



# ELC International Schools

## Safeguarding and Child Protection Policy

### Vision Statement

Cultivating creativity, valuing difference, empowering minds, striving to build a global community.

### Mission Statement

Enriching minds through purposeful reflection, critical thinking and creativity.

Learning to wonder, inquire and question through Project, expressive languages and engaging academics.

Celebrating individuality, culture and diversity through the image of the child.

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## INTRODUCTION

ELC is committed to ensuring a positive culture within the school which includes making sure that all students attending the schools are kept safe from harm in school and in school related activities. ELC is also committed within the guidelines from the United Nations Convention on the Rights of the Child (UNCRC) 1990, to adhere to Thai law under the Thai Child Protection Act of 2003 where every citizen has a duty to protect the child. At ELC we follow the principles in the Ontario Child, Youth and Family Services Act and ELC expects that all teachers become familiar with the [Duty to Report Advisory Document of the Ontario College of Teachers](#).

This policy is to increase stakeholder’s awareness of their responsibility to protect the child from any and all harm or potential exposure to harm within their community. All staff personnel will receive training so that they can understand the signs of abuse and neglect, to be aware of exploitation of the child and know how to deal with a disclosure of abuse. It is essential to recognize these signs to start the process of help and protection. Children experiencing distress or abuse may seek to ‘tell’ in school, where they may feel safe, secure and listened to. The child may inform one of any of the many care-takers in a school, requiring all staff to be informed on what to do in such a situation and the school's role is to recognize and refer abuse or neglect, not to investigate.

### The Safeguarding Team at ELC

Responsible Persons		
• Child Protection Officer (English)	Jason McEvoy-Edwards	
• Child Protection Officer (Thai)	Sarah Stratton	
• Board Member for Child Protection	Father Wirach	
• Safeguarding Team Members	Jackie Alexander-Piazza, Susan Hislop, Jatuporn Boriboon (Ying), Lea Mai Phoengkaew Phutthapitak (Kaew), Trevor Cardozo, Lena Patterson Erica Reid when communications needed	
• Child Protection Team	Jason McEvoy-Edwards, Sarah Statton, Nurse Kaew, Susan Hislop, Lea Mai	
• Community Resource	Reporting through Ministry of Social Development and Human Security. Contact: Social Help Centre 1300  Training through Childline Thailand Arranged by school	
Child Protection	Policy Team	Safeguarding
CPO & Chair: Jason McEvoy-Edwards CPO Sarah S Authorities: Nurse Kaew Counseling: Jason McEvoy-Edwards Administration: Susan H Records: Nurse Kaew, Jason McEvoy-Edwards, Jay Cortes Family communications: Jason and Sarah	Coordination: Jason McEvoy-Edwards IT/Project: Trevor Cardozo Other Schools: Lena Patterson Curriculum: Lea Mai	Safeguarding Lead: Jason McEvoy-Edwards Environment: (Building, security): Jackie Alexander and Ying Operations: Sarah S Related Administration: Susan H Communications: Families, visitors: Erica R Staff: Sarah S Medical Records/Process: Nurse Kaew HR & Recruitment: Jackie Alexander and Ying Reports to Board: Jackie Alexander

## Main Elements

This Safeguarding and Child Protection Policy will be used as a guide to help the reader to:

- Understand how we create a safe, trusting, responsive and caring environment
- Understand that all staff have \*mandatory responsibilities to *report* suspected child abuse or neglect
- Be aware of the meticulous recruitment procedures required for all staff
- Be aware of the need for training and education about the *prevention* of child abuse in its many forms
- Recognize the importance of 'A Code of Conduct' that guides interactions between adults and children
- Know how we ensure safe environments and practices and put in place procedures for good practice that protects all children and staff
- Recognize the importance of the personal safety skills education, specifically addressing abuse prevention
- Understand that everyone has the responsibility and duty to inform
- Understand the legal framework
- Know that we connect to local specialized community resources
- Know that to safeguard children there needs to be an understanding of the need for a comprehensive and integrated approach, with specialized and continuous training, assigned duties and roles and a full school commitment

Everybody in the ELC International School community, staff, volunteers, parents and visitors are required to adhere to all the guidelines in this policy manual.

*\*Something that is mandatory must be done, or is demanded by law, in this case all children are protected at ELC by the principles in the 'United Nations Convention on the Rights of the Child (UNCRC) 1991', the 'Child Protection Act of Thailand 2003', guidelines from the Ontario authorities and by the rules of ELC company limited.*

## Policy Objectives

- To create a Safeguarding and Child Protection Policy that is accessible to all staff and parents
- One that is appropriate and applicable to all the ELC international schools in the local setting of Bangkok
- Provide all of the necessary definitions and assessment tools for clear identification and recognition of abuse and neglect situations
- Ensure a high standard of child protection in all ELC schools
- Ensure that prompt and adequate assistance is provided to a child in need of special care and protection
- Define procedures for staff members and establish clear reporting guidelines and mechanisms
- Be proactive in our approach to a child's protection from any harm (including in their homes and local community) and maximize positive outcomes for all children
- Outline processes and protocols for ELC schools in connecting to the local community, in particular to the agencies for child protection support

## Protection Framework

The policy has been created using the guidelines provided in the legal and advisory documents listed below and is applicable to all staff at ELC International Schools.

International	Local
<ul style="list-style-type: none"><li>• The United Nations Convention on the Rights of the Child (UNCRC) 1990</li><li>• Guidelines from Ontario's Child, Youth and Family Services Act (CYFSA)</li><li>• Duty to Report Advisory Document: Ontario College of Teachers</li></ul>	<ul style="list-style-type: none"><li>• Child Protection Act of Thailand 2003</li></ul>

## Definition of all stakeholders at ELC International Schools

The ELC International Schools refers to the ELC City School on Sukhumvit 49, The Purple Elephant Schools on Sukhumvit, 39, 49 and 55 and the Country School at Samakee. All stakeholders refers to

1. The Board of Governors
2. The Head of School
3. Teachers
4. Teaching Assistants, IEs
5. Specialist Teachers
6. The Leadership Team and Administration Staff
7. Support Staff, Business Office Staff
8. Maids, ground staff including gardeners, handymen, drivers and security staff,
9. Locum staff, for example cover teachers or TA's, graduate interns, volunteers, external providers, and any other guests
10. Outside activity providers for example swim, ballet, soccer coaches, language teachers, instrument teachers, and other organizations
11. External contractors, for example the transport providers, external trip providers, landscapers and building contractors
12. Custodial guardians, parents and caregivers
13. Visitors attending the school for meetings, workshops, to view the school

Plus all other persons who are performing duties on behalf of the ELC International Schools, or who come into contact with the children for any reason.

## Responsibility of Parents

- The term "parent" includes a birth or adoptive parent or other person who has custody or care of a child. The key points for parents to know are as follows:
- At ELC all and any form of verbal, physical, or other punishment is considered unacceptable. Staff members are informed of this
- At ELC we respect the cultural diversity of our families, in relation to physical discipline; we have members of staff available to provide guidance to parents and to listen to family

concerns if they have difficulty with alternatives to a punitive approach to discipline. There are further supports available in the community should this be necessary

- If a teacher or any member of staff becomes aware that a child is being hit by a parent or guardian in the home as a form of regular punishment they should inform the child protection officer at school and complete a hard copy of the [Child Protection Reporting Form.pdf](#)
- ELC is committed to providing all children enrolled the opportunity to meet their educational potential, to grow in their social and emotional wellbeing and to be safe from harm or neglect both at home, within the community and at school
- ELC relies to a significant degree on the cooperation and assistance of parents
- The school requires parents to agree to the terms on the enrollment form, to sign the parent code of conduct, to agree and apply the guidelines of keeping their child safe from harm and other ongoing policies and practice guidelines that are created by the school after careful consideration on 'the rights of the child'
- Parents are requested to inform the Year Group Coordinator if there are any changes to the child's living arrangements or care due to factors like family separation, court orders or other. If a parent does not have full custodial support of their child then the school has to be informed

**Parent Absence Notification:** If both parents/legal guardians are absent from Bangkok for more than 24 hours they must inform the coordinator for their child's year group of their absence and who is the responsible guardian they have appointed to care for their child in their absence. It is important that the school administrators as well as the class teacher are kept aware of who the guardian is at any time and have up to date emergency contact details for the safety as well as the wellbeing of the child.

**Physical forms of Discipline:** Hitting, spanking, slapping, pushing, shaking, pinching, smacking or hitting with an object (cane for example) are forms of physical punishment. Using harsh discipline on a child has been shown through a wide range of studies to have an overall negative effect on children. Research has shown that physical forms of punishment can lead to more aggressive behavior in children, can have adverse effects like depression, anxiety and antisocial behavior and can be applied inconsistently by the adult, especially in times of stress or where a parent is angry, creating a climate where more severe forms of abuse are seen. The argument of 'reasonable force' is not acceptable in today's society and the 'UN Committee on the Rights of the child' states that physical punishment and non-physical punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules children is incompatible with the 'Convention on the Rights of the Child'.

### Related Policies

- Codes of Conduct: [staff](#) and [visitors](#)
- [Parent handbook](#)
- [Safeguarding Recruitment Procedure](#)
- [Online Safety Policy](#)
- [Intimate Care Management](#)

- Safe Handling Policy
- [Positive behavioral management](#), the [anti-bullying policy](#) and action plans

## RECOGNISING AND REPORTING ABUSE OR NEGLECT

### A Child Centred Approach

A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. Children may be vulnerable to neglect and abuse from individuals they come across in their day-to-day lives. These threats can take many forms, abuse (physical, sexual and emotional), neglect, online abuse and other forms of exploitation (e.g. engaging in paid or unpaid work), being coerced into joining extreme groups or gangs and other activities that are not in the child's best interests

In summary the needs of the child must be put first when determining what action to take.

### 1.1 Definitions

Child Protection is the protection of children from violence, exploitation, abuse and neglect. Child protection systems are designed to protect the children and young people from harm.

Safeguarding is taking a proactive approach to putting processes in place to ensure that children are not abused or neglected in any way. This includes all procedures designed to *prevent* harm and also refers to the process of protecting children from harm from either adults or other children, by providing safe and effective care. This reflects the wider responsibility for health and safety and focuses on prevention as well as protection from abuse.

Child is anyone under the age of 18 years

Adult and member of staff includes owners, governors, all former and current teaching staff, residential, pastoral, support, occasional, supply, contract staff, leaders, volunteers, any other adults working in this international school on any basis; including contract, employment and volunteer basis.

Disclosure, comes in two different forms; direct and indirect. Disclosure is when a child informs (discloses) that he or she has been abused, either through informing directly or through other means. It is an opportunity for an adult to provide support and comfort and to assist in protecting the child from the abuse.

Direct disclosure; Sometimes children will tell you directly that they are being abused or neglected. They might begin with one example and see how you react. Research shows that children often tell about their experiences many times before action is taken to respond.

Indirect disclosures; children do not tell directly, but communicate what they have experienced indirectly – the adult may observe an indirect disclosure through the child's behaviours, through their game playing, the way they act out their emotions, through art, writing, appearance, inquiries or their conversations about their fears, concerns or relationships. Children also divulge information through indirect statements, statements with conditions (e.g., "promise not to tell") and/or third-party statements (e.g., "my friend's parent is hurting her").



Harm, Health and development; Harm means ill treatment or impairment of health and development. Health means the physical and mental wellbeing of an individual. Development means the physical, intellectual, social-emotional capacity and growth of the individual.

Abuse and neglect are forms of maltreatment from directly inflicting harm or failing to act to prevent harm. Children are usually abused by those known to them. Forms of abuse are physical, emotional and sexual. The child can be abused by an adult(s) or a child (ren).

Physical abuse is a form of ill treatment that is physical in nature. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child.

Emotional abuse is the regular mistreatment of a child that causes severe effects on the child's emotional development. Emotional Abuse occurs when a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put-downs, shaming, blaming, continual coldness from the parent or caregiver, or other forms of emotional engagement, to the extent that it significantly damages the child's physical, social, intellectual or emotional development. It also involves repeated exposure to family violence and being forced to participate in the disagreement as a tool for spying or psychological pressure.

Sexual abuse involves forcing or enticing a child/young person to view or engage in sexual activities even if that person is compliant or aware of what is happening, where they are less than 18 years of age it is sexual abuse

Neglect is the persistent failure to meet a child's needs either physical or psychological causing serious effects on the child's health or development

Medical Child Abuse (MCA) is defined as a child receiving unnecessary and harmful or potentially harmful medical care at the instigation of a caretaker. This includes excessive seeking of medical care, causing a situation where treatment then becomes inevitable thus causing actual harm, falsifying information to doctors and making the child anxious or feel ill because of the actions of the care-giver

Perpetrator is an adult or child who has been abusing a child or young person under the age of eighteen

Exploitation involves the use of the children for someone else's advantage, sometimes for profit, which can impact the child emotionally as well as physically either through intention or without knowledge of the harm the actions cause. Commonly this can include child labour, it can also be less obvious forms of exploitation where the child is doing modeling, being part of TV, advertising and similar forms of work or activity where they may spend many continuous hours as part of this process, with a high risk of manipulation, the possibility of being tired for school, being late or absent from school affecting their time in education, feeling their sense of worth is related to their image or value and losing the opportunity to engage on more age appropriate social and other activities

Inquiry is the process by which the school responds to an allegation of abuse and is distinct from an investigation.

Investigation is the process of investigating an allegation of abuse carried out by a certified Child Protection officer working with a statutory authority, government and non-government agency.

## Types of Abuse

Physical	Emotional
<ul style="list-style-type: none"> <li>● Hitting, spanking, using an object</li> <li>● Burning, scalding, suffocating</li> <li>● Drowning, throwing, shaking</li> <li>● Any other form of physical harm</li> </ul>	<ul style="list-style-type: none"> <li>● Making a child feel they are unloved, that they disappoint the parents</li> <li>● That the child does not meet the adult's expectations or demands placed on the child are not age appropriate</li> <li>● Preventing the child from having social, physical or other healthy interactions</li> <li>● Limiting the child's communications, ability to have a voice by silencing them, ignoring what they say or making fun of them</li> </ul>
Sexual	Neglect
<ul style="list-style-type: none"> <li>● Assault by penetration (vaginal, oral or anal)</li> <li>● Non-penetrative acts; masturbation, kissing, rubbing and touching inside or outside of clothing</li> <li>● Non-contact acts such as making children watch sexual activities in person or on a screen, encouraging and allowing to see sexual images, encouraging a child to behave in a sexually inappropriate way, any form of grooming including via the internet</li> <li>● Inappropriate sexual poses, photography, nudity</li> <li>● Making sexual comments; verbal, online, through social media, apps, letters, other forms of communication</li> <li>● Sexual abuse can be committed by male or female adults and by children</li> </ul>	<ul style="list-style-type: none"> <li>● Neglect can occur prior to birth due to poor nutrition or substance abuse</li> <li>● Failure to provide adequate food, clothing or shelter</li> <li>● Failure to protect a child from harm due to poor supervision, including keeping inadequate care-givers</li> <li>● Abandonment or keeping the child from entering the home</li> <li>● Being unresponsive to a child's physical, social, emotional or other needs</li> <li>● Failure to provide access to appropriate medical care or treatment</li> <li>● Failure to provide adult supervision; leaving the child home alone</li> </ul>

## Peer to Peer Abuse

Peer to peer abuse is when a child or young person engages in unwanted or inappropriate activity with another child that can cause harm; physically, emotionally or through sexual contact or activity. This can also happen between siblings, either at school or through suspected activity at home. Sometimes but not always the child is of a superior age or intellect, uses physical force, hurts other children deliberately and often, has an unusual interest in sexual activity, may sexualise objects, uses force and coercion in social situations, may belittle other children, target a particular

child to make fun of them in front of others, may like to spend time with younger children, gives gifts, expects secrecy between the peers, engages in sexting, sharing of inappropriate images, videos or other forms of sexual harassment and engages in physical or sexual assault.

### Signs of Abuse

Physical Signs	Emotional Signs
<ul style="list-style-type: none"> <li>● Unexplained injuries including welts and bruises. Bruises may show different stages (ages). Can include black eyes</li> <li>● Unexplained burns, can be seen on buttocks, soles of feet, palms, back as well as visible places</li> <li>● The injuries are inconsistent with the information offered by the child or adult</li> <li>● Unexplained lacerations, abrasions or fractures, bites</li> <li>● Marks in the shape of objects; electric cord, belt, shoe, hand</li> <li>● Child is frightened of their parents and may not want to go home</li> <li>● Child appears frightened of other children and adults in their daily lives.</li> <li>● Wetting the bed, sleep disturbance, anxiety, nightmares, physiological symptoms (tummy ache), distress or withdrawal which can occur with all of the types of abuse or neglect</li> </ul>	<ul style="list-style-type: none"> <li>● Physical, mental and emotional development appears delayed</li> <li>● Low self-esteem, anxious or fearful of new situations</li> <li>● Attention seeking behavior, acting out , bullying</li> <li>● Inappropriate emotional responses to challenges or painful situations</li> <li>● Extremes of passivity or aggression</li> <li>● A change in their behavior; this can be sudden; the child starts underachieving and losing focus</li> <li>● Extremes of passivity or aggression</li> <li>● Unable to show attachment to caregiver and may not trust other adults</li> <li>● Obsessions, phobias, maladaptive behaviours for example stealing, repeated lying, running away, truancy</li> </ul>
Sexual Signs	Signs of Neglect
<ul style="list-style-type: none"> <li>● May demonstrate unusual or sophisticated sexual knowledge</li> <li>● Evidence of physical trauma or bleeding to the anal, genital or oral regions</li> <li>● Difficulty in walking or sitting</li> <li>● Frequent urinary tract infections</li> <li>● Unusual interpersonal relationship patterns</li> <li>● Refusing to change into P.E./other clothes</li> <li>● Extremely protective parenting</li> <li>● Avoiding being alone</li> </ul>	<ul style="list-style-type: none"> <li>● Child is unwashed, dirty and a strong body odour</li> <li>● Child is hungry, steals food</li> <li>● Is not wearing appropriate clothing for the weather</li> <li>● Parents appear uninterested in their child's educational performance or other aspects of school life</li> <li>● Parents do not respond to repeated requests from the school</li> <li>● Child does not want to go home</li> <li>● Chronic tiredness</li> </ul>

<ul style="list-style-type: none"> <li>Running away from home/not wanting to go home</li> </ul>	<ul style="list-style-type: none"> <li>Parents cannot be reached in the case of an emergency</li> </ul>
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### When Concerns Should Be Reported

All staff personnel are required to share concerns if they have:

- Noticed something about the child’s behavior, health or appearance or have seen the signs of abuse or neglect
- Been told directly by the child (disclosure) that someone is abusing or neglecting them
- Child shows through other forms of communication, drawings, behaviours, appearance, change in emotions that things are not right with them (indirect disclosure)
- Been informed about a concern by another parent or adult
- A concern is raised by the parent or other adult about a member of staff, another parent, external provider, child or visitor
- Been concerned by something a staff member or other adult said or did with a child

### Responding to Disclosures in School

If a child presents with an injury accompanied by a clear disclosure that they have been harmed, or makes a clear sexual disclosure it should not be necessary to question the child, other than to clarify who was involved and when. The staff member should ensure immediate information sharing with the Child Protection Officer.

In other situations where the child appears to be making a possible disclosure or has a suspicious injury it is reasonable to ask open, non-leading questions to clarify that you understand what might have happened. An example is asking “that looks like a nasty bruise; tell me what happened?”, or “you seem a bit upset and I am worried about you, is anything bothering you?.....can you tell me more about that”.

You may wish to use the acronym ‘TED’ to remind you; ‘Tell’, ‘Explain’ and ‘Describe’ the concern. Any further clarification sought should only include very open ended questions – ‘What?’, ‘When?’, ‘Who?’ ‘How?’, ‘Where?’. Once that clarification is received, do not ask further questions.

Sometimes, children choose to disclose through a third party and tell their friend or indirectly disclose by sounding out information and checking the reaction of the person they are talking to; for example, saying “What if my friend....” . These concerns should be taken equally seriously and the process is followed in the same way.

Children can seek to disclose or share their experiences through drawings, writings, play and other actions. It is appropriate to seek further information by asking the child through open questions; “tell me more about this game”, “what is happening in your story?”

If a child discloses abuse this information requires immediate sharing with the Child Protection Officers at ELC.

### Basic Guidelines on Disclosure

Use the 3R's



#### Respond

- Remember 'Stay Calm and Listen'
- An abused or neglected child needs to know that you are available to help them, let them know that they have not done anything wrong, you are glad they let you know and they are not in trouble
- Keep control as reactions of shock, fear or outrage can make the child feel more anxious or ashamed
- Move to a quieter more private space if appropriate
- Staying calm can reassure the child that what has happened can be worked through
- Proceed slowly, know that it is normal not to be sure what to do in this situation
- Be gentle and ask open ended questions; (establish 'what, when, who, where, how', do you want to tell me anything else?)
- TED: Tell, Explain, Describe
- Do not promise to keep it a secret, or full confidentiality- tell the child "I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make you safe I have to tell someone \_\_\_\_ (name of person) who will know how to help us do this".
- If you have seen bruising or an injury, the coordinator or classroom teacher with the child protection officer will take the child to the Nurse who will use a body map to illustrate the location and type of injury.
- Make sure the child knows what will happen next and that you trust the people who will be helping them
- Have someone stay with the child while you note down the information and seek help, then maintain contact so the child knows you they are not being rejected and have your support

#### Record

- Record factually exactly what the child has told you, even swear words if used
- Put down the date, time, and place of disclosure
- Sign the handwritten notes and write your name and position
- Make a note of observed behaviours
- Do not judge, interpret or change the account in any way as this may lead to inadmissible evidence should this go to court
- Complete the [Child Protection Reporting Form](#) within 24 hours – in hard copy sign and date it
- Attach notes, photographs, drawings, body map and any other documents
- Photographs need to be deleted from electronic storage
- All records are kept in a secure place and separate from general school records
- If a child transfers to another school the Child Protection Officers contact the new school and give a copy of these records to the equivalent officer in the child's new school

## Report

- Immediately consult with the Child Protection Officers
- Do not ask the child to have to repeat what they said as this can be stressful to the child and many different versions of the disclosure can compromise investigations by the statutory authorities
- Respect confidentiality by informing only those who need to know and not gossiping
- Disclosures relating to allegations about members of staff are treated in the same way
- The Child Protection Officers will bring this to the attention of the Head of School unless they are the one accused

## Duty to Report

- ELC International School follows the guidelines of the [Professional Duty to Report](#) Advisory Document: Ontario College of Teachers
- Everyone has a duty to protect children and a duty to report suspected child abuse or neglect
- The duty to report supersedes all other obligations
- You do not have to prove suspected abuse or neglect. Your concern starts a process of evaluation
- You act because you have reasonable grounds and are not acting maliciously

## Confidentiality

- All records and information related to students and their families are considered confidential. The child has legal and human rights that must be protected
- With respect to child protection the only purpose of confidentiality is to benefit the child. Any member of staff cannot *guarantee* confidentiality to them, the attending staff personnel should not inform the child that they will not tell anyone else, since where there is a safety and well-being concern the duty of the staff member is to inform the Child Protection Officer

- In relation to child protection under the laws and governing rules any relevant information is shared with other staff on a “need to know basis” only
- In terms of informing the family the Child Protection Officers will provide the guidelines and next steps as this has to be carried out carefully depending on each individual situation

## The Responsibilities of the Child Protection Officers

### General:

- Making sure all staff are aware of *how* to raise concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring those concerns that need further attention to the statutory authority
- Monitoring children who are the subject of a protection status
- Maintaining accurate and secure child protection records

### Training:

The Child Protection Officers should receive appropriate training carried out every two years in order to:

- Understand the resources available for early help and intervention for the family
- Have a working knowledge of how local authorities and support bodies in Thailand conduct a process when a child has been identified as a concern and refer the child to them
- Keep the Head of School informed at all times
- Ensure each member of staff has access to and understands the school’s policy and procedures relating to protecting the child from harm, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses.
- Be part of the team at school that encourages a culture of listening to children and taking into account their wishes and feelings, among all staff and any measures the school may put in place to protect them.

## Community Resources in Bangkok

- Statutory Authority the Ministry of Social Development and Human Security contact number 1300
- [The Centre for the Protection of Children’s Rights Foundation](#) (CPCR) Bangkok at (02-4121196 / 02-4120736)

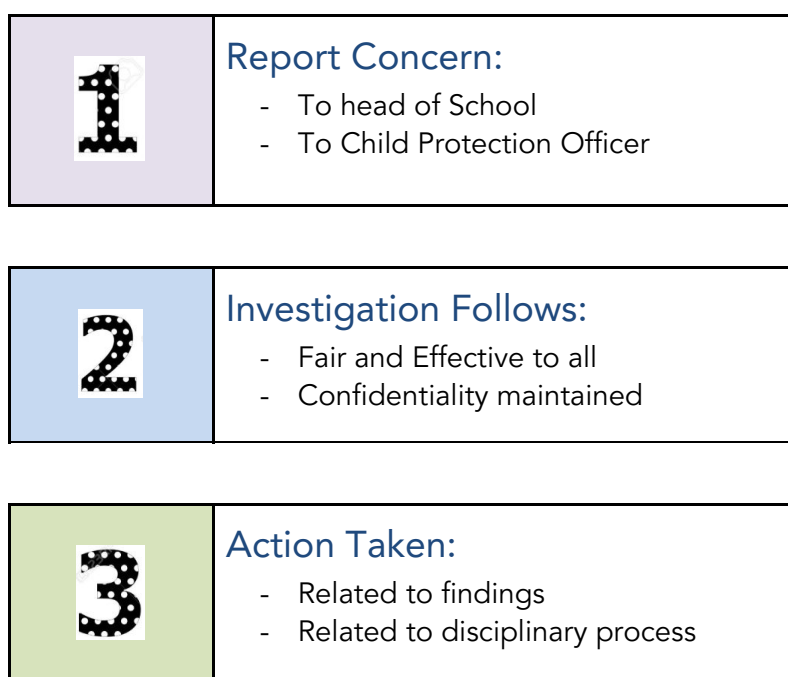
- "Sai Dek" Child Line 1387
- [ECPAT International](#): 328/1 Phaya Thai Road, Bangkok 10400, Thailand, Tel: + 66 (0) 2 215 3388 ext. 190 Fax: + 66 (0) 2 215 8272

The Child Protection Team will follow up with community resources where required and with the statutory authorities where the child is at risk in the home. Please do not contact any of the above services without making that referral through the school team. Other external agencies that work with children and their families, for example clinical therapies, will be contacted as needed.

## HANDLING ALLEGATIONS OF ABUSE MADE AGAINST STAFF

What do you do if you have concerns about a member of staff?

See below the process for reporting a concern



If the Head of School were involved, it would be reported to the Board and Child Protection Officers.

### Types of Allegations

- **Substantiated:** there is sufficient identifiable evidence to prove the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Malicious:** there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false



- **Unfounded:** there is no evidence or proper basis which supports the allegations being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw; alternatively, they may not have been aware of all the circumstances
- **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

### Reporting a Concern

- Other staff may be the first to have concerns that there is a form of abuse or neglect and while, understandably they may not want to speak out about a colleague and worry about what might happen to that person at ELC we have a duty first to the child
- Your confidentiality will be respected and only those 'in the need to know' will be informed
- The concern will be dealt with quickly and efficiently and where possible you will be advised of the outcome
- You will be highly respected for having the courage to '*speak up*' and put the child's interests first
- A parent, volunteer, other adult attending the school can also file a concern about a staff member or any other adult that they suspect of committing abuse or neglect
- The school will not hold the person or school employee responsible, who made a report of abuse or neglect that later turned out to be untrue, unless it can be demonstrated that the staff member did so willfully and intentionally, falsifying their report.

### Staff Training

- Staff training should be regular and take a wide approach to include prevention
- Emphasis is placed on including training for all staff annually using an external contractor (Childline Thailand). A record is kept of those who have attended
- All staff who have missed the scheduled training opportunities or have started later in the year must have training by Childline Thailand as part of their initial induction
- The Child Protection Officers will arrange for the child protection policy detail to be communicated to all staff at the in-service period for all staff at the start of the new school year.
- The leadership team should ensure that there are items related to this policy frequently placed on the regular staff meeting agendas
- The Child Protection Officers should attend a Child Protection and Safeguarding Comprehensive Course every two years

# STAFF RECRUITMENT: A SAFE APPROACH

## Prevention

The safe recruitment process aims to significantly reduce the potential for an abuser to gain employment, temporary or otherwise, gain an internship or be taken on as an external provider or offered any other opportunity to interact with the students when employed by the ELC International Schools. The objectives are to:

- Deter potential abusers by using a best practise approach to recruitment including pertinent questions at interview, careful reference checking and other
- Looking at our procedures through the 'lens of an abuser'
- Reject unsuitable candidates at the application and recruitment stage
- That the administrator(s) responsible for recruitment have adequate training and knowledge related to understanding what to look out for to prevent perpetrators from being recruited

## Requirements from Prospective Candidates

- Up to date police records are obtained from their country of origin and previous country of employment by HR Officer
- Two references to be received and checked by a senior member of the administration, one reference to be from the current employer
- Where the staff member has worked in more than 2 schools within the past five years a phone call will be made to the last employer by Admin asking why that member of staff is leaving and if there are any child protection concerns
- All prospective candidates will be informed of the zero tolerance to abuse, what constitutes abuse and our proactive approach to safeguarding every child in our school in their contracts
- They will be informed that they not only have to sign the Safeguarding and Child Protection Policy Declaration on recruitment but also sign a code of conduct agreement

# MAKING THE ENVIRONMENT SAFE

## Security

The following is at the planning stage of the process:

- A systematic and secure visitor system with visitor sign-in information and photo ID badges
- Planning to have open lines of sight

- Doors should have clear glass windows, any film or blinds must still allow occupants to be visible from outside the room
- There will be designated adult washrooms (visitor/parents, staff)
- When entering a bathroom for good reason, inform the occupant ahead of time and have another adult nearby
- We understand that with very young children, when there is a sudden accident or with disabled students, staff may be assisting with children's toileting and intimate care needs. In this case please refer to the Intimate care policy
- If staff are in a one to one situation with students in a room, (e.g. on field trips, external events or external venues (swimming/PE etc.) ensure the door remains open, or move to a more public space where possible/appropriate

## Supervision

Inadequate supervision can lead to the increased opportunity for peer or other forms of abuse on the school premises. Supervision also includes ensuring the child's safety from visitors. There are clear guidelines for supervision at ELC, consideration should always be given to:

- Vigilant supervision of all areas, being aware of who should be in the different parts of the school at any one time
- Adequate staff numbers on duty, training of staff and due care in their carrying out of those responsibilities
- Management of the handover of the child during transition points, for example after school, moving to an after school activity
- Clear lines of sight and access across campus, within rooms, through doors
- The administration of first aid, including any examination of injuries is conducted by the school nurse
- Children should be collected by the agreed parent or guardian that is shown on the ELC authorisation cards. When an unfamiliar person arrives to pick up the child the parents are contacted immediately and the child remains in school until the parent confirms the altered pick up arrangements
- Where there is a court order in place, preventing a particular parent/guardian from having access to a child, the school should have a copy of the court order and can request one from the custodial guardian

## Acceptable Use of Videos and Images

At ELC we take many different images of the child to capture the child's learning journey, in order to protect the child there are acceptable use guidelines - see more detail in the E-Safety Policy with links in the appendix. Some specific items are included below:

- Images will not be taken of the child against their wishes
- Parents can take videos or photographs when at a school community event, for example book parade, school music performances, project presentations...
- At other times; permission from a member of the leadership team must be sought

- We request that parents share images to family only and not on social media where privacy settings vary
- ELC is an image free zone. Parents may not take images of children in the classrooms and around campus in their everyday routines outside of special events
- Staff will use school owned equipment to record children and store these securely
- Children will be supervised when taking images for curriculum use

### Being Vigilant and Proactive

Prevention includes maintaining a level of awareness that allows us to consider the safety of the child as paramount in the light of our increased awareness through the annual and continuous training on child neglect and abuse, it includes:

- Questioning of staff who are in unexpected places
- Posters placed around the school to inform about acceptable practice
- The Process of reporting is displayed in the staff room and school office with members of the Child Protection team shown
- Information is provided for parents, visitor and staff
- A code of conduct is signed by parents, visitors, and all staff
- students from Year 1 upwards sign their classroom agreements at the start of each year

### Building Awareness and self-advocacy into the Curriculum

The culture of the school is to empower each child to believe that they are capable and confident and that it is important to continue to develop the child's self-esteem; this also includes developing assertiveness and self-protective skills. Resources that are used by ELC are 'The Ontario Physical and Health Education Curriculum' carried out across the year groups, 'The Second Step Program' which includes social emotional learning, bullying prevention and child protection element, using the educational philosophy of the Reggio Emilia approach, to enhance positive behavioural support and learning through a responsive classroom approach and finally developing resilience in children through all of the above and through a growth mindset approach.

Links:

[Ontario Health curriculum](#)

[Reggio Children](#)

[Responsive Classroom](#)

[Mindset Networks](#)

A process has been under way to ensure:

- The curriculum has appropriate social emotional content that is designed to safeguard children from others that might do them harm
- That there is a planned and systematic approach that challenges children to think deeply about their own personal, physical and emotional wellbeing

- It allows each child to explore values, personal rights, responsibilities and equal opportunities
- Opportunities are provided to develop these values are interwoven not only through the curriculum but embedded in the children's daily activities

## E-Safety

ELC International School takes the e-safety of children seriously and while we want to ensure that children can use the internet and related communications for their technology development we strive to ensure that there is safe and appropriate use by all users. We also strive to ensure that staff, external consultants and visitors are also adhering to the e-safety policy.

The key objective is to ensure that children are kept safe by:

- Preventing exposure to illegal, inappropriate or harmful material
- Increasing awareness of what constitutes harmful online interaction with other users including sexual exploitation
- Knowing the personal online behaviour that increases the likelihood of, or causes, harm
- Increasing awareness that the taking of or distribution of images that are either inappropriate or do not respect the individuals privacy is not tolerated

See e-safety policy for further information, this includes online safety, data privacy, the use of phones and other equipment and the taking, storing and use of images.

## RISK ASSESSMENT

Risk management is the assessing of risks that can arise on a daily basis on the school campus, for off-site activities and during the planning of a school trip

- Risk assessments are conducted by members of the Child Protection Team
- It covers all aspects of school life, the building and school grounds, equipment and materials in use, medication and nurse supplies, on and off-site activities, transport and takes into account the prevention of harm from a child protection perspective as well as ensuring physical safety
- Signed risk assessment forms will now be provided for any school trips, or other examples of working with a third party by both school and third party agencies

## OUR COMMITMENT

- ELC International Schools are committed to having designated persons, with appropriate training and resources to fulfill our responsibilities for the safety and wellbeing of all our students including following clear child protection guidelines
- ELC International Schools are committed to providing a safe environment for all children attending the school and providing trained staff designated to the safety and wellbeing of our children.

- ELC International Schools are committed to safe recruitment practice for the hiring of staff and external providers.
- ELC International Schools are committed to taking measures to safeguard the emotional welfare of its students from bullying or abuse within the home and school
- ELC International Schools are committed to the development and implementation of a sound curriculum policy that will promote the safety and wellbeing of our children, creating an environment where children know how to discuss such matters
- ELC International Schools are committed to providing clear direction to staff and others about procedures and the expected codes of behaviour in identifying and reporting safety and wellbeing issues, including child protection matters
- ELC International Schools are committed to ensuring that referrals to the child protection team are handled sensitively, professionally and in ways that support the needs of the child.
- ELC International Schools are committed to ensuring that parents are aware of our policies and procedures
- ELC International Schools are committed to providing children with the tools to develop their emotional wellbeing and understanding what is expected of themselves and others including safe practise using digital technology (e-safety).
- ELC International Schools are committed to constantly reviewing our process on a regular basis.
- ELC International Schools are committed to maintain a link with external community resources that have specialist knowledge in the area of child protection

## APPENDICES

[Appendix 1 – Child Protection Reporting Flow Chart](#)

[Appendix 2 - The Safeguarding Team](#)



[Appendix 3 -Guiding Principles](#)

[Appendix 4 - Child Protection Posters](#)

[Appendix 5 - Child Abuse Information](#)

## APPENDIX 1 – CHILD PROTECTION REPORTING FLOWCHART



<p>JASON MCEVOY-EDWARDS CHILD PROTECTION OFFICER</p>	<p>SARAH STRATTON CHILD PROTECTION OFFICER</p>
 <p>Student Services and Wellbeing</p>	 <p>Operations</p>



## APPENDIX 2 – SAFEGUARDING TEAM



Child Protection Officer  
Jason McEvoy-Edwards



Child Protection Officer  
Sarah Stratton



Head of School  
Jackie Alexander



Susan Hislop



Father Wirat



Jatuporn (Ying)  
Boriboon



Lea Mai



Phoengkaew (Kaew)  
Phutthapitak



Lena Patterson

### The ELC Safeguarding Team



Trevor Cardozo



## APPENDIX 3 – GUIDING PRINCIPLES

ELC follows the guiding principles of the United Nations Convention on the Rights of the Child (UNCRC) 1991, the Ontario's, Youth and family Services Act (CYFSA) and the Child Protection Act of Thailand 2003.

The United Nations Convention on the Rights of the Child (UNCRC 1991)

**Article 19: Protection from Abuse and Neglect:** No one should hurt the child in any way. Even the parents have no right to hurt the child. Adults should make sure that the child is protected from abuse, violence and neglect.

**Article 34: Sexual Abuse:** Every child has the right to be protected from sexual abuse. This means that nobody can do anything to the child's body that s/he does not want them to do, such as touching, taking pictures and making the child say things that s/he does not want to say.

The Ontario's, Youth and family Services Act (CYFSA) 1989-90, c C-7.2, s.11; 1999, c.14, s.3; 2018, c 8, s.8.

Part 111, Section 11: A child is in need of protection if:

- (a) as a result of action or omission by the child's parent:
  - (i) the child has suffered or is likely to suffer physical harm;
  - (ii) the child has suffered or is likely to suffer a serious impairment of mental or emotional functioning;
  - (iii) the child has been or is likely to be:
    - (A) exposed or subjected to harmful interaction for a sexual purpose, including sexual contact, activity or behaviour; or (B) sexually exploited by another person, including conduct that may amount to an offence within the meaning of the Criminal Code;
- (iv) medical, surgical or other recognized remedial care or treatment that is considered essential by a duly qualified medical practitioner has not been or is not likely to be provided to the child;
- (v) the child's development is likely to be seriously impaired by failure to remedy a mental, emotional or developmental condition; or
- (vi) the child has been exposed to interpersonal violence or severe domestic disharmony that is likely to result in physical or emotional harm to the child;
- b) there is no adult person who is able and willing to provide for the child's needs, and physical or emotional harm to the child has occurred or is likely to occur; or
- (c) the child is less than 12 years of age and:
  - (i) there are reasonable and probable grounds to believe that:
    - (A) the child has committed an act that, if the child were 12 years of age or more, would constitute an offence under the Criminal Code or the Controlled Drugs and Substances Act (Canada); and
    - (B) family services are necessary to prevent a recurrence; and
  - (ii) the child's parent is unable or unwilling to provide for the child's needs.

The Thai Child Protection Act 2003

**Article 25:** 5. Parents or guardians are forbidden to treat a child in ways or manners which constitute unlawful caring.

**Article 26:** A person is forbidden to: 1. Commit or omit acts which result in torturing a child's body or mind.

## APPENDIX 4 - CHILD PROTECTION POSTERS

Whilst you are with us,  
**please...**



Avoid **being alone** with students



Do not use the **wrong** toilets



Do not **share** personal details



Do not **take photos** of children without parent/teacher permission



Do not **ignore problems** report them to school staff



Do not make unwanted **physical contact**

ขณะที่อยู่ในโรงเรียน  
**โปรด...**



หลีกเลี่ยงการ**อยู่ตามลำพัง**กับนักเรียน



อย่า**ใช้ห้องน้ำ**ของนักเรียน



อย่า**แชร์**ข้อมูลส่วนตัวกับนักเรียน



อย่า**ถ่ายรูป**เด็กโดยไม่ได้รับอนุญาตจากผู้ปกครองหรือครู



อย่า**ละเลย**เมื่อเห็นเด็กมีปัญหา กรุณาแจ้งเจ้าหน้าที่ของโรงเรียน



อย่า**ถูกเนื้อต้องตัว**เด็กโดยไม่จำเป็น

## APPENDIX 5 – CHILD ABUSE INFORMATION

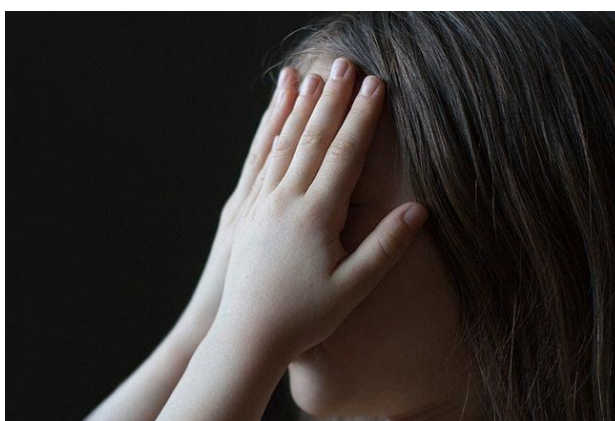
### A look at child abuse on the global level

#### Who is Affected?

Premise: The true gravity of the phenomenon is unknown

Sexual abuse of minors, an historical phenomenon which can be found in every culture and in every society, has relatively recently become the object of systematic study. This is due to the changed sensibility of public opinion on a topic that in the past was considered a taboo. Even today, however, the available statistics gathered by various national and international organizations (WHO, UNICEF, INTERPOL, EUROPOL, etc.) do not represent the true extent of the phenomenon which is often underestimated, primarily because many cases of sexual abuse of minors are not reported. In fact, 1 out of 3 tell no one (THORN, 2017).

Research conducted by UNICEF in 30 countries confirms this fact. A small percentage of victims said that they asked for help. Behind this reluctance could be the fear of vendetta, feelings of guilt, shame, confusion, distrust in institutions, cultural and social conditioning, but also misinformation regarding the services and structures that can help. The one thing that is certain is that millions of children in the world are victims of exploitation and sexual abuse.



#### General Data

The data reported here refers to a sampling of countries chosen on the basis of the availability of reliable data.

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#### Victims

##### Global level:

In 2017, the WHO estimated that up to 1 billion minors between the ages of 2 and 17 years of age have endured violence either physical, emotional, or sexual. Sexual abuse (from groping to rape), according to some UNICEF estimates from 2014, affected over 120 million children, representing the highest number of victims. In 2017, the same UN organization reported that in 38 low and middle income countries, almost 17 million adult women admitted having a forced sexual relationship during their childhood.

##### Europe:

In 2013, the WHO estimated that almost 18 million children had been victims of sexual abuse in Europe: 13.4% of all girls and 5.7% of all boys. According to UNICEF, in 28 European countries, about 2.5 million young women have reported sexual abuse, with or without physical contact, before the age of 15 years (data published in 2017). In addition, 44 million (about 22.9%) have

been victims of physical violence, while 55 million (29.6%) have been victims of psychological violence. And this is not all: in 2017, an INTERPOL report on the sexual exploitation of minors led to the identification of 14,289 victims in 54 European countries.

#### Asia:

In India, between 2001 and 2011, the "Asian Center for Human Rights" reported a total of 48.338 cases of the rape of minors, with an increase of 336%: from 2,113 cases in 2001, to 7,112 cases in 2011.

#### North America:

In the United States, official government data reports that over 700 million children are victims of violence and abuse every year. According to the International Center for Missing and Exploited Children (ICMEC), one out of 10 children experiences sexual abuse.

#### Oceania:

In Australia, according to data published by the Australian Institute of Health and Welfare (AIHW) in February 2018, covering the years 2015-2017, 1 out of 6 women (16%, or 1.5 million) reported that they were abused physically or sexually before the age of 15, and 1 out of 9 men (11%, or 9.92 thousand) reported that they were abused when they were boys. Between 2015-2016, about 450 million children were under child protection measures and 55,600 minors had been removed from their homes to treat the abuse suffered and prevent further abuse. The risks that the native populations experience should not be forgotten: according to AIHW, between 2015-2016, indigenous children were 7 times more likely to suffer abuse or abandonment in respect to their non-indigenous peers.

#### Africa:

In South Africa the results of research conducted by the Center for Justice and Crime Prevention revealed that in 2016, 1 out of 3 South Africans, male or female, was at risk of sexual abuse before reaching the age of 17. According to that study, the first of its kind on the national scale in South Africa, 784.967 teenagers between the ages of 15 and 17 had already experienced sexual abuse. The victims in this case are prevalently boys. Not even 1/3 had reported the violence to the police.

In other African countries, the sexual abuse of minors is part of the wider context of violence linked to conflict which plagues the continent and makes it difficult to quantify. The phenomenon is also closely connected with the practice of early marriage which is widespread in various African nations.

#### Useful links:

- *Towards a Global Indicator: on Unidentified Victims in Child Sexual Exploitation Material, Summary Report*, ECPAT, INTERPOL, 2018.
- *A Familiar Face: Violence in the lives of children and adolescents*, United Nations Children's Fund (UNICEF), 2017.
- *Toward a world free from Violence: Global survey on violence against children*, Office of the Special Representative of the Secretary General on Violence Against Children, 2015.
- *Studio multi-paese sui drivers della violenza all'infanzia*, Istituto degli Innocenti, Firenze, 2016.

- *Inspire: Seven Strategies for Ending Violence Against Children*, World Health Organization, 2016.
- *European report on preventing child maltreatment: Summary*, World Health Organization, 2013.

### Who commits the abuse?

- On the global level, it has emerged that such violence (whether physical, sexual or emotional) is committed mostly by parents, relatives, spouses of child brides, or teachers. In addition, according to UNICEF data from 2017 regarding 28 countries, out of 10 adolescents who have reported forced sexual relations, 9 revealed that they were victims of a person they know or was close to the family.
- The home is not the only theater of violence. Others, such as schools and the world of sports are also environments in which episodes of sexual abuse can occur. Research done by the UK's National Society for the Prevention of Cruelty to Children in 2011 reported that 29% of the children interviewed reported that they had experienced sexual harassment (physical and verbal) in the sporting centers they frequented.

### Online

With the development of the internet, cases of abuse and violence perpetrated online is clearly growing. According to data from 2017 from the Internet Watch Foundation (IWF), a web page displays images of children being sexually abused every 7 minutes. In 2017, 78,589 URLs were identified that contained images of sexual abuse, concentrated particularly in the Netherlands, followed by the United States, Canada, France and Russia. 55% of the victims are less than 10 years old. 86% contained images of girls, 7% of boys, and 5% contained images of both boys and girls.

### Sex tourism:

- According to data from 2017, the World Tourism Organization (UNWTO), each year 3 million persons take a trip in order to have sexual relations with minors. The most popular destinations are Brazil, Dominican Republic, Colombia, Thailand and Cambodia, and more recently, some African and Eastern European countries.
- The first six countries of origin of those who perpetrate the abuse are: France, Germany, the United Kingdom, China, Japan and Italy. Not to be overlooked is the growing number of women traveling to developing countries seeking paid sex with minors. In total, they represent about 10% of the world's sex tourists.
- In addition, according to a study conducted by ECPAT International (End Child Prostitution in Asian Tourism) between 2015 and 2016, 35% of these sex tourists are regular customers, while 65% are occasional customers. It is a significant fact that the perpetrators of such crimes, in most cases, are oblivious of the fact that they are committing a crime.

### Best Practice:

Under the leadership of the WHO, a group of 10 international agencies [1] developed an approved series of strategies called INSPIRE, in total 7 strategies to put an end to violence against children. Each letter of the word INSPIRE represents one of the strategies, most of which have proven to be effective in preventing various types of violence, as well as being beneficial in such sectors as mental health, education, and crime reduction.

The seven strategies are:

- Implementation and enforcement of laws: e.g. prohibiting violent discipline and limiting access to alcohol and firearms.
- Norms and values: e.g. modifying the cultural norms that permit the sexual abuse of girls or aggressive behavior between boys.
- Safe environments: i.e. identifying the “hot spots” for violence in the neighborhood and then addressing local causes through policies aimed at resolving the problems and providing other types of intervention.
- Parent and caregiver support: e.g. providing formation for parents of young people, and first-time parents.
- Income and economic strengthening: such as microfinance fostering economic equality between men and women;
- Response and support services: e.g. guaranteeing children who have been exposed to violence adequate access to emergency care, psychiatric and social services.
- Education and life skills: such as ensuring that children attend school and providing life training and other social skills.

[1] CDC: United States Centers for Disease Control and Prevention; CRC: Convention on the Rights of the Child; End Violence Against Children: The Global Partnership; PAHO: Pan American Health Organization; PEPFAR: President’s Emergency Program for AIDS Relief; TFG: Together for Girls; UNICEF: United Nations Children’s Fund; UNODC: United Nations Office on Drugs and Crime; USAID: United States Agency for International Development; WHO: the World Health Organization

Source: The Protection of Minors

### Child Maltreatment Infographics

English version: <https://drive.google.com/file/d/1FdOiRaYqFDXaEM7jWXTTrNobafddDgBvP/view?usp=sharing>

Chinese version: <https://drive.google.com/file/d/14I5i4QRixIU-KPK0lzDS6C1W8yu1k6q/view?usp=sharing>

Spanish Version: <https://drive.google.com/file/d/1WMbZUjT6J-KYVuZadiX5kKcft00wa0J/view?usp=sharing>

Russian Version: [https://drive.google.com/file/d/1jjclLktrH6O2bSzAks\\_w0fcxGJPONkwD/view?usp=sharing](https://drive.google.com/file/d/1jjclLktrH6O2bSzAks_w0fcxGJPONkwD/view?usp=sharing)

## CHILD PROTECTION TRAINING SCHEDULE

Sep 2020 - Childline - All staff

Nov 2020 - CIS - Child Protection Officers