



# **School Child Safeguarding & Protection Policy & Handbook**

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## **Child Safeguarding and Protection Policy Statement**

Child abuse and neglect are a global, which can have serious short and long-term psychological and physical implications for victims. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, social, and emotional development. Teachers, having the opportunity to observe and interact with children over time, are in a position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family are safe in our educational system.

All staff employed at NIS must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in Chiang Mai or national agencies in Bangkok, Thailand.

In the case of a staff member reported as an alleged offender, NIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Any reporter, student or other, should report to a member of the Child Safeguarding Team or utilize the Child Safeguarding Form.

The Designated Safeguarding Lead (DSL) will communicate with the School Director within 24 hours of receiving a report.

**There should not be any attempt by anyone to handle the situation privately or enter into any private agreement with the involved parties.**

### **Protection From Liability for Erroneous Reports**

A mandated reporter or other individual whose report turns out to be false is not liable for reports made in good faith. Liability will not incur unless it is proven that a false report was knowingly submitted or made with "reckless disregard of the truth or falsity of the report".

A student who knowingly makes a false report is subject to disciplinary action.

An employee who knowingly makes a false report is subject to termination.

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## NIS Goals

We aim to keep children and young people safe by:

- Employing rigorous recruitment procedures for all paid and unpaid staff to check their suitability to work with children currently including but not limited to: basic questions asked of former employers on a reference check on all new teachers. There are also criminal background checks from a teacher's home country as part of the employment process as well as a Thai police check once in the country.
- Developing and implementing an effective social media /e-safety policy and related procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Training all staff in basic Child Protection awareness.
- Ensuring that all staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse.
- Establishing a safe environment in which children can learn and develop whilst valuing them, listening to and respecting them.
- Adopting child protection practices through procedures and a code of conduct for staff, volunteers and visitors.
- Sharing information about child protection and good practice with students, parents, staff outside providers, interns, volunteers and visitors.
- Sharing concerns with agencies who need to know and involving parents and students appropriately.

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The **Designated Safeguarding Lead (DSL)** is: Mr. Benjamin Devere White (Principal)

The **Child Safeguarding Team (CST)** members are: Mrs. Narvinder (School Director), Ms. Oil (School Manager), Ms. Eve Choowong-In (School Counselor); Erin Smith (Lower Elementary Section Leader), Jordan Weight (Upper Elementary Section Leader), Paul Kleinschmidt (Head of Student Services), and Michael Oakley (Head of Academic Affairs), Ms. Melody Chu (International Facilitator) and a member of the nursing team.

The **Student Support Team (SST)** members are: Ms. Eve Choowong-In (Socio-Emotional School Counselor); Jordan Weight (Upper Elementary Section Leader), Mr. Kris Banks (ECC Section Leader), Paul Kleinschmidt (Head of Student Services), and Michael Oakley (Head of Academic Affairs), Ms. Melody Chu (International Facilitator)

The Designated in-house Consultants for Child Protection are: Mrs. Narvinder (School Director) and Ms. Oil (School Manager)

**This policy was last reviewed in: August 2023 and endorsed by the Child Safeguarding Team.**

This revised policy was presented to the Faculty in September, 2023.

We are committed to reviewing our policy as needed and good practice annually.

**The next policy review will be in: August 2024.**

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# Child Safeguarding and Protection Handbook

## Stakeholders

Stakeholders who must adhere to the child safeguarding and protection policy:

- NIS Students
- NIS Parents
- NIS Faculty and Staff under any form of contract including:
  - Teachers
  - Teaching assistants
  - Administrative staff
  - Operations staff
  - Maids
- NIS Board of Governors
- Consultants, Coaches, Interns, and Volunteers
- Outside activity providers
- Partners (sub-contractors and their staff delivering services to NIS)
- Visiting speakers
- Visiting professionals delivering on site training

## Definition of Terms

**Child:** According to the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

**Child Safeguarding:** Child Safeguarding is *preventative* and involves protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully (Working Together to Safeguard Children, 2013).

**Child Protection:** Child Protection is *responsive* and involves the response/activity taken to protect children who have already experienced harm, abuse, neglect, sexual exploitation, or have otherwise been harmed.

**Child Safeguarding Team (CST):** The Child Safeguarding Team will respond to allegations concerning child abuse, neglect or safety. The CST includes the School Director, and an individual in each section of the school to whom concerns of child abuse, neglect, abuse or other allegation can be officially reported.

**Student Support Team (SST):** The Student Support Team is about combining expertise to provide support to students and families so that all all students can be successful at school. Our mission is to collaborate with teachers, administrators, parents, students, and other community organizations that may be involved with the student or family. We strive to provide a comprehensive support network that will address academic, socio-emotional, and behavioral development of all students as well as individual intervention for students and families in need.

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**Allegation:** any concern raised that an adult, or another child has;

- harmed or abused a child, including physical, psychological, or sexual harm or abuse, exploitation, or neglect;
- behaved in a way which might place children at risk.

**Victim/Survivor:** This policy uses the term “victim” or “survivor” to describe the child who has been abused and/or who has allegedly been abused. Not everyone who has been subjected to abuse considers themselves a victim, or would want to be described in this way.

**Designated Safeguarding Lead (DSL) :** The Designated Safeguarding Lead provides leadership and coordination of the Child Safeguarding Team. The DSL will take an active role in organizing a team to investigate cases of abuse or neglect. In cases of immediate safety risk, the DSL will immediately inform the relevant school personnel.

## **Child Abuse**

The definitions of the 4 kinds of abuse; physical, emotional/psychological, sexual, and neglect are outlined below.

### **Physical Abuse**

Physical abuse is purposely hurting a child and causing injuries, such as, but not limited to, burns, cuts, bruises, or broken bones. Children who are victims of physical abuse suffer violence, such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Physically abusing a child causes serious, and often long-lasting harm, and in severe cases, possibly death.

Possible signs and symptoms of physical abuse may include but are not limited to:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections, or unexplained stomach pains or headaches
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home, or of parents/guardians being contacted
- Showing wariness, or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant in a worrying manner
- Chronic running away

### **Sexual Abuse**

Sexual Abuse Sexual abuse is the involvement of a child in sexual activities. Children are sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, it includes watching sexual acts in person, on video, or online. Sometimes the child won't understand that what is happening to him/her is abuse, he/she may not even understand that what is happening is wrong. If a child does not protest, it does not mean he/she is consenting. Sexual acts with children are never consensual due to an inequality of power between the child and the abuser

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on the basis of: age, physical size, and/or the nature of the emotional relationship Child sexual abuse includes but is not limited to:

- Touching a child's genitals, or private parts for sexual pleasure. This includes anal, genital, oral, or breast contact as well as Inappropriate touching of other parts of the body that cause discomfort
- Making a child touch someone else's genitals, play sexual games, or have sex by using objects or body parts
- Showing pornography to a child
- Deliberately exposing an adult's genitals to a child
- Photographing a child in sexual poses
- Encouraging a child to watch or hear sexual acts
- Inappropriately watching a child undress, or use the bathroom

Possible signs and symptoms of sexual abuse may include but are not limited to:

- Pain or irritation to the genital area
- Difficulty with urination
- Infection, bleeding
- Fear of people, or places
- Aggression
- Regressive behaviors, bed wetting, or anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains, or discomfort walking, or sitting
- Being unusually quiet and withdrawn, or unusually aggressive
- Suffering from what seem to be physical ailments that can't be explained medically
- Showing immense fear of a particular adult
- Mentioning receiving special attention from an adult, or a new "secret" friendship with an adult, or young person
- Reclusion
- Age inappropriate sexualized behavior or language

### **Emotional Abuse**

Psychological abuse, also known as emotional abuse, is the ongoing emotional maltreatment, or emotional neglect of a child. It involves deliberately trying to scare, humiliate a child, isolating, or ignoring him/her and can seriously damage his/her emotional health and development. Child emotional/psychological abuse may include but is not limited to:

- Calling inappropriate names, and making negative destructive comparisons to others
- Persistent emotional ill-treatment of a child (threats, humiliation, insulting sarcasm, degrading punishments, gas lighting), so as to cause severe and adverse effects on a child's emotional development
- Causing children frequently to feel immensely frightened

Possible signs and symptoms of emotional/psychological abuse may include but are not limited to:

- Delay in physical, mental, and emotional development
- Extreme passivity or aggression
- Compulsive stealing and/or lying
- Drug or substance abuse
- Excessively compliant child in a worrying manner

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## **Physical Neglect**

Neglect is the ongoing failure to meet a child's basic needs. A child may be left hungry, or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger, or not protected from physical, or emotional harm. A child who is neglected will often suffer from other abuse as well. Neglect is dangerous, and can cause serious, long-term damage, possibly death.

Possible signs and symptoms of neglect may include but are not limited to:

- Constant hunger, begging for food from others, or stealing food
- Poor personal hygiene
- Worryingly underweight
- Dressing unsuitably for weather
- Illness or untreated injury
- Looking worryingly sad, false smiles
- Parents/guardians are uninterested in child's performance or well-being

The above lists of indicators of abuse and neglect should be used by the faculty and staff as a guideline for reporting.

**It is not necessary to know the details of the possible abuse or be certain whether or not an indicator means abuse has taken place in order to report.** The reporting law specifies reporting when you have “reasonable cause” to believe that a child has suffered abuse or neglect.

Even if you think your concern is minor, the **Student Support Team (SST)** and/or **Child Safeguarding Team (CST)** may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.



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## Procedures for Handling Disclosures and Reporting

The safety and comfort of the student reporting an incident is the first priority throughout the reporting process. Provide reassurance to the child or the reporter that they have a right to tell. If a child discloses abuse to you, reassure them they are not at fault. **DO NOT promise keeping a secret or future safety.**

The role of all adults working with children is not to investigate or verify the situation, but rather to report the concern or disclosure and set in motion the process of getting help for the child.

If you have a concern about child's wellbeing, based on:

- Something the child /another child / parent has told you
  - Something you have noticed about the child's behavior, health, or appearance
  - Something another professional said or did
1. Report your concern via the Child Safeguarding Referral Form. A link can be found on the Child Safeguarding Team Posters around campus and at the bottom of the Student Referral Process (SST Website).
  2. **DO NOT PHOTOGRAPH THE CHILD.** If photos are needed for any purpose, only the Principal and the Socio-Emotional Counselor will move forward with the decision making process in this regard.
  3. If there are bruises or injuries that may require medical attention, have the child visit the school nurse for further evaluation and documentation

*The response will follow the Student Safety Response Flowchart on the following page.*

If the person who potentially did harm is a NIS staff member, volunteer, or coach:

1. The School Director or Principal will inform the person of the allegation and that a response has been started.
2. He/she will be released from all duties at the school pending the outcome of the response and will be asked to remain off campus.

If the person who potentially did harm is a student at NIS:

1. The parents will be informed of the allegation and that a response has been initiated.
2. The student will either not attend school or school functions, or the student will be monitored at school until the response is concluded.

If the person who potentially did harm is a student from another school, the School Director or Principal of that school will be notified.

If the person who did harm is a Thai National, the local authorities will be contacted.

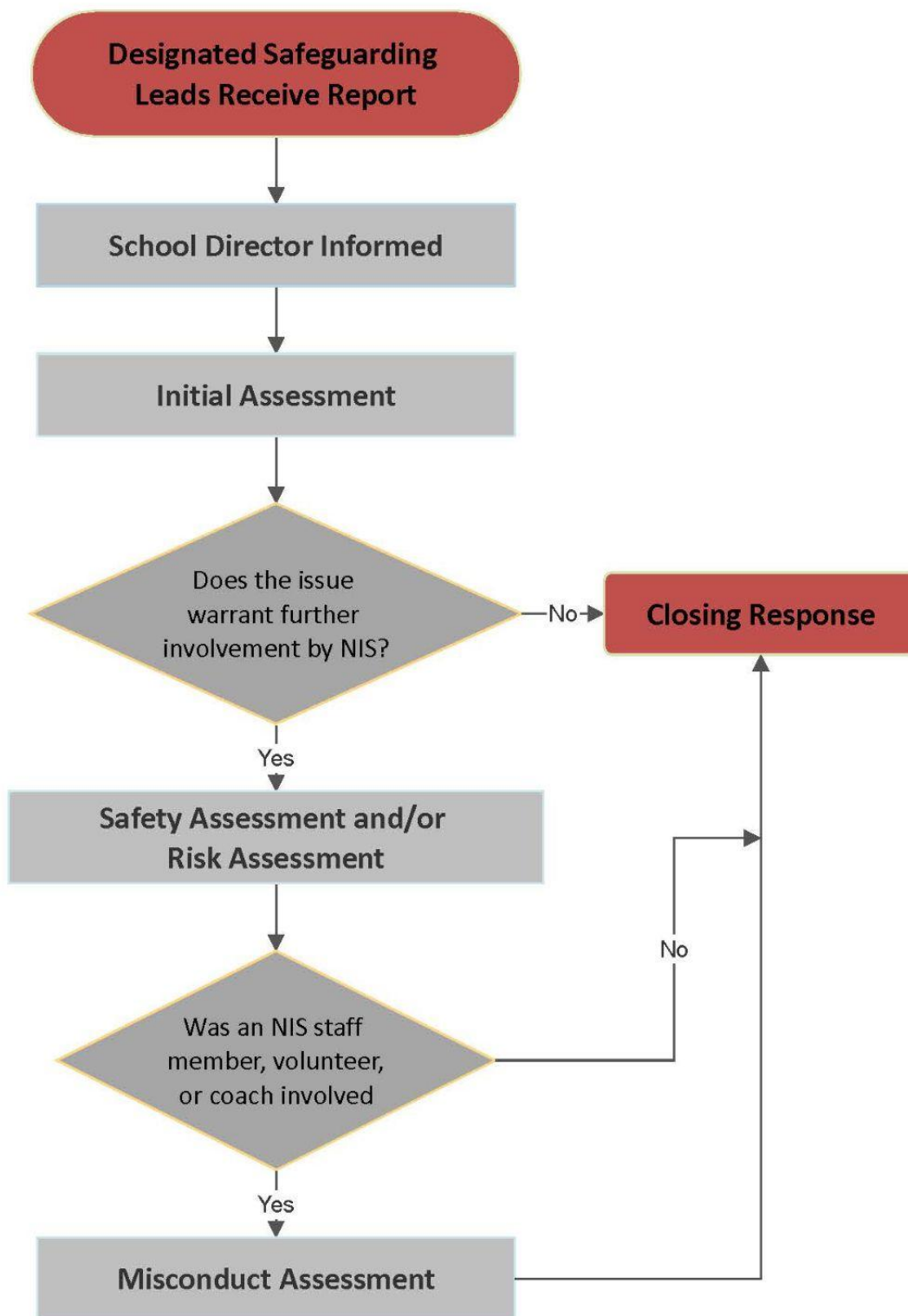
If the person who potentially did harm is the School Director, NIS board member, or Designated Safeguarding Lead (DSL)

1. A third party investigation team will be appointed as soon as possible.
2. A third party inquiry team must include at least one outside professional, but preferably three, and should include at least one man and one woman.



## Student Safety Response Flowchart

Academic Year 2023-2024



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## Guidelines in Disclosure of Abuse

A student may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes the child will use “strings attached,” such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep). Or, a student may claim the problem belongs to someone else, that s/he is only there about a friend. Use your judgment in deciding how much to discuss the situation with the child. Often a child is willing to reveal the details of an incident only once.

The teacher’s/staff’s role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child. Early reporting is important to protect the child as is your support to the child. In order to do provide support, note the following recommendations:

- Reassure the child that it is okay to tell what happened and that it is not her/his fault.
- Explain that you will have to tell another person because they are at risk. Use a script such as “if you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else”.
- Tell the child what to expect. If you don’t know, say so, but let the child know s/he can be supported by you.
- Project a calm, understanding and supportive attitude to the child.
- Avoid having the child repeat his/her explanation to different staff.
- Make a report with clear, detailed notes
- If there are injuries, describe these in the report and then send the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding.
- Respect the child’s privacy by not discussing the situation outside of school.
- After reporting, it is important to maintain a supportive presence for the child.

## Record Keeping Procedures

The standard reporting format used by the Child Safeguarding Team will include the following:

- Historical context: The background history of the reporting
- Demographic Information: Child’s name, date of birth, place of birth, gender, nationality, languages spoken, address, class, attendance details, siblings
- Parent/Guardian Information: Names, nationalities, professions, telephone, general practitioner details
- Information about the specific report: The nature and extent of what was reported including injuries/maltreatment, how the reporter became aware of the situation (first hand witness, disclosure, etc.)
- Description of action taken (if any)

**All documentation of the investigation will be kept confidential and will be stored in a designated lockable space, under the supervision of the Designated Safeguarding Lead; NOT in the child’s regular school files**

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## Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

- Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.
- Avoid summoning the student out of class in a public manner such as a public announcement
- If teachers are taking any media (photos, videos, etc) of students for official purposes and/or a NIS private/approved communication channels on a personal device; the media should be immediately uploaded onto the NIS platforms (Google Drive, NIS emails, etc) AND should be deleted from your personal device and any back-up Cloud surface (i-cloud, Google Photos, any personal storage space, etc).
- **DO NOT** under any circumstances post photos of students on one’s private accounts of any kind (social media accounts, blogs, personal websites, etc). Only post and/or use school approved platforms (any NIS supported accounts, social media, websites, etc).

## If You Have Concerns About a Colleague

- If staff members have any concerns about another staff member or volunteer this should be referred to the Designated Safeguarding Lead.
- Where there are concerns about the Principal or Designated Safeguarding Lead this should be referred to the School Director.
- Where there are concerns about the School Director, this should be referred to the Principal or Designated Safeguarding Lead.
- Any concern or allegation against the Principal, Designated Safeguarding Lead, or the Director will be reported without informing the individual concerned.
- Teachers or staff members will be informed of any allegations - student or staff initiated, especially if the matter is referred to the police. All individuals are afforded due process.

## Staff Training and Policy Review

Every year, all staff are to be made aware of the school’s policy and procedures regarding Child Protection and Safeguarding usually during teacher’s orientation week.

Have regular, mandatory child protection training at least once a year (other than the teacher’s orientation week) either in-house and/or outside professionals.

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## **Physical Environment Guidelines Related to Child Safeguarding**

The following physical environment guidelines will be implemented related to child safeguarding:

- All doors will include glass and/or a clear line of sight so that other adults can see who is in a room and what is occurring in the room.
- Faculty and Staff are not to be in a one-on-one situation with a student in a place where they both cannot be clearly seen.
- All visitors must check in with the main office and be clearly identified as a visitor with a lanyard or tag while on campus.
- Designated Adult-Only and Student-Only bathrooms will be clearly identified on campus

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## APPENDIX A (Child Protection & Online Learning)

### Child Protection & Online Learning

Specific guidelines during online learning include, but are not limited to:

- Staff should treat students with respect and dignity.
- Staff are always in a professional relationship with the students.
- Staff should be vigilant in maintaining their privacy and personal environment. For example, staff should be mindful of what is in the background or what is on their computer display when screen sharing and online with students.
- Staff should ensure that all communications are transparent and open to scrutiny.
- Staff should only communicate with students through their official school accounts (NIS Gmail account, NIS Google Classroom, NIS Class Dojo, official NIS Facebook account, and NIS Athletics Instagram). Do not use personal social media accounts to communicate with students.
- Staff should not give personal contact details to students including e-mail, home or mobile telephone numbers.
- Communication with students, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, webcams, websites, social networking sites, online gaming and blogs.
- Synchronous learning should take place with two or more students. If a teacher needs to meet with a student one-on-one, another NIS teacher must be present online or in person. Online learning must take place within school hours. Microphones and cameras should be off until two or more students enter the online learning platform.
- Pre-existing student support and referral processes remain in place.
- Suspected abuse of any kind should be immediately reported to the Designated Safeguarding Lead or a Child Safeguarding Team member in line with our Child Protection Policy.
- Students are able to report any issues or concerns anonymously through the 'Student Self-Referral Process'.
- For Child Protection purposes, the recording of synchronous learning is not permitted under any circumstances.

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## APPENDIX B (Harassment and Bullying Policy Policy)

### Harassment and Bullying Policy Policy

NIS does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.

Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power, that is real or perceived. Individuals or groups may be involved.

Bullying and harassment are unwanted negative verbal, psychological, relational, physical or online behavior, planned and organized or unintentional, conducted by an individual or a group, against another person (or persons), causing them embarrassment, pain, fear or discomfort.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people.

Examples of bullying and harassment include:

- Disrespectful Behavior:
  - Actions that are rude, unpleasant, inappropriate and unprofessional.
  - Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical:
  - Hitting, pushing, tripping, poking, shoving, and/or spitting on others.
- Verbal (can be in person or on electronic/social media platforms):
  - Teasing
  - Using offensive names and name calling
  - Ridiculing
  - Spreading rumors
  - Malicious gossip
  - Threatening
- Relational:
  - Deliberately isolating, rejecting, excluding or ignoring others and undermining their attempts to socialize and form relationships with peers.
- Non-verbal:
  - Writing offensive notes or graffiti about others
  - Rude gestures or abuse of the honor of a person
- Extortion and Property:
  - Threatening to take someone's possessions, food or money.
  - Stealing, hiding, damaging or destroying property. •
- Gendered Bullying:
  - Bullying based on gender or the enforcement of gender-role expectations.
- Sexual Harassment:
  - Unwelcomed sexual advances
  - Requests for sexual favors
  - Other verbal, non-verbal, or physical conduct of a sexual nature

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- Making inappropriate comments regarding the body of another individual
  - Cyberbullying:  
Bullying that is carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. This includes:
    - Sending or posting a humiliating, hurtful or an offensive message, statement, or image on a private or on a public online platform (that can be viewed and/or repeated by others or not) that may cause embarrassment, pain, fear or discomfort to the victim.
    - Flaming and trolling: sending or posting hostile messages to “inflamm” the victim and start a conflict.
    - Happy-slapping: recording and then posting a humiliating picture or video of the victim for others to see.
    - Identity theft: stealing the victim’s passwords or taking over their online account and using it to send or post incriminating or humiliating pictures or videos online.
    - Photoshopping: altering a digital image of the victim and sending or posting that image, putting the victim in an embarrassing situation.
    - Physical threats: sending a threatening message making the victim fear for their safety or well-being.
    - Rumor spreading: spreading rumors and gossip through email, text messaging, or social networking sites that may be hurtful to the victim.
    - Encouraging, participating, maliciously commenting on any act of cyberbullying, even if not the initiator of the act.

Any act of bullying or harassment described above will be investigated. Consequences may include but may not be limited to disciplinary probation and/or suspension.

Students involved will be counseled to ensure repeat instances do not occur. If this behavior recurs, he/she will be subject to expulsion or withdrawal for the balance of the year and might be denied re-enrollment at NIS.



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## APPENDIX C (Information for Non-Suicidal Self Injury and Suicidal Concerns)

### Information for Non-Suicidal Self Injury and Suicidal Concerns

Non-suicidal self injury (NSSI) and suicidal concerns are issues to be aware of in a school setting. Although NSSI and suicidal attempts both involve inflicting harm on one's physical body, the motivation and intention of individuals engaging in these actions are different. Generally, individuals who engage in self-harm do not wish to end their life but rather engage in self-harm as a way to cope with their life. Individuals who attempt suicide do so with the intent to end their life due to their suffering.

#### Definition and Explanation of Terms

*(From the American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders: DSM-5, 2013)*

**Non-Suicidal Self Injury (NSSI):** Self destructive behavior carried out without any intention of suicide

NSSI is generally a way of coping with overwhelming emotional distress. Individuals often engage in NSSI in order to reduce negative emotions or to feel “something” besides numbness or emptiness. Due to the body's release of endorphins, NSSI often is successful in reaching these goals for the individual. Many individuals self-harm with no suicidal intent. However, individuals who engage in NSSI may be at higher risk of accidental suicide or future suicidal behavior. Although non-suicidal self-injury lacks suicidal intent, individuals who engage in any type of self-injury should receive mental health care. Treatment can improve coping strategies to lower the urge to self-injure, and reduce the long-term risk of a future suicide attempt.

**Suicidal Ideation:** Thoughts about self-harm, with deliberate consideration or planning of possible techniques of causing one's own death.

Individuals with suicidal ideation should be taken seriously and undergo an immediate risk assessment. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

**Suicide:** The act of intentionally causing one's own death.

*NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.*

**Suicide Attempt:** An attempt to end one's own life, which may lead to one's death.

A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

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**Suicide Contagion:** The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others.

Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community

**Suicide Risk:** Suicide is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt or completed suicide is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

**Death by Suicide/Completed Suicide:** Ending one's own life by suicide. (Preferred terminology rather than "committed suicide")

### Purpose of Guidance

The purpose of the document is to ensure that all all members of NIS provide a consistent, caring and appropriate response to children and young people who have been, or are at risk of, self-harm and suicide.

These guidelines should be read in conjunction with other relevant guidelines that are currently in place within our Safeguarding Policy.

### Aims

The aims of this guidance are to:

- Ensure the child or young person is seen as central to the whole process and accorded appropriate priority by the agencies involved;
- Ensure a consistent response to and understanding of self-harm across all agencies concerned with children and young people;
- Provide an agreed set of procedures for dealing with disclosure;
- To minimize harm and increase support of emotional health and wellbeing of the child or young person through collaborative working;
- Provide children and young people with opportunities and strategies for hope and recovery from the effects of NSSI or attempting suicide and minimise the risk of future harm;
- Support services/agencies to carry out a risk assessment and make appropriate referrals.

### Confidentiality, Information Sharing, and Rights

There should be clear explanations about what is going to happen and the choice and rationale for certain courses of action.

Information given to professionals or teachers/staff at NIS should not be shared with others without the person's permission except in exceptional circumstances.

Such exceptional circumstances will include:

- A child is not old enough or competent to take responsibility for themselves
- Urgent medical treatment is required
- The safety and wellbeing of a child/young person is at risk
- There is the possibility of harm to others

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- By virtue of statute or court order
  - The prevention, detection or prosecution of serious crime

If there is reasonable professional concern that a child may be at risk of harm this will always override a professional or agency requirement to keep information confidential. Professionals should tell young people when they may have to share information without their consent.

### Action Steps: When a child reports suicidal ideation/suicidal thoughts

#### Teachers/Staff:

- Thank the child for trusting you with this information and reassure them of their bravery for sharing
- Inform them that because you care about them and want to keep them safe, you will need to share this information with the counselor. Give them the choice if they would like to share the information themselves with you present to support them or if they would like you to share for them.
- Do not leave the child alone. Ask for immediate support from those around you to be with you and the student at risk. If no one is available, please call the Main Office.
- Inform the counselor immediately

#### Counselor:

- Complete a Suicide and Non-Suicidal Self Injury Risk Assessment
- Contact parents immediately
  - If necessary, ask parents to pick student up from school and provide constant supervision for the next 24 hours
- Complete a Safety Plan with the student before the s/he returns to class

### Action Steps: When a child reports non-suicidal self-injury (NSSI)/self-harm

#### Teachers/Staff:

- Thank the child for trusting you with this information and reassure them of their bravery for sharing
- Inform them that because you care about them and want to keep them safe, you will need to share this information with the counselor. Give them the choice if they would like to share the information themselves with you present to support them or if they would like you to share for them.
- If the counselor is available, arrange for the child to meet with the counselor immediately. If the counselor is not available, let the child know the counselor will be following up with them.
- Complete a Step 5 SST referral form as soon as possible - even if this has already been reported to the counselor.

#### Counselor:

- Complete a Suicide and Non-Suicidal Self Injury Risk Assessment
- Determine the next best step with regards to informing the family and seeking outside care.
- Complete a Safety Plan with the student

### Action Steps: In the event of a completed suicide or on campus suicide attempt

#### Teachers/Staff:

- 
- Ask for immediate support from those around you to be with you and the student at risk. If no one is available, please call the Main Office.
  - Inform the Designated Safeguarding Lead and/or the School Counselor immediately.

***\* In case of emergency, the Main Office will contact and bring forth a member of the Child Protection Team to assist immediately.***

**Principal or Child Safeguarding Team Member:**

- If the case is not deemed an emergency, contact the School Counselor. If the School Counselor is not available, contact another mental health professional in order to complete a Risk Assessment.
- *If the case is an emergency, determine if outside medical resources need to be contacted (EMT, hospital)*
- Convene the Child Safeguarding Team (CST)
- Share facts (when, where, how, what has been confirmed) with the CST.
- Assign roles and responsibilities to the CST members and other appropriate school personnel.
- Confirm with CST and school members that they understand what is expected.
- Keep all information confidential until the family has been contacted.

**CST and Admin Team**

- Contact parents immediately. Agree upon what information can be discussed with students and the community. If appropriate, offer condolences and discuss funeral arrangements.
- Determine if outside resources need to be contacted (police or other resources)
- Determine the need for additional support services, support rooms and relief staff.
- Determine how, when and what information to release to teachers
- Determine how, when and what information to release to students
- Create a plan to talk to students.
- Decide upon appropriate information to be shared with NIS families and the wider community, including information on recognizing risk, where to seek additional support and how to talk with a student if they have questions about suicide. (See [Letter to families template here](#))
- Set up systems for teachers, families, community and students to use over the next four to six weeks, to identify students who may be at risk (including known students with previous adverse life events).
- Determine the need for outside support from cultural or religious advisers, other schools, and mental health services.

**All School Staff Members:**

- Closely monitor school grounds and attendance over the next week.
- Only release approved information to students and NIS families

**Counselor:**

In the event of an attempted suicide

- If the student is not in immediate medical danger, the counselor will meet with the student to complete a Risk Assessment.
- Contact parents immediately. Ask parents to pick student up from school and provide constant supervision for the next 24 hours

- 
- In consultation with other mental health professionals, determine if the student needs outside psychiatric support
  - Complete a Safety Plan with the student before the s/he returns to class

In the event of a completed suicide

- Arrange for outside counseling resources to be available on campus to support students and staff through the grieving process.

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## APPENDIX D (Forms & Reporting Flow Charts)

NIS Child Safeguarding Referral Form: [HERE](#)

Child Safeguarding Team Poster: [HERE](#)

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## APPENDIX E (Child Protection Resources)

### Child Protection Resources

Children and Family Shelter Nonthaburi

Khun Amornsri Susmidatta - Head of Nonthaburi Home for Children and Family

Phone 02-582-1267

Fax: 02-582-1266

E-mail: [Banpaknon@gmail.com](mailto:Banpaknon@gmail.com)

The Centre for the Protection of Children's Rights Foundation (CPCR)

Phone: 02-412-1196/ 02-412-0736

[www.thaichildrights.org](http://www.thaichildrights.org)

ECPAT International

426/21 Baan Kokkalae, Mueang Chiang Rai, Chiang Rai, Thailand, 57100

Tel./FAX. 053-750167, Hotline 062-2608485

<https://www.ecpat-th.org>

The Prachabodi Centre 1300

Department of Social Development and Welfare Ministry of Social Development and Human Security.

No. 78/10 Moo 1, Tambon Pakkret Nonthaburi 11120

Phone: +662-659-6399

Email: [society@m-society.go.th](mailto:society@m-society.go.th)

Childline Thailand (Saidek) dial 1387 or email us at [info@childlinethailand.org](mailto:info@childlinethailand.org)

Address: The Hub Saidek Youth Club

402-408 Maitri Chit Road (cnr Maitri Chit & Soi Nana), Pomprab District, Bangkok 10100

Phone: (+66) 02 623 3814 (Fax: ext.13)

Email: [info@childlinethailand.org](mailto:info@childlinethailand.org)

HUG Project and TICAC:

The HUG Project Thailand, Chiang Mai.

Email: [Connect@HUGproject.org](mailto:Connect@HUGproject.org).

Thailand Internet Crimes Against Children.

Phone: (053) 920 588

Email: [Tips@TICAC.org](mailto:Tips@TICAC.org).





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## APPENDIX F (Child Protection Act 2003)

### Child Protection Act 2003

Public Policy in Child Protection of Thailand Akarawin Sasanapitak<sup>1,a1</sup> Lecturer in the Department of Local Government, Phranakhon Si Ayutthaya Rajabhat University, Thailand E-mail: akarawins@gmail.com.

**Abstract.** The main objective of this article is to explain the formation of public policy in child protection in Thailand. The development of this policy comprehended the international cooperation and supporting public policy. The enactment of “Child Protection Act 2003” and related laws is the result of the policy development. Unfortunately, the process to enact Thai policy is step by step achievement. One of the main reasons is indicating the agenda setting, which occurred from the multiple perspective as (1) problem perspective, (2) policy perspective and (3) political perspective. All of these perspectives did not focus on the performance of child protection systems. By the way, it is interesting to note that child protection policy had been extensively supported due to the presence of child protection topics from many laws. Nevertheless, child protection policy is confronting to support its sustainable development.

**Keywords:** Public Policy, Child Protection, Thailand

1. Introduction As it has been reported for a long time, it is inevitable to note that social policy has a close relation with public policy. It can be described that both social and public policies are published to support the target or objective of society. Then, the main purpose of social policy is to improve the well-being or welfare of citizen...[1], indicated from its definition. For the term of public policy, the scholar like David Easton indicated that the meaning of public policy is the legalization and management of social activities, including the dedication of effort to society. Consequently, it can be summarized that public policy is the issue that is published by the state and the state has the power to act or neglect it. Furthermore, it has to show the effect to major part to citizen in the country. Then the public policy that related to social is called as "social policy". In other words, it can say that social policy is one part of public policy [2]. Another policy that has a similar status as a social policy is economic policy, while welfare managing policy is ranked after social policy. Sir William Beveridge [3] categorized the components of social policy in five parts as public health, education, resident, employment and social stability. Indeed, the social stability can be emphasized to child protection, woman, disabled person and disadvantaged person.

2. The definition of child protection Since Thailand has signed in the Conventional of Child Rights (CRC) that performs the four basic rights [4] as survival rights, development rights, protection rights and participation rights. All of these inherent rights for every child. Therefore, children have their own legal rights that cannot be limited or withdrawal. Moreover, the action of all activity that impact to children should recognize the child rights. Importantly, the highest advantages of the child should be considered in every part for child rights. In order to follow the public policy, Thailand has submitted the Child Protection Act 2003 (CPA 2003). The act did not name as "Child Rights Act", because it wants to show the significant on child protection rights rather than other rights. In fact, it has been clearly known that children who obtain the completed Conference Proceedings The 8th Thailand-Japan International Academic Conference 2016 protection rights. They will obtain the completion on the other rights, for example the rights on education. It can be explain that most of children have their own rights to study in schools or attend the activities for enhancing their personal

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skills in both physical and mind skills. However, the children still have been abused or mistreated from their family inside and outside their residents. UNICEF of Thailand [5] has defined child protection in three meanings. Firstly, it is a protection for preventing the abuse in children such as the abuse in body or mistreatment. Secondly, it is a protection for preventing the happening of exploitation such as using children as a labour or working in a risk conditions. Thirdly, it is the action that exhibits the neglect to children or did not provide the attention for protecting children.

3. Public policy in child protection of Thailand According to Conventional of Child Rights (CRC) of United Nation (UN) and the CPA 2003 [6], it determined the definition of children as a person who has an age lower than 18 years old, including one exemption when their age are legal due to the legal marriage at 17 years old. Nevertheless, the definition of children has a several meanings in different circumstances for example, in the juvenile court (The act of juvenile court and family, The consideration in juvenile court and family issue in 2010) identified that child is a person who have the age less than 15 years, while juvenile or youth is a person who has the age more than 15 years but less than 18 years [6]. In addition, there is some meaning of child depending on the religion such as Islamic religion. In Islamic religion, children will pass from being the children when they have a period in the girl and sperm moving in the boy. Currently, Thailand has a direct law that performs the specific significance for the child protection as CPA 2003 that is the one of public policies to demonstrate the perform protection to children. However, the establishment of this law still face with many obstacles to the agenda setting. It should be considered from the urgent problems, critical issues or extraordinary circumstances. On the other points, it can be noted that the CPA 2003 is the result from signing in CRC. This convention was written as one of the preferable international rights that most countries have signed in the agreements except USA and Somalia. Thailand has also signed in this confirmation in 1992. The confirmation identified the details of basic rights for children in four main parts [4]. The first part is the survival right that is the inherent right when they were born and the state must provide the insurance to keep them alive and safety. The second right is the development rights that cover the development on body, mind and intelligence. The Third part is protection rights. It is the rights for protecting children from abuse mistreatment and bully, including exploitation in all activities. The final part is participation rights that is identified to support the opportunities to show their own ideas. In the practical ways, it is interesting to note that it cannot divide the basis child rights into 4 parts as mentioned on the above, because most measurements have the specific target for guarding children over than one parts and each part can support each other. An example is the providing to foods and shelter from their parents. Furthermore, this is a right that children have to obtain. The child protection is not only drawn to protect children from harmful, but it is also drawn to increase the personal skills of children, especially the educational skill. Then it can protect children from the obstruction to their education and skills development. As a result from the previous details, The government have visualized the policy on protection nowadays. Then the law as “Child Protection Acts 2003” is established which contributed all sectors for achieving in child protection and take care children via multi-disciplinary teams. Basically, the multidisciplinary team are consisted of social worker, doctor, lawyer and psychologist etc. In order to achieve the advantages to children, this law has provided the cooperative system for protecting children and supporting the responsibilities of family, community, public sector and private sector. That did not rely on the resources from public sector. Consequently, it can say that the objective of this law is not be drawn to punishment. But it has the intention to support the moral duties of the parents. In addition, public section should offer assistance to family rather than against the laws on them. Moreover, the Conference Proceedings The 8th Thailand-Japan International Academic Conference 2016 state also appoints the existence of the National Child Protection Committee (NCPC) and the Provincial Child Protection Committee (PCPC) in this law. On the other noticeable point, Every country in this

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convention have to implement on this policy for reaching to the concrete to child protection policy. Thailand has signed in CRC on 12 February 1992 that it was approved on 26 April 1992 and was developed to CPA 2003. In certainly, it can be seen that Thailand has to spend the time more than 10 years in order to legislate the child protection act. There are a lot of reasons for this issue. According to the principle idea of Kingdom, John. [7], he pointed that the concept of multiple perspectives was one of a public policy which can be used in the public. The idiom as “An idea whose time has come” is a brief conclusion which he wrote it to point out that there are not all of public policy will be interested from the person who legislate it. He suggested that the process of agenda setting and alternative specification is consisted of three main perspective as problem perspective, policy perspective and political perspective. All of these perspectives have an equal significant degree for approving the policy. As a result, the existence of sluggish public policy on child protection in Thailand associated with the critical circumstances inside the country that can be classified into three main aspects. Firstly, it is the problem perspective. On the period of time from 1992 - 2003, the overall development of Thailand has focused on the economic section. It can be considered from the economic growth and the details of the National Economic and Social Development Plan, vol.7th (1992 - 1996). However, the important of this plan is not adequate to handle with the serious crisis in 1997. The crisis of “Tom Yam Kung” was a huge failure of Thai economy that public sector and private sector had to urgently push the policy to figure out this crisis. Secondly, it is the policy perspective. On the period of time from 1992 - 2003, Thailand has announced the National Economic and Social Development Plan, vol.7th (1992 - 1996). The major aims of this plan are to increase the stability in economic growth rate, employment rate and distribution income and the development to the regional part of the country. Furthermore, the next plan, vol.8th (1997- 2001) that focused on human as the key for developing and using economic as a supplement tools for creating the happiness and improving the life quality of residents, including changing the procedure from separation to combined integrations. The main purpose would like to keep the balance between the economic development, community and environment. Nevertheless, this plan did not provide the important to welfare. Therefore, the tasks in social welfare and child protection had not been developed on that time. Thirdly, it is the political perspective. Thailand had faced with the political crisis in May 1992 as called “Black May” when the group of Thai protests exposed their disappointment to the government of General Sujinda Kraprayul. The severe situation was a huge chaotic inside the country. The main reason of the protestation is to expel him out of the position as a prime minister. The result of this crisis led to the enormous crash between the citizen and army. Then, this was a result of the reducing importance in social welfare and child protection of public and private sectors. As it has been mentioned on the above of the existence of three main perspectives, it can be expressed that the government did not interest in social welfare and child protection issue. Then the public policy in child protection was not specified in the agenda setting owing to the features of social economic and political situations. Moreover, it can be noted that the objective to development of country focused on the growth of economic and the increase to peaceful in the country.

4. Policy suggestions Currently, Child protection has been developed to the better ways. In every five year, every country have to submit the progressive report towards child protection at Geneva. Beside that they need to monitor and examine the action of each country on child protection issue. In order to certify the mention on the CRC. The last report (3rd and 4th report of Thailand) were sent to child protection committee in 2012. The result revealed that Thailand performance had been developed in many ways [8] Conference Proceedings The 8th Thailand-Japan International Academic Conference 2016 both legislation and establishment the public construction to protect the children. So, it can be said that the announcement of CPA 2003 causes the government to legislate the other related law such as, The Domestic Violence Victim Protection Act 2003, The Anti-Trafficking in Person Act 2008, The

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Juvenile and Family Court and Its Procedures Act 2010 and The Technologically Assisted Reproductive Medicine Surrogate Child Protection Act 2015 etc. As it can be seen from the previous explanation of social welfare public policy, it can indicate that the government has put the importance to the policy of child protection. Nevertheless, the government should increase other strategies in order to achieve effectiveness in protecting work.

4.1. Setting policy for supporting the systematic child protection Child protection process has shown the resulting effectiveness, particularly the policy on law legalization and other regulations. However, the public state still has a problem like lacking of the system for transferring public service to solve the authentic prosperity in child abuse. In another point, it can be said that the professionals like social assistant, doctor, lawyer and staff in child and family protection still have a less cooperation. Then, the state cannot specify the right person to follow up the results of child protecting process.

4.2. Providing the action of case manager Case manager is a person who has a main responsibility in administration in social welfare to community and child protection. It is the effort from international organization when would like to support the establishment of personal classifying policy in Thailand. Then the problem in local government can be managed in the right solutions by the professional person like a case manager. Unfortunately, the qualification for recruiting the case manager is one of a problem in this policy, because the people who want to be case manager has to educate in the field of Social work that has been taught in only three universities in Thailand; that is Thammasat University, Huachiew Chalerm Prakiet University and Prince of Shongkla University (Pattani campus). Consequently, Thailand have confronted with the inadequate case manager. On the other hand, the public sector can solve this problem by supporting the policy in teaching social work that will lead to the occurrence of effective case managers.

4.3. Supporting the usage of database system for child protection The process of this system is used to prevent the child rights and to record the public service through the process. Currently, there are social organizations such as the project aiming to follow the child and youth situations in provincial level. The example is “Child Watch” or “The project in protecting and taking care of children” managed by the Institute of Nutrition, Mahidol University. However, the action of this process is not embracing the every region of Thailand. It exhibits the action in specific topic and area.

4.4. Supporting the cooperation in social network for child protection As it has been well known that Thailand has supported the grouping in community area, most of social networks has been worked under the control of the public sector. The examples are the village public health volunteer of ministry of public health and the task of volunteer in preventing the risk of resident under the control of ministry of interior, including the task of volunteer who has main responsibility under the control of ministry of developing community and stability. These social networks have the workers who live in the real area of community and they have a close connection with the local people in the area. Unfortunately, the limitation of their tasks has been controlled by the specific part of each ministry. Then this is the main obstacle for achieving the target in social network task. Consequently, the responsibility of volunteer should be independent from the control of ministry. It will provide them the high flexibility in assignment, according to the concept of new public management [9]. Then the Conference Proceedings The 8th Thailand-Japan International Academic Conference 2016 resident can recognize their duties in new public service that causes to the preserve of the rights of child protection and the bright future of country.

5. Conclusion

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According to the main importance of country focusing on economic plan, the policy in child protection of Thailand has not been focused extremely. In other words, it can be said that the agenda setting of three main perspective problems did not play an important role in child protection policy. Then the existence of child policy has occurred more slowly than it should be. However, the protections in child and welfare for children have been focused nowadays. It can be seen from the presence of CPA 2003 that causes the appearance of policy and law for children. The public state still has a challenge for boosting the task in child protection in order to achieve success in this work. The increasing in supporting the systematic child protection work is one of the excellent example points. Moreover, the acting of case manager and making database system for child protecting tasks are also the important keys for getting the success in child protection policy. Importantly, the supporting of social networks is the advantage way that will lead to the sustainable development of child protection policy in the future.

#### Important Summary: CHILD PROTECTION REQUIREMENTS ACCORDING TO THE CONVENTION ON THE RIGHTS OF THE CHILD AND ACCORDING TO THAI LAW

A Child Protection Policy is important in schools for prevention, intervention and healing. This includes educating parents and teachers, providing information and resources. It is also our obligation, in loco parentis, to protect children as

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 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. Ref: Thai Child Protection Act 2003

Article 29: A notification or report made under this section in good faith shall be protected and shall not be liable to civil, criminal or administrative liability.

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. Ref: Convention on the Rights of the Child

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## APPENDIX G (UN Convention on the Rights of a Child 1989)

### U.N. Convention on the Rights of the Child 1989

The Convention on the Rights of the Child (CRC) is the most comprehensive document on the rights of children.<sup>[7]</sup> Based purely on the number of substantive rights it sets forth, as distinct from implementation measures, it is the longest U.N. human rights treaty in force and unusual in that it not only addresses the granting and implementation of rights in peacetime, but also the treatment of children in situations of armed conflict. The CRC is also significant because it enshrines, “for the first time in binding international law, the principles upon which adoption is based, viewed from the child’s perspective.”<sup>[8]</sup> The CRC is primarily concerned with four aspects of children’s rights (“the four ‘P’s”): participation by children in decisions affecting them; protection of children against discrimination and all forms of neglect and exploitation; prevention of harm to them; and provision of assistance to children for their basic needs.<sup>[9]</sup> For the purposes of the CRC, a child is defined as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (article 1).

Key accomplishments of the CRC have been described as five-fold. It creates new rights for children under international law that previously had not existed, such as the child’s right to preserve his or her identity (articles 7 and 8), the rights of vulnerable children like refugees to special protection (articles 20 and 22), and indigenous children’s right to practice their culture (articles 8 and 30). In some instances, this innovation takes the form of child-specific versions of existing rights, such as those in regard to freedom of expression (article 13) and the right to a fair trial (article 40). In addition, the CRC enshrines in a global treaty rights that hitherto had only been found in case law under regional human rights treaties (e.g., children’s right to be heard in proceedings that affect them) (article 12). The CRC also replaced non-binding recommendations with binding standards (e.g., safeguards in adoption procedures and with regard to the rights of disabled children) (articles 21 and 23). New obligations are imposed on States Parties in regard to the protection of children, in such areas as banning traditional practices prejudicial to children’s health and offering rehabilitative measures for victims of neglect, abuse, and exploitation (articles 28(3) and 39). Finally, the CRC sets forth an express ground obligating States Parties not to discriminate against children’s enjoyment of CRC rights.<sup>[10]</sup> The right to participate in proceedings, it is argued, “together with the principles of non-discrimination in Article 2 and provision for the child’s best interests in Article 3, form the guiding principles of the Convention, which reflect the vision of respect and autonomy which the drafters wished to create for all children.”<sup>[11]</sup>