CHILD PROTECTION AND SAFETY POLICY

POL-008-E

CONTENT

1. INTRODUCTION

Colegio de Inglaterra - The English School, as an international school, and The English Nursery have the duty and obligation to safeguard the integral safety of its students, children and adolescents who use its facilities. Therefore, there is a need to establish a child protection policy, establishing procedures, roles, expectations in the interactions of teachers, students and administrative staff, operators, providers or external people entering the premises, in order to minimise the risk of a child abuse situation. A rapid response protocol is also defined in case there is any suspicion or a situation of this type arises.

Therefore, this policy takes into account aspects such as:

- Selection and evaluation processes for all staff: teachers, administrative staff, interns, contractors or any person working on school premises, under strict criteria of professional suitability and good conduct.
- A code of ethics for staff that guides interactions between adults and students.
- Training and education plan on the prevention of child sexual abuse and other forms of maltreatment. In addition to clear protocols for recognising, responding to and reporting suspected cases, as well as the ongoing dissemination of these protocols.
- Accompaniment plan for expat families so that they are aware of Colombian laws regarding child protection policies, as well as activities that promote a closer relationship with the school, in a way that the school constitutes a referent support network for them, taking into account that international families are vulnerable to abuse because the nature of the abuse requires secrecy, isolation and limited access to support.
- Programmes that promote safe environments for all students both on-site and online.
- Plan for constant contact and connection with the authorities close to the locality and the programmes stipulated by the legal institutions that protect children.

2. OBJECTIVES

This policy provides the framework for:

- The development of practices, policies, and procedures that promote child protection within the school.
- The creation of a positive and robust child protection culture.

- Complying with all laws, regulations, and standards relevant to child protection in Colombia and all the international membership organisations that the school belongs to.
- Establish a safe environment for all students, in which attention to their needs, listening and protection, through procedures and protocols, ensure their physical and socio-emotional integrity, within the framework of their right to privacy.
- Promote families' responsibility as guarantors of their children's rights, protection and safety, as well as raising their children's awareness of their rights and duties as members of a community and a society.
- To develop self-care and solidarity awareness processes in minors in our community for group care among their peers.
- Implement safe recruitment and selection practices that ensure the protection of our students.
- Disseminate and implement the Child Protection and Safety Policy at every level of the education community.

3. SCOPE AND APPLICATION OF THE POLICY

This policy applies to all members of the community of the Fundación Educativa de Inglaterra (FEI) - all staff, students, parents, volunteers and visitors and at all times when a student is:

- at school
- representing the school or wearing the school uniform
- travelling to or from school
- on school-organised trips
- associated with the school at any time
- anytime a student is under the school's care
- when the school becomes aware of facts that endanger the physical or emotional safety of the child's or adolescent's family unit.

This policy shall also apply to students at all times, places and circumstances where failing to apply this policy may put a student in danger of his/her safety and well-being.

4. DEFINITIONS

In this document, the term "child protection" refers to the protection of children and adolescents who are part of the school as active students but also those who visit or participate in activities within the school premises.

Child protection, both in and out of the school on-site and virtual context, includes all policies, programmes, procedures and protocols that aim to promote and guarantee the socio-emotional and physical well-being of children and adolescents, as well as the timely intervention and corresponding reporting of suspected cases of abuse, reported by the student or witnessed by any person associated with the school, whether it occurs inside or outside the school premises.

5. **POLICY STATEMENT**

Child abuse and neglect are concerns throughout the world, which can have serious short and long-term psychological and physical implications for victims. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. FEI and its educational institutions – The English School and The English Nursery – endorses the UN Convention on the Rights of the Child (1989), of which Colombia, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at TES and TEN must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in Colombia, (ICBF or who acts in its stead) and/or to local authorities (Children and Adolescents Police or who acts in its stead), following procedures implemented by Colombian Education authorities.

The Fundación Educativa de Inglaterra and its educational institutions believe that every student in its care should feel safe and protected from any form of abuse, which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

Additionally, they are committed to safeguarding and promoting children's well-being and expects all staff to share this commitment.

Therefore, Por ende, take very seriously its duty to all its students who have been entrusted in its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

6. CHILD SAFETY VALUES AND PRINCIPLES

The school's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All children have the right to be safe.
2. The well-being and best interests of the child are paramount.
3. The views of the child and a child's privacy must be respected.
4. Clear expectations for appropriate behaviour with children are established in our Community Handbook (*Manual de Convivencia*) and staff Code of Ethics, which all members of the community readily have access to.
5. Child safety awareness is promoted and openly discussed within our school community and is everyone's responsibility.
6. Procedures for responding to alleged or suspected incidents of any kind of child abuse are accessible and straightforward for all school community members.
7. The school provides preventative measures and programmes to educate the community and protect the students' integrity and well-being.
8. Children from culturally and linguistically diverse backgrounds, LGBT and who have any kind of disability have the right to special care and support.

The purpose of this policy is to provide protection and prevention for children who attend The English School and to provide staff with guidance and procedures if they suspect a child may be experiencing or be at risk of harm.

Furthermore, The English School responds to national and international responsibilities and obligations regarding the protection of children, taking into account the child protection policies and procedures proposed in:

- The United Nations Convention on the Rights of the Child
- Colombian legislation:

  - *Código de Infancia y Adolescencia - Ley 1098 del 2002* (Code on Childhood and Adolescence, Law 1098 of 2002).
  - *Sistema nacional de convivencia escolar, formación para el ejercicio de los derechos humanos, la educación para la sexualidad y la prevención y mitigación de la violencia escolar, la ley 1620 de 2013* (National System

of School Well-Being, Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence, Law 1620 of 2013).

- Institutional Documents:
  - Community Handbook / Manual de Convivencia
  - Teaching and Learning with Information and Communication Technologies (ICT) Policy.
  - Proyecto Educativo Institucional (PEI)
  - Staff Code of Ethics.
  - Recruiting procedure.
  - Data Processing Policies and Procedure Handbook
  - Human Resources Department policies and procedures.
  - Health Care Area policies and procedures.
  - Infrastructure Department policies and procedures.
  - Security Area policies and procedures.
  - Protocol for Extracurricular Activities and Sporting and Cultural Events.
  - Policy and Protocol for Educational Field Trips.
  - All other institutional documents.

7. TRANSPARENCY

The school prides itself on mutual respect and tolerance. Parents/guardians and all adults that are part of the school community have an essential role in supporting the school. Copies of this policy, together with our other policies related to child protection issues, are on our website. We hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently per this policy. Open communications are essential.

FEI and its educational institutions seek to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, TES and TEN will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to ensure the safety of children, and will review the policy annually for compliance and effectiveness.

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

8. DESIGNATED TEAM MEMBERS FOR CHILD PROTECTION AND SAFETY

Members of the designated team for child protection and safety will always be available to discuss safeguarding concerns, have the training and guide any person reporting through the correct process and protocols, so their report is taken seriously and dealt with appropriately.

The Designated Team Members are:

- Head of School and Rector
- Heads of Section
- Section Well-being Coordinators
- Level Psychologist

The Designated Person's role:

- Guarantee training to all staff related with the child protection policies, procedures, protocols and others.
- Raise awareness by ensuring the school's policies are understood and put into practice.
- Know how to identify signs of abuse and when to make a referral
- Know the procedures and ensure that the correct action is taken.
- Know the requirements of record keeping and ensure that the Child Protection Policy is up to date.
- Act as a source of support, advice and expertise for all staff.

9. PROCEDURES

Every complaint or suspicion of abuse from within or outside of the school will be taken seriously and will be followed up appropriately, in accordance with this policy, the school' s Community Handbook, the protocols issued by the Colombian authorities and national regulations, including Law 1098 of 2006, Decree 1965 of 2013, Law 1620 of 2013, Law 1581 of 2012 and Decree 1074 of 2015.

9.1 Guidance for staff suspecting or hearing a complaint of abuse

If a staff member is concerned that a student may be suffering harm or is at risk of suffering harm, the matter should be referred to the Head of School and Rector and the Head of Section, as soon as possible, so that the integral attention routes for School Well-being can be activated, in accordance with Law 1620 of 2013, and

Decree 1965 of 2013, or other regulations that modify or complement it and the School Well-being Handbook.

If a member of staff suspects of hears a complaint of abuse, he/she:

- Must ensure that the child is kept safe
- Must follow the steps outlined in the protocols established by the competent national authorities in the directory of protocols for comprehensive care for school coexistence and the exercise of human, sexual and reproductive rights. Secretaría de Educación del Distrito. Version 4.0 (*Directorio de protocolos de atención integral para la convivencia escolar y el ejercicio de los derechos humanos, sexuales y reproductivos. Secretaría de Educación del Distrito. Versión 4.0*).
- Must listen carefully to the child and keep an open mind. Staff should not decide as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its answer.
- Must reassure the child and receive the information, ensuring data protection.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing and sent immediately to the Head of School and Rector and Head of Section, via a school email account.

This record should include:

- Date.
- Detail of who reported.
- What the concern is.
- Whether this was referred to the Designated Person, and if not, why not
- The follow-up provided to the person who reported the concern and any other notes of relevance.
- If the complaint includes online elements, staff are reminded not to view or forward images that are not authorised by data subjects or that violate the privacy or fundamental rights of any person, especially minors, however, they should make a note of what has been reported.
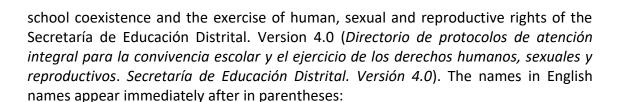
10. PROTOCOLS

In response to the particular cases that are reported, the school's psychopedagogist or psychologists should implement the following protocols that are part of the National System for School Coexistence (*Sistema Nacional de Convivencia Escolar*) and that appear in the document entitled Directory of protocols for comprehensive care for

school coexistence and the exercise of human, sexual and reproductive rights of the Secretaría de Educación Distrital. Version 4.0 (*Directorio de protocolos de atención integral para la convivencia escolar y el ejercicio de los derechos humanos, sexuales y reproductivos. Secretaría de Educación Distrital. Versión 4.0*). The names in English names appear immediately after in parentheses:

- *Protocolo de atención para presuntas situaciones de incumplimiento, negligencia y/o abandono de las responsabilidades de padres, madres y cuidadores.* (Attention Protocol for Alleged Situations of Non-Compliance, Neglect and/or Abandonment of the Responsibilities of Parents and Caregivers.)
- *Protocolo de atención para situaciones de presunto trabajo infantil o en riesgo de estarlo.* (Care Protocol for Situations of Presumed Child Labour or At Risk of Being It.)
- *Protocolos de atención para situaciones de conducta suicida. (*Attention Protocols for Situations of Suicidal Behaviour.)
- *Protocolo de atención para situaciones de conducta suicida no fatal en niños, niñas y adolescentes (ideación, amenaza o intento). (*Attention Protocol for Situations of Non-Fatal Suicidal Behaviour in Children and Adolescents – Ideation, Threat or Attempt–).
- *Protocolo de atención para situaciones de presunto suicidio consumado. (*Care protocol for situations of presumed completed suicide.)
- *Protocolo de atención para situaciones de presunta violencia sexual. (*Care Protocol for Situations of Alleged Sexual Violence).
- *Protocolo de atención para situaciones de presunta agresión y acoso escolar.* Attention Protocol for Situations of Alleged Aggression and Bullying.)
- *Protocolo de atención para situaciones de embarazo adolescente, paternidad y/o maternidad temprana. (*Care Protocol for Situations of Adolescent Pregnancy, Paternity and/or Early Maternity).
- *Protocolo de atención para situaciones de presuntos casos que competen al sistema de responsabilidad penal para adolescentes (SRPA). (*Attention Protocol for Situations of Alleged Cases That Fall Under the Criminal Responsibility System for Adolescents.)
- *Protocolo de atención de niños, niñas y adolescentes con presunto consumo de sustancias psicoactivas (SPA). (*Attention protocol for Children and Adolescents with Alleged Consumption of Psychoactive Substances.)
- *Protocolo de atención para situaciones de presunta violencia contra niñas, adolescentes y mujeres por razones de género. (*Care Protocol for Situations of Alleged Violence Against Girls, Adolescents and Women for Gender Reasons.)

● *Protocolo de atención para situaciones de hostigamiento y discriminación por orientaciones sexuales, identidades y expresiones de género diversas. (*Attention Protocol for Situations of Harassment and Discrimination Due to Sexual Orientations, Identities and Diverse Gender Expressions.)

11. SIGNS OF ABUSE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated as children may go to great lengths to hide injuries often because they are ashamed or embarrassed, or because their abuser has threatened further violence or trauma if they tell.

A child who is being abused and/or neglected may:

● Have bruises, bleeding, burns, fractures or other injuries.
● Show signs of pain or discomfort.
● Keep arms and legs covered even in warm weather.
● Be concerned about changing for PE or swimming.
● Look unkempt and uncared for.
● Change their eating habits.
● Have difficulty in making or sustaining friendships.
● Appear fearful.
● Be reckless about their own or others' safety.
● Harm himself/herself.
● Frequently miss school or arrive late.
● Show signs of not wanting to go home.
● Display a change in behaviour - from quiet to aggressive or from happy-go-lucky to withdrawn.
● Challenge authority.
● Become disinterested in their school work.
● Be constantly tired or preoccupied.
● Be wary of physical contact.
● Be involved in or particularly knowledgeable about drugs or alcohol.
● Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely in isolation provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Person decide how to proceed. It is essential to report concerns – you do not need 'absolute proof' that the child is at risk.

12. CHILD ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be physical, sexual, or emotional, but can just as often be about a lack of love, care, and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

Types of abuse:

   a. Neglect
   b. Emotional Abuse
   c. Child Sexual Exploitation
   d. Sexual Abuse
   e. Online Abuse
   f. Physical Abuse
   g. Domestic Abuse
   h. Peer on Peer Abuse
   i. Sexual Violence and Sexual Harassment between Children

   a. <u>Neglect</u>: Neglect is the ongoing failure to meet a child's basic physical and/or psychological needs, likely to result in the severe impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a child may be left hungry or dirty, without adequate clothing, shelter (including exclusion from home or abandonment), supervision, medical, or health care. It can also include a failure to protect a child from physical or emotional harm or danger. They may not get the love, care, and attention they need from their parents. A child who is neglected will often suffer from other abuse as well. Neglect or unresponsiveness to a child's basic needs is dangerous and can cause severe and long-term damage, even death.

b. <u>Emotional Abuse:</u> Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It is sometimes called psychological abuse and can cause severe and adverse effects on a child's emotional health and development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet another person's needs. It may include not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in regular social interaction. It may involve seeing or hearing the ill-treatment of another. It may include severe bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

c. <u>Child Sexual Exploitation:</u> Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through technology use.

d. <u>Sexual Abuse:</u> A child is sexually abused when they are forced or persuaded to participate in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Abuse doesn't have to be physical contact (it may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse). Abuse can happen online with technology used to facilitate offline abuse. Sometimes the child won't understand that what is happening to them is abuse. They may not even understand that it is wrong. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

e. <u>Online Abuse:</u> Online abuse is any type of abuse that happens on the web, whether through social networks, online games, or mobile phones. Children and young people may experience, for example, cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is

taking place in the real world (for example, bullying or grooming), or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse, abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

f. <u>Physical Abuse:</u> Physical abuse is deliberately hurting a child, causing injuries such as bruises, broken bones, burns, or cuts. It isn't accidental. Children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped, or having objects thrown at them. Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell; this is known as fabricated or induced illness (FII). There is no excuse for physically abusing a child. It causes serious and often long-lasting harm, and in severe cases, death.

g. <u>Domestic Abuse:</u> Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial, or psychological abuse. It can happen in home life and within personal relationships, and even after the relationship has ended. Both men and women can be abused or abusers. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Domestic abuse can seriously harm children and young people.

h. <u>Peer on Peer Abuse:</u> Children can abuse other children; this is generally referred to as peer on peer abuse and can take many forms. Some forms of abuse can include, but is not limited to, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

i. <u>Sexual Violence and Sexual Harassment between Children:</u> The School recognises that children **of any age** or sex are capable of sexual violence or sexual harassment towards other children:

- Sexual Violence and sexual harassment can occur between two children or in a group of children, and both sexes may be affected.
- Sexual violence and sexual harassment exist on a continuum and may overlap, and they can occur online and offline (both physical and verbal)

- Girls, children with SEND (Special Education Needs and Disability), and LGBT children are more likely to be vulnerable.
- Sexual violence refers to rape, assault by penetration, or sexual assault. These are sexual offenses.
- Sexual harassment is unwanted conduct of a sexual nature and includes such things as sexual comments, sexual jokes, physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (this list is not exhaustive)

13. OTHER IMPORTANT OBSERVATIONS

There are population groups that require special attention and accompaniment, as they can easily become targets of school abuse and violence:

a. <u>Special Educational Needs and/or Disabilities</u>: Students with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

b. <u>Lesbian, Gay, Bisexual and Transgender (LGBT)</u>: Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers as LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

c. <u>Students with non-Colombian nationalities, different cultures and religions.</u>

Students with a nationality other than Colombian may be targets of bullying or discrimination on the basis of their physical appearance and/or cultural traits or customs and beliefs.

d. Warning signs in a student:

- Age-inappropriate sexualised behaviour.
- Unusual interest in sex, sexualisation of objects, conversations, activities.
- Unusual interest in sex, knowledge of sexuality not appropriate to their age.
- Interest in sexualised games with peers or younger children.
- Exaggerated displays of affection, involving physical contact, touching, rubbing.
- Continued sexualised behaviour even when told to stop.
- Insistence on socialising with children much younger than him or her.
- Non-attendance.
- Use of pornography.

e. Warning signs in an adult:

- Has a "favourite" student (teacher's pet).
- different ways to be alone with children or adolescents.
- Excessive displays of affection involving physical contact.
- Inappropriate language, comments to the student(s) about his/her/their physical appearance, teasing and overconfidence with the student(s).
- Sexualised or double-talk with students.
- Holds private conversations, via chat, Facebook, Instagram, among other networks with students.
- Gives private gifts to students.
- Participates with students in activities outside the school that are not organised or authorised by the institution.
- Invite students to gatherings outside the school.

14. GUIDELINES FOR AWARENESS, TRAINING AND PREVENTION

14.1 Community Awareness and Training

With child safety and protection as a priority, the school develops, on an ongoing basis, strategies to raise awareness among all members of the educational community in this regard, as well as to train the different levels in relation to information, actions and procedures to be followed:

- Parents: Parent Schools (Escuelas de Padres), induction for new families, Coffee Mornings, Red PaPaz talks and specific guidance and interventions, according to the needs of the students.
- Staff: training in and certification on the United Nations Convention on the Rights of the Child, training in the prevention and intervention of child abuse and sexual abuse, comprehensive care protocols for school coexistence and the exercise of human, sexual and reproductive rights, among others.
- Students: development of prevention programmes with intentional work on strengthening self-care skills within the subject of Ethics through specific workshops and according to the life cycle.

14.2 Staff Recruitment

14.2.1 Information for applicants: Within the selection process for all applicants for administrative, academic or leadership positions in the institution, a commitment to child protection must be evidenced to ensure compliance with the content of this policy and its provisions.

The course "Child rights and why they matter" developed by UNICEF, which aims to transform and/or update the understanding of child rights and its approach, is a prerequisite for the hiring of all applicants. Staff shall strictly comply with the child protection content set out in the Code of Ethics and the commitments described in this policy, which shall be linked to the employment contract signed at the beginning of their employment.

14.2.2 Screening and criminal background checks: As part of the selection process for any applicant, the school will request a security study which will validate information on arrests, legal proceedings, criminal proceedings, situations related to aggression or conflicts in work and academic environments, with an emphasis on child protection and relationships with children.

Likewise, in compliance with the provisions of Law 1918 of 2018, regulated by Decree 753 of 2019, within the selection process and every four (4) months, the institution will validate the Register of Inabilities for Sexual Offences Against Minors to verify those who have been convicted of sexual offences committed against minors.

14.2.3 Contractors and Service Providers: Any service provider or contractor who has direct contact with children in the development of their activities will be required to comply with the content of Law 1918 of 2018 and to demonstrate the mechanisms adopted to ensure the protection of children.

14.3 Staff Duties

Every staff member or service provider that enters the school or has interactions with students is under a general and legal duty:

- To comply with the Community Handbook, Teacher Statutes, Staff Code of Ethics and all other institutional documents that regulate their employment;
- To comply with all Colombian laws regarding the reporting of abuse and the protection of children and adolescents;
- To protect children from abuse;
- To be aware of the School's Child Protection Procedures and to follow them;
- To know how to access and implement the procedures
- To keep a sufficient record of any significant complaint, conversation or event per this policy;
- To report any matters of concern to the Designated Team Members.

Whistleblowing: All staff are required to report to Designated Team Members any concern or allegations about School practices or the behavior of colleagues, which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a staff member for making such a report provided that it is done in good faith.

Student Leaders (Prefects, Student Council Members, House Captains, etc.): Students who hold positions of responsibility for other students will be briefed on appropriate action to take if they receive any abuse allegations.

14.4 Code of Ethics

- Know and follow the Duty of Employees.
- Maintain professional boundaries inside and outside the school.
- Avoid inappropriate physical contact.
- Avoid inappropriate communication in any form, oral, written, digital, among others.
- Avoid inappropriate relationships with students.
- Avoid using nicknames with students.
- Don't take advantage of the professional relationship with the students for their own benefit, including giving private classes to students for monetary or any other sort of repayment.
- Act appropriately with students, taking special care in their language, gestures, and attitudes.

- Show respect for diversity, be fair, and promote equity with reference to gender, race, religion, sexual orientation, appearance, age, language, or different needs or abilities.
- Keep up to date with knowledge and understanding, as well as the implementation and monitoring of the current child protection processes.
- Contribute to the creation of a fair and inclusive school environment by not allowing discrimination, stereotypes and bullying.
- Identify and report to the appropriate person any situation that may impact the wellbeing of students as soon as possible. (The Council of the Teaching Profession in Malta, 2012, p. 19-20)

14.5 Facilities and Security

- Entry to school premises is controlled by secure doors, constant staff supervision, or video surveillance.
- Members of staff wear name badges.
- Agency and supply staff should be checked to ensure that the person presenting at the school is the same person on whom the agency has provided checks for.
- Authorized visitors are logged in and out of the premises and asked to wear visitor badges.
- No internal doors to classrooms will be locked while pupils are present.
- Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures concerning safeguarding. The nature of their work makes them potentially more vulnerable to allegations against them and more likely to receive private disclosures from pupils.

15. RELATED POLICIES AND PROCEDURES

- School's Community Handbook.
- Directory of comprehensive care protocols for school coexistence and the exercise of human, sexual and reproductive rights. Secretaria de Educación Distrital. Version 4.0. (*Directorio de protocolos de atención integral para la convivencia escolar y el ejercicio de los derechos humanos, sexuales y reproductivos. Secretaría de Educación Distrital. Versión 4.0.*)
- Internal working regulations.
- Admissions Policy (PLT-011) of the educational establishments owned by Fundación Educativa de Inglaterra: The English School and The English Nursery.
- Data Processing Policies and Procedures Handbook
- Policy Handbook.

16. APPROVAL AND DETAILS FOR REVIEW

APPROVAL AND REVIEW	DETAILS
Approving authority.	Board of Directors
Committee or working group submitting to the approving authority.	Learning and Emotional Support Department
Administrator	Head of School and Rector, Heads of Section, Well-being Coordinators, General Secretariat.
New review date	July 2022.

17. EFFECTIVE DATE

This policy was approved by the Board of Directors in minute No. 1114 of 21st January 2022 and shall be effective as of such date.

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Watson L. Vargas Escobar
President of the Board of Directors
Fundación Educativa de Inglaterra

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Adam Bennett
Head of School and Rector
The English School

18. VERSION CONTROL

VERSION	DATE			CHANGE TRACEABILITY
01	21	01	2022	• First document