

ST. JUDE SCHOOL - COSTA RICA

SAFEGUARDING POLICY

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PURPOSE

St. Jude School undertakes that all collaborators, as well as parents, visitors and suppliers, recognize that when a student is at risk of being injured or in a hazardous situation, the necessary actions will be taken to reduce the risk of harm.

The protection of our students is one of the priorities of our Institution. Each time a risk is identified, or the student expresses a risk, they can ask for help for themselves or other students.

Always looking to avoid increasing any risk, we are committed as an Institution to:

- Always have the well-being of our students as a priority, each student has the right to be protected from any damage and exploitation. A student's well-being will never have exceptions by race, religion, skills, disability, gender, or culture.
- Every student should be and feel safe at St. Jude School.
- Strategies will be facilitated and skills development promoted to empower students and help them stay safe and make good decisions.
- All adults in school must show a firm commitment to the protection of students.
- All students have the same rights to be protected, but we recognize that more support is needed in special cases. Some of these cases may fall under situations of special educational needs, disability, gender, religion, and sexual orientation.

1. Scopes and Objectives

- Maintain a safe and happy environment that promotes the growth and learning of each student.
- Create the protocols and measures necessary to ensure that students are safe within the school.
- Create awareness and responsibility in all employees about the Safeguarding/protection of the child, as well as define their roles and responsibilities when reporting possible cases of abuse and / or risk.
- Identify students who are suffering or are at risk of harm.
- Ensure effective communication between employees on issues related to Safeguarding/protecting the child.
- Establish effective procedures for collaborators or external suppliers who find a situation related to Safeguarding/protecting the child in our students.
- Keep staff, students, parents or guardians informed and involved about child Safeguarding and protection policies.

SCOPE

Safeguarding policies will be endorsed by ISP, signed by the General Director and will be adopted at all levels of the organization. This policy will apply to any third-party agent or provider who has unsupervised access to students.

DEFINITIONS

1. Safeguarding

Safeguarding and the well-being of the child refers to the processes that apply to protect a student from harm, preventing any affectation to their health and development. We seek to improve the health and well-being of students under our care to help them have optimal life opportunities that allow them to develop in a happy, safe and healthy way.

2. Child protection

Child protection is the central Safeguarding element and is defined as the responsibility to protect children and adolescents who are suffering or may be at risk of harm as a result of some form of abuse or neglect.

REGULATION

This Policy describes the principles and expectations, as well as procedures, that must be adopted by the Institution. This policy also describes the steps taken to fulfill the commitment to Safeguarding our students.

Due to the international context to which we belong because we are part of ISP, the school recognizes and accepts its responsibility to Safeguarding all students under the United Nations Convention on the Rights of the Children (1989). ISP and the Institution recognize the obligation to protect our students from harm. In particular, the following articles of the United Nations Convention are followed.

Article 3: States that the priority for making decisions related to a child should be his well-being.

Article 13: establish that a child has the right to receive and share information as long as it does not cause harm or harm others.

Article 14: states that children have the right to think and believe what they want and/or practice their religion.

Article 19: states that children have the right to be protected from physical and/or emotional abuse and harm.

Article 34: states that governments should protect children from sexual abuse and exploitation.

Article 35: states that Governments must take the necessary measures to ensure that children are not trafficked, sold or abducted.

Article 36: states that children should be protected from any activity where their well-being and development is harmed.

Article 37: states that no person has the right to punish children in a cruel or harmful way.

All members of the United Nations signed this agreement in 1989, with the exception of the United States of America.

All items can be reviewed at the following link: http://www.unicef.org/crc/files/Rights_overview.pdf

RESPONSIBILITIES

General Director

The General Director acknowledges the responsibility to ensure that the organization understands and follows the guidance provided in this document, as well as in any other Safeguarding documents.

3. Academic and General Directors:

The Academic Directors and General Director of the school will seek to:

- Ensure that policies are implemented across all levels of the Institution and followed by all employees.
- Give sufficient time and resources to promote that the Designated Safeguarding Leader can carry out his work effectively.
- Ensure that institutional culture facilitates the presentation of concern and is handled in a timely and appropriate manner.
- Ensure that the Institution is a safe and secure place.
- Ensure that Safeguarding issues are part of the Institution's curriculum.
- Ensure that local legislation and government child protection units are taken into account.
- Ensure that any new staff entering the Institution have completed the secure recruitment procedure.
- Keep track of all the training that the collaborators have had in relation to Safeguarding and protecting the child. This record must be available for inspection during an audit and should reflect the temporality indicated for the renewal of the trainings.

4. Designated Safeguarding Leader

The Institution has identified at least one person as the Designated Safeguarding Leader (LDS), who supports the General Director as well as the Academic Directors. This person will receive appropriate Safeguarding training in order to carry out their duties, will be provided with sufficient time during the day to carry out their responsibilities and will prioritize the functions of this case when necessary.

The role of the Designated Safeguarding Leader is guided by two principles:

- A student's well-being is the most important priority.
- Confidentiality will be maintained as far as possible.

When guided by these principles, the Designated Safeguarding Leader shall:

- Play an important role in ensuring that the Institution reacts and responds to a risk situation for a student.
- Together with the corresponding Academic Director, ensure that all staff, teacher, administrative and operational, are aware of their responsibilities in relation to the protection and Safeguarding of students.
- Have additional appropriate training related to the topic and its functions.
- Keep an adequate and confidential record of students.
- Clearly understand the local institutions that should be contacted if necessary, to conduct a Safeguarding case.
- Know local regulations, procedures and legal agencies that may offer support on the issue of Safeguarding.

All school members, collaborators, parents, and providers are responsible for reporting to the Designated Safeguarding Leader any suspicions they have regarding the safety of the students in their care. The responsibility of the Designated Safeguarding Leader is to decide the action plan to follow and take appropriate action.

5. School members (including third-party providers who have unsupervised contact with students).

All members of the school shall:

- Follow documents and policies related to the treatment and care of the student to perform safe practices.
- Be subject to a secure recruitment and review process prior to the start of its work within the Institution (unless there is an action plan to supervise that member until their process is complete).
- Be alert to indicators or signs of possible abuse.
- Listen and take students' perspectives and concerns seriously.
- Record any suspicious situation and report in writing to the Designated Safeguarding Leader.

- At St. Jude School, the Designated Leader of Safeguarding is César Leandro Marín. He can be located in cleandro@stjude.ed.cr or to his cell phone (506) 83082599. His office is located in the new building, adjacent to the Secondary Secretary's office.
- Follow the procedure stipulated in this document to start a record when there is a suspicion/concern of a situation involving a student.
- Support students, members, or other adults who have suspicions of a situation, to act appropriately and effectively in any research that may arise.
- Take any course the school deems necessary in relation to safe Safeguarding and recruitment, as well as its subsequent updates.

All those who have occasional or supervised contact with students (including third-party providers) must:

- Receive an induction regarding their role and understand what to do if they have any suspicions and with whom to come to report it.
- Provide documents proving, where necessary, that third-party providers have adequate selection processes and that they have received a talk or induction about Safeguarding and protecting the child before initiating any type of service at an ISP school. When these suppliers are constantly being monitored, the selection process review will not be mandatory, but the Designated Safeguarding Leader will need to assess the risk that this entails.
- If third-party providers do not have their own Child Safeguarding and protection policy, they will be asked to read and follow this document. These requirements will be part of any contract.
- Follow the guide provided by this document at all times.
- Have guidance and support in relation to safe working practices.

TRAINING AND SUPPORT

- All collaborators within the school must have adequate general training when joining the organization and upgrading at least every three years. This training will be available through EduCARE, as well as face-to-face training as needed.
- Collaborators will have the support and skills to recognize and act in situations where students are at potential risk.
- Those responsible for being Designated Safeguarding Leader have appropriate and up-to-date information, as well as specialized and additional training (approved by the Regional Human Resources Director). This will be updated every 2 years.
- All collaborators will be subject to a full introduction, which includes steps to take when they have a student's safety suspicion or concern.
- The team responsible for staff selection is trained in secure recruitment processes. This training should be updated every five years.
- Newly recruited members must complete the training in full before they can have unsupervised contact with students.
- Any student who has or is suffering from a type of abuse will receive support. Once it has been agreed to conduct an investigation with a legal agency (if necessary), students will be offered direct support through Personalized Education or an external agent.
- All schools belonging to ISP shall have information regarding local, regional or national bodies which may support these circumstances.

ISP recognizes the importance of caring for its employees. ISP will be in a position to offer or derive appropriate external support to anyone who has been affected when dealing with a Safeguarding issue. ISP will maintain a directory of organizations (such as law firms, hospitals, psychologists, psychiatrists) that can be contacted by collaborators if they need it.

Please remember that unless specifically asked, you should never conduct an investigation of any suspected abuse. This may require highly specialized work and may interfere with a legal investigation.

FORMS OF ABUSE

There are several ways a student may be exposed to danger and/or risk. They all require an answer. According to the World Health Organization, abuse is any intentional action or neglect in children under the age of 18 that cause or may cause harm to the health, development and dignity of the child.

The types of abuse generally referred to are:

- **Physical Abuse:** an act of intentional aggression in which any part of the body or any object, weapon or substance is used to hold, immobilize or cause damage to the physical integrity of the other, directed towards its subjugation and control.
- **Emotional abuse:** pattern of behavior consisting of acts or omissions whose forms of expression may be prohibitions, coerciveness, conditioning, intimidation, threats and devaluatory or abandonment behaviors that cause in the recipient, deterioration, decrease or affectation of their personality structure. Any act that is found to have been performed with the intention of causing moral or psychological harm.
- **Sexual Abuse:** pattern of conduct consisting of act or omission and whose forms of expression may be to induce unwanted or consensual sexual practices, or that generate control, manipulation or dominance of the partner and cause harm.
- **Negligence:** those behaviors of omission in the physical care of the child or adolescent by the persons in charge of his care, custody or education, which can cause physical, cognitive or emotional damage to him or his properties, as a result of the lack of interest in the good emotional and educational development of the child.

While the above mentioned are the main categories under which abuse occurs, this can take various forms in one or more ways.

The Institution and its members will be aware of what to seek and what actions to take when an abuse situation occurs.

1. Self-harm

Self-harm can manifest itself in a variety of ways, whether physical and/or emotional. There are many reasons why a student wants to hurt himself. Once they start, this can become a compulsion. Because of this, it is important to detect it as soon as possible and do everything to help. Self-harm is not always an attempted suicide or a means to get care. It's usually a way for students to release emotional pressure and can be a way to deal with their reality. No matter the reason, it must be taken seriously.

The exact reason students choose to hurt themselves is not always easy to understand. In fact, even they may not know why they do it, although there is a relationship between depression and self-harm. It is common for a self-harming student to be bullied at school, feel under a lot of pressure, be emotionally abused, going through grief over a loss, or having difficulties with family and/or friends. The feelings these issues can cause are low self-esteem, little self-confidence, isolation, sadness, anger, little emotional response or little control.

Students can take very serious steps to cover up their self-harm and generally justify them as accidents.

Here are some indicators that can help collaborators identify possible self-harm:

- Physical indicators such as cuts, bruises, burns, trichotillomania (pull out hair).
- Emotional indicators such as depression, sudden weight loss, drinking alcohol or using drugs, unusual changes in diet and isolation.

If a collaborator suspects that a student is self-harming, the situation should be referred to the Designated Safeguarding Leader, who will decide the steps to follow. This is likely to include a conversation with the student in question and their parents or caregivers to refer the child to relevant external organizations or staff.

2. Sexual exploitation

Sexual exploitation of children under the age of 18 may involve relationships where the student receives something in exchange for sexual acts. The sexual exploitation of any student may be in person or through the use of technology, such as cell phones or computers. In the latter, a student may be encouraged to send inappropriate images of himself.

In all cases, the abuser uses his power over the student. This power can be based on being older in age, having greater physical strength and/or economic resources that exceed those of the student. The use of violence, intimidation and/or coercion are common in such situations.

3. Sexting

Sexting is when a person shares images, videos or content of himself that involve a sexual context, naked or semi-naked, as well as sexually explicit messages.

There are several reasons why a student may want to send their nude or semi-naked photograph, videos, or messages to someone else:

- Access it because they think "everyone does it."
- Raise his self-esteem.
- Flirt with others and prove his sexual identity.
- Explore his sexuality.
- Have attention and connect with new people on social networks.
- It can be difficult for them to say no, if a person asks for a sexually explicit image, especially if the person asking is persistent.

Students are not always aware that by creating and sending these images they may be committing an illegal act. Ideally, we do not seek to deal with these acts from a criminal perspective. Support and learning can be a more beneficial way to tackle sexting.

SPECIFIC SAFEGUARDING PROBLEMS

1. Electronic Security

The increasingly common use of electronic devices in our daily lives has created additional risks for students. Risks and hazards of using electronic devices include:

- Inappropriate content.
- Ignore age restrictions and communicate with unknown adults and/or other minors (making minors vulnerable from being harassed at school or sexually).
- Sexual harassment and abuse.
- Give personal information.
- Betting or accumulating debts.
- CyberBullying

Cyberbullying is an increasingly common form of harassment and is more related to the use of social media and cell phones.

ISP believes that the best way to protect our students is to teach them to understand and be aware of risks through programs that promote the personal and social growth of this topic. The Institution has adequate and frequent opportunities in its pedagogical proposal to teach children how to recognize when they and others are at risk. They are sought to equip them with the skills, language and strategies they need to take appropriate action. All this supported by the homeroom teachers and the CGS Department.

2. Cell phone use and taking pictures.

Our commitment will always be the safety of our students, so we expect all collaborators, students, parents and visitors to share this commitment.

The use of cell phones in students are restricted to all ages and levels, photographs cannot be taken without the permission or consent of parents.

No one may take photographs and publish them without the appropriate permission, either from the Institution or from the person being photographed.

We always seek to ensure the responsible use of such devices within the school and during school events.

For St. Jude staff:

- It is authorized that its collaborators own their personal mobile devices in the areas intended for this purpose, being these: teacher room and offices where no students are found.
- It is recommended to avoid as much as possible that collaborators contact students by phone, establish means of communication such as email, Meet or Hangouts.
- The personal cell phone can only be used to contact a parent in case of an emergency.
- The use of cell phones during class hours, or special duties is strictly prohibited.
- No collaborator must have their cell phone with them while in class, except in circumstances that have been authorized by The General Director or the respective Academic Director.
- If a staff member has an emergency, he can freely use the school phone or use his cell phone from an office or teacher's room preferably.
- It is the responsibility of employees to be vigilant and report any concerns related to misuse of cell phones and electronic devices to the Designated Safeguarding Leader. Such concerns shall be taken into account, recorded and properly investigated. If the concern is about the General Director, the Regional Director should be informed immediately.

Using school devices with camera (ipads, chromebooks, tablets, etc.)

- Any suspicious activity must be reported to the Designated Safeguarding Leader, corresponding Academic Director and General Director.
- Photographs of students should be taken in open spaces and visible to other adults preferably.
- Under no circumstances should photographs be taken at 1:1, i.e., alone with a student. This is to protect the child and yourself.
- Not abiding this policy implies a disciplinary consequence.
- Taking pictures or video of students requires written authorization from parents or legal guardians.
- It is the responsibility of each collaborator to consult the respective Academic Director or the Designated Leader of Safeguarding for the authorizations of the parents, in case of no authorization, the photograph or video is not to be taken.

For parents and visits:

It is the responsibility of parents to know the scopes and risks involved in providing mobile devices, specifically cell phone, to their children.

- Parents should be aware that the Institution will not be liable for partial or total loss of the mobile device.
- Parents should remember that the point of contact and communication with the school is directly in the school's offices.

In marketing, communication, and social networks:

- Photographs and videos taken of students should be for the purpose of recording a student or group of students participating in activities or celebrating their achievements, to have evidence of their progress and development.
- The use of the photo, audio and video image of the students must be previously authorized by the parents.
- Parents should be asked to avoid the use of cell phones for taking photographs in academic areas with students present. They will only be able to take pictures of their own children. In case of group photographs, they should not be uploaded on personal social networks.
- Under no circumstances suppliers and external visits are allowed to take photography and video from students.

3. Whistleblowing

ISP recognizes that students cannot be expected to warn of risky situations if adults around them do not do so. All collaborators and suppliers should be aware of their responsibility to report actions or attitudes of colleagues that go against a student's well-being.

A complaint may be filed against a contributor or supplier at any time. It is important that any complaint is dealt with in a serious manner and following appropriate procedures.

A complaint can be defined as follows:

- When someone has behaved in a way that has hurt or can hurt a minor.
- When someone has possibly committed an offense of a criminal nature against a minor.
- When someone has behaved in a way that is a risk to a minor's physical or emotional health.

In the event of a complaint against a collaborator or supplier, it shall be investigated by the designated Leader of Safeguarding and General Director unless it is a criminal situation, in which case the relevant local authorities will be notified to carry out the investigation. In all cases (criminal or not), the General Director and the Regional Human Resources group will be notified as soon as possible of the situation. In the event that the complaint is against a manager, the Regional Group of Directors of Colleges and the Director of Regional Human Resources will be informed.

No action to investigate such a report should be taken before consultation with the Regional Director of Human Resources, with whom the best course of action will be decided. If deemed necessary, the collaborator in question will be suspended. A suspension is a neutral act and in no way implies that the person is guilty of any action. It is recognized that taking this action can raise concerns, so the school will do its best to balance the interests of the staff member involved as well as the wellbeing of students. The school will consult the Regional Director of Human Resources before acting and will carry out the legal guidelines involved in matters of this nature.

Each school is expected to have the necessary arrangements to handle such complaints.

Knowing the expectations set out in the code of conduct for collaborators and having the training of safe practices will reduce the possibility of a complaint.

Procedure to file a complaint or concern.

- Request a chronological registration form to document concerns or complaints and record the information.
- Fill the Registry by hand, being as specific as possible (including date and time) with observations that raise your suspicion.
- Give the Register in person to the Designated Safeguarding Leader. It cannot be handed out by a third party or email.

No complaint will be taken if it does not meet the above requirements. No anonymous report will be taken into account. Improper use or defamation of this action will be punished in accordance with ISP's Disciplinary Policy. Confidentiality will be maintained, and no action will be taken against whoever correctly releases a complaint.

5. Anti-Bullying / Bullying

Bullying is a Safeguarding issue and if it is not resolved, it can become a much more serious issue of child protection. Collaborators and providers should take seriously any complaints related to any student's bullying. The necessary actions will be taken to investigate and prevent the recurrence of these incidents or conduct. Bullying can be face-to-face or through the use of technology. In case of Bullying, the protocol established by the Ministry of Public Education of Costa Rica will be used.

6. Children with Special Educational Needs or Disabilities

All employees should recognize that students with Special and/or Disabled Educational Needs may pose additional Safeguarding challenges. Depending on the nature of the educational need or disability, there may be additional barriers that make it more difficult to identify and recognize signs of abuse. For example, it can be easy to assume that a student's humor, behavior, or injury is because of their disability and not an abuse situation.

It should also be recognized that students with disabilities may not show external signs of discomfort when they are being abused or harassed. A difficulty in communication can make it especially difficult to identify signs of abuse in a timely manner, so collaborators should pay special attention and report clues, avoiding assuming, about the causes of a behavior or injury.

6. Complaints made by one student against another student (peer abuse)

When such a complaint rises, it will be taken seriously and as a matter of Safeguarding. Peer abuse can take a variety of forms and gender issues can be observed. Examples of this may be students who are being touched or approached inappropriately by others or who are being assaulted. Peer abuse will not be tolerated.

Made by:	Reviewed and Authorized by
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