

# CHILD PROTECTION POLICY



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Through Education

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## 1. 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.

Aligned with the ethos that proclaims the "CULTURE OF WELL-BEING" in the School Handbook, our goal is to build and maintain a proactive environment that protects and safeguards the well-being of children and adolescents by preventing child abuse before it takes place, aiding and guaranteeing its prompt detection, intervention and notification, and involving the corresponding government institutions.

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 reported, the staff has sufficient training and the necessary resources to guarantee the safety of the minor, report the incident quickly and effectively, and that the suspect case or incident is reported to the appropriate authorities.

## 2. DECLARATION OF THE CHILD PROTECTION POLICY

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

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.

As a consequence, 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 manual. 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.

In essence, CCB will circulate this policy so all parents and students have access to it, provide training for all the staff (including students and parents), 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 your section's psychologist, Head of Section, Deputy Head, or the Headmaster regarding any specific questions you may have about it.

### **3. CCB'S RESPONSIBILITIES REGARDING CHILD PROTECTION**

#### **3.1. 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 include:

- United Nations Convention on the Rights of the Child, to which Colombia is a signatory (Law 12 of 1991).
- Code on Children and Adolescents, Law 1098 of 2006.
- Law 1146 of 2007
- Colombian Penal Code Rules
- Law 1918 of July 12, 2018
- Municipal protocols to activate attention from educational establishments in situations of type II and III.
- Ministerial Directive No.1 of March 2022: Guidelines for the prevention of sexual violence in school environments.

For more details, see Ax A - Normative references

#### **3.2. 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. These standards are our guide to the continued development of the Child Protection program:

B6ii. The governors and/or owners, as well as leaders, are able to demonstrate effective governance and leadership of child safeguarding policies and procedures

through ensuring all its staff and board members understand their roles, responsibilities, policies, and reporting procedures of suspected or disclosed maltreatment, including historical disclosure.

B6iv. There is a systematic process for the induction and training of new board members, school leaders and staff, which includes policies related to data protection, child protection, and safeguarding.

E2. The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

- E2i. Policy and procedures to safeguard and protect students are effectively implemented and well understood by all constituent groups, and these exceed, where necessary, local regulatory requirements. (Reference the list of areas to cover in the standard.)
- E2ii. The school's policies and procedures to safeguard and protect students are consistent with, and cross reference, wider school policies relating to issues that are engaged by these policies such as data protection and privacy, disciplinary and whistleblowing policies, and acceptable use policies.
- E2iii. The school monitors the safeguarding concerns for individuals and groups of students and provides social and emotional support to these students and their parents.
- E2iv. Policy and procedures for safeguarding and child protection are monitored, evaluated and reviewed regularly (annually in the case of child safeguarding) with the needs of all students in mind and in light of the specific risks facing the school's students.
- E2v. The school has taken steps to prepare for an allegation of abuse made against a member of staff or another adult in school and responds to concerns and allegations of abuse against these individuals in accordance with a clearly-defined and internationally- recognised protocol.
- E2vi. The school develops meaningful and effective relationships with external law enforcement and child protection agencies and other organisations that provide appropriate support, advice, and professional development on matters of safeguarding and child protection.

- E2vii. Record-keeping allows the school to identify concerns at an early stage and reports of suspected or disclosed abuse, and any actions taken by the school, are recorded and securely archived, regardless of the outcome.

E3iii. The school has in place structured and sequential learning programmes related to physical and mental health, including child safeguarding, on-line safety and comprehensive sexuality education, taught by qualified and/or trained staff.

E4i. The school reports, records, and reviews allegations of abuse and accidents and considers how to reduce risk on trips and activities in a systematic way.

E4ii. The school works with the appropriate safety authorities or experts to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances.

F2i. Thorough background and criminal record screening is undertaken for all members of staff (whether employed, self-employed, or sub-contracted), volunteers and governors/owners, in a systematic way and according to a published schedule.

F2ii. Where existing staff, volunteers and governors/owners have not already been suitably screened, the remediation exercise carried out by the school has been completed or is nearing completion.

F5iii. All faculty, other staff, contractors, and volunteers have signed an acknowledgement that they have read a code of conduct and written guidelines stating appropriate and inappropriate behaviour of adults with other adults and adults towards children.

G2ii. All staff follow school policy in their use of premises to ensure effective practice in child safeguarding and protection.

I2i. Policy and procedures for the safeguarding of residential students are effective and well understood by staff and students, in particular, and these exceed, where necessary, local regulatory requirements.

12ii. Policy and procedures for the safeguarding of residential students are monitored, evaluated and reviewed at least annually with the needs of all students in mind.

12iii. Record-keeping for residential students is secure and well- maintained, and reports of suspected or disclosed abuse and any actions taken by the school are recorded and securely archived, regardless of the outcome.

14ii. Residential leaders and staff have induction, training and professional development in residential work, and all are trained in safeguarding and child protection appropriate for residential contexts. Homestay guardians undergo annual training.

17ii. The school has identified persons, both within and outside school, including staff members or independent counsellors or advisors, who students may contact directly and confidentially about personal well-being or wider well-being concerns, arising from the residential setting.

#### 4. DEFINITIONS

Child protection is a broad term used to describe standards, guidelines, and procedures put in place to protect children and adolescents from intentional and unintentional harm. In turn, child protection, as conceived in the CCB, is part of the set of philosophy, programs, manuals, instances, practices and institutional initiatives that give substance to the Safeguarding of all students. In this document, the term “child protection” applies to the protection of children and adolescents enrolled in the School.

CCB’s Child Protection Policy is a declaration of intentions that ratify our institutional commitment to protecting students from harm (to themselves and to others). In line with the School Handbook, the Restorative Practices Philosophy, the Psychology Program, the LSP Program, and the Essential Family Agreements, this policy makes clear to everyone what is required in relation to student protection. In this way, everything that is arranged for the Safeguard, 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 addressed and should be followed up on.

The following are the categories of abuse that this Child Protection Manual recognizes, prevents and is in a position to deal with as best as possible:

**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.

Signs, signals and indicators may or may not be present, and may be present and not indicate abuse.

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

Signs of Physical Abuse that may or may not be present:

- 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.

Sings of Emotional Abuse that may or may not be present:

- 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, such as kissing, touching or rubbing the body directly or on clothing. Others may include non-contact activities, such as involving children and adolescents in the production or viewing of pornographic material, encouraging them to behave in a sexually inappropriate manner, or performing sexual acts in their presence (including through electronic means). Children and adolescents involved in the sex work trade are also victims of sexual abuse, whether they consider themselves victims or not.

Sexual abuse can be carried out by adults of both sexes. It can also be perpetuated by other minors.

Signs of Sexual Abuse that may or may not be present:

- 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.

**SEXUAL ABUSE AND EXPLOITATION ONLINE:** It is the sexual abuse of children using digital technology. This commonly includes grooming children for a sexual motive, creating, viewing, and distributing child sexual abuse material (child pornography and self-made sexual images or "sexting"), and coercing and blackmailing children for sexual purposes. This abuse can be perpetrated by individuals or gangs, youth or adults and may include in-person or online-only contact. As technology advances, new forms of this crime emerge. Children with unsupervised use, high usage, low digital knowledge, low self-esteem, poor digital literacy skills (sharing passwords, insufficient privacy settings, etc.) may be especially vulnerable, but any child with digital access, boys or girls, can be victimized.

Signs of grooming, abuse or exploitation online that may or may not be present:

- Reserved behaviour
- Gifts or new unexplained possessions
- Late at night or excessive internet use
- Anxiety
- Withdrawal of family/friends/interests
- Suicidal ideation/self-harm
- Poor educational performance, attention deficit
- Sleep disruption
- Increase in followers or contacts
- New devices and/or platforms
- New usage patterns
- Avoidance of online use or certain online platforms or applications.

**NEGLECT:** Neglect 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 neglect:

- Neglected medical needs. Ex: Repeatedly ignoring the school's doctor's instructions.
- Neglected emotional or psychological needs
- Unattended educational needs in the learning process
- 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.

**GROOMING:** Grooming is the process by which an individual prepares a child, significant adults, and the environment for the abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers can be men or women. They could be any age. Many children and young people do not understand that they have been manipulated, or that what has happened is abuse. The signs of grooming are not always evident. Groomers will also do their best not to be identified.

**Kids can:** be very reserved, even about what they do online; having older boyfriends or girlfriends; going to unusual places to meet friends; having new things like clothes or mobile phones that they can't or won't explain; have access to drugs and alcohol; disappear from home or school; show behavioral changes; have sexual health problems; engage in suicidal, self-injurious behaviors, and/or express feeling depressed or unworthy.

In older children, the signs of grooming can easily be confused with "normal" teen behavior, but you may notice unexplained changes in behavior or personality, or age-inappropriate sexual behavior. See the National Society for the Prevention of Cruelty to Children (NSPCC) website for more information on grooming. ([www.nspcc.org.uk](http://www.nspcc.org.uk))

Signs of online grooming and/or abuse that may or may not be present:

A child may be experiencing online abuse if he/she:

- spends much, much more or much less time online, texting, gaming, or using social media;
- is withdrawn, upset, or outraged after using the internet or texting;
- keeps secrets about who he/she is talking to and what he/she is doing online or on their mobile phone; and/or if he/she has many new phone numbers, text messages, or email addresses on their mobile phone, laptop, or tablet.

Signs of grooming manifested by sex offenders who may or may not be present:

It is important to remember that not all sex offenders will show the signs listed below and if a person shows some or all of these signs it does not mean they are a sex offender:

- Overly affectionate behavior with a child
- Giving special attention or preferential treatment to a child
- Spending too much time alone with a child outside of the classroom/school
- Frequently spending time with a child in private or isolated areas
- Transporting a child to or from school
- Befriend a child's parents and visit their homes
- Acting as a confidant of a particular child
- Give small gifts, money, toys, cards, letters to a child.
- Using text messages, phone calls, emails, or social networking sites to communicate inappropriately with a child
- Flirtatious behavior or making suggestive comments or comments of a sexual nature around a minor.

## Modus operandi of institutional grooming

- Targeting vulnerable victims: Perpetrators target victims who are vulnerable, isolated, insecure, and/or have greater emotional needs.
- Gain the victim's trust: Groomers may allow a child to do something (e.g., eat ice cream, stay up late, watch pornography) that is not normally allowed by the child's parents or school to encourage secrecy.
- Earn the trust of others: Institutional groomers are often popular with children and parents, and manage to successfully prepare not only the victim but also other members of the victim's family and the community at large.
- Meeting a need/becoming more important to the child: This may involve giving gifts, rewards, additional help or advice, favoritism, special attention, and/or opportunities for special travel or outings.
- Isolate the child: The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family.
- Sexualizing the relationship: This can involve playful touches, tickles, and hugs. It can include jokes and innuendo from adults or talking as if they were adults, for example, about marital problems or conflicts.
- Maintain control and secrecy: Groomers can use their professional position to make a child believe that they have no choice but to submit to the offender.

## Radicalization or Extremism (Political, Religious or Ideological)

Pressuring or forcing someone to take radical positions on political, ideological, or religious issues.

Signs of preparation for radicalization that may or may not be present:

There are no known definitive indicators that a young person is vulnerable to radicalization, but there are a number of signs that, taken together, increase the risk of being prepared in this way. Signs of vulnerability include:

- Poor performance
- Being in possession of extremist literature or extremist influences
- Poverty or Social Exclusion

- Traumatic Events, Global or National Events
- Religious conversion
- Behavior change
- Conflict with family over lifestyle or confused identity
- Victim or witness of racial or hate crimes
- Rejection by peers, family, social groups, or faith groups

Other forms of abuse:

- Domestic Violence Witness (DV)
- Female Genital Mutilation (FGM)
- Trafficking (for sexual or work purposes)

**PEER ABUSE:** Peer abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between minors and within children's relationships (both intimate and non-intimate), friendships, and broader peer associations.

1. Peer abuse can take various forms, including (but not limited to): serious harassment (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, severe youth and youth violence, harmful sexual behavior, and/or prejudice-based violence including, but not limited to, gender-based violence.

2. Online peer abuse is any form of peer-to-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer grooming, threatening language delivered through online media, the distribution of sexualized content, and harassment.

3. The School has defined a contextual safeguarding approach. This is an approach to understanding and responding to the risk of harm that children may be exposed to and/or the harm they may experience, beyond their families. Recognize that the different relationships children form in their neighborhoods, schools, and online can present violence, coercive control, and abuse.

Parents may have little influence in these contexts, and the risk of harm to which children may be exposed and/or the harm they may experience outside the family, can undermine parent-child relationships.

Therefore, early childhood educators and social care professionals should interact with individuals and sectors that have influence over/within extra-family contexts, and recognize that assessment and intervention in these extra family contexts is a critical part of safeguarding practices. Contextual safeguarding, therefore, broadens the objectives of child protection systems by recognising that children are vulnerable and can be abused in a variety of social contexts.

The ages of students should be taken into account when assessing student behavior throughout the continuum (problematic to violent), and the response to peer abuse concerns/allegations will differ depending on the age of the child or children in question.

Problematic or violent behaviors should be detected as early as possible, to prevent them from later becoming patterns of behavior.

The guidelines indicate that practitioners should avoid analyzing individual behaviors and instead consider sexual behavior within a broader context... ", and that "the assessment should consider broader welfare needs and concerns, including family issues and social, economic and developmental factors ... and it should be treated differently from teenagers, who probably have different motivations for their behavior... "

Reference is also made to the fact that "Professionals should note any changes in the sexual behavior of younger children that appear to be out of place according to their stage of development and level of understanding, as such behaviors may be a reflection of sexual victimization, physical abuse, family violence, neglect, poor parenting patterns or exposure to sexually inappropriate material.

The peer abuse prevention policy has a preventive nature. It is not acceptable to simply take a reactive approach to peer abuse in response to alleged incidents of peer abuse.

We recognise the growing global concern about this issue and, in order to ensure that their students are safe, we have implemented this policy and encourage parents to hold the school to account on this issue, so that if their child feels unsafe as a result of the behaviour of any of their peers, they should inform the school so that it can ensure that timely and appropriate action is taken in response.

Global Policy: The peer abuse policy should serve as a reference on any issue that may constitute student abuse.

## 5. POSSIBLE SIGNS INDICATING ABUSE OR 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).

### Signs of offenders

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).

## 6. 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.

### 6.1. FOCUSING ON PREVENTION

1. The Child Protection Policy and Procedures are updated and published on the website annually to keep parents and staff informed. 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 set and sustain clear boundaries.
4. The policy of coexistence between students is published in the School Handbook.
5. The Board of Directors has designed and will implement procedures that guarantee the appropriate and safe hiring of staff (see chapter 6).
6. Faculty and staff will receive training on how to recognize and respond to violations of the Child Protection Policy.

### 6.2 RESPONSIBILITY OF STAFF AND PARENTS

The safety and well-being of the children in our school depends on the supervision, accompaniment and surveillance of all our staff and parents, as well as their prompt communication to any official for any concern, however small, about the behavior of an adult that makes him/her doubt the suitability of the adult to work with children or have access to them. Such concerns may arise in relation to any adult. All references in this section to "adult" should be construed as meaning any adult and any visitor, unless otherwise stated. The school is aware of its duty to take care of students and will always act, even if it is warned of the

possibility of abuses arising from situations or people outside the school environment.

Timely notification and treatment of all adult concerns is critical to safeguarding children. It helps to identify and prevent abuse, and to protect adults from misunderstandings or misinterpretations. It also encourages openness, trust and transparency and clarifies expected behaviors. Those who raise concerns or report complaints in good faith will always be supported, and adults for whom concerns or complaints have been raised will not suffer any harm unless it is determined that the concern or complaint is unsubstantiated.

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.

#### Low-level concerns about an adult's behavior (low level concerns)

The overall objective of the School's low-level concern policy is to facilitate a culture in which all staff live, constantly monitor and reinforce the clear values and expected behaviours set out in our Code of Conduct. This is consistent with 'Working Together to Protect Children', which states that "children are best protected when professionals are clear about what is required of them individually and how they should work together." In particular, the intention of this policy is to:

- Maintain a culture of openness, trust and transparency in which staff feel confident and clear about behaviors expected of themselves and their colleagues, the delimitation of boundaries and reporting lines.
- Ensure that staff feel empowered to raise any low-level concerns, whether about their own behaviour or that of a colleague, where that behaviour may be interpreted as not meeting the standards set out in our Code of Conduct.
- Provide for sensible, sensitive and proportionate treatment of such concerns when they arise, maintaining, on the one hand, confidence that the concerns

raised will be handled promptly and effectively and, on the other hand, protecting staff from false accusations or misunderstandings.

What is a low-level concern?

A low-level concern for this purpose is any concern, however small and even if it is nothing more than a 'persistent doubt', that an adult may have acted inconsistently with the School Code of Conduct or simply, even if not linked to a particular act or omission: a sense of uneasiness as to the behaviour of the adult, particularly towards or around children.

From time to time, a person may find themselves in a situation that might seem compromising to others or that could be misunderstood. Similarly, a person may, for any reason, have behaved in a way that, upon reflection, he or she considers to be below the standard set forth in the Code of Conduct. Self-report is encouraged in these circumstances, as it demonstrates both knowledge of expected standards of behavior and self-knowledge as to the individual's own actions or how they might be perceived. As such, the School considers self-reporting of low-level concerns to be an important means of maintaining a culture in which everyone aspires to the highest standards of conduct and behavior.

What should I do if I have a low-level concern?

Where there is a low-level concern, a CCB staff member should be informed as soon as reasonably possible and in any event within 24 hours of becoming aware of it (where the concern relates to a particular incident).

How do you handle a low-level concern?

The Psychologist or Coexistence Coordinator who receives the report will analyze all low-level concerns as soon as possible and determine if it is reasonable to start the care route and include it in the internal reporting system (see chapter 6.1 Physical Record and File System). This must be done within 24 hours of becoming aware of it.

Once registered in the Internal Reporting System, the psychologist/Coexistence coordinator will meet with their Head of Section to determine whether this is a

low-level concern and should not be reclassified as an allegation and treated according to the appropriate procedure set forth below.

The circumstances in which a low-level concern can be reclassified are as follows:

- (a) the threshold for a claim is reached
- (b) there is a pattern of low-level concerns that together amount to an accusation or
- (c) there is other information that when taken into account leads to an accusation.

When the Head of Section has any doubts, he/she will seek the advice of the Designated Child Protection Officer (CPO or Deputy CP).

Having established that the concern is of low level, the psychologist / Coexistence coordinator and the Head of Section, as appropriate, will analyze it with the person who reported it and will take the necessary measures to make the corresponding inquiry. Most low-level concerns, by their very nature, are likely to be minor and will be addressed through guidance, spaces for reflection, training, etc.

What records will be kept?

When a low-level concern has been reported, a confidential record will be kept in a central archive that records all low-level concerns; it will also be recorded in the Internal Reporting System. This is necessary to allow the identification of any pattern. However, no record of the concern will be made in the person's individual file (and no mention will be made in the employment references) unless:

- (a) The concern (or group of concerns) has been reclassified as an allegation as stated above.
- (b) The concern (or group of concerns) is serious enough to give rise to formal action under the school's disciplinary procedure.

Allegations about the conduct of another adult at the School

In handling complaints, the School will always adhere to the guidance of the updated version of the Protection of Minors Handbook and recommendations from specialized sources such as the website Keeping Children Safe in Education.

## 7. 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 Annex D - PROTOCOL FOR HANDLING SUSPECTED CASES OF ABUSE).

### 7.1. WHISTLEBLOWING POLICY

In order for a situation of abuse or alleged abuse to be addressed, it is necessary to bring it to the institution's attention. In this way, all people in the community, understood as family members, employees, volunteers or contractors, have the duty to report (see ANNEX F: flowchart for the report of situations of protection of minors and actions that follow), in line with Law 1146 of 2007 Article 12, which obliges us to denounce, and Article 15, which indicates our duty to denounce.

With this in mind, CCB encourages all people in the community to make reports and ensures that it will offer according to due process for the investigation that corresponds to be carried out, as described in ANNEX D: Protocol for the attention to situations of alleged abuse.

## 7.2. PHYSICAL RECORDING AND ARCHIVING SYSTEMS

The adequate registration of abusive situations serves the institution to have better elements of analysis on the school climate, make decisions according to patterns that can be evidenced, identify when a situation is repetitive over time and guarantee the institutional follow-up of a process despite the change of academic year. To this end, the INTERNAL REGISTRATION SYSTEM for school coexistence (Internal System) has been created.

Only the psychology team, the Coexistence Coordinator, Child Protection Officer, Child Protection Deputy, and the Headmaster have access to the Internal System, since they have the responsibility of making the registration and respective follow-up update. The following cases have to be reported:

- Situations of abuse between adults and minors.
- Situations that involve derived institutions as security measures that need to be sustained by different instances.
- Concerns about abuse among students.

In turn, Law 1620 of 2013 obliges us as an educational institution to register all type II and type III situations, as well as pregnancies and consumption of SPA (psychoactive substances), to the UNIFIED INFORMATION SYSTEM OF SCHOOL COEXISTENCE created by the Colombian government:

"It is a national system created by Law 1620 of 2013 for the identification, registration and monitoring of cases of harassment, school violence and violation of the human, sexual and reproductive rights of children and adolescents of official and unofficial educational establishments in Colombia" (taken on May 13, 2022 from: <https://www.mineducacion.gov.co/portal/salaprensa/Noticias/404764:Si-stema-de-Informacion-Unificado-de-Convivencia-Escolar-SIUCE>).

The Headmaster and a person delegated by him within each section are responsible for making this record and its permanent updating based on the actions carried out for the monitoring and attention of the process.

All physical documentation resulting from any Child Protection process will be kept in the physical file that rests in the school's General Assistant's office, and

may be consulted only under the supervision of the Headmaster, Child Protection Officer or the General Assistant.

## 8. PRE-HIRING AND VOLUNTEER EXAM

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

### A. RECRUITMENT POLICY

Our school is committed to the protection of children and the promotion of the well-being of children and young people.

In accordance with the above, within the selection and hiring process, strict validation processes have been established consisting of:

Publication of vacancies:

Any announcement must explicitly state that the CCB is committed to safeguarding and promoting the well-being of children: "COLEGIO COLOMBO BRITANICO IS COMMITTED TO PROTECTING AND SAFEGUARDING CHILDREN. BACKGROUND CHECKS WILL BE CARRIED OUT ON ALL COLLABORATORS IN NATIONAL OR INTERNATIONAL SECURITY DATABASES."

Labor referencing:

The labor referencing process of the last two previous employers will be carried out, thus prevailing the validation of 5 years of previous work experience.

Referrals are initially made directly to the immediate Boss and then must be completed through email addresses from the Human Management Area. If a reference comes from a non-school email address, because the employer no longer works for that School, the time of service in that institution and reason for

withdrawal must be additionally validated via the institution's Human Resources' email.

Below are some examples of questions that can be used within the candidate job referencing process:

Is there any information that the School should be aware of regarding this candidate, especially in relation to child protection?

1. If the candidate has been subject to disciplinary proceedings during their time at their college/organisation
2. If the candidate has ever been subject to a disciplinary procedure involving issues related to the safety and well-being of children or young people
3. Any allegation(s), concern(s) or complaint(s) has been raised (formally or informally) about the applicant in relation to the safety and well-being of children or young people? If the answer is affirmative, please give full details of the nature and date(s) of the allegation(s), concern(s) or report(s) and any investigations or other actions taken in response.
4. Do you consider the applicant to be fit to work with children?

Interview process:

The interview of candidates will be carried out initially with the Head of Area / Section, who may be accompanied by his/her internal team, in order to provide support in the selection process. Once this process has been carried out, a pre-selection of candidates is made, and the second phase of the interview begins, in which the school's Headmaster, the Human Resources area and the subgroups intervene in case of being transversal profiles at the institutional level. For academic leadership's positions, the educational leadership team (SLT) intervenes.

Below are some examples of questions that can be used within the candidate interview process:

- Have you been involved in the implementation of child protection policies?

- Do you know what a child protection policy consists of?
- Can you give an example of something you have done that demonstrates a commitment to protecting a child or young person?
- Can you give an example of a time when you noticed someone acting unprofessional at work? how did he act?
- What are your attitudes towards child protection – how have they developed over time?

## **B. VALIDATION OF REFERENCES AND DISABILITIES**

In Colombia, Law 1918, regulated by Decree 753 of 2019, added Article 219C of Law 599 of 2000, stipulating an incapacity for those persons who result in a conviction in the violation of the rights of minors.

Decree 753 of 2019 details the positions, trades or professions that involve a relationship or direct interaction between the worker and the minor, which can be by "personal treatment or through any technological means", and that is presented regularly and frequently during the development of the tasks inherent to their position; among these are: teachers and staff working in formal education institutions, school transportation and others who may have interaction with students.

The School staff assigned at a later stage, will have the responsibility of guaranteeing the integrity protection of the children and adolescents who attend the facilities. Therefore, they must comply with the following prevention actions of the selection and monitoring process of the administrative and educational personnel:

- Generate the registration of disabilities for sexual crimes against the freedom and integrity of children and adolescents, in the selection processes of administrative and teaching staff.
- Support, elaborate or activate the Comprehensive Care Routes that contain the protocols of attention in situations of sexual violence or all those that violate the rights of children and adolescents. This exercise should aim to sensitize staff and the educational community in the prevention, detection, identification and attention of these situations of

sexual violence that endanger and violate the rights of children and adolescents.

- Review every four (4) months during the validity of the employment relationship the record of disabilities. This consultation must be made through the link: <https://inhabilidades.policia.gov.co:8080/> or by entering the website of the National Police of Colombia, option Registry Inabilities (taken from Ministerial Directive No. 1 of March 4, 2022 of the Ministry of National Education).

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 preemployment 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 starts 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 personal interview
2. Verification of credentials depending on the position sought
3. Reference checks
4. Projective Psychological Tests

5. Signature of Annex E AUTHORIZATION OF PROCESSING OF PERSONAL DATA, DECLARATION OF COMMITMENT TO THE MANUAL OF PROTECTION OF MINORS AND CODE OF CONDUCT, AND DECLARATION OF SUITABILITY.
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.

7. People responsible for the areas and sections in charge will require that the contractors' workers deliver a certificate of background and the consultation of disabilities before entering the facilities, receive the induction of child protection by the area in charge and sign the DECLARATION OF COMMITMENT WITH THE PROTECTION OF MINORS HANDBOOK AND CODE OF CONDUCT FOR THE FIRM (Annex E).  
Background certificates are completed at: <https://antecedentes.policia.gov.co:7005/WebJudicial/index.xhtml>  
Certificates of inability for sexual offences are completed at: <https://inhabilidades.policia.gov.co:8080/>  
People responsible for the area or process to which the contractor will provide the service, will deliver the certification of compliance with child protection documents to the Head of Security, who will notify the goal, authorizing the entry.  
The Administrative Director will supervise to ensure that this standard is complied with.
8. The Heads of Section will be responsible for requesting authorization to obtain a certificate of background and consultation of the disabilities of the volunteers who are going to provide their services on an ongoing basis to the section.

Likewise, they must provide the induction in child protection and ask them to sign the DECLARATION OF COMMITMENT WITH THE MANUAL OF PROTECTION OF MINORS AND CODE OF CONDUCT FOR THE SCHOOL (Annex E).

In the case of the PTA, the President of the PTA will be responsible.

In the case of contractors, Administrative Director will be responsible.

Those responsible for the area or process to which the volunteer will provide the service, will deliver the certification of compliance with child protection documents to the Chief of Security, who will notify the goal, authorizing the entry.

9. In the event that a contractor or volunteer arriving at school does not have the above, the Head of Security will request authorization from the Head of Section, the Headmaster or the Administrative Director for admission, and will request the contractor, volunteer, visitor, to sign the FORM OF AUTHORIZATION OF PROCESSING OF PERSONAL DATA and DECLARATION OF COMMITMENT TO THE MANUAL OF PROTECTION OF MINORS AND CODE OF CONDUCT FOR THE SCHOOL (Annex E). The Head of Security will do the search for background and disabilities before allowing entry to the facilities.

The School reserves the right to conduct periodic background checks and inabilities on employees, contractors 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.

C. Procedure on how and by whom records of criminal records and disabilities will be reviewed and evaluated (with 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.

## 9. 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, which

involves school's employees, contractors and volunteers who are part of the school community.

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 who 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.

### **9.1. 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.

## **9.2 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.

## **9.3 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.

Suspensions 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.

## **9.4. 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/ reading material to children.

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

## **9.5. 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.

## **9.6. 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).
- e. All adults at CCB must comply with the provisions of Annexes H PROTOCOL FOR DUTIES IN PRIMARY AND SECONDARY BATHROOMS, J PROTOCOL IN EARLY CHILDHOOD and C PROTOCOL OF PHYSICAL CONTACT AND CHANGE OF CLOTHES IN EXTRACURRICULAR ACTIVITIES, as appropriate.

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

## 10. 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 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.

## 11. TRAINING FOR THE THREE SECTIONS OF THE SCHOOL

CCB will provide the following training:

### 11.1. STAFF TRAINING

The school has several groups of people on campus. These include: volunteers, contractors and employees, such as 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 Annex G: STAFF, STUDENT, AND PARENT TRAINING).

### **11.2. 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 Annex G: STAFF, STUDENT, AND PARENT TRAINING and the Annex of ASIS’s Child Protection Program Manual – Guidelines for lesson plans and ASIS’s Child Protection Manual, pages 43-46).

### **11.3. 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 providing 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 Annex G: G: STAFF, STUDENT, AND PARENT TRAINING and visit ASIA's Child Protection Program's Manual pages 47-49).

## 12. 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.

### 12.1. CCB'S CHILD PROTECTION TEAM (CPT)

The CCB Child Protection Team is made up of the Coexistence Committee (see School Handbook, 6.6 Coexistence Committee). The CPT may invite external advisers if they deem it necessary.

The Coexistence Committee may decide to invite external advisors or other members of the Educational Community, when it deems it necessary.

The Role of the Coexistence Committee regarding Child Protection (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 Coexistence Committee must deal with matters of School's Child Protection Team at least twice a year. The first meeting is to plan the school year and the second team meeting will 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 GUID FOR THE CPT – YEARLY CALENDAR FOR THE CHILD PROTECTION PROGRAM).

## **12.2 CHILD PROTECTION TEAM**

The Committee's role is to support the Child Protection Officer in creating a school culture that embodies a spirit of protection.

It consists of:

- Child Protection Officer
- Child Protection Deputy
- One or two representatives of each Section including staff from the administrative area.
- General Assistant

People designated to form the child protection team must be informed annually to the educational community and must receive annual training.

This committee meets regularly on a weekly basis to review progress related to the implementation of child protection policies/programs at the School.

#### Functions:

1. The Child Protection Committee reviews the situations reported in the internal system and meets with the psychologist who diligences it, to support the presentation of the situation and the formulation of proposals before the Coexistence Committee.

Regularly review child protection records to identify patterns of troubling behavior.

It uses this information to ensure consistency of approach, for training purposes (anonymously), and to improve existing policies.

0. Supervises the follow-up actions to the situations presented with the agreed periodicity and presents a report to the Coexistence Committee.
  0. The Child Protection Committee meets to suggest interventions to:
    - training for staff, contractors and volunteers
    - disclosure of the policy to parents
    - Child Protection curriculum for students
    - awareness campaigns to the educational community
    - in general, the development of Child Protection strategies.

These proposals are presented to the Coexistence Committee, which is the body in which it is approved. Monthly, the team submits to the Coexistence Committee a report on the development of the plan.

0. The Child Protection Committee annually reviews all child protection policies and collects the proposals to update the Child Protection Policy presented by the members of the Educational Community and the accrediting entities. Subsequently, it submits proposals to strengthen policies for the protection of minors for approval by the Coexistence Committee. These modifications are subsequently presented to the Board of Directors.

0. Members of the child protection team act as a point of contact with School staff for all child protection concerns or inquiries.

## 0. Perform family safety audits.

Subcommittees may be established for a specific function and duration (e.g., to review a child protection policy or a supplemental policy). These may be directed by the CPO/CPDL or a member of the child protection team.

### **12.3. CCB'S CHILD PROTECTION CASE MANAGEMENT TEAM (RESPONSE TEAM) CPCMT**

When there is a situation of abuse between peers, a Coexistence Committee will be summoned (see Coexistence Manual 4.9 Protocols for the attention of type II and type III situations).

When a report of abuse by an adult is made, or there is a report of a major concern of possible abuse or risky situation by an adult, 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. The Headmaster or the Child Protection Officer convenes the CPCMT.

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.

The Team will advise the Headmaster in the process of defining the management of information before the educational community or the media, if required.

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.

## **12.4 ROLES OF MEMBERS OF THE EDUCATIONAL COMMUNITY**

Some of the members of the Educational Community have the following roles in relation to the Protection of Minors:

Roles and responsibilities should be adapted to the experience and knowledge of the relevant school staff.

This suggested framework is intended as a guide to help Management provide clarity of accountability at all levels of the organization.

## BOARD

- Know and understand the child protection policy and handbook published and disseminated in the community.
- Ensure and guarantee the implementation of the Protection Policy.
- Ensure child protection training processes for the entire CCB community.
- Know and serve as an overseer of the procedures and routes to make the mandatory report of suspicions of abuse.
- Audit the implementation of the Protection Policy. The CCP submits an annual management report which includes:
  - Statistics of reported situations.
  - List of internal and external trainings.

## DIRECTIVE COUNCIL

- Development of a Child Protection Policy as part of PEI for the School.
- Public declaration of the School as a safe haven for children and adolescents.
- Public statement of support for the Policy on the Protection of Minors.
- Parent meeting including support for the Child Protection Policy as an important issue.
- Adoption of the Code of Conduct on the Protection of Minors that all teachers and all those who work in the School (paid or unpaid), including the Board and the Directive Council.

## HEADMASTER

- Support the Coexistence Committee in its functions as the School's Child Protection Team.
- Promote the process of adoption and consolidation of the Child Protection Policy and a Child Protection Curriculum.
- Review the Child Protection Program with the School's Legal Counsel to comply with local laws and international conventions/obligations.
- Obtain the cooperation and approval of the Board and the Directive Council for the Child Protection Program.
- Provide resources in the budget annually to guarantee the resources that are necessary in accordance with the Child Protection Team.

- Provide proactive leadership in connecting the School with local Underage Service Agencies.
- Ensure that outside organizations, contracted goods and service providers, and other entities comply with the School's Child Protection Program, and that the School provides an annual training program for these staff. Example: food service personnel, security personnel, school trips, coaches who are not part of the school staff, extracurricular activities staff, or other external agencies.
- Convenes the CPCMT.

## HEADS OF SECTION

- Direct supervision of the Child Protection Team for the adoption of the Child Protection curriculum.
- Develop a professional development calendar, instituting the curriculum and annual review cycle for program success.
- Develop and ensure the proper implementation of the comprehensive curriculum for the protection of minors.
- Ensure adequate parent training.
- Ensure that anyone working with them, whether paid or unpaid, understands the Child Protection Policy, signs the contract and clearly understands the school's position on the protection of Minors.

## SCHOOL PSYCHOLOGISTS

- Frontline care for those who are reported to suspected cases of child abuse
- Presents the history of interactions between the school and the family, based on the information he/she collects from teachers and other members of the institution familiar with the case.
- Keeps the Headmaster or the Head of Section regularly informed.
- Is responsible for providing opinions on the psychosocial aspects of specific cases considering not only the child and the perpetrator, but also the parent, siblings, and environment in which the abuse occurred.
- Describe the support plan currently implemented and the areas where the plan is effective or needs to be adjusted.

- Is also responsible for commenting on the proposed plan of care, following the progress of an established case plan, and offering alternatives when appropriate. It will be vital for the implementation of the team's recommendations and is in a good position to monitor the effect of the team's recommendations.
- Is a liaison between the team and the outside professionals who provide the treatment, and the professional mental health community. When a report of child abuse is made, communication between home and school is often broken. The teacher's only information about the implication and effects of the abuse and the subsequent report of the abuse may be through the school psychologist.
- Is a support in the team to conceptualize about the patterns of family interaction and parenting practices that benefit child protection and the prevention of abuse.
- Consult with the Head of Section to develop a professional development calendar, instituting the curriculum and annual review cycle for program success.
- Host parent meetings to help parents understand the need for the program and answer questions and provide support.
- School psychologists and teachers who are part of the IP team work to train all teachers and school staff in this program and its importance.
- Identify resources in the community that are available to the school.
- Organizes professional development for teachers.
- Ensure that anyone who works with them, whether paid or unpaid, understands the Child Protection Policy, signs the contract and clearly understands the school's position on the protection of Minors.

## TEACHERS

- Serve in CPT as needed.
- Support the development of lessons and units of study in the defined curriculum.
- Attends training and teaches lessons from the Child Protection Curriculum.
- Will work to get parental support by making sure all parents understand the purpose of the program.

- Ensure that anyone working with them, whether paid or unpaid, understands the Child Protection Policy, signs the contract and clearly understands the school's position on the protection of minors.

## CHILD PROTECTION OFFICER

The Headmaster is the institutional leader of Child Protection and delegates to the Child Protection Officer the following functions:

1. Leading the Child Protection Program
  - Lead the Child Protection Team, developing and leading the implementation of the child protection program, including the review of all policies and audits related to child protection.
  - Suggest and supervise the performance of Child Protection Internal Audits.
  - Ensure that students' voices are taken into account when developing and reviewing child protection policies and implementation plans.
  - Develop and maintain relationships with local service providers as an external multidisciplinary team that can be activated as needed.
  - Provide periodic reports to the Board and liaise, as needed, with the Board's designated child protection leader.
  - Support the transfer of students' child protection files when a student transitions to another school. Make sure the school going forward is aware of any additional support the student may need.
  - Report to the Coexistence Committee (CPT) the Child Protection Plan proposed by the Child Protection Committee for the academic year and then report on the monthly progress.
0. Support the attention of situations of Protection of Minors
  - Propose multiple reporting avenues for students, staff, and parents. Including anonymous reporting options.
  - Act as a point of contact with School staff for all child protection concerns or inquiries, along with members of the child protection team.
  - Consult regularly with the psychology team and other staff members to review and support children who have been identified as being at risk of harm.
  - Inform the CPCMT of the previous analysis of child protection concerns to be analyzed.

- Meet regularly with section heads and the Headmaster to review all concerns, including low-level concerns.
  - Meet regularly with group faculty or other relevant staff members (e.g., school psychologist, learning support) to review at-risk students, ensuring that safety reporting, monitoring, and planning are carried out.
  - Maintain the central child protection registry and the central registry of low-level concerns.
  - Regularly review child protection records to identify patterns of troubling behavior along with members of the child protection team.
0. Informs the Coexistence Committee of the follow-up reports of situations and low level concerns (situations of concern) made in the Child Protection Committee with the agreed periodicity.
0. Lead the meetings of the Child Protection Committee.
0. Training and Awareness
- Lead or support the training of all staff ensuring that the school's child protection policies are properly known, understood and used.
  - Identify and support staff who can provide training.
  - Maintain a record of child protection training for staff.
  - Oversee the design or adaptation, delivery and evaluation of an abuse prevention education curriculum.
  - Lead or support parent and community outreach and awareness.
  - Make sure the School's child protection policy is on the website.

## CHILD PROTECTION DEPUTY

1. The Child Protection Deputy Officer supports the Child Protection Officer in the performance of functions, and assumes those delegated to him by the Child Protection Officer.
2. Serves as secretary at meetings of the Child Protection Committee.
3. Replaces the Child Protection Officer in his temporary or permanent absences.

## SCHOOL PHYSICIAN

Responsible for presenting, reviewing, and interpreting for team members medical data related to child abuse cases. School health records can also be of great value to the team.

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

His/her advice on cases related to medical aspects can be very helpful to the team. This person is the liaison between the team members and the local medical community.

#### GENERAL ASSISTANT - LEGAL COUNSEL

- Legal advice to the bodies involved in the processes of Protection of Minors for compliance with legal regulations.
- Responsible for providing background data on any criminal aspect of specific cases. Interprets legal issues on specific cases related to juvenile law and adult criminal law.
- Serves to focus the discussion of the case on the legal rights of a child and family, and the expulsion and prosecution of the alleged offender in cases where the alleged offender is an employed or volunteer member at the school.
- Can also serve as a legal resource for the team when it is considering policy questions or defense issues.
- Is also the liaison between the team, the legal community, and law enforcement agencies.

#### HEAD OF SECTION OR REPRESENTATIVES OF THE SECTION

Educators report the history of school-family interactions. The educator represents a global picture of all teachers' interactions with the child, reports normal and abnormal behavior to the team, and also provides information for the team's discussion from an educational point of view. School staff are in a good position to monitor the effect of the Team's recommendations.

Educational evaluation and school health records can also be of great value to the team.

## **12.5. 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.

## **12.6. 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.

## **12.7. 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 or violations of the child protection policy 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 Child Protection 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.

### **13. 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 Annex 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.

## **14 THE KEY TO ACCOMPLISH THE INSTITUTIONALIZATION OF OUR CHILD PROTECTION PROGRAM**

### **14.1. 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.

## 14.2. 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.

## 15. BIBLIOGRAPHY

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

### 15.1. ADMINISTRATIVE RESOURCE MANUALS

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

## 15.2. 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; Istanbul, 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.

Prepared Modifications 2021-2022:

Child Protection Officer Manuela Lopez De Mesa Posada

Coexistence Coordinator: Liliana Lenis

EC Psychologist: Maria del Pilar Clavijo

Head of Human Resources: Patricia Valdes.

General Assistant: Diana Velasquez

Reviewed: Headmaster, Heads of Section, Psychologists  
Approved: Directive Council

## ANNEX A: NORMATIVE REFERENCES

These are a 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), article 5 Act 115 of 1994, Act 679 of 2001, Act 704 of 2001 (Prohibition of Child Labour), Act 765 of 2002 (Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography), 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), Law 1257 of 2008, Law 1620 of 2013, Law 1652 of 2013, Law 1918 of 2018, Law 1955 of 109 (art. 5), Decree 1710 of 2020, Ministerial Directive No. 1 of March 4, 2022 with Guidelines for the Prevention of sexual violence in school environments, and other regulations that complement or repeal them.

These documents show the legal commitment to provide special protection to minors, and the legal responsibility to adopt the necessary measures for the prevention of abuse, sexual harassment, negligence 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 (approved by Law 12 of 1991)

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](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. We invite you to pay special attention to them: Art. 1, 2, 3, 6, 12, 13,14, 16, 17, 19, 28, 29, 33, 34, 40.

2. Child and Adolescent Code – Law 1098 of 2006. Articles 14, 18, 42,43,44,45.

3. Law 1146 of 2007. Articles 11, 12, 13, 14, 15.

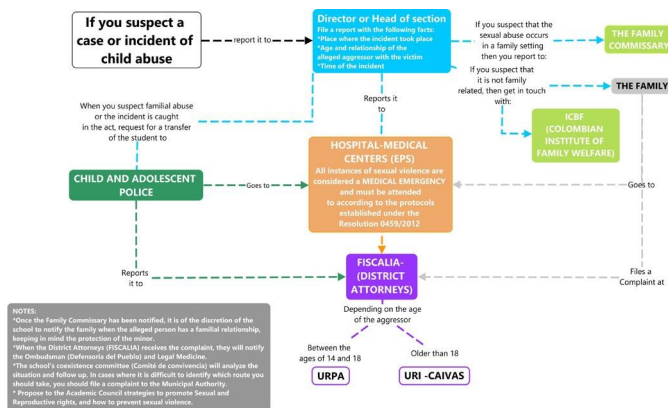
4. Penal Code Rules. Articles 178, 205, 206, 207, 208, 209, 210, 210A, 211, 218, 219B, 446, Article 67 of Criminal Procedure
5. Law 1918 from July 12, 2018. Articles 1, 2, 3, 4, 5.

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.

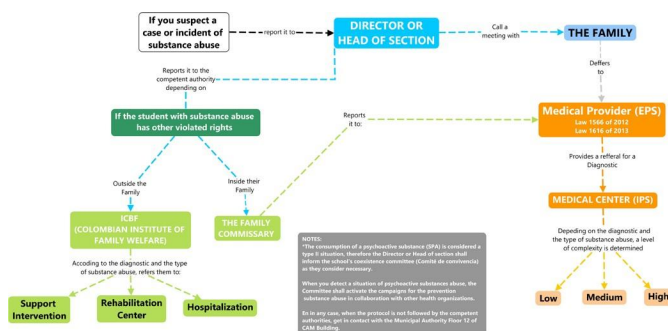
The CCB educational community should be aware of the criminal laws and the procedures that need to be followed to report cases related to child abuse and neglect. School personnel must also be aware of the legal and moral obligations in Colombia and what specific laws apply to the duty of reporting abuse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

## 6. MINISTERIAL DIRECTIVE NO. 1 MARCH 4, 2022: GUIDELINES FOR THE PREVENTION OF SEXUAL VIOLENCE IN SCHOOL SETTINGS

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



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

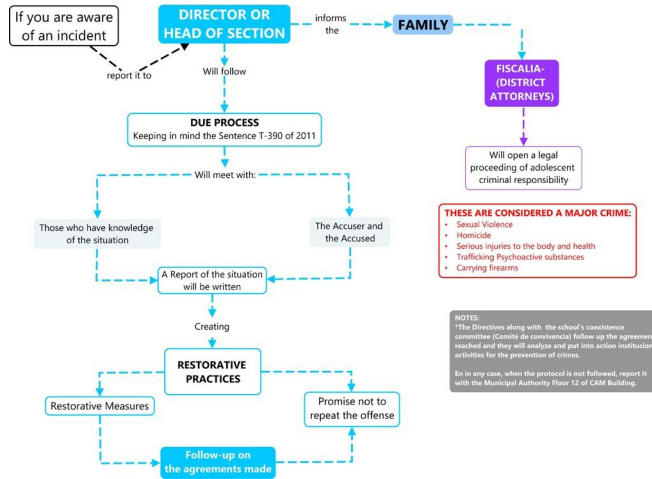


El presente Protocolo tiene la intención de establecer un mecanismo de respuesta rápida y efectiva para la atención de situaciones de emergencia, en el marco de la política de convivencia y construcción de ciudadanía, en el contexto de la gestión de la educación en el nivel de secundaria, en el marco de la gestión de la educación en el nivel de secundaria, en el marco de la gestión de la educación en el nivel de secundaria.

Proyecto Pedagogías para la Convivencia  
y Construcción de Ciudadanía  
Estrategia Institucional  
4143.026.457.2014



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

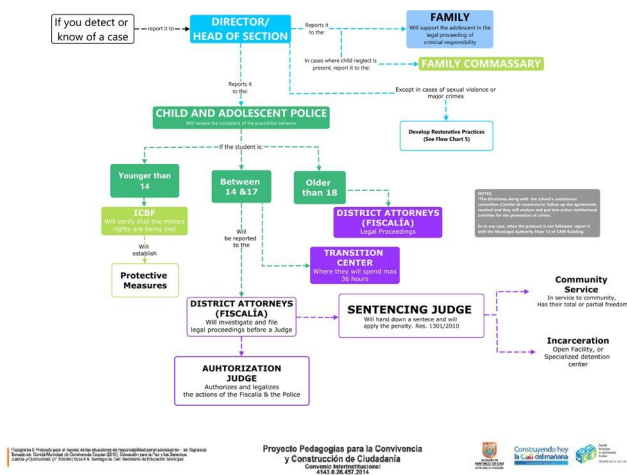


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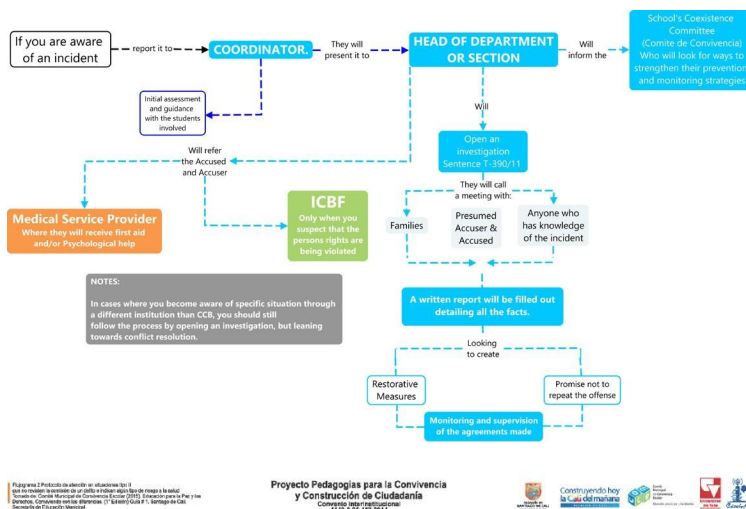
Proyecto Pedagogías para la Convivencia  
y Construcción de Ciudadanía  
Estrategia Institucional  
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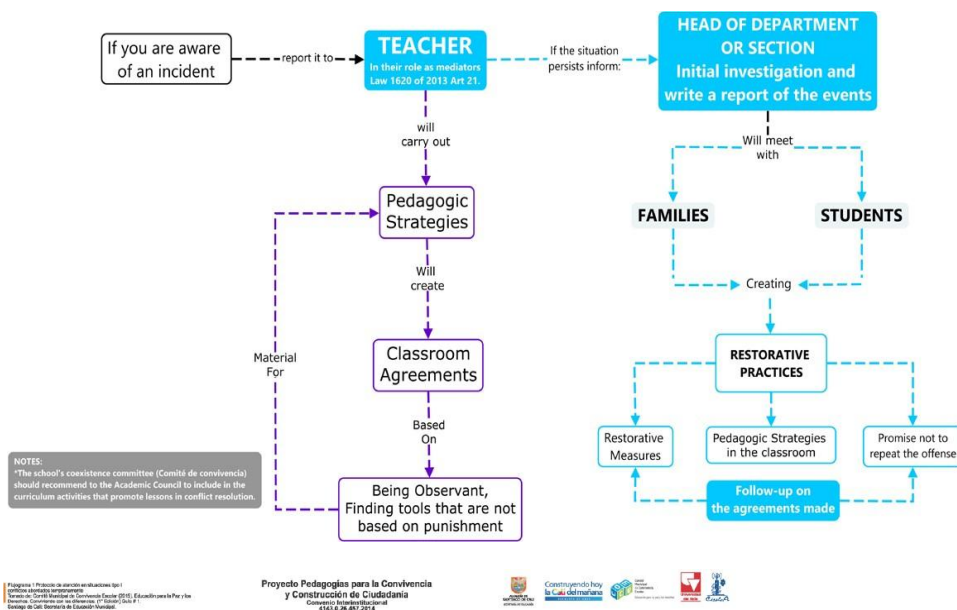
## \* PROTOCOLS FOR THE HANDLING OF SITUATIONS \* WHERE AN ADOLESCENT IS RESPONSIBLE FOR A CRIME- CAUGHT IN THE ACT



## \* 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



## ANNEX 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.

## ANNEX 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.

## ANNEX C: PROTOCOL OF PHYSICAL CONTACT AND CHANGE OF CLOTHES IN EXTRACURRICULAR

Students who have extracurricular classes and are required to use a special/uniform implementation for each activity perform this change process as follows:

Secondary: Students use the dressing rooms located in the coliseum/gymnasium of the CCB and move to the place of the class.

Primary: Students use the dressing rooms located in the coliseum / gymnasium of the CCB and move to the place of the class, for some classes and according to the need or location of the same, they use the bathrooms of the section.

It should be noted that for these sections, in swimming lessons, the dressing rooms located in the pool area are used. All these processes of changing clothes are carried out without the assistance of extracurricular teachers inside the dressing rooms. However, teachers are responsible for the proper supervision of what happens inside the dressing rooms and therefore must enter the public part.

Early Childhood: Students in this section use places such as classrooms (e.g. Kindergarten A), bathrooms and specific class locations (GYM E.C, dance hall) to perform this process, in some cases students are supported by teachers to place stockings, tennis/coolers/skates, T-shirts or divers, this depends on the student's grade (support becomes less necessary as the student is in higher grades). In cases where students must completely remove their clothes, it has been explained that they must do so upwards or downwards without leaving their entire body unprotected or in sight, especially the private parts, this has as its objective that if you are going to remove the pants and underwear, the shirt must protect your intimate part.

Additionally, extracurricular teachers assist in some specific activities such as swimming, gymnastics, dance or skating, in which they have contact in non-intimate parts of the students so that they can satisfactorily perform their classes or specific movements, for example, help a gymnastics student to perform rolls, hand stop or difficult turns; in swimming to children who do not yet swim independently and who require this support from teachers to gain confidence.

At no time should the teacher touch a student outside the context of the activity that takes place in the class.

## ANNEX 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.

Provide attention, accompaniment and support to the child or adolescent victim, giving priority in each of their actions their rights, not underestimating the complaint or situation of risk, but on the contrary acting diligently and timely.

Each administrative and disciplinary action that is developed for the attention of situations of sexual violence in the school environment and towards the protection of fundamental rights must avoid discriminatory actions based on gender stereotypes or others; and protect the right of victims not to be confronted with the alleged aggressor.

Victims of child abuse in any form have the right to:

- Freely tell what happened
  - That no value judgments are made about their complaint and that they are taken seriously.
  - Be treated with respect
  - Receive guidance and accompaniment from the School. Receive clear and precise information about their rights, the process and the instances to which they can go.
  - Speed and due diligence in the actions that are carried out.
- 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.
- The data contained in the account of the facts will be worked under reservation and will only have access to it the people who make the process of administration of child protection cases, the disciplinary process and the competent entity.

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 a 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, the 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, the Coexistence Coordinator or Deputy Head, 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 someone 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/ CCB collaborators 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 child abuse incident:

- 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.
- E. Concern about low level concern or grooming.

All registered or suspected cases of abuse, grooming or negligence must be reported to the school's psychologists, Coexistence Coordinator or Deputy Head 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 Coexistence coordinator or Deputy Head (when the suspected abuser is a student).

If there is reasonable cause to believe that there is a Low level Concern or alleged abuse, the psychologist, Coexistence Coordinator or Deputy Head 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/ Coexistence Coordinator/Deputy Head and the staff member who received the report will document the facts of the case, and register it in the report's system.

#### 6. REPORT STANDARDS FOR THE MANAGEMENT OF A CASE

It is normally compiled by a school psychologist, Coexistence Coordinator or Deputy Head, 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: Concerns or Warning Signs ("Low level concerns"), when there is conduct that may be inappropriate or problematic.

Concerns or Signs of Caution: These are any concern, however small, even if it is nothing more than a "persistent doubt," that an adult has acted in a way that:

- is not consistent with the School Code of Conduct, and/or
- relates to their conduct outside of work that, even if not related to a particular act or omission, has caused a sense of discomfort about that adult's suitability to work with children.

It's critical to address inappropriate and problematic behaviors before they escalate.

Category D: Behavior indicating that an adult working with children:

- has behaved in a way that has harmed a child, or may have harmed a child;

- may have committed or related to a crime against or related to a child;
- behaved with a child or children in a way that indicates that they may pose a risk of harm to children.

Extreme cases will be reported to local authorities (see paragraph 8), for example:

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

Law 1146 of 2007, Chapter 4, articles 11, 12, 13 and 14, established for teachers and teaching directors of educational establishments, the obligation to "report to the competent administrative and judicial authorities any conduct or indication of sexual violence against children and adolescents of which there is knowledge".

The omission in the appropriate complaint implies the disregard of an express normative provision, which must also be investigated by the corresponding authorities.

Each action and action that is related to the rights of minors must be aimed at:

- (i) to ensure their harmonious and integral development;
- (ii) create the conditions for the full exercise of their fundamental rights;
- (iii) ensure environments suitable for their development;
- iv) adapt the measures that correspond to the protection of risks, that threaten their integrity, such as physical or moral violence and in general that mean disrespect for human dignity in all its forms (Constitutional Court judgment T-448 of 2018 )
- v) to report in a timely manner the crimes in which minors are victims, and to guarantee the reparation of the damage and the restoration of their violated rights.

## 7. REPORT 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.
- Any situation of sexual violence is a medical emergency and the student must be taken to the EPS.
- 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.
- Check if the student or students involved have siblings in the School, and inform the respective Head of Section.

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

The re-victimization of the child or adolescent should be avoided; to this end, it is necessary to activate the route of attention, transferring it to the corresponding authorities so that the judicial proceedings can be initiated, and adopt the immediate and effective administrative measures that correspond.

The School is obliged to provide or obtain the information required by the competent judicial and police authorities, in order to assist in the investigation of the possible commission of a crime or misdemeanor against the rights and integrity of children and adolescents.

8.1. If the abuse occurs in a family setting: The Headmaster will inform the Family Commissary in the link <https://www.cali.gov.co/seguridad/publicaciones/140079/comisarias-de-familia/>

Telephone numbers and addresses can be consulted.

Some contacts are:

Family Line Phone is: 602 4865555 option 0

Mobile Police Station 602 881 8551

[comisaria.movil@cali.gov.co](mailto:comisaria.movil@cali.gov.co)

The Headmaster reports to the ICBF. You can call the number 141, the number 018000 91 80 80 (available 24 hours) and the number 57601 43776 available from Monday to Friday from 8 am to 5pm.

Electronically to the <https://icbf.gov.co/servicios> and there you click on the report situation button. The points of attention are published in <https://icbf.gov.co/puntos-atencion>

Line 141 is a national toll-free line that the Colombian Institute of Family Welfare makes available to any adult or child who needs to report an emergency, make a

complaint or ask for guidance on cases of child abuse, sexual violence, bullying, child labor or consumption of psychoactive substances, among many other situations that threaten or affect the life and integrity of a child or an adolescent.

- 8.2. (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).
  - 8.3. If the family is not involved: the school will notify the families of the parties involved.
  - 8.4. When a case of abuse is caught in the act, the situation will be reported to the Children and Adolescent Police.
- To contact the Childhood and Adolescence Police call the number 123 or 018000910600 or [lineadirecta@policia.gov.co](mailto:lineadirecta@policia.gov.co). Other contact details: Phone 602 44429 16 and [mecal.pinar@policia.gov.co](mailto:mecal.pinar@policia.gov.co)
  - If the alleged aggressor is between the ages of 14 and 18 years old, they will be taken to the Fiscalía or detention center. The Prosecutor's office phone number is 122.
  - If the alleged aggressor is older than 18 years old they will be taken into the Fiscalía (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 or his/her delegate will guide the families in the process of filing a complaint with competent authorities.

- If the aggressor is under 14 years of age, the family should contact Bienestar Familiar. You can call the number 141, the number 018000 91 80 80 (available 24 hours) and the number 57601 43776 available from Monday to Friday from 8:00 am to 5:00 pm.

Electronically to the <https://icbf.gov.co/servicios> and there you click on the report situation button. The points of attention are published in <https://icbf.gov.co/puntos-atencion>

Line 141 is a national toll-free line that the Colombian Institute of Family Welfare makes available to any adult or child who needs to report an emergency, make a complaint or ask for guidance on cases of child abuse, sexual violence, bullying, child labor or consumption of psychoactive substances, among many other situations that threaten or affect the life and integrity of a child, girl or teenager.

- If the aggressor is between 14 and 18 years old, the family should contact the Childhood and Adolescence Police by calling the number 123 or 01800910600 or [lineadirecta@policia.gov.co](mailto:lineadirecta@policia.gov.co). Other contact details: Phone 602 44429 16 and [mecal.pinar@policia.gov.co](mailto:mecal.pinar@policia.gov.co)
- If the abuser is an adult, the family must file a criminal complaint with the Prosecutor's Office. The telephone number of the Prosecutor's Office is 122. <https://www.fiscalia.gov.co/colombia/>

The National System of Virtual Reporting ¡A Denunciar! is a unique platform for receiving complaints, where citizens can initially report issues related to theft from people, theft from commerce, theft from residences, extortion, computer crimes and material with content of child sexual exploitation. Access to this platform can be done from any mobile device through the link <https://adenunciar.policia.gov.co>. It informs the competent authority of conduct that may be contrary to criminal law. In the case of crimes where the victims are children and adolescents, "anyone can demand from the competent authority the fulfillment and restoration of the rights of children and adolescents." (Law 1098 of 2006, article 11).

The Police Cyber Center - VIRTUAL CAI is an application with direct connection to the Virtual CAI that can be downloaded on any electronic device. It can also be accessed via the <https://caivirtual.policia.gov.co/> link. In this, any citizen can make a report of computer crimes in accordance with the provisions of Law 1273 of 2009, and theft of cell phones 24 hours a day.

- 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.

The SIUCE is a reporting system and does not exempt the activation of the respective routes and protocols established, nor the complaint to the judicial and inspection and surveillance authorities if the case warrants it.

The link of the platform is as follows <http://siuce.cali.edu.co:8080/Siuce/>

In case any member of the educational community wishes to report an anonymous case, enter through: <http://siuce.mineduccion.gov.co/siuceanonimo-angular2/>

The Headmaster or his delegate must report the situation to the ICBF.

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

The EACPI defines the actions and periodicity of the Follow-up.

When the Headmaster, advised by the EACPI, in the exercise of his/her functions is carrying out disciplinary actions or becomes aware that a person linked to the School is involved in a judicial investigation for alleged crimes of sexual violence against minors, he/she may carry out a weighting exercise, taking into account the constitutional postulates and the constitutionality block, making the rights of minors prevail, and adopt the corresponding decisions to avoid direct interaction of the person investigated with the students, while due process is carried out (in accordance with article 44 of the Political Constitution, article 3 of Law 12 of 1991, Law 1098 of 2006 and the constitutional Court ruling T-075 of 2013).

## 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.

## ANNEX E: AUTHORIZATION OF PROCESSING OF PERSONAL DATA, SIGNING OF THE DECLARATION OF COMMITMENT TO UPHOLD WHAT IS ESTABLISHED IN THE PROTECTION OF MINORS HANDBOOK AND THE CODE OF DECLARATION OF SUITABILITY

Acting as the owner of my personal data I AUTHORIZE in a prior, express, irrevocable and informed way, to the CORPORACIÓN COLEGIO COLOMBO BRITANICO. NIT 890300652-9, so that the personal data contained in my resume and those that I can subsequently provide, are treated in the terms of Law 1581 of 2012, Decree 1377 of 2013 and the other current regulations that regulate or complement it, with the purposes indicated below:

1. Obtain, analyze, evaluate and transmit personal data possibly existing in the databases of criminal records and consultation of disabilities of Sexual crimes committed against minors under 18 years of age (Law 1918 of 2018).
2. Validate them against public databases.
3. Report them to the judicial, police or administrative authorities when there is a rule or legal order that decrees it.
4. Transfer them to the judicial, police or administrative authorities, when there are legal grounds or orders.
5. Destroy or delete them when there is a personal order of the owner or of the competent judicial or administrative authority.

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.

Declaration of Suitability: My signature indicates that I know of no reason or prior circumstance that asks me to work safely with minors.

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.

I understand that the School reserves the right to conduct a vetting and disability investigation of employees, contractors and volunteers, at any time after employment, service or voluntary service has begun, and will do so periodically (at least every 4 months in accordance with Ministerial Directive No. 1 of March 4, 2022, or the rules that modify it). Any misrepresentation, falsification or material omission in the information provided by the applicant, whenever discovered, may result in disqualification or termination of employment or voluntary service with the organization.

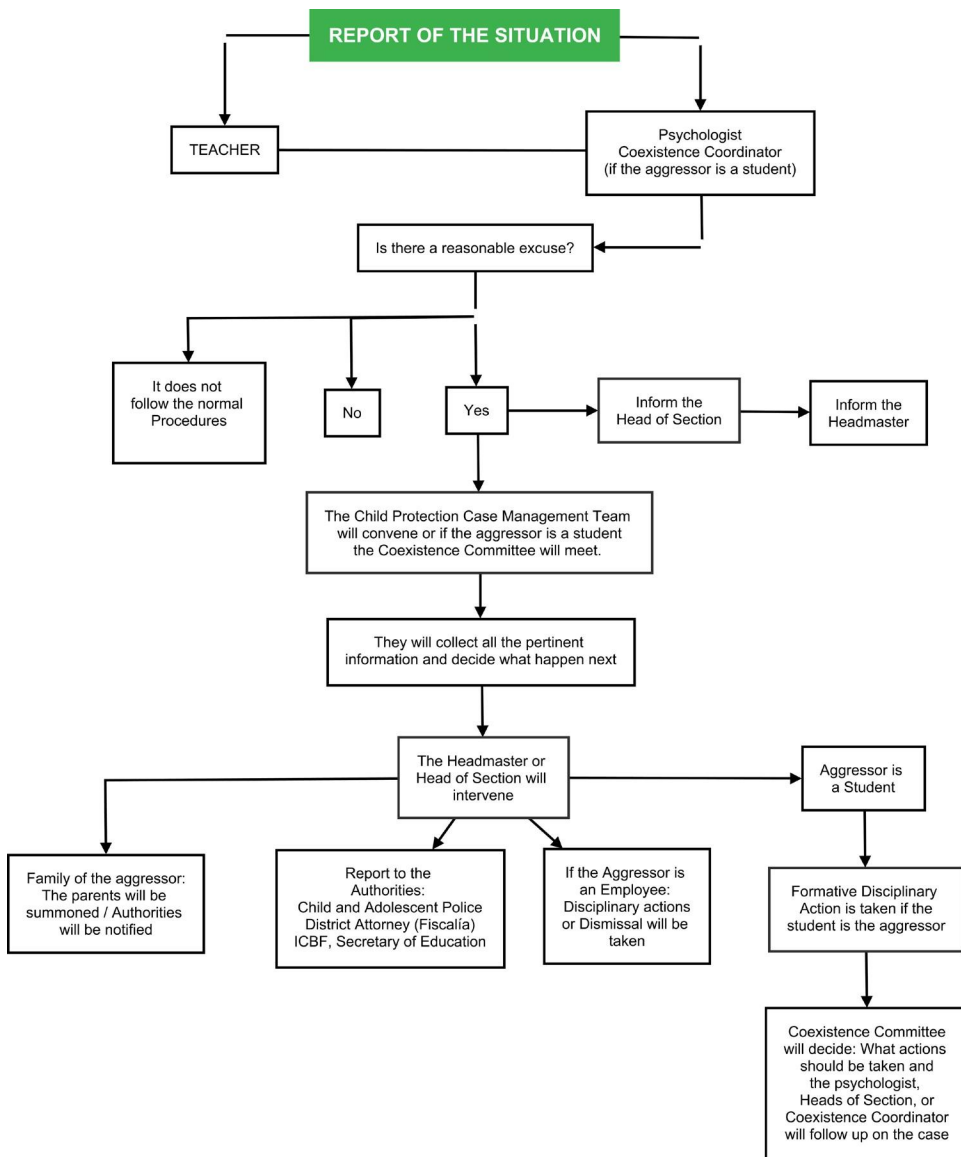
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ID Date of Issue: \_\_\_\_\_

Date: \_\_\_\_\_

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



## ANNEX 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 Annex 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 providing 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.
- CBB 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).

## **ANNEX H: PROTOCOL FOR DUTIES IN PRIMARY AND SECONDARY BATHROOMS**

**Primary:** In the Primary section the teachers are assigned a duty in each area where the students stay during rest and lunch. The person in charge of the duty in the triangle of the section, is responsible for guarding the bathrooms on the first floor during this time. If a situation arises (due to fact or suspicion of a problem) that merits the intervention of the adult, he may approach the door and make a verbal call for attention that establishes a limit from the bathroom door. Adults are not allowed to enter, unless a student so requests, or what is heard from the outside is worrisome. At all times the bathroom door must remain open and only one adult of the same sex who indicates the bathroom can enter. If the adult who entered the bathroom finds a student in a serious or very serious situation, he or she should instruct them to go to the office together. All the people involved and the adult must give their version of what happened to the Deputy Head who is in charge of the disciplinary process.

Under normal circumstances, teachers do not enter primary bathrooms, nor can they make use of this space.

**Secondary:** In the Secondary section there are different duties in order to accompany, safeguard and guarantee the supervision of an adult during the hours of rest. In the case of bathrooms, the duty should be carried out as follows:

The teacher can enter the common bathroom area to verify that the students are making proper use of the space.

The teacher must refrain from making use of the sanitary batteries or entering them.

In the event that the teacher catches a student with improper action, he or she should immediately call for attention and ask him or her to leave the bathroom immediately. Once the student leaves the bathroom and if it is a serious or very serious offense, ask him to go to the office, where the student must make his statement in writing like the teacher.

If there is a suspicion against a prohibited item, the teacher must ask the student to deliver the item and go with him to the office. In case of denial, the teacher should go to the office and the security department will be asked to make an inspection in the bathroom. On the other hand, the student's parents will be called to communicate the situation and announce that the student will be asked to show the contents of their suitcase and pockets.

## ANNEX I: PROTOCOL FOR CHANGING CLOTHES IN EC

The procedures in the Early Childhood section of Child Protection and Care are contemplated according to the age of the children and according to the following criteria:

### Change of clothes

#### Toddlers and Nursery

Both teachers are with the children permanently during the school day. When there is a need to change clothes due to a situation, the change is made by one teacher and the other accompanies the group. CRTs (Classroom teachers) are responsible for this procedure. However, sometimes the support teacher of the Maloka accompanies this process, this in the case of swimming lessons to expedite the change of clothes of the group.

It is done in one-on-one, without removing all clothes at the same time, to prevent children from being exposed by showing their private parts. It starts by changing the upper part of the body (blouse or t-shirt) and placing the garment then the change of the lower part of the body (pants, shorts and / or underwear) is made. In some cases children can make this change on their own and only require adult

supervision. Children are responsible for putting on stockings and shoes to promote independence and autonomy.

These changes of clothing occur specifically at the time before and immediately after the swimming class, water activity, pedagogical experience, artistic presentation, or some other situation that requires a change of clothes.

It is done in the bathroom of the classroom or behind the furniture. It seeks to protect the integrity of the child, avoiding exposure to people outside or outside the CRTs. In case of not being close to the room and an eventuality occurs, the nearest bathroom is located inside the school to accompany and make the change of clothes.

Pre Kindergarten, Kindergarten and First

Taking into account that in the swimming class the teacher is male, it will be the CRT female teacher of the class who accompanies the girls in the process of changing their clothes, while the swimming teacher accompanies the boys. Teachers supervise and intervene only if necessary and children ask for help.

In events such as assemblies, novenas and "Summer Show", the children are made a prior anticipation of what is going to happen and propose a series of agreements to perform the procedure. At this time they are accompanied by the two CRTs and when it applies, the Dance or Drama teacher supports.

The Pre-K boys change their clothes in the living room, for this reason for the swimming class, the girls are separated from the boys at one end of the room forming a semicircle seeking the privacy of each group. Kindergarten and First Graders make use of the pool area locker room to change their clothes; both the swimming teacher and the CRT woman accompany from outside the bathroom and guide the process without entering it, respecting the privacy of the children. In the event that a child requires support to correctly use their swimming clothes, the teacher should seek the support of the other adult to ensure that the procedure is performed properly respecting privacy.

Pre-Kindergarten, Kindergarten and First grade children have a weekly swimming lesson according to the schedule established by the section for each classroom.

However, a change of clothes may be required for water activity and/or previously planned pedagogical experience. Similarly, if an eventuality occurs, a teacher accompanies the child to the bathroom and follows the same procedure mentioned above.

### Accompaniment to the bathroom

#### Toddlers and Nursery

Both CRTs accompany this moment, taking turns, depending on the schedule and the availability of the moment. One makes the change and the other accompanies the group.

Because of the age of the children in these grades, some of them still wear diapers; in this case, one of the CRTs makes the change, without removing the top of the clothes. Both CRTs are willing to change the diaper and depending on the schedule and time they take turns doing this task; meanwhile, the other CRT is accompanying the rest of the group. Sometimes the Maloka's support teacher also performs this function.

This process is accompanied only by the two CRTs and support teacher (one at a time), since to clean and apply the anti-diaper cream the intimate parts of the children must be touched.

If necessary the complete change of clothes is done first the upper part of the body and then the lower one.

Children who make use of the bathroom are accompanied by one of their CRTs, to the extent of their possibilities they themselves get off and raise their underwear. In the case of girls urinating, CRTs provide toilet paper or wet cloth to dry themselves. When they depose, CRTs help them clean themselves, touching their private parts. Children are told that they need help from the CRT for this step, thus ensuring proper cleaning.

Sometimes it is necessary to shower the children, to ensure hygiene, this is done by one of the CRTs, while the other remains with the rest of the group. In this case, the CRT bathes the child in the living room shower, touching the child's body

to wash it with soap and dry it. It is forbidden to pass to the bathing area of other people (adults or children) while the child is finished dressing

If the children are on the bus to go home and have a need, and even the journey has not begun, the CRT is called to be taken to the nearest bathroom, for example: the bathroom of the infirmary.

#### Pre-K, Kindergarten and First Grade

Prekindergarten children have a bathroom in their classrooms, in which they have a toilet and a potty. One of the CRTs or the specialist in charge of the class supervises the child's needs when entering the bathroom. One child should always come in at a time.

In Kindergarten and First grade, children wash their hands before and after breaks. In these cases there is a CRT from each classroom who is responsible for taking their students to the bathroom and supervises them while they wash their hands before going to eat or returning to the classroom. At recess times, there is a CRT in charge of supervising the kindergarten and first grade corridors and restrooms. When recess is over, this same CRT is in charge of supervising the hand washing process and making sure that they do not stay playing or chatting in the bathroom. This CRT is removed from this space once all the children have gone to their classrooms.

During the classes, children go alone to the bathroom without the accompaniment of an adult, maximum two children at a time per room. In case a child needs support, the CRT guides and models the proper use of this space and the child's personal needs, such as: how to remove, fold or extend the wet paper or cloth to be able to clean independently. If help is needed, the CRT does this by guiding the child's hand the first time to learn and then allowing him or herself to do it. Communication is carried out with parents about the increasing process of independence of children in this skill.

For the three grades if there is a need to shower, children are accompanied by a CRT from outside the shower, and intervenes only if the child requests it; otherwise, the adult accompanies giving instructions with his voice so that it is the child who showers and changes using the bathroom of girls or boys, as the case may be.

## Office

### Toddlers and Nursery

This situation does not occur frequently in these grades, being small children are picked up on time. In case of staying in the office waiting to be picked up one of the CRTs of the room will accompany you as long as necessary. This also happens when one of the children stays in the medical department, accompanies one of the CRTs or the maloka's support teacher.

### Pre-K, Kindergarten and First Grade

If the child is taken to the office for training and disciplinary reasons, the office door must remain open and the windows open; the section assistant, psychologist, or neuropsychologist sits with the child or children who need to work. The pertinent reflections or inquiries are made and then taken back to the room.

In case of internal suspension, the child must remain throughout the school day in one of the offices either psychology, neuropsychology or the office of the assistant of the section, these must always remain with the door open and the window open.

When children are picked up late by their parents or guardians. The CRT in charge of accompaniment takes the child to the section office. The child waits sitting in the reception room of the office where he remains accompanied by the secretaries. At the time of departure of 1:00 pm or 3:00 pm after extracurricular activities. At this time children have no need to change. If children express a need to enter the bathroom, they enter the office bathroom.

### General Events

For all the children in the section, when there are special events, the CRTs are with the children all the time. External people (photographers, workers from other sections etc.) do not have direct contact with them (touching, loading, etc.). When

attending the events of the section, the children come wearing their outfits from home. However, if parents ask for help getting costumes or costumes put on in the room, it is the CRTs who support.

According to the ages of the children, the following specifications are taken into account:

#### Toddlers and Nursery

It is done in one by one, without removing all the clothes at the same time, to prevent them from being exposed. It starts by changing the upper part of the body, the garment is placed and then the change of the lower part is made. In case the garment is very complex to place the CRTs dress the children in a private place (bathroom). In some cases children can make this change on their own and only require adult supervision. Children are responsible for putting on stockings and shoes to promote independence and autonomy.

#### Prekindergarten, Kindergarten and First Grade

When children need to change costumes for the assembly and/or novenas, the CRTs are located at both ends of the room (left and right) to be able to be aware of everyone. One of the two CRTs accompanies the change of clothes of the boys and the other, that of the girls. Inside the room, there is an easel that serves as a division between the group of boys and girls and the door is glued to a cardboard to cover the glass of the door in such a way that people who pass by do not see the girls change.

During the presentations at the assemblies, in case any of the children urgently needs to go to the bathroom, they are accompanied to the door. For the Summer Show, the CRTs are distributed according to the role assigned to them and the CRT that is closest to the child who needs to go to the bathroom, accompanies him to the door.

#### Classes with specialists

#### Toddlers and Nursery

In these grades both CRTs accompany the learning experiences that happen in the classes with the specialists. Therefore it is taken into account, when there is a request to go to the bathroom by a child, one of the CRT accompanies him to the nearest bathroom. If it is necessary to change diapers or clothes, the procedure will be followed in the classroom. The other CRT will remain with the group in the company of the specialist.

#### Pre-K, Kindergarten and First Grade

For these grades one of the two CRTs accompanies the children in classes with specialists, during the period of foster care that covers the first six weeks of class. Except for the swimming class, which throughout the school year has the accompaniment of one of the two CRTs.

The classes with specialists are in pairs, this favors that in case of needing support to take a child to the bathroom, one of the two accompanies. In the case of physical education teachers, the guideline is to ask for help from a CRT, section secretaries or librarian to carry out this accompaniment.

