

# St Joseph's Institution International School Malaysia

*Enabling youth to learn and to learn how to live, empowering  
them to become people of integrity and people for others.*



## Safeguarding and Child Protection Policy and Procedures

Signed: \_\_\_\_\_ Elementary School Principal

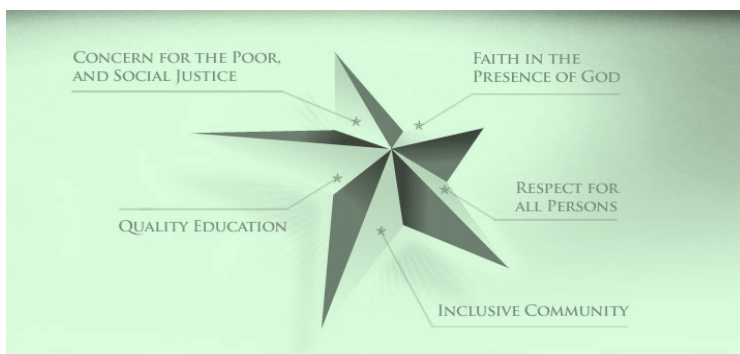
Signed: \_\_\_\_\_ High School Principal

Date of Policy: 11/17

Date of Review:

## Safeguarding and Child Protection Policy and Procedures

**This policy is written in the spirit of putting into practice our Lasallian core values**



### **Rationale of Safeguarding and Child Protection Policy**

At St Joseph's Institution International School Malaysia (SJIIM), we recognise our duty and responsibility to protect and safeguard the interests of all children. The school recognises that effective Child Protection practice requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in recognising and responding to Child Protection situations.

This policy provides the basis for good practice within the school for Child Protection work, and provides a framework to ensure that all practice in the area of Child Protection is consistent and will enable every child to be healthy and stay safe. It also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are fully met.

The welfare of the child is paramount, and as such this policy will be reviewed on an annual basis and following case by case self-evaluation.

### **Terminology and definitions Safeguarding:**

The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successful.

Abuse: A violation of an individual's human and civil rights by any other person or persons.

Child Abuse: 'Any act of commission or commission by a parent or guardian... (or any other person) ... which would endanger or impair the child's physical or emotional wellbeing or that are judged by a mixture of community values and professionals to be inappropriate'

Categories of Abuse: Physical Abuse; Neglect; Sexual Abuse; Emotional and Psychological Abuse.

Significant risk of harm: 'significant risk of harm' is the threshold which justifies compulsory intervention in the best interests of the child.

Best Interests of the Child: The principle, 'in the best interests of the child' guides Malaysia's policies and service provision for children and young persons, including the area of Child Protection.

### **Responsibilities**

Child abuse occurs in all communities regardless of the gender of the child or perpetrator, wealth, religion, culture or ethnicity. Schools as institutions working with children and young people, become more attractive to those who wish to exploit or abuse children. All members of the school community have a duty to safeguard and promote the welfare of children.

## Safeguarding and Child Protection Policy and Procedures

### **The Senior Leadership Team**

The Senior Leadership Team is responsible for formulating and implementing policy and procedures which:

- Prevent unsuitable people from working with children and young people i.e. safe recruitment procedures and single central vetting records.
- Promote safe practices and challenge poor and unsafe practices in the whole school context.
- Identify and support a Designated Person (s) for Child Protection who is a member of the senior leadership team.
- Identify instances where there are grounds for concern about a child's welfare and initiate appropriate action/intervention to keep them safe.
- Contribute to effective partnership working between all those involved with providing services for children.

### **The Designated Person(s) for Child Protection (DPCP)**

At SJIIM the Designated Person for Child Protection (DPCP) in the first instance is the Principals; Eileen Quigley (Elementary School Principal) and Stuart Glascott (High School Principal) or if unavailable, Dr. Nicola Brown (High School) and Lucy Monnery (Elementary School).

The DPCP is responsible for the schools' approach to:

- Policy
- Practice
- Procedures
- Professional development

Specifically the DPCP will:

- Ensure that all staff know who is responsible for child protection issues.
- Maintain staff awareness and confidence regarding child protection procedures and ensure new staff are aware of these procedures – coordinate training in this respect.
- Coordinate action where child abuse is suspected.
- Attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain and update Child Protection records including outcomes of case conferences and other sensitive information - to be secured (double key) in a confidential file and disseminated only on a 'need to know basis'. The secure file is maintained by the Principal
- Keep up to date with current practice by participating in training opportunities at the highest level.

### **All Staff**

All staff have a shared responsibility to help keep children and young people safe by:

- Providing a safe environment for children and young people
- Identifying young people who are suffering or who are at significant risk of harm
- Taking appropriate action with the aim of making sure that children are kept safe both at home and at school.
- Understanding school policy and procedures related to child protection and safeguarding and knowing who is the Designated Person for Child Protection.
- Contributing to professional training and awareness of Child Protection issues.

### **Human Resources Department in relation to Safer Recruitment**

- Ensure the school has effective policies and procedures in place for the recruitment of all staff and in accordance with local guidance and legal requirements (and monitor the school's compliance with them).
- Ensure that the school operates effective administration of safe recruitment procedures and makes sure all appropriate checks are carried out on all staff prior to working at the school.
- Keep and maintain a single central record of recruitment and vetting checks.
- Assess clearance and vetting documentation provided by contractors and agencies working at school.

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### Monitoring and Evaluation

This policy will be evaluated on an annual basis. The procedures contained within this policy will be monitored by regular stakeholder surveys, and professional evaluation of how child safety issues are addressed in school e.g. Curriculum reviews of PSE; quality of related Assemblies etc.

An annual report will be written by the Principals / Dr. Nicola Brown (High School) & Lucy Monnery (Elementary School)

### Categories of Child Abuse and their Signs/Symptoms

There are four main areas of Child Abuse. It should be recognised that the following suggested signs of abuse may also be a symptom of another problem.

**Neglect** – The persistent or severe neglect of a child which results in serious impairment of the child's health or development.

Neglect can occur where parents / guardians fail to meet an essential needs of their children such as food, clothing and medical care. Leaving small children alone and unsupervised is another example of neglect or where older children are left alone for longer periods of time. Parents refusing or failing to give love and affection to their child is a case of emotional neglect.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poor school attendance or often late for school or conversely not wanting to go home
- Poor concentration. Affection – demanding or attention seeking behaviour
- Stealing or scavenging compulsively
- Anxiety due to the burden of pressure
- Failure to achieve developmental milestones

**Physical Abuse** – Physical injury to a child, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

It involves any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning or biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.

- Signs or symptoms which may indicate physical abuse:
- Bruising, inconsistent account of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

Please note some physical disciplining of children is used in Malaysia. Parents are likely to be charged with child abuse if the child is significantly injured as a result of excessive force. At SJIIM the physical disciplining of students is never acceptable.

### Sexual abuse

The exploitation of a child or young person for sexual gratification or any sexual activity between an adult and a child. Commonly it occurs when the older person uses his / her power over the child / young person to involve the latter in a sexual activity. It may involve: -

- Sexual grooming
- Inappropriate exposure to sexual acts or materials
- Passive use of children and young persons as sexual stimuli for adults;
- The child and young person may be subjected to exhibitionist activities, voyeurism or be coerced into posing for pornographic materials
- Inappropriate sexual contact or acts between older individuals and the child / young person
- Intercourse as a result of rape, assault and coercion

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Signs or symptoms which may indicate sexual abuse: -

*Please note that most frequently there are no signs of this type of abuse*

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling and smearing faeces.
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant

**Psychological/Emotional Abuse** –persistent or severe emotional ill-treatment or rejection of a child.

This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability.

Aspects of psychological and emotional abuse include: -

- hostile rejecting/degrading (e.g. taunts)
- terrorising (e.g. threats or acts that induce fear)
- actively isolating (e.g. locking a child in a room for extended periods of time)
- exploiting/corrupting (e.g. teaching a child to steal)
- denying emotional responsiveness (e.g. denying affection and shows of love)

Signs or symptoms which may indicate psychological abuse:

- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development

### Child Protection Procedure

#### Disclosure of abuse perpetrated outside of school

If a member of staff suspects a child has been abused or neglected by someone outside of school, the following procedures should be implemented:

- i. SJII staff will report concerns immediately to the Designated Person for Child Protection (DPCP). They will be required to record observations that will contribute to the Record of Child Protection Concern. The DPCP records all information and is responsible for keeping all records and evidence safe.
- ii. In the event of suspected sexual abuse happening, it is a requirement for the school to contact the Child Protection and Service (CPS) or the Police. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can either be made with the police or CPS. For sexual abuse cases happening outside the context of the family, the family should be informed of the incident and a report needs to be made to the CPS/Police. The school should record any disclosure factually  
Note - The 'paramountcy principle' supports agencies making decisions in the best interests of the child, and this may mean not disclosing information to parents.
- iii. In the event of other forms of abuse, the DPCP will be committed to taking action and arranging consultation with the Principal. In collaboration with the Principal, when deemed appropriate after further investigation, the DPCP will inform the Child Protection Service. The DPCP will keep the teacher, and School Counselor(s) up to date with developments on a 'need to know' basis.
- iv. If there are obvious signs of harm, the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, he/she should be taken to the Hospital. If it is not possible or advisable to obtain parent consent the CPS should be contacted for consultation. Where we suspect the abuse has

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occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to Child Protection Service Helpline or the Police.

- v. Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the DPCP or a designated member of staff (probably the School Counsellor) will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. Full consideration as to whether contact with the immediate family would increase the risk of harm should be given.

### **Disclosure of alleged abuse perpetrated by a staff member**

The following procedures apply where a member of staff has been implicated: -

- i. Meeting with Student/Alleged Victim - With the School Counselor present, the DPCP or Principal will communicate with the student/s directly. If there is more than one student who has been a victim of abuse, the students will be interviewed individually. A summary of what was learned from investigations will be made by the DPCP on Form 1.
- ii. The DPCP or Principal will co-ordinate interviews with any bystanders/witnesses and notes taken for Form 1.
- iii. Meeting with Accused Staff Member - The accused staff member will be requested to attend a meeting with the Principal and DPCP and questioned regarding the accusations being made. The meeting will be documented. Notes from this meeting will be recorded on the Form 1.
- iv. Contacting Parent/Caregivers- Parents/Caregivers of the student/s being questioned will be contacted by telephone by the Principal or DPCP and informed of the meetings that took place. The alleged victim's parents will be invited into school to discuss the issue face to face.
- v. Consultation with Head of School. Consideration will be given as to whether that member of staff should face suspension pending further investigations.
- vi. Communication with Child Protection Agency - The Head of School will report the matter to Child Protection Services Helpline or the police after careful consideration of seriousness of offense is given. Parents of student victims will be made aware of their right to do this also. The Principal/DPCP will keep those directly concerned with the case up to date with developments.
- vii. Counseling - With permission from parents/caregivers, student victims and suspected staff members will be offered in-school counseling. Off-campus professional counseling contact details will also be offered.

### **Disclosure of Abuse by Another Student**

If a student in the school is suspected of abusing another student, the following steps should all take place within the school day.

- i. Initial Record of Concern - The adult who has suspicions of a student being abused by another child, or is approached directly by a student/s about being abused, completes a written statement, and handed to the DPCP. Head of Phase/class teacher should be informed.
- ii. Meeting with Victim/s – The Principal will meet with the victim directly. In the case of more than one victim, children will be interviewed individually and a summary of what was learned from investigations will be made by the Phase Leader.
- iii. Meeting with Bystanders - The DPCP and/or Principal will communicate with possible witnesses individually to the abuse that has occurred.
- iv. Meeting with Accused Student/s – The DPCP or Principal will communicate with the student accused of causing abuse to a fellow student or students. If there is more than one student who has taken part in an incident involving the abuse of other students, the students accused will be met with individually. Notes from this meeting will be recorded coordinated by the DPCP.
- v. Consultation - Consultation and agreement between the Principal and Head of School
- vi. Parents of Accused Student/s Contacted – If abuse by student/s proves to be beyond doubt, the student/s are collected from wherever they are on the school campus and asked to bring their bags to the school office. The parents / caregivers of student/s accused of abuse towards another student/s will be telephoned to attend a meeting with the Head of School before being asked to take their child/children home for the rest of the day. An offer of counseling for their child will be made.

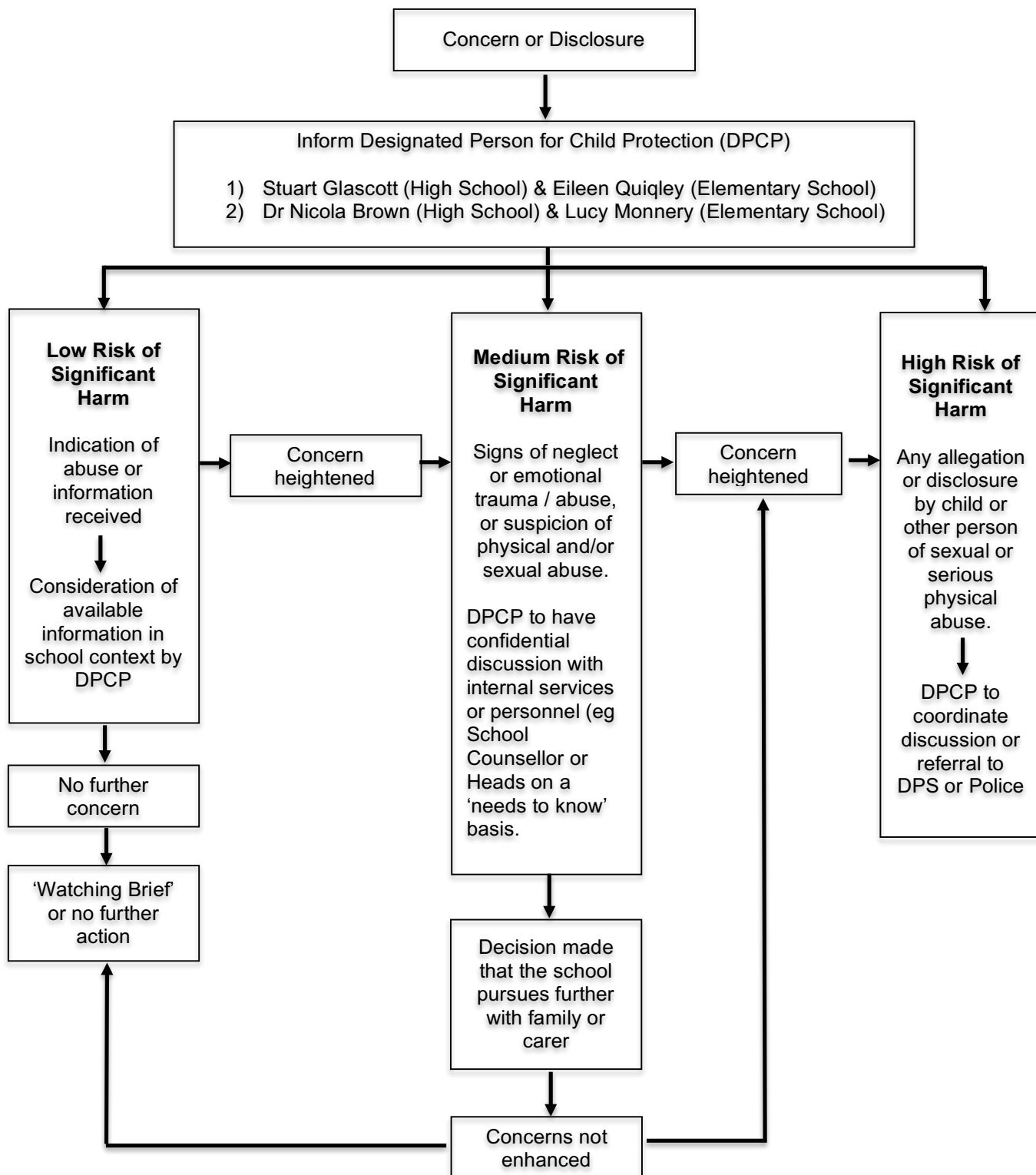
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- vii. Parents of Victims Contacted – Parents/Caregivers of the student/s who were abused will be contacted by telephone by the Principal and informed of the meetings that took place. The course of action will be explained regarding the student/s who carried out the abuse on their child and an offer of counselling for their child made.
- viii. Action - The Principal will be committed to taking action and will inform the Head of School of proportionate responses in accordance with the schools behavior for learning policy. In extreme cases, expulsions will be considered. Further consequences including an apology letter to victim/s and exclusion from upcoming events will be considered.
- ix. Communication with Child Protection Agency - The Head of School may report the matter to Child Protection Service Helpline at 1800 777 0000 (office hours) or the police after careful consideration of seriousness of offense is given. Parents of student victims will be made aware of their right to do this also.

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## Child Protection Process Chart

Child Protection Process at SJI International School Malaysia





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### Managing Disclosure

The disclosure of child abuse by a child to an adult is likely to be one of the hardest conversations that all parties will face. It is essential that we show empathy and professionalism in our approach to managing such conversations, mindful that what is said and what is recorded could influence criminal proceedings at a later date.

The following professional guidelines protect both the child and the person who is receiving the disclosure: -

- i. No Promise of Confidentiality - Staff should never give students or adults an absolute guarantee of confidentiality but must ensure that the information is disclosed only to the people who need to know.
- ii. Listen Without Judgement - Listen, allow the pupil to finish without directly questioning, leading or stopping them. On no account should a pupil be asked to demonstrate the abuse. Let them tell you what they want to and no more. They may need to disclose to a social worker, police officer or other specialist later and too much detail now may interfere with later investigation.
- iii. Take Notes - Write down notes, including date and time of the interview and sign the notes. Record as much as you can remember, as soon as possible (preferably immediately) afterwards, using the pupils own words and pass to the designated child protection teacher for the school.
- iv. Empathy - Remember that it may be very traumatic for a pupil to recall and describe events.
- v. Next Steps - When the pupil has finished, make sure they feel secure and explain what you are going to do next.
- vi. Professional - stay calm and convey this through word and action; reassure the child or young person that you are taking what they have to say seriously.

### Record Keeping

The DPCP should use Form 1 to record all information concerning a suspicion, allegation or disclosure of child abuse. All prior notes should be attached to this document. Form 1 should contain facts regarding the issue, the actions the school took and the actions the school decided not to take with explanation.

All records of Child Protection allegations, suspicions, or disclosures are centrally kept by the DPCP – both electronic ('At risk Register' which is password protected) and hard file copy (double locked).

Guidance:

- a) Keep notes of any concerns, giving the issues, dates etc, but be discrete whilst talking to the student - they may find note taking at the time disconcerting.
- b) Keep all notes factual.
- c) Do not read your summary back to the victim as this can repeat the trauma.
- d) If you have a discussion with a child, keep a record of timing, setting, personnel present, what was said and any action taken/not taken.
- e) Keep a record of any subsequent events.

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## Record of Child Protection Concern - Form 1

To be completed by the DPCP with any other attached notes for reference.

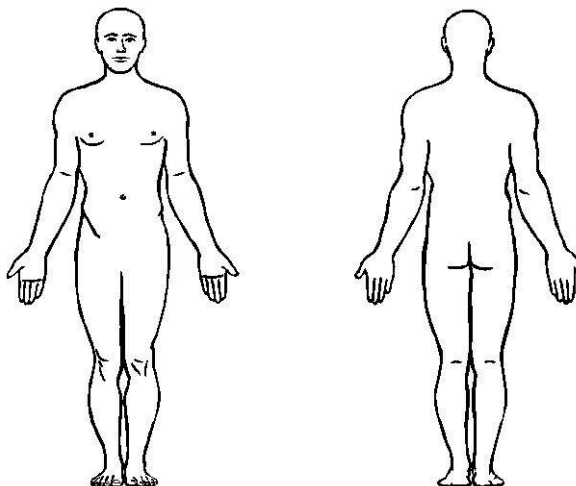
Pastoral Administrator to file in alphabetical order (surname) under 2 locks.

Child's Name:		Tutor Group:	
Date and Time of Concern:			
Concern Initially Reported By:			
Account of the Concern:			

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Additional Information:

(Context of concern / disclosure / details of any physical and emotional signs / witness)



Indication of any markings on body outline:

Action Resulting:

(what did you do/say following the concern, and what you chose not to do)

Action:	When	By Whom
Details to be placed on School 'At Risk Register' (Yes / No)		
Your Name:		
Your Signature:	Date:	
Your Position in School:		

# Safeguarding and Child Protection Policy and Procedures

## Safer Recruitment

The safe recruitment of staff at SJI International is essential to safeguarding and promoting the welfare of the children in our care. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency cooperation and the recruitment and retention of competent, motivated employees.

The purpose of this document is to set out the minimum requirements of a recruitment process that aims to:

1. Attract the best possible applicants to vacancies;
2. Deter prospective applicants who are unsuitable for work with children or young people;
3. Identify and reject applicants who are unsuitable for work with children and young people. This school seeks to achieve a diverse international workforce which includes people from different backgrounds with different skills and abilities. We are committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity.

The school will:

- Implement robust recruitment procedures and checks for appointing staff to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
- Keep and maintain a single central record of recruitment and vetting checks.
- Require staff who are convicted or cautioned for any offence during their employment with the school to notify the school, in writing of the offence and the penalty.
- Verification of professional registration as a teacher-required by the Ministry of Education.

## Recruitment Procedure

### i. Advertising a Post

To ensure equality of opportunity, the school will advertise all vacant posts to encourage as wide a field of candidates as possible, normally this will entail an external advertisement. However, where there is a reasonable expectation that there are sufficient qualified internal candidates or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

### ii. Applications and shortlisting

The following application procedures are followed to ensure safe and equitable recruitment:

- Candidates are required to submit (usually electronically) a full letter of application and Curriculum Vitae.
- The school requires candidates to account for any gaps or discrepancies in employment history.
- Applicants should be aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies (advice of this kind is given in 'Guidelines for making applications'). Applicants sign a Declaration Form to this effect on submission of their application.
- Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. The only exception to this is where candidates have indicated on their application forms that they do not wish their current employer to be contacted. In such cases, this reference will be taken up immediately after interview and prior to any offer of employment being made.
- References will be sought directly from the referee one of whom must be the Principal of the current or last school.
- References or testimonials provided by the candidate will not be accepted. The school adopts its own Reference Request Form.
- The Reference Request Form will ask referees to comment on:
  - a) the candidate's suitability for working with children and young people;
  - b) any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
  - c) the candidate's suitability for this post.
- Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and which no further issues have been raised, are not likely to cause concern. More serious or recent concerns or issues are more likely to cause concern. A history of repeated concerns or allegations over time is also likely to give cause for concern.

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- Referees will be contacted by telephone or e-mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

### iii. **Pre-employment Checks**

Appointment is subject to the following pre-employment checks:

- Proof of identity
- Receipt of at least two satisfactory references, one of which will be from the former or most recent employer
- Criminal vetting – we use a professional company to complete a full vetting procedure on all teaching staff if required, which includes criminal/police or equivalent background checks for all countries inhabited.
- Verification of the candidate's medical fitness / health
- Verification of academic qualifications

### iv. **Induction and Training**

All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

All staff will receive refresher training on Child Protection every two years.

### **Single Central Record of Recruitment Vetting Checks**

The Human Resources Department keeps and maintains a single central record of recruitment and vetting checks. The central list records all staff who are employed at the School, including casual staff, and those who provide additional teaching or instruction for pupils but who are not staff members, eg: specialist sports coaches.

The school ensures that it is satisfied with the level of criminal vetting for staff employed through an agency.

The central record indicates when the following pre-employment checks were completed:

- i) Identity checks
- ii) Health / Medical fitness
- iii) Qualification checks for any qualifications legally required for the job
- iv) Criminal record check

It shall also indicate who undertook the checks and the date on which the check was completed or the relevant certificate obtained. The Human Resources Department will contact the appointing Manager to confirm that all paperwork has been received before a start date can be agreed.

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### Sharing a concern about Staff (Whistleblowing)

Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Staff may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues, or may fear subsequent harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need staff to safeguard their welfare in good faith.

- a) Reasons for sharing a concern
  - Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
  - To prevent the problem worsening or widening.
  - To protect or reduce risks to others.
  - To prevent becoming implicated yourself.
- b) What stops people from sharing a concern
  - Fear of starting a chain of events which spirals out of control.
  - Disrupting the work or project.
  - Fear of getting it wrong.
  - Fear of repercussions or damaging careers.
  - Fear of not being believed.
- c) How to raise a concern
  - Staff should voice concerns, suspicions or uneasiness as soon as they can. The earlier a concern is expressed the easier and sooner action can be taken.
  - Try to pinpoint exactly what practice is concerning and why, ensuring they are acting in good faith and not with malicious intent.
  - Inform the Principal.
  - Make sure they get a satisfactory response from the Principal. If not go to the Head of School, if still not satisfied with the response go to the Chair of the Board.
  - Ideally, put their concerns in writing, outlining the background and history, giving names, dates and places wherever they can.
  - A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.
- d) What happens next?
  - Staff should be given information on the nature and progress of any enquiries.
  - The school has a responsibility to protect staff from subsequent harassment or victimization.
  - No action will be taken against staff if the concern proves to be unfounded and was raised in good faith.
  - Malicious allegations may be considered as a disciplinary offence.
- e) Self-Reporting
  - There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

## Safeguarding and Child Protection Policy and Procedures

### Resources / Further Information

- The UN Convention on the Rights of the Child – Unicef UK
- Unicef CEE / CIS – Child Protection
- The Child Protection System in England
- Social Services Department

#### 1) Selangor

Tingkat 2, Bangunan Darul Ehsan,  
No.3, Jalan Indah, Seksyen 14,  
4000 Shah Alam

Person to contact: Mr. Zuhami

Contact no. 03-55100929

Email: [zuhami@jkm.gov.my](mailto:zuhami@jkm.gov.my)

#### 2) Kuala Lumpur

Tingkat 9, Grand Seasons Avenue,  
No 72, Jalan Pahang,  
53000 Kuala Lumpur

Person to contact: Ms. Wan Noraidah

Contact no. 03-26124000

Email: [wannoraidah@jkm.gov.my](mailto:wannoraidah@jkm.gov.my)

#### 3) Social Service Department (Head Office) for child protection

Children's Department

Aras 12

No. 55 Persiaran Perdana

Presint 4, 62100 Putrajaya

Person to contact: Ms. Nor Asikin

Contact No. 03-83232277

Email: [nor\\_asikin@jkm.gov.my](mailto:nor_asikin@jkm.gov.my)

- Royal Malaysia Police
- If you suspect that a child is being harmed, reporting your suspicions may protect the child and obtain help for the family. Please call **15999** with the following information:
  - address or location where the child is being abused or neglected
  - type of abuse or facts of the case
  - identity of the abuser or any information related to the abuser
  - *From this information, the Agency will then redirect us to the correct police division which deals with Child Protection issues in our area.*

#### Disclosure and Barring Service (UK)

It is the responsibility of the Child Protection Officer to ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. For more information on making a referral:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/442338/DBS\\_Barring\\_Making\\_a\\_referral\\_A5\\_8pp.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442338/DBS_Barring_Making_a_referral_A5_8pp.pdf)

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### **Malaysian Law:**

If you are working with children, learn to recognise the signs and symptoms and take action if you suspect that a child may have been abused.

The Child Act 2001 requires any medical officer or medical practitioner, childcare provider or member of the family to notify his/her concerns, suspicions or beliefs that a child may have been abused or neglected to the appropriate child protection authority in the country. Failure to do so can result in criminal charges.

Do not hesitate to report abuse that happened in the past but was not reported. The abuser may still be active and your action can save a child.

Any concerned person can report suspicions of child abuse. You do not have to prove it. Do not turn a blind eye. It is our social and moral responsibility to get involved.

### **Child Act 2001**

#### **A PROTECTIVE ENVIRONMENT FOR CHILDREN**

Malaysia enacted the Child Act 2001 [Act 611] to fulfil its obligation under the Convention on the Rights of the Child (CRC). Act 611 repealed the Juvenile Courts Act 1947 [Act 90], the Women and Girls Protection Act 1973 [Act 106] and the Child Protection Act 1991 [Act 468].

Act 611's preamble provides that every child is entitled to protection and assistance in all circumstances without regard to distinction of any kind, such as race, colour, sex, language, religion, social origin or physical, mental or emotional disabilities or any status. The provisions of Act 611 are based on the four core principles of the CRC that is, non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child.

In 2001, the Act also established the National Council for the Protection of Children, which advises the Government on child protection issues while the National Advisory and Consultative Council for Children acts as a national focal point for children's wellbeing and development.

Act 611 also requires the setting up of Child Protection Teams and Child Activity Centres at both state and district levels. Aimed at mobilising community participation in the implementation of preventive and rehabilitative programs, these initiatives are targeted for children at risk or children vulnerable to all forms of abuse and exploitation.

In terms of administration of juvenile justice, Act 611 provides for a procedure before the Court for Children which is child-friendly taking into account the mental and emotional maturity of a child.



Safeguarding Reporting and Procedural Flowchart

