions to the Designated Safeguarding Lead (DSL) immediately. It is always better to report a concern, even if it later proves to be unfounded, than to withhold information that could protect a child from harm. Reports made in good faith are protected disclosures, but malicious or false reports may result in disciplinary action.

Staff must document concerns in detail, including names, dates, locations, and times. The report should be signed and dated. All concerns are taken seriously and thoroughly investigated.

Procedures for Handling a Disclosure

If a student confides in a staff member, the following steps should be taken:

1. Listen:

- ◆ Give the student your full attention and allow them to speak freely.
- ◆ Remain calm and supportive.
- ◆ Do not promise confidentiality, only discretion.

2. Respond:

- ◆ Reassure the student that they did the right thing by speaking up.
- ◆ Avoid leading questions; let them share in their own words.
- ◆ Do not criticize the alleged abuser.
- ◆ Inform them of the next steps and refer the case immediately to the DSL.

3. Record:

- ◆ Write down all details, including dates, times, names, and places.
- ◆ Initially, notes can be handwritten, but concerns must be officially recorded on the school's Safeguarding Form.

4. Do Not:

- ◆ Discuss the matter with others.
- ◆ Take independent action.

5. Do:

- ◆ Report the situation to the DSL without delay.

Role of the DSL

Upon receiving a report, the DSL must consult with the Head of School and/or School Director to determine the appropriate next steps, including:

- ◆ Notifying parents of the involved student(s) when appropriate.
- ◆ Ensuring immediate protection for the victim.
- ◆ Protecting any student who has reported abuse.
- ◆ Providing safeguards for a student accused of misconduct.
- ◆ Keeping those involved informed about the next steps.
- ◆ Documenting all actions taken.
- ◆ Securing all records.

If the allegation involves someone outside the CMMIS community, the case must be reported to the police and/or the relevant embassy.





Procedures for Handling Allegations of Abuse Against a Member of Staff

Any allegation must be addressed promptly, with the Head of School and School Director informed at the earliest opportunity. Together with the DSL, they will determine whether a Child Protection Investigation is required. All reports and subsequent actions must remain confidential. If a criminal offence is suspected, the appropriate authorities will be notified.

An allegation should be made if a member of staff has:

- ◆ Acted in a manner that has harmed or may have harmed a student.
- ◆ Potentially committed a criminal offence against a student.
- ◆ Demonstrated behaviour that suggests they are unsuitable to work with children.
- ◆ Acted in a way that poses a risk to students.

The accused member of staff is presumed innocent until the investigation reaches a conclusion. They have the right to be informed of and to understand the enquiry process.

If further investigation is deemed necessary after initial discussions, the staff member may be suspended as a neutral measure. Suspension does not imply guilt but ensures a fair and thorough investigation. The school has a duty to keep them informed throughout the process.

If appropriate, emotional support via an external counselling service may be offered to the accused or their immediate family at the discretion of the Head of School, depending on the severity of the case.

The victim will receive full pastoral, medical, and emotional support from the school, including:

- ◆ Access to external counselling services if required.
- ◆ Medical attention from the school nurse or external healthcare providers as needed.
- ◆ Pastoral support from the Head of School.

Any required external medical care will be covered by the student's medical insurance. In emergency cases during school hours, the school will liaise with parents or carers to arrange medical assistance. If the accused is the student's parent/carer or they are unavailable, the school will ensure the child receives appropriate medical attention.

In some cases, external specialist agencies, such as local social services, consulates, or child protection organisations, may be involved. The school will also support any staff or students adversely affected by the allegations, including referral to counselling services such as the National Counsellors' Network of Thailand.

Outcome of the Investigation

After the investigation, the allegation will be classified as one of the following:

- ◆ Unsubstantiated – Insufficient evidence to determine guilt or innocence.
- ◆ Unfounded – No evidence to support the allegation.
- ◆ False – Sufficient evidence to disprove the allegation.
- ◆ Malicious – Sufficient evidence to disprove the allegation, with proof that it was made deliberately to deceive.
- ◆ Substantiated – Sufficient evidence to prove the allegation.



In the first three cases, records will be updated to reflect the findings and the handling of the allegation. This information will be available to referees. If an allegation is found to be malicious, all records will be removed, and it will not be included in references.

If a staff member is cleared of wrongdoing, they may return to work without restrictions. However, further training and/or support may be recommended.

If the allegation is substantiated, the Executive Board must be informed immediately. The school has a duty to consider referring the case to the police via the British Embassy in Bangkok (for staff returning to the UK) or to the relevant embassy or the Royal Thai Police as applicable.



Chiang Mai
Montessori
INTERNATIONAL SCHOOL



4 FORMS OF ABUSE BY STUDENTS

Peer-on-Peer Abuse

CMMIS acknowledges that children can abuse their peers, and staff must remain vigilant as this is a significant safeguarding concern. Peer-on-peer abuse can take various forms, including:

- ◆ Bullying (including cyberbullying) – A safeguarding issue that is taken seriously. Policies and procedures related to bullying are outlined in separate documents.
- ◆ Gender-based violence
- ◆ Sexting
- ◆ Involvement in gang culture

Peer-on-peer abuse is not tolerated under any circumstances. It is not dismissed as banter, experimentation, or a normal part of growing up. Any concerns raised will be addressed in accordance with safeguarding procedures.

Sexting

Sexting involves sharing sexual, naked, or semi-naked images or videos of oneself or others, as well as sending sexually explicit messages.

Students may engage in this behaviour for various reasons, often without realising that they may be committing a criminal offence. The school does not seek to criminalise students in such situations but instead focuses on providing appropriate education and support as a more constructive way to address the issue.

Self-Harm

Self-harm can manifest in both physical and emotional forms, and there are many underlying reasons why a student may engage in self-injury. Since self-harm can become a compulsion, early detection is crucial to ensuring appropriate support is provided.

Common triggers for self-harm include:

- ◆ Experiencing high levels of stress or pressure
- ◆ Being bullied
- ◆ Emotional abuse
- ◆ Grief or loss
- ◆ Relationship difficulties with family or friends

These factors may lead to:

- ◆ Low self-esteem
- ◆ Lack of confidence
- ◆ Feelings of loneliness or isolation
- ◆ Persistent sadness
- ◆ Anger or frustration
- ◆ A sense of losing control over one's life

Indicators of self-harm may include:

- ◆ Physical signs: Cuts, bruises, burns, or bald patches from pulling out hair.
- ◆ Emotional signs: Depression, sudden weight loss, substance abuse, unusual eating habits, or withdrawal from social interactions.

Any concerns regarding self-harm must be reported to the DSL, who will assess the situation and ensure the student receives the necessary support.

Infatuation

On occasion, a student may develop an infatuation with a member of staff. Such situations should be handled professionally and sensitively, ensuring transparency at all times.

If a student expresses infatuation—whether verbally, in writing, or physically—staff members must seek guidance from a senior colleague immediately. Staff should avoid encouraging the behaviour or making light of the situation. Maintaining professional boundaries is essential.



Chiang Mai
Montessori
INTERNATIONAL SCHOOL

5 RECOGNISING ABUSE

Recognising the signs of abuse is essential in ensuring the safety and well-being of children. While these indicators do not always confirm abuse, they may signal that something is wrong. If a child displays multiple signs or any to a significant degree, further investigation is necessary.

Key Indicators of Distress:

A child displaying any of the following three characteristics is likely experiencing distress and should be taken seriously:

1. Significant changes in behaviour.
2. Isolating themselves from friends and peers.
3. Expressing a desire to talk but then withdrawing or saying nothing.

Signs of Sexual Abuse

A child who has experienced sexual abuse may exhibit:

Emotional and Physical Signs:

- ◆ Emotional distress.
- ◆ Genital discomfort, bruises, lacerations.
- ◆ Semen or blood-stained clothing.
- ◆ Wetting or soiling accidents.

Behavioural Changes:

- ◆ Sleeping difficulties.
- ◆ Avoidance of a particular individual.
- ◆ Inappropriate sexual knowledge or overly affectionate behaviour.
- ◆ Personality shifts, such as becoming insecure or clingy.
- ◆ Regressing to younger behaviour (e.g., thumb-sucking, bed-wetting).
- ◆ Sudden loss of appetite or compulsive eating.
- ◆ Withdrawal or isolation from others.
- ◆ Distrust of someone they previously trusted.
- ◆ Anxiety about clothing being removed.
- ◆ Self-harm or suicide attempts.

Signs of Physical Abuse

Children who have been physically abused may show:

Physical Indicators:

- ◆ Cuts, scratches, bruises, burns, or poor skin condition.
- ◆ Poor hygiene or lack of medical care.
- ◆ Unexplained injuries (marks, burns, bruises, fractures).
- ◆ Signs of dehydration, malnutrition, or sudden weight loss.
- ◆ Wearing inappropriate clothing to conceal injuries, even in hot weather.

Behavioural Indicators:

- ◆ Fear of medical help or treatment.
- ◆ Aggressive behaviour or excessive fear of physical contact.
- ◆ Anxiety about changing clothes, especially for PE.
- ◆ Hesitation in seeking help for injuries.



Signs of Emotional Abuse

Children experiencing emotional abuse may demonstrate:

Behavioural and Emotional Signs:

- ◆ Mood swings and behavioural changes.
- ◆ Confusion or disorientation.
- ◆ Significant weight fluctuations.
- ◆ Low self-esteem or persistent self-deprecation (e.g., “I’m stupid,” “I’m ugly”).
- ◆ Speech disorders (e.g., stuttering, selective mutism).
- ◆ Neurotic behaviours, such as nail-biting or rocking.
- ◆ Extreme passivity or aggression.
- ◆ Overreaction to minor mistakes.
- ◆ Intense fear of new situations.
- ◆ Atypical responses to pain (exaggerated or indifferent).

Signs of Neglect

Neglect may manifest in the following ways:

- ◆ Constant hunger or scavenging for food.
- ◆ Poor personal hygiene.
- ◆ Chronic exhaustion or fatigue.
- ◆ Untreated medical conditions.
- ◆ Lack of social interactions or friendships.
- ◆ Compulsive hoarding or scavenging for basic needs.

Recognising and responding to these signs promptly is crucial. Any concerns should be reported to the Designated Safeguarding Lead (DSL) immediately to ensure the child receives the necessary support and protection.

Chiang Mai
Montessori
INTERNATIONAL SCHOOL



6 SELF-HARM POLICY

Research suggests that up to one in ten young people engage in self-harming behaviours, with higher prevalence among certain groups, such as students with special educational needs. School staff play a crucial role in preventing self-harm, supporting affected students, and providing guidance to their peers and parents.

Aims

- ◆ To raise awareness and understanding of self-harm.
- ◆ To help staff identify warning signs and risk factors.
- ◆ To provide support for staff working with students who self-harm.
- ◆ To offer support to students who self-harm, as well as their peers and parents/carers.

Definition of Self-Harm

Self-harm refers to intentional behaviours that cause harm to one's own body, including:

- ◆ Cutting, scratching, or picking at the skin.
- ◆ Swallowing non-food objects.
- ◆ Taking an overdose of prescription or non-prescription drugs.
- ◆ Ingesting hazardous substances.
- ◆ Burning or scalding oneself.
- ◆ Pulling out hair.
- ◆ Banging or hitting the head or body.
- ◆ Excessive scrubbing or scouring of the skin.

Risk Factors

Young people may engage in self-harm for various reasons. The following risk factors, especially when combined, may increase vulnerability:

1. Individual Factors:

- ◆ Depression or anxiety.
- ◆ Poor communication skills.
- ◆ Low self-esteem.
- ◆ Difficulty solving problems.
- ◆ Feelings of hopelessness.
- ◆ Impulsivity.
- ◆ Substance abuse (drugs or alcohol).

2. Family Factors:

- ◆ Unrealistic or excessive expectations.
- ◆ Experiences of neglect, physical, sexual, or emotional abuse.
- ◆ Parental conflicts or unstable relationships.
- ◆ Family history of depression, self-harm, or suicide.

3. Social Factors:

- ◆ Struggles with making or maintaining friendships.
- ◆ Loneliness or social isolation.
- ◆ Bullying or peer rejection.
- ◆ Academic pressure, particularly among students striving for high achievement.
- ◆ Body image concerns, particularly among young girls.

- ◆ Economic pressures affecting self-worth, particularly among young men.
- ◆ Exposure to self-harm content online or through social media.

Common self-reported causes of self-harm include:

1. Bullying.
2. Difficult family relationships.
3. Academic pressure.
4. Emotional abuse.
5. Problems within friendships.

Warning Signs

School staff should be vigilant for warning signs that a student may be struggling with self-harm or suicidal thoughts. Any concerns should be reported immediately to the designated safeguarding staff (Head of School, Learning Support Coordinator, or School Counsellor). Staff should not address the student directly but must pass concerns to the appropriate team, who will involve medical and other support staff as needed.

Possible Warning Signs:

- ◆ Changes in eating or sleeping habits (e.g., appearing overly tired).
- ◆ Withdrawing from friends and family.
- ◆ Significant shifts in mood or activity levels (e.g., becoming more aggressive or introverted).
- ◆ Decline in academic performance, including avoiding PE lessons.
- ◆ Talking or joking about self-harm or suicide.
- ◆ Expressing distress through written work or art.
- ◆ Use of drugs or alcohol.
- ◆ Feelings of failure, worthlessness, or hopelessness.
- ◆ Unusual changes in clothing style (e.g., wearing long sleeves in hot weather).

Recognising these signs early and responding appropriately can help ensure students receive the necessary support and intervention.

Staff and School Roles in Supporting Students

Supporting Students

Students may choose to confide in school staff if they are concerned about their own well-being or that of a peer. It is natural for staff to experience a range of emotions in response to such disclosures—such as concern, sadness, shock, or even helplessness. However, it is essential to remain calm, supportive, and non-judgmental. A student who shares their struggles is demonstrating significant trust and vulnerability.

Students must also understand that while staff will respect their privacy, complete confidentiality cannot be guaranteed. If a student is at serious risk of harm, staff are obligated to report their concerns to the appropriate safeguarding personnel. It is important to avoid making promises of confidentiality that cannot be upheld, even if a student insists.

Reporting and Referral Process

Any staff member who becomes aware of a student engaging in or at risk of self-harm should report their concerns to the designated safeguarding staff, which includes the School Head or School Director. These individuals will determine the necessary course of action and inform other staff members on a need-to-know basis.





Possible Interventions may Include:

- ◆ Contacting parents/carers – The school prioritizes involving parents/carers unless doing so is deemed harmful to the student.
- ◆ Arranging professional support – This may include referrals to a doctor, nurse, or school counsellor.
- ◆ Scheduling counselling sessions – A counsellor may be arranged to provide ongoing support.
- ◆ Ensuring the student's immediate well-being – If a student is in visible distress, they may be removed from class to prevent further distress to themselves or others.
- ◆ Providing first aid – If a student has self-harmed on school grounds, a trained first aider should be called for immediate assistance.
- ◆ Requiring external support – The school may insist that students engaging in self-harm seek professional intervention and name a specific support service or specialist for them to access.

The school also recognizes the importance of preventative education. Self-harm will be addressed as part of the Personal, Social, Health, and Economic (PSHE) curriculum to help students understand the causes, effects, and coping mechanisms available. Additionally, a designated safe space will be available on campus where students who feel overwhelmed can seek refuge and access appropriate support.

Record-Keeping and Follow-Up

All discussions, interventions, and decisions related to a student's self-harm should be documented. This includes:

- ◆ Date and time of meetings
- ◆ Action plans developed
- ◆ Concerns raised
- ◆ Individuals involved in the discussion

These records will be securely stored in the student's file. If self-harm is repeated, the school will refer the student to an external specialist, such as an educational psychologist or counselling service. If self-harm is visibly affecting other students (e.g., noticeable scars or fresh wounds), the school may:

- ◆ Encourage students to cover visible injuries when in communal spaces.
- ◆ Adjust class schedules (e.g., removing students from PE if necessary).
- ◆ In some cases, suspend schooling until adequate support and treatment have been arranged.

Supporting Peers and Identifying Group Risk

Peers of a student who self-harms may also be affected emotionally. The school may arrange group or individual meetings for these students with a staff member to discuss their concerns. If students express a preference for a specific staff member, that request should be accommodated where possible.

Additionally, the school will remain vigilant for copycat behaviour, as self-harm may sometimes occur among close friend groups. If there is evidence of multiple students engaging in self-harm, the school will take further action to address the broader issue.





Informing Parents

Whenever possible, students will be encouraged to speak to their parents/carers about their self-harm. While confidentiality is respected, the school will make every effort to involve parents unless it is deemed harmful to do so. If a student refuses to inform their parents, the case will be escalated to school administration, which will decide on the best course of action.

Risk Assessment and School Trips

When a student has self-harmed at school, the child support committee will complete a risk assessment to determine the best way to support the student while on school grounds or during off-site activities. The school may not permit students with a history of repeated self-harm to attend residential trips if it is deemed a significant safety risk.

Staff Training

Self-harm is a common issue among young people, and all school staff must be equipped to handle it effectively. The school will ensure that selected staff members receive annual training on recognising and responding to self-harm.

Support for Staff

Dealing with self-harm cases can be distressing for school staff. The school administration recognizes its duty of care not only to students but also to staff members. Those directly involved in supporting students who self-harm will have access to:

- ◆ Guidance from senior staff or line managers
- ◆ Well-being or counselling debriefing sessions with an external facilitator (if required)

At all times, the safety and well-being of both the student and the staff involved will remain the school's highest priority.

Chiang Mai
Montessori
INTERNATIONAL SCHOOL



7 USE OF REASONABLE FORCE

CMMIS is committed to fostering a safe, supportive, and respectful environment where both students and staff feel valued. The school promotes a consistent approach to behavior management, ensuring that all staff, students, parents, and guardians understand its expectations.

The use of physical force by staff members is a serious matter and should only be considered as a last resort when other interventions have failed. CMMIS follows accepted practices aligned with UK standards, allowing staff to use reasonable force when necessary to prevent a student from:

- ◆ Committing a criminal offense.
- ◆ Causing harm to themselves or others.
- ◆ Damaging property belonging to themselves, others, or the school.
- ◆ Disrupting the maintenance of good order and discipline within the school.

The school's Executive Board is responsible for supporting any staff member who uses reasonable force appropriately and as a last resort in line with these guidelines.

Definition

1. Reasonable force refers to any form of physical intervention involving contact between staff and students. The decision to use force should always be based on the professional judgment of the staff member and should take into account the specific circumstances.
2. Force may be used to control (e.g., guiding a student to safety) or restrain (e.g., preventing physical harm).
3. Any force used must be proportionate to the situation and should not cause harm to the student.
4. Control includes passive interventions (e.g., standing between students or blocking an exit) and active interventions (e.g., guiding a student by the arm).
5. Restraint refers to physically holding back or controlling a student, typically in situations where they pose an immediate risk to themselves or others.
6. Staff should always aim to minimize the risk of injury and avoid actions that could cause harm.

Deciding Whether to Use Force

- ◆ Staff should first attempt non-physical interventions and instruct the student to stop the behavior.
- ◆ Staff must remain calm and composed, avoiding any actions that may appear punitive or emotionally driven.
- ◆ Clear communication is essential—students should be informed that the use of force will cease once they comply.

Examples of Reasonable Force

Staff may use force to:

1. Passively position themselves between students to prevent conflict.
2. Block a student's path to redirect behavior.
3. Guide a student by placing a hand on their back or leading them by the arm.
4. In extreme cases, apply appropriate restraining techniques to prevent violence or injury.

Staff should consider the specific needs of students with disabilities or special educational needs (SEN) when determining the use of force. While staff should always strive to avoid actions that could lead to injury, in rare and exceptional circumstances, some level of harm may be unavoidable. Any such incidents will be thoroughly reviewed and must be justified by the staff involved.

When Can Reasonable Force Be Used?

Reasonable force should only be used when:

- ◆ Other behavior management strategies have failed.
- ◆ Not intervening could result in serious harm or damage.
- ◆ The likelihood of resolving the issue without physical intervention is low.
- ◆ The risk of not using force outweighs the risk of using it.

Situations Where Reasonable Force May Be Used Include:

- ◆ Controlling or restraining a student to prevent them from harming themselves or others.
- ◆ Stopping a student from damaging school property or that of another person.
- ◆ Removing a disruptive student from a classroom if they refuse to leave voluntarily.
- ◆ Preventing a student from disrupting a school event, trip, or activity.
- ◆ Preventing a student from leaving a classroom if doing so would endanger them or others.
- ◆ Stopping physical altercations, including fights between students.
- ◆ Controlling a student who is on school grounds or under staff supervision during school activities.
- ◆ Restraining a student who is at risk of harming themselves due to physical aggression or outbursts.

Prohibited Actions

Staff must not:

1. Use force as a form of punishment—this is strictly prohibited.
2. Act in a manner likely to cause injury.
3. Touch or hold a student in a way that could be deemed inappropriate.

Certain restraint techniques are deemed high-risk and must never be used on students:

- ◆ Seated double embrace – Forcing a student into a sitting position while leaning them forward.
- ◆ Double basket-hold – Holding a student's arms across their chest.
- ◆ Nose distraction technique – A sharp jab under the nose.



Appropriate Physical Contact with Students

Physical contact between staff and students is not illegal and may be necessary in various situations, such as:

- ◆ Holding a young child's hand when walking together.
- ◆ Comforting a distressed student.
- ◆ Congratulating or praising a student.
- ◆ Demonstrating how to use a musical instrument or sports equipment.
- ◆ Providing first aid or medical assistance.

Recording and Reporting Incidents

After any incident involving the use of physical force, staff must:

1. Immediately inform the Head of School or relevant Principal.
2. Submit a written report detailing:
 - ◇ The events leading up to the incident.
 - ◇ The force used and the reason for its application.
 - ◇ The outcome of the situation.
3. Ensure that a record is kept for future reference, transparency, and accountability.

These records serve multiple purposes, including:

- ◆ Ensuring compliance with school guidelines.
- ◆ Informing parents/guardians about the incident.
- ◆ Providing documentation in case of future inquiries.
- ◆ Preventing misinterpretation or false claims.

Post-Incident Support

Following an incident involving reasonable force:

- ◆ Medical assistance should be provided immediately if injuries occur.
- ◆ Emotional support may be needed for students and staff involved.
- ◆ Parents/guardians should be informed as soon as possible and given the opportunity to discuss the incident.

Chiang Mai
Montessori
INTERNATIONAL SCHOOL



8 HOMESTAY POLICY

CMMIS International School prioritises the welfare, well-being, protection, and safety of all children. While offering homestay accommodation to students is common practice in Thailand, it can create challenges within the teacher-student dynamic when provided by teachers or other school staff.

When students are placed in homestay accommodation, the Designated Safeguarding Lead (DSL) must be informed and conduct regular check-ins with the students every two weeks. This service is clearly communicated to parents residing outside Chiang Mai. The DSL acts as a liaison between parents and students, overseeing the child's care, welfare, and academic progress. Any concerns regarding neglect or abuse will be reported to the parents, and appropriate action will be taken by the school. Teachers should only serve as homestay carers in exceptional circumstances to prevent potential conflicts arising from dual roles. If a teacher provides homestay accommodation, it should be within a family setting, preferably with other children, and must remain open to school oversight. The arrangement must be transparent, and all staff should be made aware of the guidelines.

Students in such situations have the same rights to regular monitoring and welfare check-ups with the DSL. Additionally, school staff, including the Licensee, Director, Head of School, and DSL, may conduct visits when necessary to ensure the child's well-being. More information included in the Homestay Policy Document.

Chiang Mai
Montessori
INTERNATIONAL SCHOOL



9

E-SAFETY POLICY

CMMIS recognizes the significant role that electronic media plays in students' daily lives. Students have access to various technologies both inside and outside the classroom, including:

- ◆ Websites
- ◆ Learning Platforms and Virtual Learning Environments
- ◆ Email and Instant Messaging
- ◆ Chat Rooms and Social Networking
- ◆ Blogs
- ◆ Podcasts
- ◆ Online Gaming
- ◆ Vlogs
- ◆ Smartphones with text, video, and web functions

Online Risks and Challenges

The rapid advancement of digital technology presents potential risks for students, including:

- ◆ Exposure to inappropriate content
- ◆ Ignoring age restrictions and interacting with unknown individuals
- ◆ Online grooming and exploitation
- ◆ Sharing personal information without caution
- ◆ Gambling or accumulating financial debt
- ◆ Cyberbullying and online harassment

Promoting Digital Awareness and Responsibility

CMMIS believes that the most effective way to address these risks is through education. By teaching students appropriate online behavior and critical thinking skills, we aim to cultivate an awareness of potential risks while ensuring safe and responsible technology use. The Personal, Social, and Health Education (PSHE) program plays a key role in delivering these lessons.

To help students stay safe online, staff encourage the following golden rules:

1. Think before you share – Never post pictures or content online that you wouldn't want your family to see.
2. Protect your privacy – Set personal accounts to "friends only" and limit the information you share.
3. Know your online friends – Be cautious when accepting friend requests from people you don't know in real life.
4. Report any concerns – If you experience online abuse, cyberbullying, or inappropriate contact, seek help immediately.
5. Communicate with respect – Never write anything online that you wouldn't say to someone's face.



E-Safety Commitments

To safeguard all members of the school community who use school Information and Communication Technology (ICT) systems both in and out of school, CMMIS is committed to:

- ◆ Maintaining a secure and monitored digital infrastructure.
- ◆ Implementing password protection policies for user access.
- ◆ Ensuring all digital communications with students, parents, and guardians remain professional and conducted through official channels.
- ◆ Requiring all users to sign and comply with the school's Acceptable Use Policies (AUPs).
- ◆ Teaching students effective research skills and the importance of avoiding plagiarism and respecting copyright laws.
- ◆ Actively promoting online safety awareness, including participation in Safer Internet Day.
- ◆ Regularly reviewing and updating e-safety policies in response to technological advancements and emerging risks.

Roles and Responsibilities

The School

The school ensures all staff, volunteers, and contractors receive regular safeguarding training, covering e-safety, child protection, and reporting procedures. Clear channels are provided for students and staff to report concerns, with appropriate actions taken in line with school and local policies.

Executive Board

The Board reviews and approves e-safety policies regularly and holds the Head of School accountable for their implementation. Board members must familiarize themselves with relevant policies.

Leadership Team

The Head of School, Divisional Principals, and Senior Management Team will:

- ◆ Ensure staff compliance with e-safety policies.
- ◆ Support Designated Safeguarding Leads (DSLs).
- ◆ Maintain a secure digital environment.
- ◆ Track e-safety training for staff.
- ◆ Integrate e-safety into the curriculum.
- ◆ Provide accessible pastoral support.

Designated Safeguarding Leads (DSLs)

DSLs oversee student e-safety, addressing risks such as:

- ◆ Personal data sharing.
- ◆ Inappropriate or illegal online content.
- ◆ Unsafe online interactions.
- ◆ Grooming and cyberbullying.
- ◆ The sharing of child abuse images.

All Staff

Staff must report e-safety concerns to DSLs, follow all e-safety policies, model responsible digital behavior, and adhere to guidelines on social media and student photographs.



Parents & Guardians

Parents play a key role in online safety but may lack awareness of risks. The school will provide guidance and encourage parental support through the Student-Parent Handbook and Parent Code of Conduct.

Mobile Phones and Digital Images

The advancement of digital imaging technology has brought significant benefits to education. However, publishing digital images online also carries risks. Images can become a target for cyberbullying and may remain on the internet indefinitely, potentially causing embarrassment or harm in the future. Additionally, it is now common for employers to conduct online searches on prospective and current employees, making digital footprints more important than ever. To address these concerns, the school will ensure that parents, guardians, and students are aware of the potential risks associated with sharing personal images online, particularly on social media platforms.

Use of Cameras and Mobile Phones in School

- ◆ The school provides cameras and video equipment for staff use in capturing images of students for educational and official purposes.
- ◆ The use of personal mobile phones for taking images of students is discouraged. If a personal device is used, images must be uploaded to the school's system as soon as possible and deleted immediately from the personal device.
- ◆ Staff members are strictly prohibited from posting any images of students on their personal social media accounts.

Use of Student Images for School Marketing

- ◆ The school may use photographs or videos of students in marketing materials, including brochures, advertisements, the school website, and official social media platforms such as Facebook.
- ◆ Whenever possible, images should be taken using school-owned cameras or devices. If personal devices are used, the same procedures for immediate upload and deletion must be followed.
- ◆ Student images will only be used with prior written consent from parents or guardians. This consent is included in the school's application process and can be revoked at any time.
- ◆ To protect student privacy, full names will not be published alongside images on the school's website or blog.

Photography at School Events

- ◆ Photography by individuals outside of the school staff is generally not permitted. However, exceptions are made for special events such as assemblies, cultural celebrations, and PTO (Parent-Teacher Organization) events where parents are invited.
- ◆ The Parent/Guardian and Visitor Codes of Conduct outline the school's photography policy and must be followed by all attendees.

Responsible Sharing of Images

- ◆ In accordance with the school's Child Protection Policy, both parents and staff are asked not to share images of students online without permission. This includes posting on personal social media accounts.
- ◆ While the school cannot directly control personal sharing, all members of the school community are expected to respect and support these guidelines, ensuring the privacy and safety of all students.



10

SOCIAL MEDIA POLICY FOR STAFF AND TEACHERS

This policy provides guidelines for the responsible use of social media by CMMIS staff, their spouses, dependents, and contractors. While social media offers opportunities for communication, it is essential to maintain professionalism, protect student confidentiality, and safeguard the school's reputation. Staff must keep personal and professional lives separate and be mindful of their online presence.

Guidelines for Social Media Use

1. Professionalism and Responsibility

- ◆ Maintain a clear boundary between personal and professional life.
- ◆ Do not post content that could harm the school's reputation.
- ◆ Avoid discussing CMMIS students, staff, or school matters online.
- ◆ Do not use social media to attack, insult, or defame students, parents, colleagues, or the school.
- ◆ Be accurate, fair, and transparent when sharing content related to CMMIS.

2. Personal Use of Social Media

- ◆ Do not identify yourself as a CMMIS employee on personal social media.
- ◆ Do not accept friend requests from current students.
- ◆ Refrain from "checking in" or tagging photos/videos at CMMIS.
- ◆ Personal social media use should be limited during work hours.
- ◆ Maintain strict privacy settings on personal accounts.

3. Communication

- ◆ Do not use personal social media to contact current or former students (unless they are family members).
- ◆ Avoid social media interactions with students' family members if it may create a conflict of interest.
- ◆ Use only official CMMIS platforms for communication with students.

4. Photos and Videos

- ◆ Do not upload images of students to personal social media without parental consent.
- ◆ Staff should not post photos of students taken at school or during school trips.
- ◆ Personal devices should not be used to take or store student images.

5. Social Media on Behalf of CMMIS

- ◆ Only use approved school social media accounts for student communication.
- ◆ Official CMMIS social media sites must serve an educational or business purpose.
- ◆ Follow school guidelines when creating or managing school-affiliated accounts.

6. Policy Violations

Breaches of this policy may result in disciplinary action, including legal consequences for confidentiality breaches, defamation, or actions that harm CMMIS's reputation.



11

REPORTING PROCEDURES

At CMMIS, we are committed to ensuring the safety and well-being of all students. Child abuse is illegal in Thailand, and all staff members—whether full-time, part-time, paid, or volunteer—are legally and ethically obligated to report any concerns, suspicions, or incidents of child abuse. Failure to report is considered negligence and may result in disciplinary action. Our Child Protection & Safeguarding Policies include a clear Reporting Protocol for concerns related to child abuse, student welfare, and staff misconduct.

Who Must Report?

All CMMIS staff, volunteers, and adults working with children must report any suspicion, disclosure, or evidence of abuse, neglect, or misconduct. This includes:

- ✓ Full-time and part-time staff
- ✓ Volunteers and external contractors
- ✓ Homestay providers
- ✓ Any adult aware of safeguarding concerns

Failure to report may lead to disciplinary consequences.

What Must Be Reported?

Any concerns related to child safety, including but not limited to:

- ◆ Physical abuse (hitting, slapping, excessive force, or other harm)
- ◆ Sexual abuse or exploitation (including online exploitation, inappropriate touching, or exposure to explicit material)
- ◆ Emotional abuse (verbal threats, humiliation, bullying, or intimidation)
- ◆ Neglect (failure to provide adequate care, supervision, or basic needs)
- ◆ Peer-on-peer abuse (bullying, cyberbullying, harassment, sexual misconduct, physical assault)
- ◆ Self-harm or signs of suicidal ideation
- ◆ Concerning behavior by staff, visitors, or other students

Reports must be handled within 24 hours to ensure immediate action.

Designated Safeguarding Leads (DSLs)

Two designated staff members oversee child protection matters and serve as the primary contacts for reporting concerns:

- Head of School
- School Principal

Reports should be submitted immediately to one of the Designated Safeguarding Leads (DSLs):

Satid Kuengwan (Mr. Nueng) | principal@Chiangmaimontessori.org

Tarunya Gouthaman | cmm-hos@chiangmaimontessori.org

Phone: 084 616 6988





Confidentiality & Information Handling

- ◆ Do NOT discuss cases with anyone other than the DSL or school authorities.
- ◆ Do NOT promise confidentiality to the child; explain that their safety is the priority.
- ◆ All reports are confidentially stored and accessible only to authorized personnel.

Responding to Student Disclosures

If a student confides in you about abuse, follow these steps:

- ✓ Listen calmly and allow them to speak freely.
- ✓ Avoid leading questions; let the child express themselves in their own words.
- ✓ Reassure them that they did the right thing by speaking up.
- ✓ Explain that you must share their disclosure with responsible adults.
- ✓ Take detailed notes and report immediately to the DSL.

Reporting Allegations Against Staff

If a staff member is accused of misconduct:

1. Report immediately to the Head of School, School Director, or designated reporting channel.
2. If the allegation involves the Head of School, report directly to the Executive Board.
3. An internal investigation will be conducted, and if necessary, the accused staff member may be suspended during the inquiry as a neutral measure.
4. If criminal activity is suspected, the case may be referred to the police or relevant authorities.
5. The affected child will receive full pastoral and emotional support throughout the process.

Whistleblowing & Protection for Reporters

- ✓ Reports made in good faith are considered protected disclosures.
- ✓ No retaliation will be taken against staff who report concerns truthfully.
- ✓ False or malicious allegations will be investigated and may result in disciplinary action.

Steps to Report a Concern

1. Report immediately to the DSL.
2. Document concerns with details such as:
 - ◆ Dates, names, locations, and times
 - ◆ A clear description of the concern
 - ◆ Your full name and the date of the report
3. Reports may be submitted in Thai or English (Thai reports will be translated confidentially).
4. Additional information may be requested as part of the investigation.

If the concern involves a Designated Safeguarding Lead, report to the other DSL or the School Director.



External Reporting to Authorities

Emergency Services:

- ◆ Royal Thai Police: For immediate police assistance, dial 191 (available 24/7).
- ◆ Tourist Police: For tourist-related emergencies, contact the Tourist Police at 1155.
- ◆ Fire Department: In case of fire emergencies, dial 199.
- ◆ Ambulance Services: For medical emergencies, call 1669.

Hospitals:

- ◆ Bangkok Hospital Chiang Mai (052 089 888)
- ◆ Hang Dong Hospital (053 442 390)

Child Protection and Support Organizations:

- ◆ The HUG Project - (053 920 588)

Local Authorities:

- ◆ Nong-Kwai Municipality Department of Disaster Mitigation and Prevention - (053 125 254)
- ◆ Hangdong Police Station - (053 441 801)

At CMMIS International School, we believe that child safety is a collective responsibility. Thank you for your commitment to safeguarding and protecting our students.

Chiang Mai
Montessori
INTERNATIONAL SCHOOL



Structure for Reporting Incidents

Child Protection and Safeguarding Plan for Disclosure and Reporting

If you have concerns about a child's welfare, be alert to signs indicating potential abuse and question any abnormal behavior or signs of injury.



Children may disclose stories of abuse or neglect.

Listen and Believe – Pay close attention to the stories being shared and document them. Encourage the child for their bravery and advise on the next steps they should take, but do not promise to keep the information confidential.



Reporting an Incident

Report the incident by filling out a report form, documenting all concerns and details in writing, and submitting it to the authorities. Protect and safeguard the child as quickly as possible (Designated Safeguarding Lead - DSL).

Designated Safeguarding Lead (DSL)



Name: Mr. Satid Keuanwang

Position: School Principal

Email: principal@chiangmaimontessori.org



Name: Miss Tarunya Gouthaman

Position: Head of School

Email: cmm-hos@chiangmaimontessori.org



Tel.: 082 762 8838



Chiang Mai
Montessori
INTERNATIONAL SCHOOL