

PROTECTION OF MINORS HANDBOOK



COLEGIO
COLOMBO
BRITÁNICO

Unimos Pueblos y Culturas
a través de la Educación

Santiago de Cali
Avenida La María No. 69 - Pance

TABLE OF CONTENTS

| | |
|--|-----------|
| INTRODUCTION | 4 |
| 1. DECLARATION OF THE PROTECTION OF MINORS POLICY | 4 |
| 2. RESPONSIBILITIES REGARDING CHILD PROTECTION | 5 |
| 2.1. LEGAL RESPONSIBILITIES | 5 |
| 2.2. RESPONSIBILITY WITH CIS – ACCREDITATION AGENCY | 6 |
| 3. DEFINITIONS | 6 |
| 4. PROCEDURES TO PREVENT CHILD ABUSE | 12 |
| 4.1. FOCUSING ON PREVENTION | 12 |
| 4.2. STAFF AND PARENTS' RESPONSIBILITY | 12 |
| 5. PROCEDURES TO INFORM, REPORT, AND TO TAKE ADDITIONAL MEASURES | 12 |
| 6. PRE-EMPLOYMENT AND VOLUNTEER EXAMS | 13 |
| 7. CODE OF CONDUCT, UNDERSTANDING THE DIFFERENCES IN LEVELS OF POWER, AND THE RESPONSIBILITY OF MAINTAINING AN APPROPRIATE DISTANCE | 15 |
| 7.1. USE OF DISCRETION WHEN TOUCHING A MINOR | 15 |
| 7.2. HOW TO HANDLE ONE TO ONE MEETINGS / TEAM APPROACH | 16 |
| 7.3. COMPLIANCE WITH POLICIES / REPORTING PROTOCOLS | 16 |
| 7.4. PROHIBITED CONDUCT AND EXPRESSIONS IN FRONT OF A MINOR | 16 |
| 7.5. REGULATIONS FOR RECEIVING GIFTS OR INVITATIONS FROM STUDENTS | 16 |
| 7.6. REGULATIONS FOR COMMUNICATION THROUGH SOCIAL MEDIA, TEXT MESSAGES AND E-MAILS | 16 |
| 8. CONDUCT POLICY THAT PROTECTS TEACHERS AND ADULTS FROM FALSE ACCUSATIONS | 17 |
| 9. TRAINING FOR THE THREE SECTIONS OF THE SCHOOL | 18 |
| 9.1. STAFF TRAINING | 18 |
| 9.2. TRAINING FOR STUDENTS: CURRICULUM UNITS FOR THE STUDENTS | 18 |
| 9.3. TRAINING FOR PARENTS | 19 |
| 10. CCB'S CHILD PROTECTION TEAM – DUTIES AND RESPONSIBILITIES | 19 |
| 10.1. CCB'S CHILD PROTECTION TEAM (EPI) | 19 |
| 10.2. CCB'S (EACPI) | 22 |

| | |
|--|-----------|
| 10.3. CONFIDENTIALITY | 24 |
| 10.4. ADVISORS AND EXPERTS | 24 |
| 10.5. PROCEDURES TO HANDLE POSSIBLE CASES OF ABUSE CAUSED BY A MEMBER OF THE STAFF. | 25 |
| 11. MEASUREMENT, ANALYSIS AND INTERNAL AUDITS | 26 |
| 12. THE KEY TO ACCOMPLISH THE INSTITUTIONALIZATION OF OUR CHILD PROTECTION PROGRAM | 27 |
| 13. BIBLIOGRAPHY | 28 |
| APPENDIX | 29 |
| APPENDIX A: NORMATIVE REFERENCES | 29 |
| APPENDIX B: COMMON MYTHS AND TRUTHS ON ABUSE AND NEGLECT OF MINORS | 41 |
| APPENDIX C: ROLES AND RESPONSIBILITIES OF THE SCHOOLS STAFF | 42 |
| APPENDIX D: PROTOCOL FOR HANDLING SUSPECTED CASES OF ABUSE | 45 |
| APPENDIX E: DECLARATION OF COMMITMENT WITH THE MINOR PROTECTION MANUAL AND CONDUCT CODE FOR ITS SIGNATURE | 54 |
| APPENDIX F: FLOWCHART FOR REPORTING AND WHAT STEPS SHOULD BE TAKEN NEXT | 56 |
| APPENDIX G: STAFF, STUDENT, AND PARENT TRAINING | 57 |

INTRODUCTION

CCB recognizes its moral and legal duty to guarantee a safe environment in which all children and adolescents under its care can learn and grow.

Our goal is to build and maintain a proactive environment that protects and maintains the wellness of the children and adolescents by preventing child abuse before it happens or ensuring that is detected, notified, and intervened as soon as possible.

The main elements of CCB's Child Protection Policy are:

- a. To work on preventing that harm and abuse occur by creating a positive learning and school environment and offering support to the students.
- b. To protect by following the agreed procedures, assuring that staff is trained and supported so they can respond in an adequate and sensitive manner to the concerns of child protection.
- c. Offer support to those students that might have been abused or find themselves at risk.

Ultimately, CCB strives to have policies, procedures, and training programs to ensure that if a case of child abuse is suspected, observed, or disclosed, the staff has sufficient training and the necessary resources to guarantee the safety of the child, report the incident quickly and effectively, and that the suspect case or incident is reported to the appropriate authorities.

1. DECLARATION OF THE CHILD PROTECTION POLICY

Child abuse and negligence in the protection of children are global concerns. Abuse and neglect are violations of the human rights of a child or adolescent and are considered obstacles to their education, as well as to their physical, emotional, and spiritual development.

1.1. We recognize that for our students, high self-esteem, self-confidence, friends who support them, and clear channels of communication with a trusted adult can help prevent abuse.

Our school seeks to:

- a. Establish and maintain an environment where students feel safe, protected, are encouraged to speak up, and be heard.
- b. Make sure students know there are adults within the school to whom they can reach out to in they are worried or if they're struggling.

- c. Include activities and curricular opportunities that provide students the necessary abilities they might need to keep themselves safe from abuse.
- d. Train the faculty and staff to recognize and offer support in cases of abuse or negligence.
 - If a member of the CCB Staff has sufficient reason to believe that a child or adolescent is at risk for abuse or child neglect, they must report the incident.
 - Notifications and follow-ups of all suspected cases of child abuse or negligence will be handled in accordance with this policy. In addition, all suspected cases will be reported to local authorities.
- e. Promote to the families the importance of educating themselves in the rights and duties of protecting their children and the responsibility that corresponds to them as guardians of their safety.

All of us at CCB genuinely value our relationship with parents to ensure the care and safety of our students. It is for this reason that CCB has advocated for the Child Protection Policy, which defines the standards by which all CCB students should be treated at all times, with respect and dignity

By enrolling their children at CCB, parents agree to work in collaboration with the school and comply with the policies established by the CCB Board of Directors and the Directive Council.

CCB will circulate this policy so all parents and students have access to it, provide training for all the staff, carry out hiring practices that guarantee the safety of the students, and will review this policy annually to verify its compliance and effectiveness.

This policy applies to all students, school staff, volunteers, and visitors.

We appreciate your support of our efforts and invite you to contact the psychologist of your section or the Headmaster regarding any specific questions you may have about it.

2. RESPONSIBILITIES REGARDING CHILD PROTECTION

2.1. LEGAL RESPONSIBILITIES

There are national and international obligations regarding the protection of minors. The relevant documents that guide the construction and implementation of child protection policies and procedures can be found in the United Nations 1989 Children's Rights

Convention (CRC), Law 1098 of 2006 (Child and Adolescence Code – Child and Adolescence Penal Code, Law 1918 from the 12th of July of 2018, see appendix A).

2.2. RESPONSIBILITY WITH CIS – ACCREDITATION AGENCY

CCB is accredited by the Council of International Schools (CIS), an organization who has specific standards related to Child Protection Programs:

Standard D1: The School will have sufficient faculty and support staff, who have the necessary qualifications and skills, who have a solid moral character to carry out the school's programs and activities, who will aid in accomplishing the school's mission and objectives, and who will ensure the safety and wellness of the students.

Indicator D1a: Recruitment and selection practices have been established and applied to guarantee that all employees have the necessary qualifications and have outstanding moral character.

Indicator E4b: School leadership and teachers help promote a culture of shared responsibility that ensure social and emotional wellbeing and protection for our students, through programs that address awareness, prevention, and having the necessary skills to respond to issues such as sexual and substance abuse, hazing, bullying, or any kind of discrimination.

Indicator G4b: There are appropriate and regularly reviewed measures that help protect against threats to the safety of the staff, students, and the facilities, and to aid in the continuity of the program in exceptional circumstances. *Legal Responsibilities.*

3. DEFINITIONS

Child protection is a broad term used to describe philosophies, policies, standards, guidelines, and procedures put in place to protect children and adolescents from intentional and unintentional harm. In this document, the term "child protection" applies to the protection of children and adolescents in the School. Keep in mind that this definition also includes self-harm.

CCB's Child Protection Policy is a declaration of their intent to show their commitment to protecting students from harm (to themselves and others) and explains what needs to be done for their protection. It serves to create a safe and positive environment for the students and the school is taking their duties and responsibilities seriously.

Child Protection concerns include suspected cases of abuse, that have been reported or witnessed by someone inside or outside the school, that should be investigated and should be follow up on.

CHILD ABUSE: According to the World Health Organization, child abuse includes "*It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.*"

A person can abuse a child by inflicting harm or by not doing anything to prevent it. Child abuse can occur in a family, institutional (school for instance), or community setting. Children and adolescents can be abused by someone they know, or less commonly by a stranger. They can often simultaneously experience multiple forms of abuse, which further complicates the situation. More often than not, most cases of child abuse are inflicted by someone the child knows, respects, or trusts.

To increase awareness in the CCB educational community, this manual focuses on four main categories of abuse and provides basic information about the physical signs and behaviors associated with each one.

PHYSICAL ABUSE: Physical abuse can include hitting, shaking, throwing, poisoning, biting, burning or scalding, choking, suffocating, or intentionally causing physical harm to a child. (These symptoms could also indicate self-harm, such as cutting and suicide)

Signs of Physical Abuse:

- Bruises, burnings, sprains, dislocations, biting, cuts.
- Unlikely excuses to explain injuries.
- Injuries that have not been treated.
- Injuries along the body in places are not usually exposed to falls, roughhousing, etc.
- Repeated urinary infections or unexplained stomach aches.
- Refusing to discuss injuries.
- Withdrawal from any physical contact.
- Covered arms and legs in hot weather.
- Fear of going home or having their parents be contacted.
- Showing caution or distrust toward adults.
- Self-destructive tendencies.
- Being aggressive with others.

- Being very passive and compliant.
- Always running away.

EMOTIONAL ABUSE: Emotional abuse is the persistent emotional mistreatment of a child to cause severe and adverse effects on their emotional development. This may entail, telling children and adolescents that are worthless and not loved, that they are not enough or only valued to the extent that they meet the needs of someone else, putting inappropriate age or developmental expectations on them, often making them feel scared, or exploiting or corrupting them. Some level of emotional abuse is present in all cases of child abuse by sometimes it can occur by itself.

Signs of Emotional Abuse:

- Delay in physical, mental, and emotional development.
- Anxiousness.
- Delayed speech development or sudden speech disorder.
- Fear of new situations.
- Low self-esteem.
- Inappropriate emotional response to painful situations.
- Extreme passiveness or aggressiveness.
- Drugs or alcohol abuse.
- Always running away.
- Compulsive theft.
- Obsessions or phobias.
- Lack of concentration or decline in school work.
- Attention seeking behavior.
- Persistent tiredness.
- Lying.

SEXUAL ABUSE: Sexual abuse involves forcing or inciting a child to participate in sexual activities whether or not the child is aware of what is happening. These activities may involve physical contact, including acts of penetration (i.e rape) or not. Others may include non-contact activities, such as involving children and adolescents in the production or viewing of pornographic material or encouraging them to behave in a sexually inappropriate manner. Children and adolescents involved in the sex work trade are also victims of sexual abuse, whether they consider themselves victims or not.

Signs of Sexual Abuse:

- Pain or irritation in their genital area.
- Vaginal or penile discharge.
- Difficulty urinating.

- STD (Sexually transmitted diseases).
- Fear of people or places.
- Aggressiveness.
- Regressive behaviors, bedwetting, or strange anxiety.
- Excessive masturbation / Being sexually provocative.
- Stomach aches, or discomfort when walking or sitting down.
- Being extremely quiet, withdrawn, or unusually aggressive.
- Suffering from what seems like physical pains that cannot be explained medically.
- Show fear or untrust toward a particular adult.
- Mentioning to a friend or another teen that they are getting special attention from a "secret" friend.
- Refusing to continue with school or regular social activities.
- Sexual inappropriate language for their age.

NEGLIGENCE: Negligence is the ongoing failure to meet the physical or basic physiological needs of a child, which can result in serious deterioration of their health and development.

Some signs of negligence:

- Neglected medical needs. Ex: Repeatedly ignoring the school's doctor's instructions.
- Lack of supervision.
- Constant hunger.
- Dressing Inappropriately: an unkempt, unwashed, or wrinkly uniform.
- Inadequate nutrition.
- Fatigue or apathy.
- Self-destructive behavior.
- Extreme loneliness.
- An extreme need for affection.
- Stunted growth.
- Bad personal hygiene.
- Frequent tardiness or absences.
- Low self-esteem.
- Poor social relationships.
- Compulsive theft.
- Drugs or alcohol abuse.

LONG-TERM IMPACT OF UNMITIGATED CHILD ABUSE: The impact of child abuse can endure long after the abuse has occurred, although some victims are resilient and manage to function and survive. Many investigations have established a link between long-term child abuse and a person's health and well-being, especially if the child or adolescent doesn't receive the proper care to cope with the trauma.

All forms of abuse have the potential to have a long-term impact on the victims and can affect their ability to function as a human being. Abuse challenges the victims' self-worth, self-esteem, and sense of worth, making them desperate, feel powerless, and unable to live a full life.

Child abuse long term impact:

- Low academic achievements.
- Inability to perform their responsibilities.
- Inability to live according to plan.
- Inability to take care of themselves.
- Inability to coexist, cooperate, or work with others.
- Lack of self-confidence, prone to addiction.
- Inability to express or accept love.
- Inability to lead a family, permanent health issues.
- Prone to mental health problems.
- Low self-esteem, depression, and anxiety.
- Post-traumatic stressed disorder (PTSD).
- Difficulties in forming attachments.
- Nutritional disorders.
- Poor peer relationships, self-harming behavior (Ex: Suicide attempts).

In addition to recognizing the signs for victims, here are some early warning signs to look out for potential abusers.

Signs that a student could be an offender:

- Unusual interest in sex, sexualizing inanimate objects and activities.
- Does not stop reprehensible sexual behavior despite being told to stop.
- Uses force and coercion in social situations.
- Unusual intensity when talking about sex or sexuality.
- Socializes too much with younger kids.
- Gives gifts and requires secrecy in their relationship.

Keep in mind that in Colombia penal liability starts at the age of 14 years old, this means our students could be criminally liable for activities that include having sexual relations, sexual harassment, and or sharing inappropriate images via the internet or cell phone.

Sign of Adult offenders:

- Has a "favorite" student or child.
- Tries to find ways to be alone with children or teenagers.

- Uses inappropriate language, jokes, and/or discussions about children or teenagers.
- Sexualized talks in front of students.
- Gives private presents or has private chats on Facebook or any other social media.
- Invites one or more students to take part in activities outside of the school curriculum and that are not authorized or organized as school field trips.
- Participates with students in outings that are outside of the school curriculum and that are not authorized or organized as school field trips. (Unless they're outings organized and chaperoned by parents).

4. PROCEDURES TO PREVENT CHILD ABUSE

CCB concentrates most of its energy on implementing policies and procedures to prevent the occurrence of incidents of child abuse; however, the School also has a clear set of procedures put in place for reporting and responding to suspected cases of abuse, whether they be informed or witnessed.

4.1. FOCUSING ON PREVENTION

1. The Child Protection Policy and Procedures are given annually to the parents and staff as part of the Coexistence and policy manual. The School provides parents, staff, and students with a general description of what child abuse is (physical, neglect, sexual and emotional).
2. A written and taught vertical curriculum for students that include strategies to recognize inappropriate behavior, respond assertively, and report incidents to school personnel and/or family members.
3. Staff code of conduct to be clear on expectations and limits.
4. The student-to-student coexistence policy, including bullying, is published in the Coexisting Manual. (Manual de Convivencia).
5. The Board of Directors has designed and will implement procedures that guarantee the appropriate and safe hiring of staff.
6. Faculty and staff will receive training on how to recognize and respond to violations of the Child Protection Policy.

4.2. SCHOOL STAFF AND PARENT'S RESPONSIBILITIES

The school's policy and procedures contain a clear description of the roles and responsibilities of the staff, administration, parents, and other adults that have access to the school campus.

5. PROCEDURES TO INFORM, REPORT, AND TO TAKE ADDITIONAL MEASURES

Suspect cases of child abuse must be considered from the perspective of the victim as well as from the perspective of the alleged abuser, allowing due process to be followed.

School staff and parents must understand and know how to respond appropriately, knowing that often is very difficult for children and teenagers to disclose that they have been abused.

(For more information please see Appendix D - PROTOCOL FOR HANDLING SUSPECTED CASES OF ABUSE).

6. PRE-HIRING AND VOLUNTEER EXAM

The first and effective way to prevent child abuse is by screening potential abusers before they enter the school.

All staff, faculty, volunteers, and other members of the community whose potential job or volunteer service will bring them in direct contact and/ or give them no-supervised access to children or teens (including the transportation staff) will undergo an exhaustive pre-employment check, including validating references and criminal records, and verifying if they are reported on any sexual or criminal database.

The school will also require that contractors, vendors, and service providers provide evidence that a thorough background check has been performed by their supervisors before they enter the school.

Furthermore, when CCB enters into a working relationship with another organization and they will participate in activities held at the school with their students, said organization will also be expected to provide the necessary evidence of a thorough background check of their chaperones or the adults accompanying the students.

CCB's Human Resources office will be the responsible party for conducting background checks on aspiring applicants for positions that require them.

A complete background verification process must include:

1. A written request for a signed "declaration of suitability" that declares that the applicant has no previous knowledge of any previous convictions or reasons as to why they cannot work safely with minors.
2. A Personal interview.

3. Verification of the applicant's credentials depending on the position they're applying for.
4. Reference check.
5. Psychological tests.
6. Criminal background and sexual offender registry verification (which exist in some countries). For international teachers, these verifications will be done in the country or countries where they have resided for the past 5 years. For UK applicants, you can use the website: <http://www.cobis.org.uk/page.cfb?p=752formularios>

All background checks carried out by or on behalf of the school will comply with the necessary privacy laws. Colombian law also requires that the applicant consent by signing an authorization form before a criminal background check can be performed.

The School reserves the right to conduct periodic background checks on employees and volunteers after the employment or volunteer service has begun. It should also be clear to all applicants that any misrepresentations, falsifications, or omissions of the information provided, will result in disqualification or termination of employment or volunteer service agreement with the school.

There will be a written procedure about how and who must review and consult the criminal background registers (with the disqualification criteria), including a description of the appeal process required by law.

Unless the law states otherwise, criminal records do not automatically disqualify an applicant.

- a. If a background check shows illegal or criminal activity in the applicant's records, the responsible office for the verification (Human Resources) can present this information to a "Revision Committee" formed by the Head of the Section and the Headmaster, so they can make a final decision (according to the school's disqualification criteria).
- b. Under Colombian law, certain types of background checks must also be accompanied by a set of predetermined disqualification state-regulated criteria.
- c. If during a background screening process it becomes known that the applicant has had a criminal record as an adult, the School must review the case and decide what course of action to take:
 - **Permanent disqualification:** Permanently disqualified from ever working with minors because they were committed of a particular criminal offense.
 - **Presumed disqualification:** Before a determination can be made, the school might review and consider additional information:

- The relevance of the criminal offense to the nature of the job or volunteer service they will perform.
- The nature of the job.
- The gravity and circumstances of the offense.
- The age of the applicant at the moment the offense occurred.
- The number of offenses.
- The time that has passed the offense occurred.
- If the applicant has charges pending.
- Any relevant evidence of rehabilitation or lack of thereof:
- Any other relevant information, including information submitted by the candidate or required by the hiring authority.
- **Discretionary disqualification:** The offense is insignificant enough to leave the decision in the hands of the school.

7. CODE OF CONDUCT, UNDERSTANDING THE DIFFERENCES IN LEVELS OF POWER, AND THE RESPONSIBILITY OF MAINTAINING AN APPROPRIATE DISTANCE

As a preventive measure and to establish clear expectations, the School has implemented a Code of Conduct to be understood and signed by its staff and volunteers.

CCB is committed to the safety and protection of children and teenagers. This Code of Conduct applies to all faculty, staff, volunteers, and students who represent the school and who directly interact with students, with or without supervision.

The faculty, staff, volunteers, and students must be aware of the responsibility they have when acting on behalf of CCB, because their public and private conduct can inspire or motivate those with whom they interact with, to cause harm or to behave inappropriately.

We must also be conscious about our and others' vulnerability, especially when we work alone with children and adolescents, being especially aware that we are the ones responsible for keeping physical, emotional, and sexual boundaries when interacting with them.

7.1. USE OF DISCRETION WHEN TOUCHING A MINOR:

Physical contact with a minor might be misinterpreted by the receiver or by someone watching, it must only occur when it is appropriate, necessary, in a non-sexual manner, and never in private.

We must show discretion when touching another person, especially children or teens, being aware of how this physical contact might be perceived or received, and would it be considered as an appropriate expression of greeting, care, concern, or celebration.

We must avoid any secret or overt sexual behavior with those for who we are responsible for. This includes seductive speeches or gestures, as well as physical contact that exploits, abuses, or harasses them. We must provide a safe environment for the children and adolescents at CCB.

CCB staff and volunteers are prohibited from ever physically disciplining a child.

7.2. HOW TO HANDLE ONE TO ONE MEETINGS / TEAM APPROACH

It's recommended that one on one meetings with a child or teen take place in a public area, for example, a room where your interactions can be observed (or are being observed), or a room with an open door and another member of the staff is previously notified of said meeting.

7.3 COMPLIANCE WITH POLICIES / REPORTING PROTOCOLS

We must intervene when there is evidence or there is reason to suspect that a child or adolescent is being abused in some way.

Suspicions of abuse or negligence must be reported to the School and the local authorities as it is stipulated in the School's Child Protection Policy.

7.4. PROHIBITED CONDUCT AND EXPRESSIONS IN FRONT OF A MINOR

Teachers, employees, and volunteers must refrain at all times from the use of and/or possession of illegal drugs, alcohol, and tobacco products when working with children and adolescents or during any school activity.

Adults should never buy or give alcohol, drugs, cigarettes, and/or inappropriate videos/readying material to children.

Adults should not make jokes or comments with sexual overtones in the presence of students during activities of any kind.

7.5. REGULATIONS FOR RECEIVING GIFTS OR INVITATIONS FROM STUDENTS

School employees and volunteers must not accept or give any gift to a student without their parent's permission.

7.6. REGULATIONS FOR COMMUNICATION THROUGH SOCIAL MEDIA, TEXT MESSAGES AND E-MAILS

Communication with children and teenagers is controlled by two key components: security and transparency.

The following steps will reduce the risk of private or inappropriate communication happening between the parents, administration, faculty, employees, volunteers, and CCB students.

- a. Communication between a minor and CCB, outside the role of a professional relationship (teacher, volunteer, coach, host, etc.), is strictly prohibited.
- b. E-mail exchange between a minor and any adult who acts on behalf of the school must be done through a school e-mail address or via formal channels of communication.
- c. All electronic communication made through the web or a school platform is subject to periodic monitoring.
- d. Faculty, staff, and volunteers that use any form of online communication, including social media (Facebook, Twitter, etc.) and text messages to communicate with minors, are only allowed to do so under the authorization of the Head of Section and when special circumstances required it (during school field trips).

(All school employees and volunteers must sign that they understand the School's Code of Conduct. Appendix E. SIGNING OF THE DECLARATION OF COMMITMENT TO UPHOLD WHAT IS ESTABLISHED IN THE PROTECTION OF MINORS HANDBOOK AND THE CODE OF CONDUCT).

8. CONDUCT POLICY THAT PROTECTS TEACHERS AND ADULTS FROM FALSE ACCUSATIONS

1. Avoid situations where you are alone with a child. This includes not transporting them alone in your car.

When it is necessary to speak privately with a child, find a place where you are not going to be overheard but are still visible to others.

2. A child's privacy must be respected in situations such as visits to the bathroom, shower, or when changing clothes.
If adult supervision is required in any of these situations, make sure there are at least two adults present and only intervene only to the extent that is necessary for the health and safety of the child. Adult volunteers should not partake in these activities.
3. Avoid touching areas that are normally covered by a bathing suit, such as breasts, buttocks, and groin.
4. When the appropriate opportunity to hug arises, do it from the side and over the shoulders, and not from the front. Kissing, sensual massages, or making sexual jokes, gestures, and comments, with children or teenagers, is not appropriate behavior for any adult volunteer or member of the staff.
5. When volunteer to supervise evening activities, adult staff members must not share bedrooms with children or teenagers that are not their own.
6. It is never appropriate for an adult member of the staff or volunteer to share personal information about their intimate life.
7. Do not use physical punishment in any way.
8. It is the adult's responsibility to establish and respect boundaries. When a child tries to incite the adult to participate in inappropriate behavior, he/she should put a stop to it.

9. TRAINING FOR THE THREE SECTIONS OF THE SCHOOL

CCB will provide the following training:

9.1. STAFF TRAINING

The school has several groups of people on campus. These include security guards, maintenance and janitorial staff, bus drivers, catering services, administrative personnel, and teachers.

CCB offers two different types of training: Faculty and support staff training.

Child protection training for school personnel focuses on a PREVENTIVE PROGRAM and is related to the concept of "ready to learn:" self-confident and safe children and teens will have better learning and results.

(For more information, see Appendix G: STAFF, STUDENT, AND PARENT TRAINING).

9.2. TRAINING FOR STUDENTS: CURRICULUM UNITS FOR THE STUDENTS

Preventative sexual abuse education is “preventive” by nature.

Its objective is to teach children and teenagers about their right to set limits or boundaries about what happens to their bodies and provide them with the necessary tools to communicate effectively if someone violates those limits.

It is not intended, nor does it pretend to, educate them about sexuality, sexual and reproductive functions, or emotional and loving relationships.

In summary, preventive sexual abuse education teaches children and teenagers how to avoid being victims of criminal behavior.

(For more information, see Appendix G: STAFF, STUDENT, AND PARENT TRAINING and the appendix of ASIS's Child Protection Program Manual – Guidelines for lesson plans and ASIS's Child Protection Manual, pages 43-46).

9.3. TRAINING FOR PARENTS

The protection of minors in school is done in collaboration with the parents. Parents sign the “Ready To Learn” contract for the admissions and matriculation process, which establishes the basic needs that parents should meet, such as parenting and proving care and attention at home.

Training for parents can be done in several ways:

- a. Connecting the training process with what's established in the READY TO LEARN CONTRACT.
- b. Parental support and acceptance can be accomplished through the annual distribution of the School's Child Protection Policy to all families during the admissions process and parent meetings and at the beginning of the school year.

(For more information see Appendix G: STAFF, STUDENT, AND PARENT TRAINING and visit ASIA's Child Protection Program's Manual pages 47-49).

10. CCB'S CHILD PROTECTION TEAM – DUTIES AND RESPONSIBILITIES

CCB's Child Protection Policy has the support of several different groups who will aid in its creation and development.

10.1. CCB'S CHILD PROTECTION TEAM (CPT)

The team is composed of the following members:

- Headmaster – Heads the meetings
- Heads of Section, assistants, or a representative from each section.
- A teacher from each section.
- A psychologist from each section (1 from each 1).
- Coexistence Coordinator.
- The School's Doctor.
- President of the Parent's Council or their alternate.
- General Assistant – as the secretary and legal expert.

The CPT may invite external advisers if they deem it necessary.

The Role of the Child Protection Team (CPT) is to ensure that a comprehensive Child Protection Team exists at CCB and that its effectiveness is monitored annually.

The specific tasks are:

1. To ensure that a comprehensive program exists.
2. To work within the school's existing structures to ensure the development and application of the Child Protection Program's curriculum that satisfies the school's needs.
3. To ensure that the program's curriculum is taught and evaluated annually.
4. To support teachers and psychologists in the implementation curriculum.
5. To ensure and guide the professional development for the education of all the staff, including teachers and volunteers, in relation to the Program.
6. To ensure and guide the training program for the parents to aid them in their understanding of the objectives and goals of the CP Policy and curriculum.
7. To ensure that all systems are put in place and monitored to educate and involve all school volunteers in the Child Protection Program.
8. The CPT should be up-to-date on the current regulations, legislations, research, and best practices. They should serve as a resource for the school in cases where child protection is needed, help report them, or if necessary follow up on cases reported to the disciplinary team.
9. To provide a place and environment where concerns may be discussed or evaluated in case of abuse suspicion, to offer support to teachers.

10. Provide help when a teacher is reluctant to report.
11. Provide after-hours emergency contacts and present reports.
12. Contacts with experts on social, medical, legal services.
13. Perform internal audits.
14. Set up a link with the local authorities and define which cases should be handled by the school and which should be referred to them.

The School's Child Protection Team must meet at least twice a year. The first meeting is to plan the school year and the second team meeting will be at the end of the school year. The team will evaluate the development and make recommendations for improvements for the next school year.

(For more information see AISA's Manual, Page 51 – A SAMPLE GUIDE FOR THE CPT – YEARLY CALENDAR FOR THE CHILD PROTECTION PROGRAM).

Some of the CPT members have the following roles:

School's Doctor: Is Responsible for presenting, reviewing, and interpreting for the members the medical data related to cases of child abuse. The school's health records could also be of great value to the team.

This would include interpreting the test results, describing the immediate impact, as well as the potential for long-term residual effects of a specific injury, and provide information about normal child growth and development.

Their input on medical-related cases can be very helpful to the team. This person is the liaison between the team members and the local medical community.

School Psychologists: The school psychologist provides a history of all the interactions they've had between the school and the family, based on the information they've collected from teachers and other members of the school who are familiar with the case.

The school psychologist is responsible for providing psychological opinions on specific cases considering not only the child, perpetrator, but also the parents, siblings, and the context in which the abuse occurred.

The psychologist will be able to explain the plan of support currently in place and the areas where it is effective or needs to be adjusted.

The school psychologist is also responsible for the presentation of the proposed care plan, follow the progress of the established plan, and offer alternatives when it is appropriate. This will be vital for the implementation of the recommendations of the Team and as they are in a good position to monitor their results.

The psychologist is the link between the team and the external professionals who provide treatment and the professional mental health community. When a report of child abuse is made, normally the communication between home and school is damaged. The teacher must go through the psychologist to report any information they may have on the case, including those involved and the effect of the abuse and subsequently report it.

The psychologist is there to support the team in conceptualizing the guidelines for the appropriate family and parenting practices that promote child protection and abuse prevention.

General Assistant - Legal Advisor: Responsible for providing background data on any criminal aspect of specific cases. Interpreting legal questions about specific cases related to juvenile law and adult criminal law.

The attorney serves to focus the discussion of the case on the legal rights of the child and the family, and advise on the removal and prosecution of the offender in cases where it's a member of the staff or volunteer.

The attorney can also serve as a legal source for the team questions of policy and advocacy arise.

The attorney is also the liaison between the team, the legal community, and law enforcement agencies.

Head of Section or Section Representatives: Educators who will report the interaction between school and family. They represent a global image of all teacher interactions with a child, they can report if there has been normal or abnormal behavior, they can provide information for team discussions based on an educational point of view. They're in a capacity to monitor the results of the Teams recommendations.

Educational evaluations and school health records can also be of great value for the team.

10.2. CCB'S CHILD PROTECTION CASE MANAGEMENT TEAM (RESPONSE TEAM) CPCMT

When a report of abuse by an adult is made, the school will create a Child Protection Case Management Team (CPCMT) to respond to said report or complaint. The purpose of this team to manage abuse cases in accordance with the established policies and regulations.

It is essential that the Child Protection Case Management Team recognize the limitations of their roles and expertise and involve the local authorities or the expertise of other consultants if they deem necessary.

The team will gather the necessary information to determine what the next steps are for the school or external support services.

The CPCMT will be conformed of:

- Headmaster – Heads the meetings
- Heads of Section, assistants, or a representative from each section.
- A teacher from each section.
- A psychologist from each section (1 from each 1).
- Coexistence Coordinator.
- General Assistant – as the secretary and legal expert.

For sessions related to the Management of Child Protection Cases, the following additional members may be invited to participate:

- The person (when it's an adult) who reported the case, in accordance with the policy and school procedures.
- Teacher or tutor (if it applies depending on the case).
- Depending on the case, the school doctor can be invited to participate, and other consultants or local experts. In Colombia, the Colombian Institute of Family Welfare can provide expertise on how to proceed.

The Child Protection Case Management will meet as needed. This includes when teachers bring their concerns to the team or when a child reports it.

The team will analyze the School's policy and the nature of the abuse to determine the course of action, whether it should be handled internally, get the expertise of a consultant, or immediately report it to the authorities.

This decision can be made based on the following information:

- Name, address, date of birth, sex, and grade of the child.
- Parent's name, address, home phone number, and place of work.
- Nature and scope of the suspected abuse.
- Background information on previous injuries.
- Identity if the alleged abuser (if known) or person who is self-harming.

10.3. CONFIDENTIALITY

Confidentiality is a concept that everyone who works with minors has to understand, especially in the context of child protection. The sole purpose of confidentiality in this regard is to benefit the child.

A member of the staff should never guarantee confidentiality to a child, nor should they promise to keep a secret, because when it concerns the protection of a child, the incident should be reported according to established procedures. The staff will be given the necessary information on the case solely on a "need to know basis." Any information shared with a member of the staff must be kept confidential.

The team will agree to maintain confidentiality with its members, agencies to who they refer cases to, families, and anyone else involved unless it is required by law to disclose it.

The team member should be comfortable sharing information between them. The team will determine a method to help ensure confidentiality of the information and documents they receive pertaining to the case, sign an agreement, and said documents will be returned at the end of the meeting.

10.4. ADVISORS AND EXPERTS

Advisors and experts will be invited to participate in the CCB'S CHILD PROTECTION TEAM and the CCB CHILD PROTECTION CASE MANAGEMENT TEAM (RESPONSE) CPCMT, as needed.

External psychiatrist or psychologist: is responsible for reviewing the case information so they can provide a diagnosis of what mental health state the people involved are in.

This may include pointing out obvious signs of emotional distress, possible altercations, or the need for psychological tests.

The individual can also serve as a resource for the team to investigate information about healthy and disturbed family functioning.

10.5. PROCEDURES TO HANDLE POSSIBLE CASES OF ABUSE CAUSED BY A MEMBER OF THE STAFF

When a child or adolescent reveals inappropriate behavior by staff, the school should not respond differently to that of when the alleged aggressor is a family member.

Reports of alleged crimes by faculty and staff should be handled immediately and seriously, taking into consideration that the contact of the alleged aggressor with the minor is daily, the interaction must be limited to ensure the child's emotional and physical safety.

The integrity of the school and a system does NOT depend on whether or not there is an alleged aggressor; instead, it depends on whether that school responds and how it responds when a suspected offender is reported. It is the duty of the school to prevent and deter sexual harassment, as well as provide procedures for the attention or reporting of sexual harassment between an employee and a student.

RECOMMENDATIONS for handling reports of suspected offending employees:

- Immediately inform the parents of the minor involved.
- Depending on the severity of the accusation, the staff member must be sent on temporary leave until the investigation for the disciplinary process is completed. This measure has a preventive purpose to provide security to those involved.
- In case of being a contractor, the respective company will be notified immediately so that they do not continue providing their service to the school.
- Investigate the incident immediately. Based on the severity, determine who will investigate, either by the school's support team or by external authorities (if the behavior exhibited may constitute an alleged crime).

In the event that the alleged aggressor is a volunteer, contractor or staff member, and the crime suspected, observed or revealed is of a sexual nature, the participation of local child protection and law enforcement agencies is essential not only to protect the child, but also to eliminate and prohibit the alleged aggressor from further contact with any additional children at the school.

The involvement of appropriate law enforcement agencies also protects the school from any form of legal liability regarding how the case is handled.

This is important because in cases of sexual crimes against children and adolescents, research shows that criminals are likely to have multiple victims in the same place.

11. MEASUREMENT, ANALYSIS, AND INTERNAL AUDITS

An essential element in developing, implementing, and maintaining a successful framework of child abuse prevention is data: data on ongoing programs, how they are integrated into school life, what is working, what is not working and, what needs to be improved:

1. How many people are in the organization (and in each job classification) who require safety training? How many have received the required training? How many are left to train?
2. Have the safety materials been distributed?
3. Did everyone who received the required training also receive a verification of their background and criminal record?
4. Have all teachers, staff, and volunteers received and signed the Code of Conduct?
5. How many reports of alleged abuse and neglect are submitted? Have they handled the reports correctly? Did the people who made the report know what to do and how quickly did they do what was required?
6. Are child protection and safety courses being taught to children and teens in all grades?

An annual audit process (recommended) helps you understand the basics of the implementation. In terms of measuring the effectiveness of what the school has established, initial assessments could focus on collecting data on numbers and types of reports presented, how they came to the attention of the school, and whether those who were informed of the abuse knew what to do. The focus of the audit will be placed on the behaviors and abilities that we hope will be the results of the collective efforts of a safe environment.

(For more information, see Appendix D of the Aisa child protection manual: Annual Environmental Safety Compliance Audit of AISA).

In addition to an annual audit, it is recommended that policies and procedures are evaluated periodically (every 2 to 3 years). This comprehensive analysis is primarily qualitative and is designed to interview individuals and groups who have carried out the various responsibilities outlined in the policies, and to get feedback on how written policies and procedures are carried out.

12. THE KEY TO ACCOMPLISH THE INSTITUTIONALIZATION OF OUR CHILD PROTECTION PROGRAM

12.1. COMMUNICATION

An important element in maintaining momentum in an organization's child abuse prevention initiative is communicating how their efforts are evolving and providing feedback on the leadership that reflects their continuous commitment to the process.

This feedback should include:

- Regular reminders (newsletters, newspaper articles, etc.) of responsibilities associated with maintaining safe environments and the outcomes associated with doing them.
- Periodic statements (at least annually) from the leaders of the organization about continued commitment to the CCB's child protection policy and supervision necessary to protect children and adolescents; summary of results, anecdotes.
- Distribution throughout the school of policies and procedures for child protection, the code of conduct, the protocols, and procedures for reporting abuse, etc.
- Updates on the status of programs, training schedules, lists of the categories of people to be trained, reminders about any reports of audit and when reports are due;
- Checklists of what you need to have or have achieved to be considered in compliance with school policies;
- A regular flow of information and data from sections about their part in the compliance with requirements;
- Forms or questionnaires sent to all sections used to collect the exact number of personnel, their categories of employment and whether or not they have received the training necessary for a safe environment; and,
- Checklists and audit preparation schedules.

12.2. TRAINING

Our school takes care of the training of our teachers and students. This means that the CCB needs to keep child protection at the forefront of all new events for faculty and parents, including annual ongoing training. Without strict supervision and monitoring, the protection of children and adolescents could be easily forgotten, until the moment an emergency or incident occurs.

The following measures help institutionalize our Child Protection Program:

1. Include local teachers as part of CCB's child protection team.

2. Include a parent as part of the team that does NOT contain confidential issues.
3. The Heads of Section, with the support of psychologists, are supervisors of the implementation of the policy, including this in their job description.
4. Send at least one faculty member annually to attend a training session.

13. BIBLIOGRAPHY

This is not intended to represent a complete list of resources.

13.1. ADMINISTRATIVE RESOURCE MANUALS

- Aisa's Child Protection Manual.
- Design and implementation of a protocol for school reports (www.mctf.org).
- Child Safety Manual for Independent School Leaders (www.nais.org).
- RCAB policies and procedures for the protection of minors (www.bostoncatholic.org/ChildAdvocacy.aspx).
- African Network for the prevention and protection against child abuse and neglect ANPPCAN (www.anppcan.org).
- The African Child Policy Forum (www.africanchildforum.org/site/)

13.2. LINKS TO INTERNATIONAL

- Lincoln Community School; Accra, Ghana: Child Protection Policy from LCS.
- Shanghai American School: Child Protection in Shanghai American School 2015 - 2016.
- Colegio Internacional Nido de Aguilas; Santiago, Chile: Child Protection Policy.
- International School of London, Reino Unido: ISL Child Protection Policy 2015 - 16.
- Cambridge International School, Reino Unido: Child Protection and Safeguard Policy. | June 2020 29 Edition.
- Southbank International School; Londres, Reino Unido: Policy and SafeGuard Policies.
- British International School; Instanbul, Turkey: Child Protection Policy, 2010.
- New British International School of Cairo: NCBIS: Safeguarding Kids: A Guide to Child Protection. 2014-15.

Who created it: The Child Protection Policy Team – Date: September 2019:

- Bach, Primary, and EC's subdirectories - Silvia Franco, Carlos Piñeres, Sidey Viedman.
- Human Resources Coordinator - Patricia Valdés.

- General Assistant – Diana Velásquez.
- Bach Psychologist – Mario Marin – Lucy Zambrano.
- Coexistence Coordinator- Liliana Lenis.

Who revised it: Heads of Section and Psychologist – Date: January 2020.

Who Approved it: Head Master & ELT – Date: February 2020.

Who Approved it: Directive Council – Date: May 13th, 2020.

APPENDIX A: NORMATIVE REFERENCES

These are some relevant documents that are required for the development and implementation of the Protection of minors policies and procedures, such as the United Nations 1989 Convention on the Rights of The Child (CRC), Law 1098 of 2006 (Child and Adolescence Code – Child and Adolescence Penal Code, Law 1146 of 2007: Regulations for preventing sexual violence and providing help for children and adolescents who have been sexually abused, Penal Code (Law 599 of 2000) and Law 1236 OF 2008 (Modifications to the Penal Code regarding Sexual Crimes).

These documents show the legal commitment to address the important issues of abuse and neglect of minors, and the inherent responsibility that exists to protect them from the various forms.

The following are relevant standards that the CCB Community should be aware of:

1. THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD, WHICH IS SIGNED BY COLOMBIA

For more detailed information on the Convention on the Rights of the Child, visit the following link: http://www.unicef.org/crc/index_30160.html

The following key articles of the United Nations Convention on the Rights of the Child are very important and we would like for you to pay special attention to them:

Article 19: Protection against abuse and neglect: The state shall protect children from all forms of abuse by parents or legal guardians and will develop the appropriate social programs geared towards the prevention of abuse and providing treatment for its victims.

Article 34: Sexual Exploitation: The state shall protect children from exploitation and sexual abuse, including prostitution and their participation in child pornography.

2. CHILD AND ADOLESCENT CODE – LAW 1098 OF 2006.

Article 14: Parental Responsibility. Parental responsibility is a complement to parental authority established in civil legislation. It's also the inherent obligation to guide, care, accompany, and upbringing a child or adolescent during their development. This includes a joint effort from the mother and father, to ensure the child or adolescent can have the best opportunity to have their needs met. In no way can parental responsibility include physical or psychological violence or anything infringes on the rights of a minor.

Article 18: The right to personal integrity. Children and adolescents have the legal right to be protected against all incidents that could lead to injury, psychological or sexual suffering, and death. They especially have the right to be protected against being abused by their parents, legal guardians, family members, school, or community group.

For the purpose of this Code, child abuse is understood as all forms of harm, punishment, humiliation, physical or psychological abuse, neglect, absence or negligent treatment, sexual abuse or exploitation, including sexually abusive acts and rape, and in general all forms of violence or aggression, committed against a minor by their parent, legal guardian, or any other person.

Article 42. Special obligations of education institutions. In order to achieve its mission, the school has the following obligations, among others:

- a. Facilitate a child's access to the educational system and guarantee they can stay in it.
- b. Provide a relevant and quality education.
- c. Respect the dignity of all members of the educational community in all circumstances.
- d. Facilitate the student's participation in the academic process of the institution.
- e. Create spaces where parents can stay informed and can monitor the school's progress and facilitate democratic communication within the community.
- f. Offer programs where kids with difficulties in learning or who are falling behind can catch up, as well as offering psycho-pedagogical and psychological orientation.
- g. Respect, allow, and promote the free expression and learning of diverse national and international cultures by organizing extracurricular activities that focus on this objective.
- h. Stimulate the cultural expression of the students, promote their artistic, scientific, and technological representation.
- i. Ensure that students have access to technological and cultural resources, by making sure the school has an adequate library full of them.
- j. Organize activities geared towards knowledge, respect, and conservation of the environmental, cultural, architectural, and national archaeological heritage.
- k. Encourage the study of national, foreign, and special languages.
- l. Avoid any type of discriminatory conduct based on sex, ethnicity, credos, social-economical condition, or anything else that affects their ability to exercise their rights.

Article 43. The fundamental ethical obligation of educational establishments. Public and private, primary, and secondary educational institutions have the fundamental obligation to guarantee that each child and adolescent, has full respect for their dignity, life, physical and moral integrity, during their school life. For this purpose, they should:

- a. Teach children and adolescents to respect the fundamental values of human dignity, human rights, to have acceptance, and tolerance towards the differences between people. For this, they must instill a respectful and considerate treatment towards others, especially towards those who have disabilities, special vulnerabilities, or outstanding (gifted) capabilities.
- b. Effectively protect children and adolescents against any type of abuse, physical or psychological assault, humiliation, discrimination, or ridicule from other classmates or teachers.
- c. Establish in their regulations or code of conduct the appropriate measures that are considered corrective, preventive, and educational, that prevent physical or psychological aggression, teasing, contemptuous, and humiliating behaviors, towards children and adolescents with difficulties in learning, in language, or towards children and adolescents with outstanding (gifted) capabilities or special needs.

Article 44. Additional obligations of educational establishments. The directors and teachers of these academic establishments and the educational community, in general, must put into action mechanisms that:

- a. Verify the registration of a birth certificate ("Registro civil de Nacimiento").
- b. Establish early detection, offer support and guidance in cases of malnutrition, mistreatment, abandonment, sexual abuse, domestic violence, economic and labor exploitation, contemporary forms of slavery and servitude, and including the worst forms of child labor.
- c. Verify that the students are affiliated with a health regimen or medical service provider.
- d. Guarantee the children and adolescents full respect for their dignity, life, and physical and moral integrity during their school life.
- e. Effectively protect children and adolescents against any type of abuse, physical or psychological assault, humiliation, discrimination, or ridicule from other classmates or teachers.
- f. Establish in their regulations or code of conduct the appropriate measures that are considered corrective, preventive, and educational, that prevent physical or psychological aggression, teasing, contemptuous, and humiliating behaviors, towards children and adolescents with difficulties in learning, in language, or towards children and adolescents with outstanding (gifted) capabilities or special needs..
- g. Prevent the trafficking and consumption of all types of psychoactive substances that produce dependence inside the educational facilities and request effective actions from the competent authorities against the trafficking, sale, and consumption around the educational facilities.
- h. Coordinate the pedagogical, therapeutic, and technological supports necessary for the

- access and educational integration of children or adolescents with disabilities.
- i. Report to the competent authorities, situations of abuse, violence, or the worst forms of child labor detected in children and adolescents.
 - j. Guide the educational community in training in sexual and reproductive health and life as a couple.

Article 45. In no case shall the use of cruel, humiliating, or degrading disciplinary actions be allowed. Directors or educators from public or private centers of formal and informal education, may not impose disciplinary actions that involve physical or psychological abuse to their students or adopt measures that in any way affect their dignity. Likewise, it is prohibited that any variations of these types of disciplinary actions be included in the school handbook or school code of conduct.

3. LAW 1146 OF 2007

CHAPTER IV – The educational system and the prevention of sexual abuse against children and adolescents.

Article 11. Early detection in the classroom. Official and private educational establishments, which offer formal education at a basic and secondary level, must include procedures that contribute to the early detection, prevention, self-protection, and reporting of sexual abuse, that the students may become victims of within or outside the educational establishment.

Article 12. Teachers are obligated to report. The teacher is obligated to report to the competent administrative and judicial authorities, any behavior or indication of violence or sexual abuse against a child or adolescent, of which they know of.

Article 13. Accreditation. Teachers who oversee the sexual and reproductive health programs in official and private establishments must be qualified professionals, trained in this field, allowing for early detection and management of any case of sexual abuse in students.

Such teachers must accredit their experience per the guidelines and regulations issued by the Ministry of National Education.

Article 14. Sexual Education lessons or lectures. Middle and higher education establishments must include in their study programs, sexual education lessons, or lectures, to aid in the prevention of the behaviors referred to in this law, special emphasis shall be placed on respect for the dignity and rights of the minor.

CHAPTER V – Citizen participation in the prevention of violence and sexual abuse against children and adolescents.

Article 15. Duty to report. In the pursuit of the constitutional duty to protect children and adolescents, the State and society have the obligation to promptly report to the competent authorities any indication or case of sexual abuse against children and adolescents, within 24 hours of a known incident.

4. PENAL CODE RULES

Article 178. Torture. Anyone who inflicts severe physical or psychological pain or suffering on a person, in order to, obtain information or a confession from him/her or a third party, to punish him/her for an act committed or that he/she is suspected of having committed, or to intimidate or coerce for any reason that involves any type of discrimination, will be sentenced to one hundred twenty-eight (128) to two hundred seventy (270) months in prison, a fine of one thousand sixty-six point sixty-six (1066.66) to three thousand (3000) current legal minimum wages, and disqualification of the exercise of rights and public functions for the same term of the sentence.

Any person who commits this behavior for purposes other than those described in the preceding paragraph shall incur the same penalty.

Torture shall not be understood as pain or suffering derived solely from lawful sanctions or that is a normal or inherent consequence of them.

Article 205. Violent Rape. Anyone who commits an act of violent rape to another person will be sentenced from twelve (12) to twenty (20) years in prison.

Article 206. Violent Sexual Act. Anyone who commits any other violent sexual act other than rape will be sentenced from eight (8) to sixteen (16) years in prison.

Article 207. Rape or Sexual act performed on a person who is incapable of resisting. Anyone who rapes another person who is not a condition to resist or in a state of unconsciousness, or does possess the capacity to understand the sexual relationship or to give their consent, will be sentenced from twelve (12) to twenty (20) years in prison.

If a sexual act other than rape is committed, the penalty will be eight (8) to sixteen (16) years in prison.

Article 208. Rape of a minor younger than fourteen years old. Anyone who rapes a person who is younger than fourteen (14) years older, will be sentenced from twelve (12) to twenty (20) years in prison.

Article 209. Sexual acts committed on a minor younger than fourteen years old. Anyone who commits a sexual act other than rape to a person who is younger than fourteen (14) years older, or does it in the presence of them, or persuades them to participate in sexual practices, will be sentenced from nine (9) to thirteen (13) years in prison.

Article 210. Rape or Sexual Abusive Act performed on a person who is incapable of resisting. Anyone who rapes a person who is in a state of unconsciousness, who suffers from a mental disorder, or is incapable of resisting, will be sentenced from twelve (12) to twenty (20) years in prison. If a sexual act other than rape is committed, the penalty will be eight (8) to sixteen (16) years in prison.

Article 210-A. Sexual Harassment. Anyone who, for their own benefit or that of a third party, uses their superiority, authority, power, age, sex, social, family, or economic position, to harass, persecute, pressure, or verbally or physically assault a person, for non-consensual sexual purposes, will be sentenced from one (1) to three (3) years in prison.

Article 211. Circumstances of punitive aggravation. The penalty for the crimes described in the previous articles will be increased from one-third of the sentence to half when the following occur:

- a. When the act is committed with the participation of others.
- b. When the responsible party has any characteristic or position that gives them authority or power over the victim or encourages them to instill trust in them.
- c. When a sexually transmitted disease occurs.
- d. When the act is committed to a minor who is younger than fourteen (14) years old.
- e. When it is committed against a spouse, someone who they cohabit with or done so previously, or who they have procreated with.
- f. When it results in pregnancy.
- g. When the victim is an elderly person or has a physical, sensory, or mental disability.

Article 218. Pornography where a minor who is younger than 18 years old participates in. Anyone who, for personal use or that of others, photographs, films, records, produces, shares, buys, sells, carries, stores, transmits, or exhibits, works that include real representations of sexual acts involving minors under 18, will be sentenced from ten (10) to twenty (20) years in prison and a fine of 150 to 1.500 current legal minimum wages.

The same penalty will be applied to those who upload child pornography on the internet with the intent of making money or not. The penalty will increase from one-third of the sentence to half when the responsible party is part of the victim's family.

Article 219-B. Not Reporting. Anyone who, because of their occupation, position, or activity, becomes aware of the participation of minors in any of the activities provided in this chapter and fails to inform the competent administrative and judicial authorities, having a legal duty to do so, will be sentenced a fine of thirteen point thirty-three (13.33) to seventy-five (75) current legal monthly minimum wages.

Article 446. Aiding and abetting. Anyone who has knowledge of the commission of a crime and without prior agreement, aids a person in evading the authorities or hinders the corresponding investigation, will be sentenced to sixteen (16) to seventy-two (72) months in prison.

5. LAW 1918 FROM JULY 12TH OF 2018.

Article 1. Ineligibility due to sexual crimes committed against minors. People who have been convicted of committing a crime, against the sexual freedom, integrity, and education of a minor under 18 years of age, in accordance with IV Title of this law; will be disqualified from applying to any position, occupation, or profession that involve any direct and habitual contact with minors, according to the terms established by the Colombian Institute of Family Welfare, or whoever acts in its place.

Article 2. Restrictions or limitations on positions, occupations, or professions. It is the responsibility of the National Government, through the Colombian Institute of Family Welfare (ICBF), to state which positions, occupations, or professions are susceptible to be considered ineligible for participation, to those who have been convicted of a crime against minors, because it involves direct and habitual contact with minors; for a term of less than six (6) months from the date that this law becomes in effect.

Article 3. List of those who have been disqualified due to sexual crimes against minors. It is the responsibility of the Ministry of Defense and National Police to oversee the sex offender registry (consulta de inhabilidades), for those who have been declared ineligible because they have committed sexual crimes against a minor; the National Government will regulate the matter in a period of less than six (6) months from the date that this law became in effect.

The criminal records of the offender will have a special confidential section, titled Certificate of Ineligibility, detailing the sexual crimes committed against minors. The Ministry of

Defense and the National Police may only issue a copy of these records at the request of public and private entities who have been previously authorized by the Colombian Institute of Family Welfare (ICBF).

The request for this certificate will be done through a virtual application that has to meet the following requirements:

- a. Identification number of the person or legal entity requesting the information.
- b. The nature of the position or occupation that the person who is subject to verification will perform.
- c. Prior authorization of the applicant for the position to be looked up in the databases.
- d. Personal information of the person being searched.
- e. Acceptance under oath that the information provided will be used exclusively for the selection process for positions, occupations, or professions that involve direct and habitual contact with minors.

Article 4. It is a duty to verify. It is the duty of public or private entities, in accordance with the regulations of the National Government, to verify, with prior authorization if the applicant, is registered as a sex offender and considered ineligible for a position, occupation, or profession that involves direct and habitual contact with minors, as defined by the Colombian Institute of Family Welfare.

Said verification must be updated every four months after the start of the contractual, working, or regulatory relationship.

Paragraph 2. Public and private entities who are under the obligation to verify if an aspiring applicant is on the sexual offenders or ineligibility registry for sexual crimes, as per the terms in this article, are subject to abide by the regulations that guarantee the rights and protection of personal data; infringement will be subject to penalty according to the sanctions stipulated in the Law 1581 of 201, by the Superintendence of Industry and Commerce.

Article 5. Subject to Sanctions. Public and private entities will be subject to a fine equivalent to fifty (50) to five hundred (500) current legal monthly minimum wages, if they choose to omit the verification process, per the terms included in this law.

Paragraph 1. The fines referred to in the previous paragraph will be imposed by the Colombian Institute of Family Welfare - ICBF through the procedures regulated by the law 1437 of 2011.

Paragraph 2. The money obtained from these fines will be designated for financing the operation and upkeep of the sexual offenders or ineligibility registry for sexual crimes against minors.

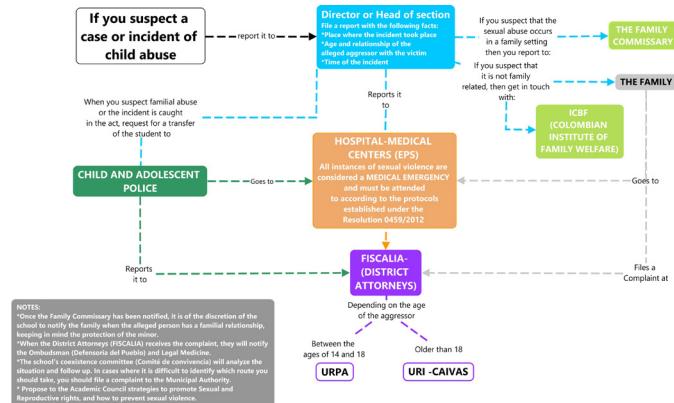
Paragraph 3. Searches or verifications that infringe on the law for the protection of personal data will be sanctioned by the Superintendency of Industry and Commerce in accordance with the statutory law 1581 of 2012.

The statements above emphasize the high priority given to the protection of minors against the many forms of child abuse and neglect, and the obligation to establish and strengthen procedures and organizations who will be responsible for proving the necessary service to the victims and their families.

The CCB educational community should be aware of the criminal laws and the procedures that need to be followed to report cases related to child abuse and neglect. School personnel must also be aware of the legal and moral obligations in Colombia and what specific laws apply to the duty of reporting abuse and child neglect cases.

6. MUNICIPAL PROTOCOLS THAT SHOULD BE ACTIVATED IN EDUCATIONAL ESTABLISHMENTS FOR TYPE II & III SITUATIONS.

PROTOCOLS THAT SHOULD BE ACTIVATED IN EDUCATIONAL ESTABLISHMENTS IN SITUATIONS OF CHILD OR ADOLESCENT ABUSE



Proyecto Pedagogías para la Convivencia y Construcción de Ciudadanía
Convenio Intersectorial 4143.26.467/2014
Bogotá D.C. Secretaría de Educación Capital

*PROTOCOLS THAT SHOULD BE FOLLOWED IN * SITUATIONS OF SUBSTANCE ABUSE IN CHILDREN OR ADOLESCENTS

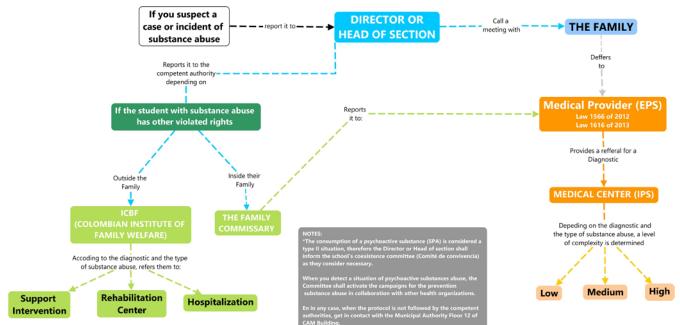
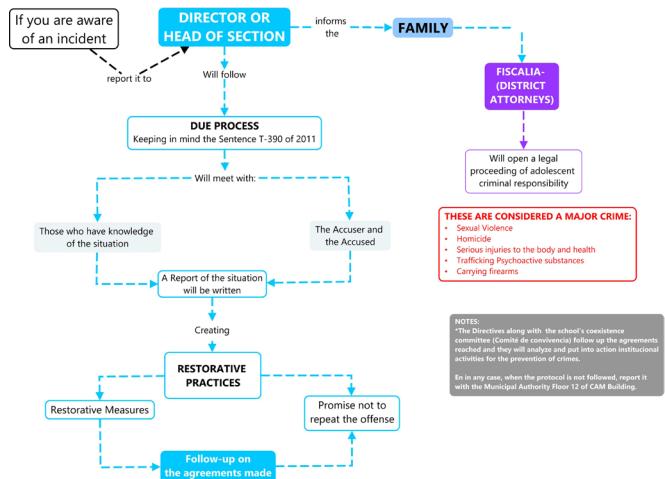


Diagrama 4 Protocolo para la atención de situaciones de consumo de sustancias psicoactivas en menores de edad. Convenio Intersectorial 4143.26.467/2014. Secretaría de Educación Capital. Bogotá D.C. Secretaría de Educación Capital.

Proyecto Pedagogías para la Convivencia y Construcción de Ciudadanía
Convenio Intersectorial 4143.26.467/2014
Bogotá D.C. Secretaría de Educación Capital

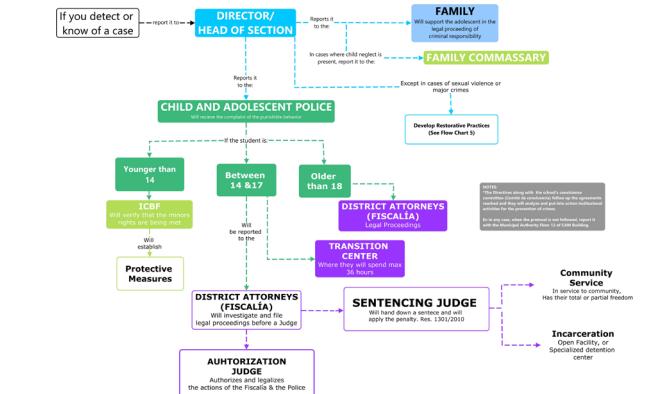
PROTOCOLS FOR THE HANDLING OF SITUATIONS
WHERE AN ADOLESCENT IS RESPONSIBLE FOR A CRIME- WITHOUT BEING CAUGHT IN THE ACT



Proyecto Pedagógico para la Convivencia y Construcción de Ciudadanía
Comunicado Inicial
416.0.24.001.2014



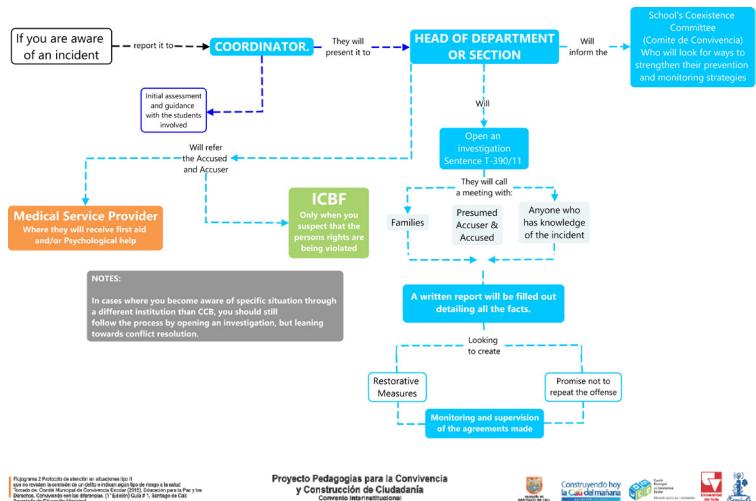
*** PROTOCOLS FOR THE HANDLING OF SITUATIONS ***
WHERE AN ADOLESCENT IS RESPONSIBLE FOR A CRIME- CAUGHT IN THE ACT



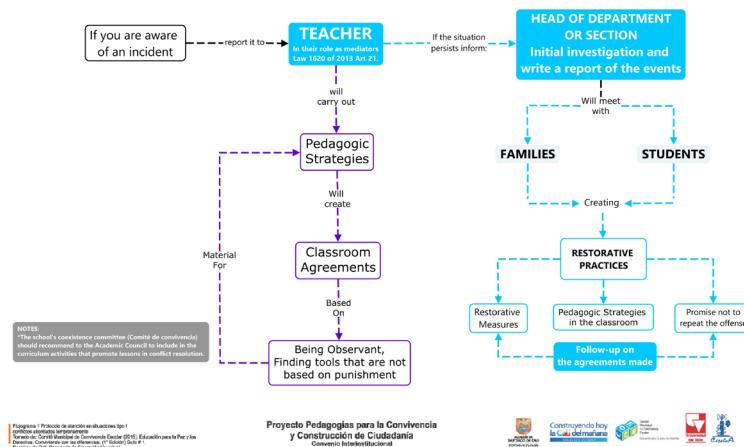
Proyecto Pedagógico para la Convivencia y Construcción de Ciudadanía
Comunicado Inicial
416.0.24.001.2014



*** PROTOCOLS FOR THE HANDLING OF TYPE II SITUATIONS ***
THAT DO NOT INVOLVE THE COMMISSION OF A CRIME AND INDICATE SOME TYPE OF HEALTH RISK



*** PROTOCOLS FOR THE HANDLING OF TYPE I SITUATIONS ***
WHEN CONFLICTS ARE DETECTED EARLY



APPENDIX B: COMMON MYTHS AND TRUTHS ON ABUSE AND NEGLECT OF MINORS

Myth: Abuse in minors is caused by strangers.

Truth: Research shows that 90% of abuse cases are due to domestic cases and are committed by individuals who are close to the child.

Myth: Learning about the protection of minors is harmful to your kids.

Truth: Research shows that with the appropriate education kids will have more confidence in identifying dangerous situations. Lessons using specific social context will increase the self-protecting behavior.

Myth: Education on abuse is the same as sexual education.

Truth: Research-based programs prepare students to develop the skills and mindsets necessary to stay safe from bullies and behaviors that include bullying, harassment, and other forms of exploitation.

Myth: Abuse is a matter of culture; Physical or sexual abuse falls within the norms of some cultures and is acceptable.

Truth: The reality is that no type of abuse against a child is acceptable. No culture should allow harm to come to children.

Myth: Child abuse is the result of situations of poverty or low social-economical standing.

Truth: Research shows that child abuse occurs in all types of racial, ethnic, cultural, and social-economic sectors.

APPENDIX C: ROLES AND RESPONSIBILITIES OF THE SCHOOL'S STAFF

Roles and responsibilities should be tailored to the experience and knowledge of each of the school's personnel.

This suggested framework is intended as a guide to help the Administration provide clarity over the type of responsibility at all levels of the organization.

DIRECTIVE COUNCIL

- Develop a Protection of Minors Policy as a part of the school's CPT (Child Protection Team).
- Make a public declaration to the school that it is a safe place for children and adolescents.
- Make a public declaration in a show of support of the Protection of Minors Policy.
- In meetings with parents include the Protection of Minors Policy as an important topic of discussion.
- Make sure that students, teachers, employees (paid and unpaid), and the Board of Directors all apply the Protection of Minors Code of Conduct.

HEADMASTER

- Create and support a group for the Protection of Minors in the school.
- Initiate the process of implementing the Protection of Minors Policy as well as curriculum based on the Protection of Minors.
- Perform a revision of the Protection of Minors Program with the School's lawyer to verify that it meets the local laws and international requirements.
- Get approval from the Board of Directors and Directive Council for the Protection of Minors Program.
- Allocate funds in the yearly budgets to guarantee that the Child Protection Team has the resources they deem necessary.
- Show proactive leadership when dealing with the local agencies that offer services for minors.
- Make sure that external organizations, product and service providers, and other entities comply with the School's Protection of Minors Program by implementing an annual training program. Example: Food Service providers, security personnel, school trip organizers, trainers and extracurricular teachers who aren't directly hired by the school, or any other agencies.

HEADS OF SECTION

- Provide direct supervision of the Child Protection Team and the implementation of the Protection of Minors lesson plans.
- Develop a professional development calendar, establishing a curriculum and annual review cycle to ensure the success of the program.
- Develop and guarantee the adequate implementation of the comprehensive study plan for the protection of minors.
- Ensure an adequate training program for the parents.
- Will ensure that any person who works with them comprehends the Protection of Minors Policy, signs a contract, and clearly understands the school's position on the protection of minors.

SCHOOL'S PSYCHOLOGISTS

- Provide initial care to those who are suspected cases of child abuse.
- Keep the Head Master and Head of Section regularly updated.
- Lead the Child Protection Team.
- Consult with the Head of Section to develop a professional development calendar, establishing a curriculum and annual review cycle to ensure the success of the program.
- Review the current Protection of Minors policies and study plans to make sure that they demonstrate an adequate understanding of child development.
- Organize meetings with parents to guarantee they understand the essentials of the program and resolve any doubts or questions they may have.
- Psychologists and teachers who belong to the PI team will work to train other teachers and school personnel in these programs and their importance.
- Find available community resources for the school.
- Organize professional development for teachers.
- Will ensure that any person who works with them, whether they are paid or not, comprehends the Protection of Minors Policy, signs a contract, and clearly understands the school's position on the protection of minors.

TEACHERS

- If it is necessary, participate on the CPT.
- Participate in the development of study and lesson plans defined in the curriculum.

- Go to the training sessions and teach lesson plans from the Protection of Minors curriculum.
- Work in acquiring the support of the parents by making sure that they understand the purpose of the program.
- Will ensure that any person who works with them, whether they are paid or not, comprehends the Protection of Minors Policy, signs a contract, and clearly understands the school's position on the protection of minors.

APPENDIX D: GENERAL GUIDELINES FOR HANDLING INCIDENTS WHERE THE PROTECTION OF A MINOR IS REQUIRED

1. WHAT TO DO AND SAY WHEN SOMEONE TELLS YOU ABOUT A SITUATION THAT THREATENS THE PROTECTION OF A MINOR.

- A. Reassure the person they are doing the right thing by telling you about the situation.
 - Instill confidence in who is reporting, but don't make any promises to keep secrets.
 - Take seriously what the person is saying, even if it seems far fetched.
 - Provide first aid and protection or get in touch with the authorities if it is an emergency.
 - Communicate with the school's psychologists to get more information, training, and instructions as soon as possible.
- B. Write down the pertinent information.
 - You are not expected to investigate, but you do have to write down the basic information of what could've happened without asking any questions.
 - Try to write down word for word what is said as soon as possible, if not immediately.
 - Avoid asking too many questions: only the necessary amount needed to report the situation.
 - Avoid questions like, "why" and "how" it happened.
 - Establish and write down all the details about those who could be in danger.
- C. Assure Confidentiality.
 - Explain that all the information given will only be shared with the necessary people.
 - Explain to the person that it is in their best interest to report it.
- D. Explain what will happen next to who is reporting.
 - Explain that you will file a report on the situation.
 - Let them know that they will receive updates on what is happening.
- E. Report the situation according to the established protocol.

2. GUIDELINES FOR WHEN A CHILD OR AN ADOLESCENT TELLS YOU THEY HAVE BEEN ABUSED

The school's personnel must understand and know how to respond adequately, keeping in mind how hard it is for children and adolescents to report abuse.

Respect a child or adolescent's privacy and disposition. The minor will report it when they are ready. Thus, don't pressure the child or adolescent to offer any more information that is not voluntarily given. It is important to minimize the instances that the child or adolescent has to disclose the information.

Students regularly have a hard time talking about a difficult situation because of:

- **Difficulties in remembering.** Children and adolescents tend to deal with their abuse by pushing it so far back in their minds that they "forget." Remembering means feeling hurt again.
- **Fear of loss of affection.** Minors often worry that their parents or friends will stop loving them if they find out about the abuse because now they are "dirty." This happens regularly because children and teens tend to feel responsible for their abuse. Children and teens also feel afraid that if they speak up it will result in the separation of their family. The abuser will work hard to reinforce these thoughts or feelings to keep the child quiet.
- **Embarrassment or sense of guilt.** Children and adolescent know that happened is wrong, especially when it comes to sexual abuse by an adult.

When they tell someone or when they admit that it happened, they tend to feel embarrassed. They are afraid of getting into trouble for speaking up. Teens experience a sense of guilt more often than children, especially when it comes to sexual abuse.

- **Guilt.** Children and teens are scared of being blamed for what happened and in cases of sexual abuse, that they asked for it.
- Adults are more likely to be believed over a child or teen and the abuser often states that the child or teen "asked" for the sexual contact or abuse.
- **Fear of being hurt.** The abuser keeps their victims in control by threatening to hurt them or their families if they tell someone. Leaving the child to feel an unnecessary sense of obligation to keep their families safe.

Understanding the fears that children and teens have about speaking up will help adults respond adequately.

In addition to the points previously mentioned in the general guidelines, also keep in mind:

- If a child or teen asks to speak to you look for a neutral quiet space where there will be fewer interruptions.
- React calmly and don't get scared.
- Don't let and child or adolescent force you into agreeing to keep it a secret for them to tell you. It is possible that when you report it, the child or adolescent will see it as a betrayal of their trust.

- Listen to everything the child or adolescent has to say without pressuring them to reveal details. Only listen, let them express themselves in their own words, don't guide them when they are talking.
- Never pressure them to get more information, only ask them direct questions, like for example "So, what happened?" don't ask questions like "did they touch your leg?". Don't pressure them to get more details.
- Don't complete words or sentences for them and don't make assumptions. Don't seek help while the child is speaking to you.
- Reassure them they are not responsible for the abuse. Keep in mind that the child could have been threatened.
- Do not make critical or derogatory comments about the abuser - this person is often someone the child or teen loves or is close to.
- Respond calmly and naturally, even if what the child is telling you is difficult to hear, it is important to not register disgust or alarm.
- Don't make promises to the child that everything will be alright.
- Don't confront the abuser.
- Try to maintain boundaries by giving the child or adolescent other alternatives to talk if more time is required, like using other members of your support system, such as the school psychologist.
- Look at what support system the child has for talking. Parents or other adult relatives? Friends? An adult who they confide in like a teacher, a friend's parent, or a priest?
- Take a look at what feelings and concerns the minor has about the situation, for example, a sense of guilt, fear, embarrassment, anger. Affirm each of those feelings and determine which ones are overwhelming for the child or adolescent, then help them work through them in a healthy manner.
- Explain to the child/adolescent that you must tell someone else to help them.
- Clarify to them that another person is going to want to speak to them and why.

It is considered an emergency if the minor does not want to go home. You should report it and immediately contact your Head of Section and the Child Protection Team. Do not take the child home with you!

Respect their confidence. Share it with the school's psychologist and the Child Protection team but limit the information to only them.

Empower the student by allowing them to participate in the process when it is possible.

Finalize the session by making sure the child or teen knows what to do if it happens again or if some tries to do it again. For example, say NO or run away to a safe place; ask the child who he would go to. Tell them to tell someone; ask who he would tell.

Examples of things that must be said:

- Rephrase the last words of the child in the form of a question.
- *"I believe you". "I am going to try to help you". "I am glad you told me".*
- *"You are not to blame"*. Reassure them that the situation is *"abuse"* and they are in no way to be blamed for another person's actions.

Examples of things that should NOT be said:

- *"You should have told someone sooner"*
- *"I can't believe it, I'm shocked"*
- *"I won't tell anybody else"*
- *"Why"*
- *"How"*

Keep in mind: Teachers are not investigators. Your job is to listen and participate when the student talks and determine what step needs to be taken next so they can get the help they need.

3. ANY PERSON WHO BECOMES AWARE OF CASE MUST REPORT IT TO THE SECTION PSYCHOLOGISTS

All personnel including teachers and administrators have the obligation to report any case of:

- A. Physical and sexual abuse.
- B. Incidents of physical or psychological violence, aggression, and harassment.
- C. Negligence.
- D. Cases of suspected child abuse or negligence.

All registered or suspected cases of abuse or negligence must be reported to the school's psychologists immediately or the following school day to get the process started.

Encourage students to report any incident in which they or someone else may become victims. The reports given by the students may be given verbally or written and can be shared with any employee of the school, who must then inform the school's psychologist or the Convivencia (coexistence) coordinator (when the suspected abuser is a student in Bach).

The psychologist or Convivencia Coordinator will inform the Head of Section. The Head of Section will then inform the Headmaster.

4. IMMEDIATE FIRST AID AND PSYCHOLOGICAL HELP SHOULD BE GIVEN

The student should be referred to the Medical Department (in cases where the student is physically hurt).

Note: All cases of sexual abuse are considered a Medical Emergency and should be handled according to the protocol stipulated in Resolution 0459/2012.

5. WRITTEN REPORT OF THE FACTS THAT OCCURRED

The psychologist and the staff member who received the report will document the facts of the case.

6. REPORT STANDARDS FOR THE MANAGEMENT OF A CASE

It is normally compiled by a school psychologist and must include:

- a. Parties involved.
 - Name of the minor or victim, sex, age, and address.
 - Name of the suspected aggressor, sex, age, address, relation to the child/victim.
 - Information about the parents/ legal guardians.
 - Information about the informant and their relation to the child/victim
- b. Nature and extent of the abuse and injuries (What happened).
- c. Time and place where the abuse or aggression took place.
- d. How did the informant come about the case? (Were they a witness).
- e. If there are sibling in the house, previous evidence (if there is any).
- f. Information about the cause and the guilty parties.
- g. Description of measures taken (if it applies).
- h. Any other information that is considered relevant.
- i. What rating is given to the case?

Depending on the information gathered a rating or category will be assigned, A, B, or C.

Category A: Most cases of suspected abuse or neglect will be handled by the school's psychologist and the Convivencia coordinator (when dealing with an aggressor from

secondary). For examples those that have to do with:

- Relationships between classmates.
- Disciplining children at home by parents.
- Relationships between parent and child.
- Mental health problems with mild cases of depression, low self-esteem, and grieving.

Category B: Some cases will be handled by external entities, for example:

- Mental health problems with severe cases of depression, psychosis, disassociation, suicidal thoughts, or attempts.

Category C: Extreme cases will be reported to the local authorities, for example:

- Severe and ongoing physical, emotional, and sexual abuse or neglect.
- Behaviors that are classified as alleged crimes.

Any complaint about the violation of rights of a minor can be filed with the ICBF by dialing 141.

If the aggressor is a minor and is caught in the act file it with the Infant and Adolescent Police. If the case occurred a few days ago, file it with the ICBF.

7. REPORT IT TO THE HEAD OF SECTION AND THE HEADMASTER

If there is reasonable proof to believe that a case of child abuse has occurred, the psychologist will report it to the Head of Section. The Head of Section and the Headmaster will follow the steps outlined in this protocol, documenting every aspect of the investigation and actions to be taken.

These actions include, but are not limited to the following:

- Contact the Medical Department so they can provide first aid and counseling.
- Psychological evaluation.
- Meeting with the students who are involved.
- Notify the parents and or meet with them.
- Meet with other people pertinent to the case, including the alleged perpetrators.
- Mandatory counseling sessions.
- Refer the case to the Child Protection Case Management Team (if the aggressor is an adult) or to the school's Coexistence (Convivencia) Committee (if the aggressor is a student).

- Report the case to the protection of minors agency (ICBF).
- Legal action and prosecution will be taken by the corresponding authorities, the National Police, and the Child and Adolescent Police.
- Suspension or termination of their employment contract (if the perpetrator is an employee of the school).
- If the aggressor is a student: Then proceed with the due process for disciplinary actions, file a report in the unified school coexistence system.

8. ETERNAL REPORT OF SERIOUS SITUATIONS OR THAT INVOLVE ALLEGED CRIMES:

8.1. If the abuse occurs in a family setting: The Headmaster will inform the Family Commissary. (It is the decision of the School whether they inform the family if the aggressor is related to the child, prioritizing the protection of the minor).

8.2. If the family is not involved: the school will notify the families of the parties involved.

8.3. When a case of abuse is caught in the act, the situation will be reported to the Children and Adolescent Police.

- If the alleged aggressor is under the age of 14 years old, the police will report it to the ICBF.
- If the alleged aggressor is between the ages of 14 and 18 years old, they will be taken to the Fiscalia or detention center.
- If the alleged aggressor is older than 18 years old they will be taken into the Fiscalia (District Attorney's office).

Catching someone in the act can occur in 3 ways:

- When the suspected offender is caught when he is committing the alleged crime.
- When the suspected offender is caught immediately after committing the crime (because of cries for help or someone is in pursuit of them).
- When the suspected offender is caught with objects, fingerprints, or instruments that one may conclude is evidence of their participation in the alleged crime.

8.4. When the situations involve the commission of a crime without being caught in the act:

- When there is a suspected case, the Headmaster will guide the families in the process of filing a complaint with competent authorities.
- Whether the parents decide to file a complaint or not, if there are one or more students from the school involved, the Head of Section will initiate the due process of

investigating the disciplinary situation, making sure to uphold the right to defense and presumption of innocence. (Sentence T-390/2011).

- The school will notify ICBF of the situation.

8.5. In the event that students are involved as alleged aggressors, the Headmaster will meet with the School Coexistence Committee (Comité de Convivencia) to analyze the situations and adopt measures that will protect the victim, the accused aggressor, and the persons who have reported the present situation.

8.6. In cases where it is difficult to get in touch with the authorities, the Headmaster must file a complaint with the Municipal Ombudsman (Personería).

8.7. The Headmaster must file a report in the unified school coexistence system coordinated by the Municipal Secretary of Education.

8.8. The Headmaster must follow up with:

- The authorities who will be responsible for the penal case.
- The Coexistence Committee to come up with strategies to promote sexual and reproductive rights, and the prevention of sexual violence.

8.9. If the parties involved are students and will continue to be enrolled in the school, restorative practices should be proposed to focus on repairing the damages and agreements to not become repeat offenders.

These measures do not apply when the offense is related to sexual violence or any other major crimes such as homicide, physical and mental assault, trafficking psychoactive substances, or carrying concealed weapons.

8.10. The Headmaster and the Coexistence committee will continue to follow up on the agreements that were made are being kept.

9. FLOWCHART FOR REPORTING AND WHAT STEPS SHOULD BE TAKEN NEXT

(See appendix F. FLOWCHART FOR REPORTING AND WHAT STEPS SHOULD BE TAKEN NEXT).

10. DOCUMENTING REPORTED OR INFORMED CASES OF ABUSE

The school's policy regarding confidentiality and the managing of school records applies to all aspects of documenting incidents of abuse.

We are morally obligated to everything possible to educate the next generation on the importance of child and adolescent protection since abuse continues to follow the child especially when it's family-related.

The school's admissions policy and procedures should inform the parents that the student's school records will be sent to other schools when a transfer is requested. The parents must consent to these terms in the admissions contact.

APPENDIX E: SIGNING OF THE DECLARATION OF COMMITMENT TO UPHOLD WHAT IS ESTABLISHED IN THE PROTECTION OF MINORS HANDBOOK AND THE CODE OF CONDUCT

I pledge to strictly follow the rules and guidelines listed in the CCB Protection of Minors Handbook and the Code of Conduct and use them as a guide for providing services to children and teens participating in programs at CCB.

I will:

- Will treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with a student during school activities without previously notifying another adult.
- Use positive reinforcement instead of criticism, competition, or comparison when working with students.
- Maintain appropriate physical limits at all times and will only have contact with students when it is strictly necessary, making sure it's appropriate, public, and non-sexual.
- Comply with CCB's policy for mandatory reporting of suspected cases of child abuse.
- Cooperate with any investigation of child abuse.

I will not:

- Touch or talk to a student in a sexual or inappropriate manner.
- Inflict any type of physical or emotional abuse to a student, like hitting, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading.
- Smoke, use, or have tobacco products, be under the influence of alcohol or drugs while working with the students.
- Take any child other than mine home.
- Accept or give gifts to the students without consent from their parents or legal guardians.
- Engage in private communications with students through text messaging, emails, Facebook, Twitter, or other similar forms of electronic or social media, with the exception of school-related activities and those approved by the coordinator.
- Take, post, or share photos or videos of students without parental consent for anything other than school-authorized activities.
- Use profanities in the presence of students.

I understand, agree, and authorize that, as a person who works with and provides services for children and adolescents under the auspices of CCB, I am subject to criminal background checks at any time.

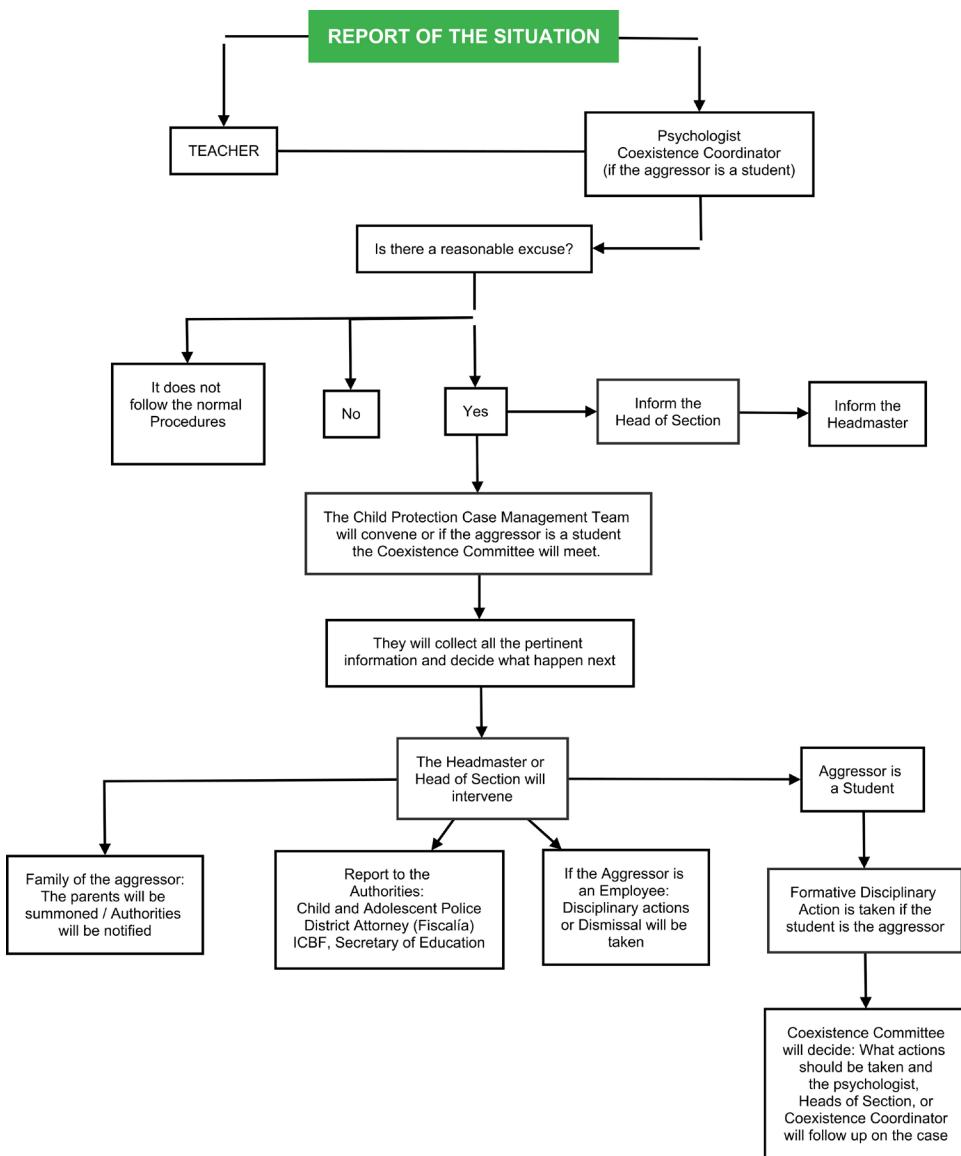
My signature confirms that I have read the Handbook for the Protection of Minors and the Code of Conduct and that as a person who works with children and young adults I agree to follow all these standards.

I understand that any action or omission of one that goes against the CCB's Handbook for the Protection of Minors or Code of Conduct may lead to disciplinary actions that may result in my dismissal from CCB.

Name: _____

Signature / Date: _____

APPENDIX F. FLOWCHART FOR REPORTING AND WHAT STEPS SHOULD BE TAKEN NEXT



APPENDIX G: STAFF, STUDENT, AND PARENT TRAINING

1. Staff Training

Schools have many groups of staff on campus. These include guards, maintenance and cleaning staff, bus drivers and their assistants, cafeteria personnel, administrative personnel, teachers, and support staff.

CCB offers two different types of training programs: one for teaching staff and support staff.

Child protection training for school personnel should emphasize PREVENTION PROGRAMS and connect the concept of “ready to learn”: self confident and safe children and teens will have better learning and results.

1.1. Contents for the training seminar for ALL teaching staff (teachers, academic administrators, teaching assistants):

- a. Clear understanding of specific school policies and procedures.
- b. Train the staff to recognize the following.
 - Signs and symptoms of abuse: having knowledge on “grooming” behavior. Incidence and prevalence statistics.
 - Vulnerabilities of international students growing up in international communities.
 - Developmental stages of children with a focus on sexual development, and what to expect at each stage.
- c. Training to focus on how reporting and informing should be handled.
- d. Revision of the lesson plans and how, when, and by who should they be presented.
- e. Depending on the allotted time and depth of the content, these are some suggested activities:
 - Presentation.
 - An interactive lesson with an evaluation.
 - Role-playing games and mock situations where the person has to inform someone.
 - Practice, practice, practice.

1.2. Contents for the training seminar for different members of the support staff.

BOARD MEMBERS

- The School's policies and implementing procedures.
- Implementation of the Protection of Minors Program.
- All the training sessions for the parents.

ADMINISTRATIVE PERSONNEL

- Implementation of policies for your area.
- Development of the Code of Conduct.
- Supervision of cases: how to handle a variety of problems, from the uncertainty of the person who reports to filling a formal report, and what work should be done with the personnel involved.
- Reports of specific situations that cause doubts.
- Cases of abuse.
- Due process that should be followed in cases where a teacher or member of the CCB staff is involved.
- References, employment practices.
- Role-playing games (with a trained mediator preferably).

TEACHERS AND SUPPORT STAFF

- All included in the contents for teaching staff mentioned above (numeral 1.1).
- Code of conduct.
- Expected behavior: Conduct policies that protect teachers from false accusations.
- How to get help.

CONTRACTORS

- Develop a general context for the control of Protection of Minors within the school's policies and procedures.
- Code of conduct.
- Expected behavior: Conduct policies that protect them from false accusations.
- How to get help.

DOCTORS AND NURSES

Doctors and nurses require a training session in child protection with a medical focus, aside from the regular training sessions.

Many countries are developing child protection units in government hospitals that provide specialized training. It is suggested that the Medical Department Staff attend and get certified in these types of training. This will strengthen the bond between local resources and our school, including the support our Doctor will receive on this topic.

Reading material and various discussion forums with medical consultants can be an option for this type of training. The resources for the training sessions can be found on the National Association of School Nurses page (<http://www.nasn.org>) and the Royal College of Nursing (<http://www.rcn.org.uk/>).

FREQUENCY OF THE TRAINING

- There should be two training sessions per year.
- Training in specific abilities should happen at least twice per year, depending on the person's position.

To obtain more information visit ASIA's Child Protection Program's Manual (pages 47-49).

2. STUDENTS: LESSON PLANS FOR STUDENTS EDUCATION

Research shows that child abuse prevention / personal safety programs are successful when based on the latest research in preventive education and are rigorously evaluated. Research recommends starting as early as daycare, using sequenced material for development, using active skill training, training be systematic and specific, having programs with multiple components, have parents participate in training sessions in the classroom, use interactive techniques that motivate kids to observe desired behavior, model behavior and get feedback, that they become an integral part of a child's education, and lastly that they be repeated often during the school year and are instituted for many years.

In its most effective form, sexual abuse prevention education teaches children about "safe" and "unsafe" touches in a developmental and safety-based curriculum.

To provide children and adolescents with the appropriate tools to resist the overtures of potential criminals, they must have the following information:

- The exact names of the private parts of a body.
- Instructions based on rules on how they should act if someone tries to touch them inappropriately. (Say “No,” get away and inform an adult).
- Assurance that they can say if a touch is “unwanted” or not.
- Which adults they can turn to for help.
- A reminder that they can always talk about anything to their parents or any adult they can confide.
- That they should keep talking about harmful, unwanted, unsafe, or bad touches until someone believes them.
- That they’re not responsible for the abuse.

(For more information visit the appendix of ASIS’s Child Protection Program Manual – Guidelines for lesson plans and ASIS’s Child Protection Manual, pages 43-46).

3. TRAINING FOR PARENTS

The protection of minors in school is done in collaboration with the parents. Parents sign the “Ready To Learn” contract for the admissions and matriculation process, which establishes the basic needs that parents should meet, such as parenting and proving care and attention at home.

Training for parents can be done in several ways:

3.1. Connecting the training process with what's established in the READY TO LEARN CONTRACT.

FORMAT FOR THE READY TO LEARN CONTRACT

Safe children and adolescents have a better opportunity to learn and show better results.

- CCB expects that all students show up to school every day on time.
- CCB expects that all students come to school after eating a good breakfast and getting a good night’s sleep.
- CCB expects that all students are clean and well presented in their uniforms.
- CCB expects that all parents provide opportune medical attention for the students and that they are not sent to school if they are sick or at risk for spreading the illness to their classmates.
- CCB expects to have access to all parents or legal guardians when it is necessary.
- CCB expects that parents or drivers to whom they have delegated, comply with all the

traffic rules and regulations established for the CCB parking lots.

- CCB expects that all students show up with the necessary school supplies, books, materials, and computers needed for their classes.
- CCB expects that all students be respectful and cooperative with all members of the CCB community.

3.2. Parental support and acceptance can be accomplished through the annual distribution of the School's Child Protection Policy to all families during the admissions process and parent meetings and at the beginning of the school year.

Concepts that should be included during the training seminars for the parents:

- a. Emphasize to parents that this is a Preventive program.
- b. An understanding of specific school policies and procedures.
- c. Raise awareness on.
 - Signs and symptoms of abuse.
 - Incidence and prevalence statistics.
 - Awareness of the risks to which students are exposed, globally, and locally.
 - Vulnerabilities of international students growing up in international communities.
 - How to talk to their children: prevention strategies and their empowerment.
 - How to handle a case as a parent.
- d. Inform the parents of the community resources they have available to them and the school (especially for problems of domestic violence).
- e. Provide parents with a list of resources, including for domestic violence needs. If possible, find ways parents can meet and have access to these resources, inviting them to meetings to discuss relevant domestic violence and abuse issues.
- f. Provide parents with the necessary information to stay safe and protect their children.

(For more information visit ASIA's Child Protection Program's Manual pages 47-49).