

*Samples of Policy and Handbook of the Schools
for*

Child Protection and Safeguarding

*Presented by
Catholic Education Council of Thailand*



Letter from President of the Catholic Education Council of Thailand

The Catholic Church of Thailand urges everyone to prioritize child protection and safeguarding.

The Catholic Education Council of Thailand, Education Departments of all Dioceses and all religious groups, have cooperated to prepare a sample Child Protection and Safeguarding Policy and sample Handbook on Child Protection and Safeguarding, both of which are very helpful.

The Catholic Bishops' Conference of Thailand has made various attempts to increase awareness of this crucial matter, and has invited each organisation to fully participate to address this issue. From these good efforts, the Catholic Education Council of Thailand took the proactive and practical steps to develop this handbook for implementation among schools. The attempt is an admirable, good start to unite all schools in action and spirit to listen to the Holy Spirit and to develop the schools into centres for new evangelisation, dignity, and for the love and care for our children and youth. This effort will eventually lead to outreach to children and youth outside the school system.

It is my wish that the Catholic Education Council of Thailand can foster collaboration among all Catholic schools with an understanding and awareness of this issue, and successfully implement its policy.

-Signature-

Archbishop Louis Chamniern Santisukniram
President of Catholic Education Council of Thailand
6 February 2019

Declaration of the Catholic Education Council of Thailand On Child Protection and Safeguarding

To promote the mission of providing quality education at each of its schools, the Catholic Education Council of Thailand proposes the following standard guidelines for Catholic schools to promote dignity, protect rights, and safeguard children against abuse:

1. Each Catholic school should establish policy and practical guidelines, in writing, to clearly promote dignity, protect rights and safeguard students from abuse of all kinds, in accordance with the Gospel, Requirements of the Catholic Church, Declaration and the Charter of the United Nations, laws of Thailand, and the Code of Conduct of the Teachers' Council of Thailand.
2. The policy and the practical guidelines should be studied by teachers, school personnel, parents, students, and everyone who participates in the particular school's activities.
3. Schools should require that all staff recruits, whether management, teachers, educational personnel or general personnel, agree to comply with the policy.
4. Schools should appoint staff responsible to observe, monitor and receive complaints, and provide practical guidelines to assist in cases of abuse based on principles of respect for human rights and the fair treatment of all parties concerned.

The Catholic Education Council of Thailand, together with the Education Departments of all Dioceses and all religious groups, have prepared this sample Child Protection and Safeguarding Policy and Handbook on Child Protection and Safeguarding for consideration and study among Catholic schools. Before announcement and enforcement, our schools are encouraged to adjust the policy, guidelines and procedures according to their particular circumstances so as to facilitate effective results according to the objectives of the Catholic schools.

-Signature-

Father Francis-Xavier Decha Arpornratana
General-Secretary of the Catholic Education Council of Thailand
6 February 2019

MEETING "THE PROTECTION OF MINORS IN THE CHURCH"
[Vatican's New Synod Hall, 21-24 February 2019]

**ADDRESS OF HIS HOLINESS POPE FRANCIS
AT THE END OF THE EUCHARISTIC CONCELEBRATION**

Sala Regia
Sunday, 24 February 2019

Dear Brothers and Sisters,

As I thank the Lord who has accompanied us during these days, I would like to thank all of you for the ecclesial spirit and concrete commitment that you have so generously demonstrated.

Our work has made us realize once again that the gravity of the scourge of the sexual abuse of minors is, and historically has been, a widespread phenomenon in all cultures and societies. Only in relatively recent times has it become the subject of systematic research, thanks to changes in public opinion regarding a problem that was previously considered taboo; everyone knew of its presence yet no one spoke of it. I am reminded too of the cruel religious practice, once widespread in certain cultures, of sacrificing human beings – frequently children – in pagan rites. Yet even today, the statistics available on the sexual abuse of minors drawn up by various national and international organizations and agencies (the WHO, UNICEF, INTERPOL, EUROPOL and others) do not represent the real extent of the phenomenon, which is often underestimated, mainly because many cases of the sexual abuse of minors go unreported,¹ particularly the great number committed within families.

Rarely, in fact, do victims speak out and seek help.² Behind this reluctance there can be shame, confusion, fear of reprisal, various forms of guilt, distrust of institutions, forms of cultural and social conditioning, but also lack of information about services and facilities that can help. Anguish tragically leads to bitterness, even suicide, or at times to seek revenge by doing the same thing. The one thing certain is that millions of children in the world are victims of exploitation and of sexual abuse.

It would be important here to cite the overall data - in my opinion still partial - on the global level,³ then from Europe, Asia, the Americas, Africa and Oceania, in order to give an idea of the gravity and the extent of this plague in our societies.⁴ To avoid needless quibbling, I would point out from the start that the mention of specific countries is purely for the sake of citing the statistical data provided by the aforementioned reports.

The first truth that emerges from the data at hand is that those who perpetrate *abuse*, that is acts of physical, sexual or emotional violence, are primarily *parents, relatives, husbands of child brides, coaches and teachers*. Furthermore, according to the UNICEF data of 2017 regarding 28

countries throughout the world, 9 out of every 10 girls who have had forced sexual relations reveal that they were victims of someone they knew or who was close to their family.

According to official data of the American government, in the United States over 700,000 children each year are victims of acts of violence and mistreatment. According to the International Centre for Missing and Exploited Children (ICMEC), 1 out of every 10 children experiences sexual abuse.⁵ In Europe, 18 million children are victims of sexual abuse.

If we take *Italy* as an example, the 2016 *Telefono Azzurro* Report states that 68.9% of abuses take place within the *home* of the minor.⁶

Acts of violence take place not only in the home, but also in neighbourhoods, schools, athletic facilities⁷ and, sadly, also in church settings.

Research conducted in recent years on the phenomenon of the sexual abuse of minors also shows that the development of the web and of the communications media have contributed to a significant increase in cases of abuse and acts of violence perpetrated online. Pornography is rapidly spreading worldwide through the net. The scourge of pornography has expanded to an alarming degree, causing psychological harm and damaging relations between men and women, and between adults and children. It is a phenomenon in constant growth. Tragically, a considerable part of pornographic production has to do with minors, who are thus gravely violated in their dignity. The studies in this field - it is sad - document that it is happening in ever more horrible and violent ways, even to the point of acts of abuse against minors being commissioned and viewed live over the net.⁸

Here I would mention the World Congress held in Rome on the theme of child dignity in the digital era, as well as the first Forum of the Interfaith Alliance for Safer Communities held on the same theme in Abu Dhabi last November.

Another scourge is *sexual tourism*. According to 2017 data provided by the World Tourism Organization, each year 3 million people throughout the world travel in order to have sexual relations with a minor.⁹ Significantly, the perpetrators of these crimes in most cases do not even realize that they are committing a criminal offence.

We are thus facing a universal problem, tragically present almost everywhere and affecting everyone. Yet we need to be clear, that while gravely affecting our societies as a whole,¹⁰ this evil is in no way less monstrous when it takes place within the Church.

The brutality of this worldwide phenomenon becomes all the more grave and scandalous in the Church, for it is utterly incompatible with her moral authority and ethical credibility. Consecrated persons, chosen by God to guide souls to salvation, let themselves be dominated by their human frailty or sickness and thus become tools of Satan. In abuse, we see the hand of the evil that does not spare even the innocence of children. No explanations suffice for these abuses involving

children. We need to recognize with humility and courage that we stand face to face with the mystery of evil, which strikes most violently against the most vulnerable, for they are an image of Jesus. For this reason, the Church has now become increasingly aware of the need not only to curb the gravest cases of abuse by disciplinary measures and civil and canonical processes, but also to decisively confront the phenomenon both inside and outside the Church. She feels called to combat this evil that strikes at the very heart of her mission, which is to preach the Gospel to the little ones and to protect them from ravenous wolves.

Here again I would state clearly: if in the Church there should emerge even a single case of abuse - which already in itself represents an atrocity - that case will be faced with the utmost seriousness. Brothers and Sisters: in people's justified anger, the Church sees the reflection of the wrath of God, betrayed and insulted by these deceitful consecrated persons. The echo of the silent cry of the little ones who, instead of finding in them fathers and spiritual guides encountered tormentors, will shake hearts dulled by hypocrisy and by power. It is our duty to pay close heed to this silent, choked cry.

It is difficult to grasp the phenomenon of the sexual abuse of minors without considering power, since it is always the result of an abuse of power, an exploitation of the inferiority and vulnerability of the abused, which makes possible the manipulation of their conscience and of their psychological and physical weakness. The abuse of power is likewise present in the other forms of abuse affecting almost 85,000,000 children, forgotten by everyone: child soldiers, child prostitutes, starving children, children kidnapped and often victimized by the horrid commerce of human organs or enslaved, child victims of war, refugee children, aborted children and so many others.

Before all this cruelty, all this idolatrous sacrifice of children to the god of power, money, pride and arrogance, empirical explanations alone are not sufficient. They fail to make us grasp the breadth and depth of this tragedy. Here once again we see the limitations of a purely positivistic approach. It can provide us with a true *explanation* helpful for taking necessary measures, but it is incapable of giving us a *meaning*. Today we need both *explanation* and *meaning*. Explanation will help us greatly in the operative sphere, but will take us only halfway.

So what would be the existential "meaning" of this criminal phenomenon? In the light of its human breadth and depth, it is none other than the present-day manifestation of the spirit of evil. If we fail to take account of this dimension, we will remain far from the truth and lack real solutions.

Brothers and sisters, today we find ourselves before a manifestation of brazen, aggressive and destructive evil. Behind and within, there is the spirit of evil, which in its pride and in its arrogance considers itself the Lord of the world¹¹ and thinks that it has triumphed. I would like to say this to you with the authority of a brother and a father, certainly a small one and a sinner, but who is the pastor of the Church that presides in charity: in these painful cases, I see the hand of evil that does not spare even the innocence of the little ones. And this leads me to think of the example of Herod who, driven by fear of losing his power, ordered the slaughter of all the children of Bethlehem.¹² Behind this there is satan.

Just as we must take every practical measure that common sense, the sciences and society offer us, neither must we lose sight of this reality; we need to take up the spiritual means that the Lord himself teaches us: humiliation, self-accusation, prayer and penance. This is the only way to overcome the spirit of evil. It is how Jesus himself overcame it.¹³

The Church's aim will thus be to hear, watch over, protect and care for abused, exploited and forgotten children, wherever they are. To achieve that goal, the Church must rise above the ideological disputes and journalistic practices that often exploit, for various interests, the very tragedy experienced by the little ones.

The time has come, then, to work together to eradicate this evil from the body of our humanity by adopting every necessary measure already in force on the international level and ecclesial levels. The time has come to find a correct equilibrium of all values in play and to provide uniform directives for the Church, avoiding the two extremes of a "*justicialism*" provoked by guilt for past errors and media pressure, and a *defensiveness* that fails to confront the causes and effects of these grave crimes.

In this context, I would mention the "best practices" formulated under the guidance of the World Health Organization¹⁴ by a group of ten international bodies that developed and approved a packet of measures called *INSPIRE: Seven Strategies for Ending Violence against Children*.¹⁵

With the help of these guidelines, the work carried out in recent years by the Pontifical Commission for the Protection of Minors and the contributions made by this Meeting, the Church, in developing her legislation, will concentrate on the following aspects:

1. *The protection of children*. The primary goal of every measure must be to protect the little ones and prevent them from falling victim to any form of psychological and physical abuse. Consequently, a change of mentality is needed to combat a defensive and reactive approach to protecting the institution and to pursue, wholeheartedly and decisively, the good of the community by giving priority to the victims of abuse in every sense. We must keep ever before us the innocent faces of the little ones, remembering the words of the Master: "Whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea. Woe to the world because of scandals! For it is necessary that scandals come, but woe to the man by whom the scandal comes! (*Mt 18:6-7*).

2. *Impeccable seriousness*. Here I would reaffirm that "the Church will spare no effort to do all that is necessary to bring to justice *whosoever* has committed such crimes. The Church will never seek to hush up or not take seriously any case" (*Address to the Roman Curia*, 21 December 2018). She is convinced that "the sins and crimes of consecrated persons are further tainted by infidelity and shame; they disfigure the countenance of the Church and undermine her credibility. The Church herself, with her faithful children, is also a victim of these acts of infidelity and these real sins of "peculation" (*ibid.*).

3. *Genuine purification.* Notwithstanding the measures already taken and the progress made in the area of preventing abuse, there is need for a constantly renewed commitment to the holiness of pastors, whose conformity to Christ the Good Shepherd is a right of the People of God. The Church thus restates “her firm resolve to pursue unstintingly a path of purification, questioning how best to protect children, to avoid these tragedies, to bring healing and restoration to the victims, and to improve the training imparted in seminaries... An effort will be made to make past mistakes opportunities for eliminating this scourge, not only from the body of the Church but also from that of society” (ibid.). The holy fear of God leads us to accuse ourselves – as individuals and as an institution – and to make up for our failures. Self-accusation is the beginning of wisdom and bound to the holy fear of God: learning how to accuse ourselves, as individuals, as institutions, as a society. For we must not fall into the trap of blaming others, which is a step towards the “alibi” that separates us from reality.

4. *Formation.* In other words, requiring criteria for the selection and training of candidates to the priesthood that are not simply negative, concerned above all with excluding problematic personalities, but also positive, providing a balanced process of formation for suitable candidates, fostering holiness and the virtue of chastity. Saint Paul VI, in his encyclical *Sacerdotalis Caelibatus*, wrote that “the life of the celibate priest, which engages the whole man so totally and so sensitively, excludes those of insufficient physical, psychic and moral qualifications. Nor should anyone pretend that grace supplies for the defects of nature in such a man” (No. 64).

5. *Strengthening and reviewing guidelines by Episcopal Conferences.* In other words, reaffirming the need for bishops to be united in the application of parameters that serve as rules and not simply indications. Rules, not simply indications. No abuse should ever be covered up (as was often the case in the past) or not taken sufficiently seriously, since the covering up of abuses favours the spread of evil and adds a further level of scandal. Also and in particular, developing new and effective approaches for prevention in all institutions and in every sphere of ecclesial activity.

6. *Accompaniment of those who have been abused.* The evil that they have experienced leaves them with indelible wounds that also manifest themselves in resentment and a tendency to self-destruction. The Church thus has the duty to provide them with all the support they need, by availing herself of experts in this field. Listening, let me even put it this way: “wasting time” in listening. Listening heals the hurting person, and likewise heals us of our egoism, aloofness and lack of concern, of the attitude shown by the priest and the Levite in the parable of the Good Samaritan.

7. *The digital world.* The protection of minors must take into account the new forms of sexual abuse and abuse of all kinds that threaten minors in the settings in which they live and through the new devices that they use. Seminarians, priests, men and women religious, pastoral agents, indeed everyone, must be aware that the digital world and the use of its devices often has a deeper effect than we may think. Here there is a need to encourage countries and authorities to apply every measure needed to contain those websites that threaten human dignity, the dignity of women and particularly that of children. Brothers and Sisters: crime does not enjoy the right to

freedom. There is an absolute need to combat these abominations with utter determination, to be vigilant and to make every effort to keep the development of young people from being troubled or disrupted by an uncontrolled access to pornography, which will leave deep scars on their minds and hearts. We must ensure that young men and women, particularly seminarians and clergy, are not enslaved to addictions based on the exploitation and criminal abuse of the innocent and their pictures, and contempt for the dignity of women and of the human person. Here mention should be made of the new norms on *graviora delicta* approved by Pope Benedict XVI in 2010, which included as a new species of crime “the acquisition, possession or distribution by a cleric of pornographic images of minors... by whatever means or using whatever technology”. The text speaks of minors “under the age of fourteen”. We now consider that this age limit should be raised in order to expand the protection of minors and to bring out the gravity of these deeds.

8. *Sexual tourism*. The conduct, the way of looking at others, the very heart of Jesus’ disciples and servants must always acknowledge the image of God in each human creature, beginning with the most innocent. It is only by drawing from this radical respect for the dignity of others that we will be able to defend them from the pervasive power of violence, exploitation, abuse and corruption, and serve them in a credible way in their integral human and spiritual growth, in the encounter with others and with God. Combatting sexual tourism demands that it be outlawed, but also that the victims of this criminal phenomenon be given support and helped to be reinserted in society. The ecclesial communities are called to strengthen their pastoral care of persons exploited by sexual tourism. Among these, those who are most vulnerable and in need of particular help are certainly women, minors and children; these last however need special forms of protection and attention. Government authorities should make this a priority and act with urgency to combat the trafficking and economic exploitation of children. To this end it is important to coordinate the efforts being made at every level of society and to cooperate closely with international organizations so as to achieve a juridical framework capable of protecting children from sexual exploitation in tourism and of ensuring the legal prosecution of offenders.¹⁶

Allow me now to offer a heartfelt word of thanks to all those priests and consecrated persons who serve the Lord faithfully and totally, and who feel themselves dishonoured and discredited by the shameful conduct of some of their confreres. All of us – the Church, consecrated persons, the People of God, and even God himself – bear the effects of their infidelity. In the name of the whole Church, I thank the vast majority of priests who are not only faithful to their celibacy, but spend themselves in a ministry today made even more difficult by the scandals of few (but always too many) of their confreres. I also thank the faithful who are well aware of the goodness of their pastors and who continue to pray for them and to support them.

Finally, I would like to stress the important need to turn this evil into an opportunity for purification. Let us look to the example of Edith Stein – Saint Teresa Benedicta of the Cross – with the certainty that “in the darkest night, the greatest prophets and saints rise up. Still, the life-giving stream of the mystical life remains invisible. Surely, the decisive events of history of the world have been essentially influenced by souls about whom the history books remain silent. And those souls that we must thank for the decisive events in our personal lives is something that we will know only on that day when all that which is hidden will be brought to light”. The holy, faithful People of God, in

its daily silence, in many forms and ways continues to demonstrate and attest with “stubborn” hope that the Lord never abandons but sustains the constant and, in so many cases, painful devotion of his children. The holy and patient, faithful People of God, borne up and enlivened by the Holy Spirit, is the best face of the prophetic Church which puts her Lord at the centre in daily giving of herself. It will be precisely this holy People of God to liberate us from the plague of clericalism, which is the fertile ground for all these disgraces.

The best results and the most effective resolution that we can offer to the victims, to the People of Holy Mother Church and to the entire world, are the commitment to personal and collective conversion, the humility of learning, listening, assisting and protecting the most vulnerable. I make a heartfelt appeal for an all-out battle against the abuse of minors both sexually and in other areas, on the part of all authorities and individuals, for we are dealing with abominable crimes that must be erased from the face of the earth: this is demanded by all the many victims hidden in families and in the various settings of our societies.

^[1] Cf. MARIA ISABEL MARTÍNEZ PÉREZ, *Abusos sexuales en niños y adolescentes*, ed. Criminología y Justicia, 2012, according to which only 2% of cases are reported, especially when the abuse has taken place in the home. She sets the number of victims of paedophilia in our society at between 15% and 20%. Only 50% of children reveal the abuses they have suffered, and of these cases only 15% are actually reported. Only 5% end up going to trial.

^[2] One out of three mentions the fact to no one (2017 data compiled by the non-profit organization THORN).

^[3] *On the global level:* in 2017 the World Health Organization estimated that up to 1 billion minors between 2 and 17 years of age have experienced acts of violence or physical, emotional or sexual neglect. Sexual abuse (ranging from groping to rape), according to some 2014 UNICEF estimates, would affect 120 million girls, who are the greatest number of victims. In 2017, UNICEF reported that in 38 of the world’s low to middle income countries, almost 17 million adult women admitted having had a forced sexual relation in childhood.

Europe: in 2013, the World Health Organization estimated over 18 million of abuses. According to UNICEF, in 28 European countries, about 2.5 million young women reported having experienced sexual abuse with or without physical contact prior to 15 years of age (data released in 2017). In addition, 44 million (equivalent to 22.9%) were victims of physical violence, while 55 million (29.6%) were victims of psychological violence. Not only this: in 2017, the INTERPOL Report on the sexual exploitation of minors led to the identification of 14,289 victims in 54 European countries. With regard to Italy, in 2017 CESVI estimated that 6 million children experienced mistreatment. Furthermore, according to data provided by Telefono Azzurro, in the calendar year 2017, 98 cases of sexual abuse and pedophilia were handled by the Servizio 114 Emergenza Infanzia, equivalent to about 7.5% of the total cases handled by that service. 65% of the minors seeking help were female victims and over 40% were under 11 years of age.

Asia: in India, in the decade 2001-2011, the Asian Centre for Human Rights reported a total of 48,338 cases of the rape of minors, with an increase equivalent to 336% over that period: the 2,113 cases in 2001 rose to 7,112 cases in 2011.

The Americas: in the United States, official government data state that more than 700,000 children each year are victims of violence and mistreatment. According to the International Centre for Missing and Exploited Children (ICMEC), 1 out of every 10 children experiences sexual abuse.

Africa: in South Africa, the results of a study conducted by the Centre for Justice and Crime Prevention of the University of Cape Town showed in 2016 that 1 out of 3 South African young people, male or female, risks being sexually abused before the age of 17. According to the study, the first of its kind on a national scale in South Africa, 784,967 young people between 15 and 17 years of age have already experienced sexual abuse. The victims in this case are for the most part male youths. Not even a third of them reported the violence to the authorities. In other African countries, cases of sexual abuse of minors are part of the wider context of acts of violence linked to the conflicts affecting the continent and are thus difficult to quantify. The phenomenon is also closely linked to the widespread practice of underage marriages in various African nations, as elsewhere.

Oceania: in Australia, according to data issued by the Australian Institute of Health and Welfare (AIHW) in February 2018 and covering the years 2015-2017, one out of six women (16%, i.e., 1.5 million) reported experiencing physical and/or sexual abuse prior to 15 years of age, and one out of nine men (11%, i.e., 992,000) reported having experienced this abuse when they were children. Also, in 2015-2016, around 450,000 children were the object of child protection measures, and 55,600 minors were removed from their homes in order to remedy abuses they had suffered and to prevent others. Finally, one must not forget the risks to which native minors are exposed: again, according to AIHW, in 2015-2016 indigenous children had a seven times greater probability of being abused or abandoned as compared with their non-indigenous contemporaries (cf. <http://www.pbc2019.org/protection-of-minors/child-abuse-on-the-global-level>).

^[4] The data provided refer to sample counties selected on the basis of the reliability of available sources. The studies released by UNICEF on 30 countries confirm this fact: a small percentage of victims stated that they had asked for help.

^[5] Cf. https://www.repubblica.it/salute/prevenzione/2016/05/12/news/maltrattamenti_sui_minori_tutti_gli_abusi-139630223.

^[6] Specifically, those allegedly responsible for the difficulties experienced by a minor are, in 73.7% of the cases a parent (the mother in 44.2% and the father in 29.5%), a relative (3.3%), a friend (3.2%), an acquaintance (3%), a teacher (2.5%). The data show that only in a small percentage of cases (2.2%) is the person responsible an adult stranger. Cf. *ibid*.

^[7] A 2011 English study carried out by the National Society for the Prevention of Cruelty to Children

(NSPCC) found that 29% of those interviewed reported that they had experienced sexual molestation (physical and verbal) in sports centres.

^[8] According to the 2017 data of the Internet Watch Foundation (IWF), every 7 minutes a web page sends pictures of sexually abused children. In 2017, 78,589 URLs were found to contain images of sexual abuse concentrated particularly in the Low Countries, followed by the United States, Canada, France and Russia. 55% of the victims were under 10 years of age, 86% were girls, 7% boys and 5% both.

^[9] The most frequented destinations are Brazil, the Dominican Republic, Colombia, as well as Thailand and Cambodia. These have recently been joined by some countries of Africa and Eastern Europe. On the other hand, the six countries from which the perpetrators of abuse mostly come are France, Germany, the United Kingdom, China, Japan and Italy. Not to be overlooked is the growing number of women who travel to developing countries in search of paid sex with minors: in total, they represent 10% of sexual tourists worldwide. Furthermore, according to a study by ECPAT (End Child Prostitution in Asian Tourism) International, between 2015 and 2016, 35% of paedophile sexual tourists were regular clients, while 65% were occasional clients (cf. <https://www.osservatoriodiritti.it/2018/03/27/turismo-sessuale-minorile-nel-mondo-italia-ecpat>).

^[10] “For if this grave tragedy has involved some consecrated ministers, we may ask how deeply rooted it may be in our societies and in our families” (*Address to the Roman Curia*, 21 December 2018).

^[11] Cf. R.H. BENSON, *The Lord of the World*, Dodd, Mead and Company, London, 1907.

^[12] “Quare times, Herodes, quia audis Regem natum? Non venit ille ut te excludat, sed ut diabolum vincat. Sed tu haec non intelligens turbaris et saevis; et ut perdas unum quem quaeris, per tot infantium mortes efficeris crudelis... Necas parvulos corpore quia te necat timor in corde (SAINT QUODVULTDEUS, *Sermo 2 de Symbolo*: PL 40, 655).

^[13] “Quemadmodum enim ille, effuso in scientiae lignum veneno suo, naturam gusto corruerat, sic et ipse dominicam carnem vorandam praesumens, deitatis in ea virtute corruptus interituque sublatus est” (SAINT MAXIMUS THE CONFESSOR, *Centuria* 1, 8-3: PG 90, 1182-1186).

^[14] (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: World Health Organization).

^[15] Each letter of the word *INSPIRE* represents one of the strategies, and for the most part has

shown to be preventively effectual against various types of violence, in addition to having benefits in areas such as mental health, education and the reduction of crime. The seven strategies are the following: *Implementation and Enforcement of Laws* (for example, avoiding violent discipline and limiting access to alcohol and firearms); *Norms and Values* that need changing (for example, those that condone sexual abuse against girls or aggressive behaviour among boys); *Safe Environments* (for example, identifying neighbourhood violence “hotspots” and dealing with local causes through policies that resolve problems and through other interventions); *Parent and Caregiver Support* (for example, by providing formation to parents for their children, and to new parents); *Income and Economic Strengthening* (such as microcredit and formation concerning equity in general); *Response and Support Services* (for example, ensuring that children exposed to violence can have access to effective emergency care and can receive adequate psychosocial support); *Education and Life Skills* (for example, ensuring that children attend school and equipping them with social skills).

^[16] Cf. *Final Document of the VI World Congress on the Pastoral Care of Tourism*, 27 July 2004.

(Sample)
**Policy of the School for
Child Protection and Safeguarding**

Policy of the School for Child Protection and Safeguarding

For a school to be a field and a base for evangelization, it must be a safe haven. Students must feel the love and mercy of God exemplified by school personnel. In this environment, students can learn, develop to their full potential, and seek their God-granted vocation, so as to create a better world together.

To ensure the protection and safeguarding of students, the school affirms that it will:

1. Assiduously and consistently enforce a child protection and safeguarding policy so as to ensure that every student grows within a safe environment of love and generosity. Students need to be developed to their full physical, emotional, mental and spiritual potential. For these reasons, students must be protected from any abuse. School personnel must be aware of their professional and ethical responsibilities, and must actively participate to foster child protection and safeguarding.
2. Recognize that child protection and safeguarding are endorsements of human rights of people in the context of the Catholic faith, the Charter of the United Nations and Thai law in order to ensure that students are safe from physical, emotional and sexual abuse, or neglect.
3. Distinguish and clarify types of abuse, and provide examples of abuse indicators in the school's handbook so that school personnel can observe, monitor and appropriately report any suspicions or instances of abuse in a timely manner.
4. Establish guidelines for school personnel about professional conduct towards students, safety measures, inappropriate conduct and physical contact, and about appropriate behaviour when interacting with students through online media. All school personnel must use professional judgment to demonstrate appropriate behaviour during entire interactions with the students.
5. Establish child protection and safeguarding during recruitment to ensure that all staff are suitable to work with children, establish procedures for background checks and evaluations of the people (or organizations) who participate in school activities, and arrange for new recruits to ascribe their signatures in agreement with child protection and safeguarding guidelines and procedures prior to their commencement of work.
6. Establish practical procedures for school personnel to report suspected or actual incidences of abuse and neglect, monitor and investigate such cases, instructions by which school personnel can support students who may suffer adverse effects, and consultation with experts or external organizations. All information and documents must be kept strictly confidential, but shared only with relevant school personnel and government agencies. If

school personnel is accused of abuse, the school must take action according to ethical principles and the disciplinary rules of the school.

- 7. Appoint a Child Protection and Safeguarding Task Force as a core taskforce to assume responsibility of child protection and safeguarding according to the policy and the guidelines. The Committee reports directly to the school director on the matter of supervision, monitoring and implementing child protection and safeguarding measures.
- 8. Report progress in relation to child protection and safeguarding to the School Executive Board, and review and update the child protection and safeguarding policy every three consecutive years.

This policy is approved by the school administrative body and is effective ondate/month/year.....

-Signature-

.....

(.....)

School Principal

(Name of School)

(Sample)
**Handbook of the School for
Child Protection and Safeguarding**

Handbook of the School for Child Protection and Safeguarding

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Handbook for Child Protection and Safeguarding

For schools to be a field and a base for evangelization, they must be safe havens. Students must feel the love and mercy of God through as exemplified through school personnel on the basis of dignity and equality. Students can learn and develop to their full potential and fulfil God-granted potential in order to create a better world.

1. Background, Principles and Objectives

1.1 Background

This handbook for child protection and safeguarding was developed in accordance with the spirit of the Gospel, requirements of the Catholic Church and the Church in Thailand, Thai law, and the school Code of Conduct with which school personnel must comply.

a) Identity of Catholic Schools

God created human beings in His own image and loves them unconditionally so as to send his only begotten Son for the salvation of the world. Man should earnestly respect his own dignity and that of others. To project this principle, the Sacred Congregation for Catholic Education in 1977 issued “*The Catholic School*” stipulating the following mission of Catholic schools:

“The Catholic school is committed thus to the development of the whole man, since in Christ, the Perfect Man, all human values find their fulfilment and unity. Herein lies the specifically Catholic character of the school. Its duty to cultivate human values in their own legitimate right in accordance with its particular mission to serve all men has its origin in the figure of Christ. He is the One Who ennoble man, gives meaning to human life, and is the Model which the Catholic school offers to its pupils.”

(The Catholic School, 1978, Item 35)

Hence, Catholic schools believe that every child has the right to:

- (1) Grow in a safe, secure and charitable environment;
- (2) Be heard and be respected as a person;
- (3) Be valued without prejudice against race, language, culture, religion or gender, or the economic and social status of family; and
- (4) Be protected from all malice, including neglect, abuse and exploitation.

Consequently, every adult in the Catholic school is obliged to:

- (1) Ensure that every child is protected;
- (2) Create a safe and secure environment that permeates with love and dedication; and

- (3) Nourish, encourage and support each child to develop to his/her full potential as willed by God.

b) Standard Policy of the Catholic Church in Thailand

The Catholic Bishops' Conference of Thailand issued the Declaration on Standard Policy towards Children/ Youth Protection on 2 October 2016 as follows:

“Every member of the Catholic Bishops' Conference of Thailand (“CBCT”) is aware of and respects the dignity and rights of children/ youth, namely those who are under 18 years old, and is ready to affirm their safety and well-being. Every member of the CBCT and its collaborators in each Diocese, including each religious institution in Thailand is responsible for guaranteeing the basic rights of children/ youth.”

The Declaration on Standard Policy sets out the following practical guidelines:

- “(1) One must try by all means to ensure that children/youth facing hazards and vulnerable conditions are a top care priority and will be treated with respect by granting them rights to be protected and supported; and
- (2) One must minimize risk as much as possible so as to protect welfare of children/youth who are the most vulnerable to threat.”

Details for further study and reference were shown in **Appendix A – Declaration on Standard Policy in Protection of Children/Youth.**

In addition, the Decree of the Plenary Council of the Catholic Church in Thailand A.D. 2015 provided that *Catholic educational institutions must be a field or base of efficient instrument for new evangelisation and be the most appropriate place to cultivate core values in accordance with the Gospel spirit so that every student will **know God and feel the love and mercy of God**, the uniqueness and identity of Catholic education must always be emphasized. Teaching and administration must be carried out by persons who adhere strongly to the gospel values and are committed to on-going formation in these values. Administrators, teachers and staff at all levels should live an exemplary life. (Item 25)*

c) Child Protection Act

The Child Protect Act B.E. 2546 stipulates the following about child protection in the context of schools:

(1) Child Protection Action

Any child protection effort must take into consideration the ultimate benefit of the child and must not involve any unfair discrimination. Further, parents must nurture, educate and develop children according to local traditions and culture. The Act also sets forth prohibited actions against children.

(2) Student Behaviour Support

Schools must arrange counselling, guidance and training for students and parents so as to promote proper behaviour, social responsibility and safety among students. The Act also sets that the students must dress and behave according to the school's regulations.

Details for further study and reference are shown in **Appendix B – Child Protection Law**.

1.2 Principles and Objectives

The Handbook for Schools on Child Protection and Safeguarding was developed as a guideline for all school personnel to protect and safeguard students from abuse and to create an environment for growth and development. The handbook includes duties and obligations to help and support student victims until they are rehabilitated.

In order to foster the dignity of the student, protect their rights, and safeguard them from abuse that may occur at school, this handbook has the following objectives:

- (1) Promote dignity, protect the rights and safeguard students from abuse in accordance with the Gospel spirit of love and freedom, the Declaration on Standard Policy Towards Children/Youth of the Church, Declaration and the Charter of the United Nations, the Thai law and the Code of Ethics of the Teachers' Council of Thailand;
- (2) Provide instructions to all school personnel to encourage positive, and meaningful action, towards students and among the students, and such action must be appropriate to the students' age;
- (3) Establish ideals to be acknowledged and approved by all school personnel, including new recruitments, whether they be management, teachers, educational personnel, parents or general personnel; and
- (4) Appoint personnel responsible for observing, monitoring and reporting any suspected or actual abuse, and provide practical guidelines that, in principle, respect rights and are fair to all parties concerned, and organise proper training sessions for school personnel.

This handbook on child protection and safeguarding applies to “**all school personnel**” which includes, but is not limited to, the following:

- (1) School licence holders, executive board members, directors, deputy directors, assistant directors;
- (2) All employed personnel in the school, including teachers, teaching assistants, administrators, operational officers, cooks, maids, and janitors;
- (3) Part-time external organisers, including advisors, guest speakers, and guest specialists;
- (4) Trainers, volunteers and intern teachers;
- (5) Contractors, including general contractors or merchants in the schools; and
- (6) Parents and participants in school activities.

Students who are protected and safeguarded under this handbook are not only those children, minors and youth who attend the school, but also those who are involved with the school, school personnel and students of the school in the activities of the particular host school.

The school prepared an Declaration of Rights and Child Protection and Safeguarding (“Acknowledge”) for all to understand the required action that guarantees and provides maximum and continuing protection and safeguarding of children and youth from abuse and neglect. The school affixed these Acknowledgement placards in various locations where the school personnel and visitors can easily see, read and apply to their lives. The school will improve and change this Acknowledge according to ever-changing time and circumstance. Sample of the Declaration is shown in **Appendix C – Declaration of Rights and Student Protection**

2. Student Protection and Safeguarding Procedures

School personnel must be aware of their duties and responsibilities in supporting and prioritizing the safety and welfare of students. If school personnel are suspicious of abuse, they must immediately report the matter to the school. Moreover, school personnel at all levels must be aware of their responsibility to the Student Safeguarding Policy in order to efficiently oversee, monitor and perform their duties accordingly.

The school should establish a Student Protection and Safeguarding Task Force. That Task Force should be assigned the following roles and responsibilities in protecting the students:

2.1 Designating Student Protection and Safeguarding Task Force

Student Protection and Safeguarding Task Force (“Task Force”) will consist of the following members:

1. Deputy/Assistant Director of Student Welfare as leader
2. Head of school counsellor as secretary
3. Head of Kindergarten
4. Head of Elementary
5. Head of Secondary
6. School Chaplain
7. School Nurse
8. Parent Representative
9. Independent, Third Party Expert (if any)

The Task Force works under, and reports directly to, the School Principal regarding its duties to oversee and monitor compliance with Student Protection and Safeguarding Policy.

2.2 Roles, Duties and Responsibilities of Student Protection and Safeguarding the Task Force

Roles, duties and responsibilities of student protection and safeguarding of the Task Force are as follows:

1. Act as a centre that supports, and is responsible for, student protection, including taking safety measures, advocating for solutions to student abuse, and resolving individual cases of student abuse by setting up plans that involve designation of persons in charge to efficiently monitor safety measures.
2. Initiate, develop and carry out student protection measures.
3. Supervise, oversee, and manage incidents of abuse, including recruiting staff and conducting staff training in accordance with the Student Protection and Safeguarding Policy.

4. Investigate and monitor, and be vigilant of, suspicious or abusive behaviour among students in order to provide support and counselling to students so as to systematically shape their behaviour and attitudes.
5. Convene meetings at least twice a semester and submit student protection reports to the School Principal, which includes sharing information, conducting training, managing finances, and establishing a student protection and welfare system.
6. Establish and manage the student protection case files and student abuse records in the school.
7. Convene an annual review of student welfare, which includes input from parents and creating an annual development plan for student protection for proposal to the School Principal for further approval by school's Board of Directors.

2.3 Participation of Parents

Parents can participate in the school's Student Protection and Safeguarding Policy through the Parent Association, an organization essential to supporting, assisting and promoting student safety and welfare, as well as raising public awareness.

The Task Force must conduct surveys and provide training for parents. Moreover, the Parents and Teachers Association must designate a representative to attend the school's annual Student Protection and Safeguarding Task Force Meeting & Focus Group.

2.4 Prevention - Safe Recruitment

The recruitment or hiring of school personnel can serve as an initial screening process in the implementation of the Student Protection and Safeguarding Policy. The school, therefore, must screen potential school personnel from the outset of any recruitment according to the following processes:

1. The school must conduct background checks on the candidate using information from the school system throughout the country, including in foreign countries in the case of foreign candidates.
2. The school must request that candidates provide two separate references, one of which must be from their current employer. If the candidate is a graduate, one referee should be a full-time professor of the institution from which the candidate graduated.
3. If the candidates had worked for more than two schools within the past five years, such candidates must provide the school with the telephone numbers of their previous employers in order to conduct background checks and determine whether the reasons of their departures are associated with student abuse.
4. All new staff members must affix their respective signature to acknowledge that they have read, that they understand, and agree to strictly comply with the Student Protection and Safeguarding Policy.

2.5 Education and Training: Child Protection and Safeguarding

The Task Force must conduct student safeguarding training, including the following:

1. Include, on a consistent basis, student safeguarding training into staff meetings or general training programs.
2. Conduct, on a regular basis, mandatory staff training on student safeguarding.
3. Organize induction training of all new staff that focuses on student safeguarding.
4. Record data and documents related to student safeguarding.
5. Provide a staff code of conduct in the School Regulations and in other easily accessible formats.
6. Inform school personnel about student safeguarding information, regulations and procedures at the beginning of academic year.

Task Force members must receive training and regularly stay abreast of new information from relevant organizations in order to improve their knowledge base, and their monitoring and safeguarding skills.

3. Guidelines on Professional Code of Conduct

In order for a school to be a safe place for students that is based on respect and dignity, conduct toward students must be strictly appropriate and according to this handbook. School personnel, whether compensated or not, must strictly follow the guidelines provided herein.

3.1 General Guidelines on Child Protection and Safeguarding

Each member of school personnel is obligated to treat students according to the ethics of his/her profession for the benefit of the education and development of the student. General guidelines are as follows:

1. Treat students in a professional manner, according to ethics, with respect, and esteem.
2. Treat students with equality, and do not discriminate on the basis of sex, age, race, nationality, economics, or family status.
3. Shape student behaviour with love and mercy, and do not use violence, whether verbal or physical, especially when administering discipline.
4. Ensure appropriate relationships with students, and do not associate with students in a platonic fashion, e.g., watching movies or hanging out together.
5. Encourage and support students, and do not use sarcasm or mockery.
6. Monitor and protect students by immediately reporting any suspicions of assault to the responsible parties.
7. Do not consume alcoholic beverages during working hours.
8. Do not assault, quarrel with, or threaten others within the school area.
9. School personnel must not use his/her status for his/her own personal benefit or cause damage to school's reputation by his/her own actions
10. Do not misrepresent ones position, qualifications, experience or authority in the context of school administration.

School personnel must consider the goal of school education, always improve the standards of their conduct, and never impose their emotions during work. Where a school personnel is uncertain whether their conduct is appropriate, he/ she should consult the Task Force before proceeding.

3.2 Guidelines on Practice for Safety

School personnel must first consider student safety and security. For this reason, they must conduct themselves in accordance with the following guidelines:

1. Study and comprehend processes and agreements regarding the safety of students, act as an example for others, and always propose new measurements for improvement.
2. Maintain the student's personal matters as confidential, except where such matters must be disclosed to relevant parties/authorities (where there is cause to believe that a student is in danger).
3. Be vigilant of outsiders and report any suspicions to the security guard for investigation.
4. Report any suspicions to responsible parties that a student is in danger or is being dangerously mistreated.
5. Do not meet students in places other than at school, including extra tutoring sessions, except in necessary situations with the express consent by the school.
6. Do not use school facilities provided for students in a way that will affect student safety i.e. student toilets or student dressing rooms.

3.3 Inappropriate Behaviour

Sexual behaviour between school personnel and students is inappropriate and illegal. School personnel must protect students from such inappropriate sexual behaviour and must conduct themselves as follows:

1. Do not behave inappropriately with students, regardless of such behaviour being legal, and regardless of the propriety of the students' age and sex.
2. Do not associate with students outside of school, unless when necessary, e.g., interviews, in areas easily observable by others.
3. Do not use vocabulary that is sexually harassing, embarrassing, or suggestive.
4. Do not act in ways that are sexually suggestive in or outside the school area.
5. Report any school personnel who behaves with sexually impropriety to the Task Force.

3.4 Physical Contact

School personnel are obligated to avoid any physical contact with students that may lead to misunderstandings or misinterpretations of one's intentions. For example, physically touching a student, teasing a student, or intentionally abusing a student, except for the purpose of teaching e.g. "Sports Day" activities and Music Classes, provided that such physical contact is done to the extent necessary and within the ethics of the profession.

Where physical contact with a student is necessary, school personnel must:

1. Consider the necessity of the physical contact in the context of the pedagogical relationship;
2. Have justifiable cause for such physical contact;
3. Behave with awareness to avoid indecency towards the students; and

4. Have physical contact only out of absolute necessity and in the context of professionalism, taking into account the mental and emotional condition of the student.

3.5 Guidelines for Use of Social Media and Online Contact

The school supports the use of social media as a learning tool. However, private online chats may induce confusion and impropriety between school personnel and the student. As such, school personnel must follow the guidelines above when communicating with students via social media and must only so do to support studies and school activities.

School personnel must ensure that students cannot access their social media accounts by separating social media account for their teaching and for their private life and allow students to access only to their social media account for teaching purpose.

All in all, school personnel must be aware that guidelines cannot be separately written to cover all “Dos” and “Don’ts” for all matters. As such, school personnel must use their discretion and professional ethics in conducting oneself. Before the start of the academic year or the start of employment with the school, school personnel must sign an agreement to acknowledge their obligations of conduct towards the students. See **Appendix D: Commitment of School Personnel on Conduct towards Students**

4. Child Abuse

School personnel are responsible for protecting children and acting as their advocates in cases of suspected child abuse. All school personnel are required to report such suspected abuse to the Task Force. The Task Force would then proceed to protect students, including the initiation of legal procedures, if necessary. As such, school personnel must understand types, indicators and definitions of child abuse in order to prevent and protect students.

4.1 Recognising Abuse & Types of Abuse

Abuse is divided into four types, physical examples for each type and its indicators are as follows:

(1) **Physical abuse** is the infliction of physical injury, or the risk of bodily harm, on a child stemming from abuse or neglect, whether occurring once or repeatedly. Said action may occur from the use of force or attempt to hurt, injure or cause danger and where the aggressor has more strength or has authority over the abused. For instance, to:

- Inflict wounds by hitting, slapping, kicking, pinching, scratching, pulling hair, crunching, or using hard or sharp objects to attack;
- Teach and punish using violence;
- Act in ways that may cause wounds, burns, other bodily wounds or death;
- Cause bodily harm of any kind; and
- Coerce through the use of force, including to force one to drink alcoholic beverages, smoke cigarettes, or take drugs.

The assailant may be another student or one who has any form of authority over the child.

Indicators of Physical Abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different degrees (various colors)
- Injuries shaped like the article used, i.e., cord, belt, buckle, hand
- Injuries that regularly appear
- Unexplained burns, especially to soles, palms, back or buttocks
- Burns with a pattern from an electric burner, iron or cigarette

- Rope burns on arms, legs, neck or torso
- Injuries inconsistent with information offered by the child
- Scalding
- Child not showing emotion when hurt
- Child being frightened of certain people
- Child regularly wearing clothes that cover the body and/or
- Hyperactivity beyond what is normally expected of a child, e.g. aggressiveness, disruptiveness or destructive activity

(2) **Emotional abuse** is the continuous inappropriate reaction towards a child's actions or behaviour that, overtime, negatively affects the child's emotional development. It may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. In addition, this definition can include actions that are harmful or likely to inflict harm to a child's health or physical, mental, spiritual, moral and social development. To inflict harm, the aggressor may:

- Use profanity, insults, sarcasm, mockery or hostile eye contact;
- Create feelings of fear embarrassment, neglect, isolation, detainment or restraint;
- Instil feelings of worthless, inferiority, not being loved by anyone, or is valuable only when fulfilling the wants of others;
- Suppress a child's ability to express themselves;
- Set expectations inappropriate for the child's age or development, e.g., overprotection, or limit the child's learning or curiosity by regulating socialization; and
- Inflict a certain level of psychological suffering related to all kinds of cruelty, even there is only one incident.

Indicators of Emotional abuse

- Changes in behavior caused by mental cruelty
- Disinterest in what they are doing or what is happened to them, or so-called negative stimulation
- Invoking reactions of hate from others, or so-called insolation behaviour
- Adopting risky behavior, i.e., theft or running away from home
- Hurting oneself
- Eating disorders
- Inability to socialize
- Isolating from parents or friends

(3) **Sexual abuse** is the commission, or allowing the commission, of any sexual offence in the form of an act against a child that violates laws or societal values, or sexual acts committed where the abuser is older or in a position of authority or control over the child or is trusted by the child. Women and children can also be abusers, in addition to men. Examples of sexual abuse are:

- Sexual harassment, verbal assault, leering, the use of words or actions intended to harass, including unsolicited hugs, kisses, touching or indecent exposure;
- Physical contact that includes sexual abuse i.e. rape or oral sex or intercourse without genital contact, e.g., masturbation, kissing, patting or touching; and
- Moreover, sexual abuse includes conduct without physical contact, e.g., allowing children to watch or participate in sex, or to encourage a child to behave in an inappropriate sexual way or to groom a child for abuse.

Indicators of Sexual Abuse

- Sexual knowledge or behavior, or the use of language inappropriate to age level
- Unusual interpersonal relationship patterns
- Physical trauma or oral, genital, or anal bleeding
- Difficulty in walking or sitting
- Refusing to change into PE clothes, and/or fear of bathrooms
- Running away from home and without any specific reason
- Dislike staying with other people privately
- Pregnancy, especially at a young age

(4) **Abandonment** is a failure, as a family member or legal guardian, to provide for a child's basic needs for development, including those related to health, education, emotional development, necessary food, shelter, or stable environment, and where such failure leads to damage to health, body, morale, or social development, and includes failure to protect the child from danger. Examples of abandonment are:

- Parent(s) or the legal guardian does not provide necessary food, clothing, and appropriate shelter, including hiring child caregivers who lack the necessary qualifications and experience;
- Inattention to a child's basic physical or emotional needs; and
- Immature parents, e.g., leaving a child unsupervised at home for any extended period of time.

Indicators of Abandonment

- Child being unwashed or hungry
- Child not wanting to go home
- Parents being uninterested in child's academic performance
- Parents not responding to repeated communications from the school
- Both parents or legal guardians being regularly absent
- Being unable to reach parents in cases of emergency

4.2 Bullying between Students

If a school personnel finds or has knowledge of abuse between students, he/she must report the matter to the Task Force for it to be resolved. In doing so, the school personnel must consider the propriety and necessity to disclose information so that it does not affect the student's privacy. Where the school personnel sees that a student is abusing another student, he/she must halt the activity with care and respect to both students. Where a student is injured, the school personnel must take the student to the school nurse or a teacher. If it is not possible to move the student, then the school personnel must immediately report the matter to the school nurse or teacher.

4.3 Duties of the School Personnel

Every member of the school personnel must observe, monitor, and prevent, sexual abuse both inside and outside school area. Where signs of sexual abuse are noticeable, school personnel must proceed as set forth below.

(1) Normal cases with no immediate harm to a student

School personnel who notices any of these indicators should observe behaviour and surrounding situations that are the initial indicators of child abuse. If it is certain that there is no harm to the student at the time, school personnel must immediately report the incident, with details, to the Task Force or the School Principal.

(2) Severe cases with immediate harm to a student, including hurting oneself

If a school personnel witnesses this case, he/she should:

1. Seek help from nearby specialists, as soon as possible, to prevent further harm;
2. Talk with the student, if necessary, with a non-judgmental approach;
3. Take the student to a school nurse, teacher or school specialized psychologist, or encourage the student to seek this sort of help; and
4. Report the incident to the Task Force immediately.

The school must keep all related matters confidential and must not disclose the matter to the public via any type of media or technology. Violators will be prosecuted according to the law.

5. Procedures for Reporting Child Abuse

Procedures for reporting abuse or suspicions of abuse are as follows:

Step 1 Investigation and Collection of Information

1. When a member of school personnel witnesses an incident related to sexual abuse or when there is cause to believe that a student has been the victim of sexual abuse, such personnel must, as soon as possible, report the matter to, and seek advice from, a school counsellor. Where the school counsellor is absent, school personnel must report the matter to a head teacher. Where the sexual abuse suspect is a school personnel member, one must report the matter to a person whose position is at least one level above the suspect. If the suspect is the School Principal, one must report the matter to the Education Department of Diocese, as the case may be.
2. The school counsellor or teacher in charge must collect additional information related to the report and, in any case where additional investigation is necessary, he/she must report the incident to the head teacher. Where a student is in danger, the school counsellor must consider whether the student should be taken care of by the school or should the student be referred to a hospital, doctor, psychologist, or to the police.
3. The school counsellor must also report such incident to the Task Force in order for it to be further reported to the School Principal.
4. Evidence, facts, and other relevant information must be collected as follows:
 - (1) Interview school personnel as necessary, and collect and record the incident;
 - (2) Consult with school personnel in order to investigate the student;
 - (3) The homeroom teacher should talk to the student in order to obtain additional information, depending on the age of the student and the particular incident, and can use drawing and stories to illustrate the incident; and
 - (4) Observe the student in the classroom.

Step 2 Assessment and Decision-Making

After collecting and recording the information, the Task Force must consider planning for the next step in order to help support the student and his/ her family. Steps are as follows:

1. Report the incident to the parents, and consult with them in order to find a solution.
2. Evaluate the ability of the School Principal to manage such incident. In severe cases or those beyond the remit of the School Principal, they must propose to the parents that they consult with specialists or psychologists.
3. Consult with the school counsellor or a lawyer where laws have been violated.
4. Make a report with an outside, third-party agency or authority, e.g. police, foster home, or National Child Protection Committee

Severity of the incident and corresponding procedures can be categorised as follows:

1. Case where there is doubt of inappropriate conduct towards students which may fall under the school's responsibility, i.e., relationships between students themselves, parental care, relationships between parents and students, and mental health conditions, i.e., stress, depression, loss of self-confidence.
2. Case that should be handled and investigated by outside authorities, e.g., self-infliction of injury, suicidal attempts or ideation, inappropriate conduct towards students, inappropriate sexual conduct.
3. Severe cases e.g., where the family does not halt the inappropriate conduct and the Task Force is still concerned about the student's safety, one must report the matter to the relevant governmental body, with consent from the School Principal.

The Task Force is entitled to change the procedures as it deems appropriate.

Step 3 Support and Continued Help

If the Task Force can handle a severe incident of sexual abuse, it must setup an *ad hoc* support team for the particular case. The team should consist of: the homeroom teacher, a counsellor, school nurse, teacher, and/or school chaplain to oversee each case, under the close supervision of the Task Force. The *ad hoc* team should proceed as follows:

1. Arrange a plan to help the homeroom teacher determine his/her role with the parents;
2. Maintain contact with the student and parents, and provide suggestions, as is appropriate;
3. Arrange for all teachers to help the student within the timeframe of the plan; and
4. Solicit the advice of a therapist or psychologist for the benefit of the student.

These steps must be carried out on a regular basis until the student has been stabilised.

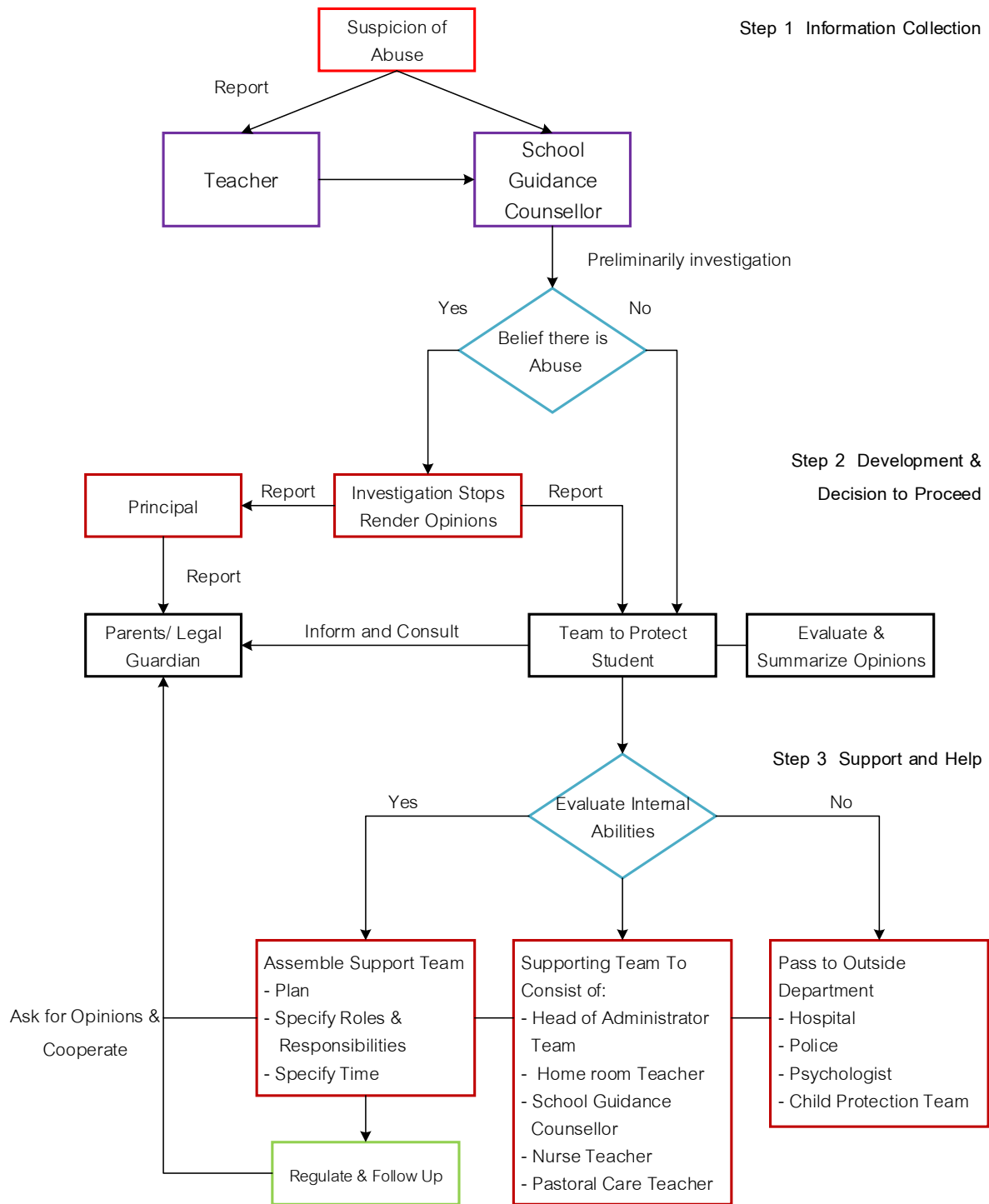
Prohibition

School personnel are prohibited from advertising or disclosing, via mass communication or any technology platform, information related to the students and parents which may violate their privacy or cause damage. **Violators will be prosecuted under the law.**

Information and documents related to the reporting process, investigation, and procedures must be kept confidential in the school files or database. Reports must bear a "confidentiality" stamp, seal or be marked "confidential." The school may only disclose the information to government authorities for the benefit and protection of the student.

Where there is reason to suspect that the School Principal as the offender, the school personnel must proceed in accordance with the procedure provided under the Guidelines with morality and within the school's regulations.

Flow-Chart for Reporting Sexual Abuse



Appendix A
Catholic Bishops' Conference of Thailand
Declaration on Standard Policy towards Children/Youth Protection

Every member of the Catholic Bishops' Conference of Thailand ("CBCT") is aware and respects the dignity and rights, of children/ youth, namely those who are under 18 years old, and is ready to affirm their safety and well-being. Every member of the CBCT and its collaborators in each diocese, including every religious institution in Thailand, is responsible for guaranteeing that the basic rights of children/ youth, incompetent persons and quasi-incompetent persons (vulnerable persons) must be observed by their guardians or protectors, for example, all disabled persons must be respected.

(- - -)

7. CBCT and local churches in Thailand are committed to:

- 7.1 Strive to prioritize care for children/ youth facing risks and vulnerable circumstances and afford respect by honouring their rights to protection and support;
- 7.2 Minimize risk to the extent possible so as to protect the welfare of children/youth who are the most vulnerable;
- 7.3 Guarantee that all CBCT members and its diocesan collaborators, and female and male religious groups will be carefully recruited, selected, inspected, trained, promoted and supervised;
- 7.4 Administer care to victims of abuse, whether it be sexual, physical, or emotional abuse or neglect;
- 7.5 Arrange proper training for all members and collaborators in the organisations;
- 7.6 Cooperate with authorities in order to promptly and fairly address allegations and in compliance with Sections 1717-1719 and Section 695 of the Canon Law of the Church and other relevant regulations issued by the Papacy;
- 7.7 Ensure that this Standard Policy is widely distributed, easily accessible, understood in substance, and applied to processes and legal procedures, with children/ youth, and the incompetent and quasi-incompetent, as the primary beneficiaries;
- 7.8 Partner with National Commission for the Protection of Minors, established and operating in accordance with the handbook and guidelines, which was endorsed by the CBCT in 2012 and officially announced in February 2016; and

- 7.9 Organise prayer sessions or arrange for activity that is appropriate to help abuse victims heal, during the date set forth by the CBCT, which is 6th July of each year in memory of Saint Maria Goretti.

Announced on 2nd October 2016

-Signature-

Cardinal Francis Xavier Kriengsak Kovithavanij
Archbishop of Bangkok Archdiocese and
President of the Catholic Bishops' Conference of Thailand

Appendix B Child Protection Law

Child Protection Act of B.E. 2546 categorizes children protection (particularly students) into:

1. Child Treatment and
2. Child Behaviour Promotion

1. Provisions on Child Treatment

Section 22 Treatment of the child in any case shall give primary importance to the best interests of the child and any discrimination of an unfair nature shall not be allowed.

In determining if an act is in the best interests of or unfairly discriminatory to the child, guidelines stipulated in Ministerial Regulations shall apply.

Section 23 Guardians must teach and develop a child under their guardianship in manners appropriate to local traditions, customs and culture, but which in any case must not be below the minimum standards as stipulated in Ministerial Regulations. They shall also safeguard the child under care against potentially harmful circumstances, whether physical or mental.

Section 26 Under the provisions of other laws, regardless of a child's consent, a person is prohibited from acting as follows:

- (1) Commit or omit acts which result in torturing a child's body or mind;
- (2) Intentionally or neglectfully withholding essentials for sustaining the life or health of a child under guardianship, to the extent that it will cause physical or mental harm to the child;
- (3) Force, threaten, induce, encourage or allow a child to adopt behaviour and manners which are inappropriate or likely to be the cause of wrongdoing;
- (4) Advertise by means of the media or use any other means of information dissemination to receive or give away a child to any person who is not related to the child, except when it is the act of the authorities or as approved by authorities;
- (5) Force, threaten, induce, encourage, consent to, or act in any other way that results in a child becoming a beggar, homeless, using a child as an instrument for begging or committing crimes, or act in any way that results in the exploitation of a child;
- (6) Use, employ or ask a child to work or act in such a way that might be physically or mentally harmful to the child, affect the child's growth or hinder the child's development;
- (7) Force, threaten, use, induce, instigate, encourage, or allow a child to play sports or commit any acts indicative of commercial exploitation in a manner that hinders the child's growth and development or constitutes an act of torture against the child;
- (8) Use or allow a child to gamble in any form or enter into gambling places, brothels, or other places where children are not allowed;

- (9) Force, threaten, use, induce, instigate, encourage or allow a child to perform or act in a pornographic manner, regardless of whether the intention is to obtain remuneration or anything else; and
- (10) Sell, exchange or give away liquor or cigarettes to a child, other than for medical purposes.

Section 27 It is forbidden for anyone to advertise or disseminate by means of the media or any other kind of information technology, any information about a child or the child's guardian, with the intention of causing damage to the mind, reputation, prestige or any other interests of the child or seeking benefit for oneself or others in an unlawful manner.

Ministerial Regulations Prescribing Guidelines to Determine Which Actions are Performed for the Maximum Benefit of the Child or Constitute Unfair Discrimination against the Child B.E. 2549 provides that:

Clause 1 Actions performed for the maximum benefit of the child shall be considered per the following guidelines:

- (1) personal characteristics of each child;
- (2) appropriateness, demand, and necessity of each child;
- (3) benefits the child may receive in terms of physique, sanitation, growth, exercise, health promotion, disease prevention, medical treatment, appropriate rehabilitation, relaxation, and recreation;
- (4) benefits the child may receive in terms of mental development by providing opportunities for the child to learn from actual experiences, suitable and practical experiments, as well as receipt of appropriate information from various sources;
- (5) benefits the child may receive in terms of psychological and emotional development by receiving nurture and love, understanding, empathy, in order to gain knowledge and life skills, creativity, good attitude towards the family, society, and a way of life, as well as attain a correct understanding about him/herself;
- (6) benefits the child may receive in terms of society and environment which are not harmful to the physical and mental health, to be suitable with the age and contributable to the child's development and learning;
- (7) benefits the child may receive in terms of education by obtaining continuous education which are fundamental and in accordance with the child's capability;
- (8) benefits the child may receive in terms of culture, morality, and religion;
- (9) benefits the child may receive in terms of preparation for occupation which is suitable to the proficiency, capability, gender, and age;
- (10) coordination between the concerned parties so that the child may receive prompt protection and assistance;
- (11) protection of the child from violence, assault, sexual harassment, sexual exploitation, and abandonment;
- (12) provision of appropriate welfare support to the disadvantaged, abandoned, disabled child, or the child under conditions which warrant assistance;

- (13) protection of the child from unlawful commercial and occupational exploitation or any activity which is hazardous, harmful to the health, or which interferes with the child's education or development of the physique, brain, mind, morality, and society of the child;
- (14) protection of the child from advertisement, media dissemination, or information media likely to damage the reputation, honor or any right or benefit of the child;
- (15) provision of an opportunity for the child to receive various basic services in society, from both the public and private sector;
- (16) provision of an opportunity for the child to receive protection and assurance of fundamental rights and benefits, including assistance when experiencing difficulties so that the child can resolve the problem and peacefully live in society; and
- (17) provision of an opportunity for the child to participate in the exercise of authority and duties as well as actions which may have an impact on the child.

Clause 2 Actions performed towards the child, in any case, in an inequality manner due to differences in birthplace, nationality, language, gender, age, physique or health, individual circumstances, financial or social status, religious belief, education and training, or political views, shall be treated as an unfair discrimination against the child.

Unfair discrimination against the child also includes any actions perform towards the child even though the same criteria are applied on other persons and the action performer does not intend to discriminate or intend to hurt the harmed or affected person in any way, but the results cause apparent differences towards some children or some groups due to reasons stipulated under paragraph one.

Unfair discrimination against the child due to causes under paragraph one or paragraph two may be performed for educational, scientific, religious, traditional and cultural reasons, reasons due to the child's uniqueness, or other appropriate reasons.

2. Provisions on Promotion of Student Behaviour

Section 63 Schools and educational establishments shall set up systems and activities to provide guidance, counselling and training for students and guardians, with a view to promoting appropriate behaviour, social responsibility and safety for the students, in accordance with the criteria, procedures and conditions stipulated in Ministerial Regulations.

Ministerial Regulation on Determination of Criteria, Methods and Conditions for Establishing Activities to Provide Guidance, Counselling and Training for Students and Parents B.E. 2548 (2005) provides that

Clause 1 Schools and educational institutions shall set up systems and activities to provide guidance, counselling and training for students and guardians in accordance with levels of schools or educational institutions.

Clause 2 Schools and educational institutions shall have the following responsibilities:

- (1) Develop systems and activities to provide guidance, counselling and training for students for individual cases, encourage all teachers to strengthen their roles to provide guidance, make acquaintances, and improve understanding with students in order to be able to provide and manage knowledge to develop the potential of students and provide life-skills counselling, social adjustment, continued education, occupations, also student monitoring systems from admission until graduation;
- (2) Survey and monitor behaviours of students at risk of wrongdoing in order to arrange for activities to systematically and continuously develop, and change, their behaviours;
- (3) Inform guardians of students at risk of wrongdoing of their behaviours and find collective resolutions. Such students may participate in such resolutions as deemed appropriate;
- (4) Put in place measures to strengthen safety, prevention, and solutions for violence, with a plan, responsible person, and monitoring system to ensure efficiency;
- (5) Encourage guardians and communities to share responsibilities to promote positive behaviours and safety of students; and
- (6) Set up a monitoring system and report results to the original affiliation agency at least one time every academic year.

Section 64 Students shall behave in accordance with the regulations of the schools or educational establishments and in compliance with Ministerial Regulations.

Ministerial Regulation on Student Behaviour B.E. 2548 provides that

Clause 1 Student must not behave as follows:

- (1) Skip classes or leave school without permission;
- (2) Gamble or facilitate gambling;
- (3) Carry weapons or explosives;
- (4) Purchase, sell, exchange or drink alcohol, smoke cigarettes or use drugs;
- (5) Steal, extort, threaten or coerce for the property of other people;
- (6) Engage in fighting, assault and battery, or conduct, aide or abet any wrongful act;
- (7) Engage in sexual misconduct in public;
- (8) Engage in prostitution; and
- (9) Form groups or gangs at night causing public nuisance.

Clause 2 School or educational institutions may enforce rules regulating student behaviour so long as they do not contradict this Regulation.

Appendix C
Declaration of Rights and Student Protection

The school's priority is to protect its students. As such, the school assigns student welfare staff to ensure and maintain the highest, continuous standard of care. In this regard, the school kindly requests school staff, parents and visitors:

1. Not photograph or video record students without permission.
2. Not request student contact information.
3. Avoid being alone with students.
4. Avoid physical contact with students and leave appropriate space between themselves and students.
5. Stay in designated areas and use adult bathrooms only. Use of student bathrooms or changing rooms is not acceptable in any case.
6. Report any inappropriate behaviour towards students to the following Task Force members:

[Name]

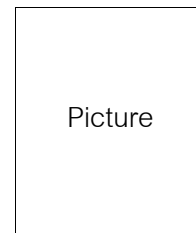
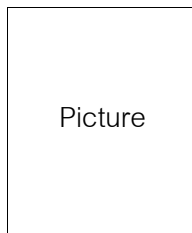
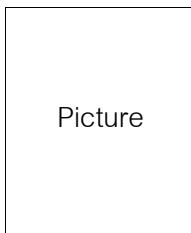
[Name]

[Name]

[Title]

[Title]

[Title]



Should you have any question or suggestion regarding student safeguarding, contact the above individuals at any time.

[School's Name]
Announced on [Date]

Appendix D
Commitment of School Personnel Regarding Conduct with Students

Before I start my duty at _____ (Name of School) (hereafter "School"), I hereby promise to, throughout the course of my employment at this school, conduct myself to protect students as follows:

1. I have read and agreed to follow the School's Child Protection Policy and will cooperate in every procedure and step of the School's Child Protection Policy.
2. I hereby confirm that my employment has never been terminated and I have never committed child abuse or have been accused of committing abuse, especially sexual child abuse.
3. I agree that children's rights and protections are my duty and responsibility as an adult especially as a teacher, employee, volunteer, trainer, special lecturer, or relevant person at the School.
4. I hereby agree to be responsible in supporting student health and welfare and to respect all students in order to make sure that all students are appropriately protected according to their age, including to act as a role model for good conduct.
5. I will build relations with students on the basis of respect and will work to prevent the occurrence of any risk or danger to arise that may injure student confidence or that may pressure a student to submit to abuse.
6. I will be legally responsible for my non-compliance or failure to comply if there is evidence proving that my conduct towards students affects student rights or has created an abusive environment.

I hereby ascribe my signature here below as evidence.

Name

Position

Date

References

1. Child Protection and Safeguarding Policy, 2017, Harrow International School Bangkok.
2. Child Protection Policy, Xavier Jesuit School.
3. Child Safeguarding Policies Handbook, 2018, NIST International School.
4. Guidelines for Appropriate Behavior with Minors (Revised), 2017, Lasallian East Asia District.
5. Student Safeguard Policy, 2015, ISB International School Bangkok.
6. The Identity of Catholic Education, 1977, The Sacred Congregation for Catholic Education, the Catholic School.
7. พระราชบัญญัติคุ้มครองเด็ก พ.ศ. 2546.
8. อัตลักษณ์การศึกษาคาทอลิก, มีนาคม 1977, สมณกระทรวงการศึกษาคาทอลิก โรงเรียนคาทอลิก
9. แถลงการณ์นโยบายมาตรฐานในการปกป้องคุ้มครองเด็ก/ผู้เยาว์, ตุลาคม 2016, สภาพระสังฆราชคาทอลิกแห่งประเทศไทย.
10. แนวทางการอภิบาล กรณีการล่วงละเมิดทางเพศ, กุมภาพันธ์ 2016, สภาพระสังฆราชคาทอลิกแห่งประเทศไทย.



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