



**THE
SOUTHLAND
SCHOOL**

PROTOCOL FOR SEXUAL ABUSE PREVENTION

Action Measures

It is an objective of the following protocol to safeguard physical and mental integrity of the entire school community, mainly those students who require a safe, supportive and protective space to develop school life.

Likewise, it seeks to framework educative activities in a safe process according to the needs of our community.

For this process, parents and guardians support is essential, being the promotion of prevention and self-protection conducts a shared task, as well as the actions to be taken in risky situations.

In order to achieve this, 3 aspects have been considered in this protocol: Preventions, theoretical fundamentals and action plan referred to the sexual abuse.

1. PREVENTION

1.1 Staff selection

The staff selection is in charge of a multi-disciplinary staff formed by the School Executive and Administration. Besides, it is formed by a psychologist expert in selecting and interviewing staff for positions directly related to children and youth assistance. The staff selection will imply the following actions:

- Interviews encompassing various aspects of the applicant's professional and personal life.
- Subject the selected applicants to a psychological evaluation by a reliable psychologist of our school, applying tests that are necessary to measure specific personality characteristics.
- The psychologist will issue a report on the applicant's psychologic profile.
- Analyze the curriculum of selected applicants.
- Request the applicant at least 2 recommendations in writing, not from relatives, to testify general characteristics of personality, attitude to work with children and youth, and ability to fulfil tasks associated to the charge. All recommendations must be checked.
- Request an applicant's Background Certificate.

-- Consult the respective Regional Ministerial Secretariat of Education on sexual crimes perpetrators disabled to work on educational fields.

1.2 General considerations for staff and teachers

--Avoid being alone with students in isolated places, without any vision from the outside.

--Avoid keeping in touch via email, phone and/or social networks with students in situations that have nothing to do with the school activity.

-- Keeping an emotional or affective relation between an adult and a student is not allowed.

--Establishing abusive relationships with a student is not allowed.

-- Privacy violation of our community members is not allowed. For example, taking pictures in a situation of vulnerability or publishing them.

-- Activities with students shall be according to their ages, just like with the media material (internet, videos, etc.) used in the classroom and other activities. Any sexually explicit or pornographic material is totally inadmissible.

-- In situations of personal conversations, offices will have their doors or windows open to have visibility from the outside.

-- If necessary, interviews and/or evaluations for students of pre-school and first cycle of primary education shall be reported to the Academic Coordination and/or School Executive staff, in addition to its place and time estimated. They shall always be performed in a visible place.

--In all activities organized by the school, whether outside or inside of it, students must be accompanied by an adult permanently.

--Teachers or other adult members of the community shall avoid entering changing rooms or toilets assigned for students.

--Assistants will make cleaning labors after the school day and/or when students are outside the toilets.

--During the school day, use of toilets and changing rooms by people who are not members of the educational establishment is forbidden.

1. 3 Signs of affection

Support and affection are important encouragements for students, as long as their dignity and principles are respected. This is why it is recommended that every member of the school is prudent with signs of affection, in public and non-public places.

Below, we will present inappropriate ways to express affection and proximity, which shall be avoided between teachers and students and between students and members of the community in general:

--Any sign of affection that the student or member of the community does not want or turns down.

--Any exaggerated manifestation of physical affection that makes the student or school member feel embarrassed.

--Spank buttock, touch genitals or breasts.

--Playing games with an inappropriate way of touching.

--Effusive hugs

--Kiss on lips

1.4 Breaks

--Students must never be alone in yards. There will always be teachers to supervise them. There must be shifts.

--At the pre-school level, children will have a differed break schedule in a yard of exclusive use for this level. In this instance, students will always be accompanied by teachers.

1.5 Toilet access:

--In all school toilets it is forbidden that one or more students enter the same toilet compartment.

--Pre-school education toilets shall be of exclusive use. They will be located within a space defined for this level. In addition, they will be separated from the other classrooms on the same floor.

--It is forbidden that older students or people different from this level enter or use pre-school toilets, except for this level teachers or designated cleaning assistants.

--All school students must be autonomous in the use of toilets and hygiene habits. In the case of pre-school level there will be clothing changes, if they get dirt or wet. This action will be made by the teacher or co-teacher in charge, with extreme prudence, prior notice to the guardian and School Principal, and must be performed in the level toilets. If the situation requires showering, the guardian will be called to pick up the child or come to make it if he/she is near.

2. THEORETICAL FUNDAMENTS

To start talking about child sexual abuse prevention, it is necessary to introduce some general concepts.

2.1. What is Child Sexual Abuse?

We will understand Child Sexual Abuse as any sexual conduct towards a boy or a girl, including the following situations:

- A. Touching a boy or girl genitals by the male or female abuser.
- B. Touching other body zones of a boy or a girl by a male or female abuser.
- C. Encourage a child by a male or female abuser to touch his/her genitals
- D. Vaginal or anal penetration, or attempt of it, via genitals or other body parts (e.g., fingers) or objects (e.g. sticks) by a female or male abuser.
- E. Child pornographic material broadcasting (e.g., pictures, movies or magazines).
- F. Oral genital contact between a male or female abuser and a boy or girl.
- G. Show male or female abuser's genitals to a boy or girl.
- H. Use a boy or girl to produce pornographic material (e.g. pictures, movies).

These situations may be one or many.

They may be executed as a one episode, in many occasions or chronically for several years.

2.2. What type of boy or girl may be a victim of Sexual Abuse?

Any boy or girl may be a victim of Sexual Abuse. There is no specific profile that determines the occurrence of abuse in a type of boy or girl and not in others. Child Sexual Abuse occurs in any social class, religion and socio-cultural level and affects boys or girls at different ages.

However, some characteristics that constitute risk factors for the occurrence of Child Sexual Abuse has been identified:

- A. Lack of sexual education
- B. Low self-control
- C. Need of affection and/or attention
- D. Boy or girl with a passive attitude
- E. Tendency to submission
- F. Low capacity for making decisions
- G. Shyness, emotional withdrawal

2.3. What happens to a boy or girl who is a victim of Sexual Abuse?

The consequences for a boy or a girl having been a victim of Sexual Abuse are multiple. These consequences may vary among children, depending on their personal characteristics. All the same, the chart below shows a summary of some of the main ones:

EMOTIONAL CONSEQUENCES	COGNITIVE CONSEQUENCES	BEHAVIORAL CONSEQUENCES
In the short-term or in the Initial Period of the Aggression		
<ul style="list-style-type: none"> .. Sadness and helpless feelings ..Sudden changes of mood .. Irritability ..Defiance ..Fears ..Shame and guilt ..Anxiety 	<ul style="list-style-type: none"> ..Low school performance ..Attention and concentration difficulties ..Unmotivation in school work ..General unmotivation 	<ul style="list-style-type: none"> .. Aggressive behaviors .. Rejection of adult figures .. Isolation ..Hostility to the aggressor .. Fear the aggressor .. Early pregnancy .. Sexual transmission diseases
In the Medium-Term		
<ul style="list-style-type: none"> ..Masked or manifest depression 	<ul style="list-style-type: none"> ..School year repetition 	<ul style="list-style-type: none"> ..Running away from home

<ul style="list-style-type: none"> .. Anxiety disorders ..Sleeping disorders: nocturnal nightmares, insomnia ..Nutritional disorders: anorexia, bulimia, obesity ..Sexual development disorders ..Fear to sexual expression .. Suicide attempts or suicidal ideation 	<ul style="list-style-type: none"> ..Learning disorders 	<ul style="list-style-type: none"> .. School drop out .. Drugs and alcohol consumption .. Criminal activities insertion ..Excessive interest in sexual games ..Compulsive masturbation ..Early pregnancy ..Sexual Transmission Diseases
In the Long-Term		
<ul style="list-style-type: none"> ..Sexual Dysfunctions ..Low self-control and self- concept ..Stigmatizing: Feel different from the rest ..Depression ..Diverse emotional disorders 	<ul style="list-style-type: none"> ..School failure 	<ul style="list-style-type: none"> ..Prostitution ..Sexual promiscuity ..Alcoholism ..Drug Addiction ..Delinquency ..Social maladjustment .. Conflicting relationships with the family

2.4. Who abuse boys and girls sexually?

There is no a specific profile of a child sexual abuser, however, most of the boys and girls become victims of sexual abuse by people of their own environment, this is, people known by the family, neighbors, family members or parents. Usually, the male and/or female abuser has an authority relationship with the boy or girl, in which respect, confidence and proximity are present.

3. ACTION PLAN IN CASE OF ABUSE

If behaviors make suspect of sexual abuse or there is an explicit communication on a possible case of sexual abuse by any student, guardian or any member of the school, the following measures will be established:

- A. Any notice of a possible sexual abuse will be strictly considered.
- B. Act fast, respectfully and carefully, depending on the situation.
- C. Protect the student ensuring that he/she is not exposed to the possible abuser.

3. 1 What to do if a male or female student tells that has been sexually abused?

- Listen to the description attentively.
- Valid this description explicitly.
- Ensure him/her that the sexual abuse will not be repeated.
- Ensure the child or adolescent protection.
- Explain him/her that what has occurred must not be kept in secret and that he/she must ask for help.
- If possible, take note immediately of this description with the child or adolescent's consent.
- Go with the affected male or female student to the School Principal
- Be secretive.
- In case that the accused is a member of the school, he/she will be immediately suspended from his/her functions and activities throughout the investigation.**
- In case that the affected student needs an additional protection measure, the School Principal will request this to the Family Court or to whom it may concern.

3.2 What procedure will be taken by the school?

The specific procedure to be implemented in a case of a suspicious or explicit communication of sexual abuse used by the school, will be the one delivered by the National Attorney Office, which will be explained below:

A-- Any adult of the educational establishment that takes knowledge of a crime, although there is not information enough or necessary, shall inform the fact as soon as possible to the National Attorney's Office or Principal of the Educational Establishment. The School Principal will be obliged to report and inform the fact (art. 175 CPC), which could be affecting a child, within the next 24 hours. Otherwise, the Principal could be sentenced to penalties set in the Criminal Code. Existing the obligation to denounce, the denouncer is covered by legal actions that may derive from its exercise.

B-- Inform the guardians on the denounced situation, except when there is a suspicion of their participation in these facts. If there are objects (pieces of clothes or others), linked to the possible crime commission, avoid handling these objects. Keep them in a closed paper pouch.

C-- If it is considered that the boy, girl and/or adolescent is under a risky situation, this shall be immediately reported to the Attorney's Office, so that protection measures are taken.

D-- The child that could be a victim of a crime shall be:

-- Heard and supported within a safeguarded and protected context.

-- Heard without questioning or confronting his/her version.

-- Heard avoiding judgments about people or the situation affecting him/her.

-- Heard avoiding to blame him/ her on what happened or his/ her possible avoidance.

-- Offered adequate, restricted management of the information, thus avoiding stigmatization and secondary victimization.

3. 3 What NOT to do in these cases?

- An investigation about what occurred to pretend gathering “objective” data or validating this fact. The attorney is exclusively responsible for this issue.
- A confrontation with the possible aggressor, other adults, boys or girls probably affected.
- Call disclosure credibility into question, trying to confirm or dismiss the information provided by the boy or girl.
- Press the boy or girl to answer questions or clarify the information.

3. 4 What does it happen if an accusation is false?

Every time a false accusation is disclosed, the author will be responsible for apologizing and doing everything to remediate damage caused and give back the reputation to the person wrongly accused. In our country there are legal measures that may be taken to remediate damage.

The mentioned protocol seeks to safeguard our educative community from sexual abuse facts, giving preventive tools and management of conflicts to each member of our community, to avoid this kind of facts.