



CHILD PROTECTION MANUAL FOR CHILDREN AND ADOLESCENTS

SAN PATRICIO INTERNATIONAL SCHOOL



CHILD PROTECTION MANUAL FOR CHILDREN AND ADOLESCENTS

SAN PATRICIO INTERNATIONAL SCHOOL



INDEX

1. Purpose
2. Scope
3. Introduction
4. Glossary of terms
5. Risk and protective factors
6. Myths and facts
7. Children's and adolescents' rights approach in México
8. Prevention, detection and action in cases of child sexual abuse,, bully, and/or school violence and child maltreatment.
9. Risk indicators: Child sexual abuse, bullying and/or school violence and child abuse.
10. Guidelines for action
11. References
12. Appendixes



1. PURPOSE

General Purpose

The main purpose of this manual is to promote the well-being and strengthen the safety of children and adolescents within the school community, providing the student with protection and support in any circumstance.

2. SCOPE

San Patricio International School (SPIS) seeking the welfare within its educational community has developed this manual in order to strengthen the protection of children and adolescents in conjunction with the guidelines set by the laws of the Mexican government and international institutions. These protocols are intended to ensure prevention actions with the intention of avoiding harm to children and adolescents (Keeping Children Safe, 2020).

3. INTRODUCTION

Guaranteeing and safeguarding human rights is a priority for our educational community. Within the international, national and local regulatory framework for the prevention, care and punishment of child violence, we seek to address the complexity of the challenges that the SPIS community may face.

One of the great responsibilities of an educational community is child protection, where it must ensure that staff, operations and programs do not expose children and adolescents to risk of harm or abuse (Keeping Children Safe, 2016).

It should be considered that violence is a complex and multifactorial phenomenon, deriving different types of violence that children and adolescents may suffer affecting their rights and their full development, so as an educational community we must address this problem.

In our country, children are those under 12 years of age and adolescents are those between 12 years of age and under 18 years of age. For the purposes of international treaties, children are considered to be those under 18 years of age.

“The general act on the rights of children and adolescents” published in the official journal of the federation in December 2014, has as its main objectives to recognize in accordance with the principles of universality, interdependence, indivisibility and progressivity to children and adolescents as rights holders. It also seeks to guarantee the protection and respect for the human rights of children under 18 years of age. Its best interest is the protection, prevention and restitution of the rights of children and adolescents and to avoid that these are omitted or violated.

Following the axes developed by Unicef based on the prevention of violence in children, it is intended to base this protection manual on guaranteeing the care service to children and adolescents who suffer any type of violence and to maintain alert alternatives to take care of their safety, in addition to implementing programs that help reduce risks and strengthen the safety of children and adolescents. According to UNICEF (2020) in crucial moments of humanitarian emergencies, natural disasters, global pandemics; women, children and adolescents are at a higher risk of violence.

4. GLOSSARY OF TERMS

Physical abuse: actual or potential physical harm done to another person, adult or child. May include hitting, shaking, poisoning, choking or burning. Physical harm may be caused by a parent or caregiver causing symptoms or deliberately inducing illness in a child.

Sexual abuse: forcing or persuading a child to engage in sexual activities that he or she does not fully understand

or has little capacity to choose to consent to. This may include, but is not limited to, rape, oral sex, penetration or non-penetration, acts such as masturbation, kissing, rubbing or touching. It can also include inducing looking at children, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

Abandonment and neglect: Allowing neglect or neglect by context, resources and circumstances refers to the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in a serious impairment of the child's healthy, physical, spiritual, moral or mental development. It includes failure to properly supervise and protect children from harm and to provide nutrition, shelter and safe living/working conditions. It may also include maternal neglect during pregnancy as a result of drug or alcohol abuse and abandonment or maltreatment of a disabled child.

Emotional abuse: persistent emotional maltreatment that has an impact on a child's emotional development. Emotionally abusive acts include, restriction of movement, demeaning, humiliating, bullying (includes internet bullying), and threatening, frightening, discriminating, ridiculing, and other forms of hostile treatment or non-physical rejection.

Educational community: parents, guardians, teachers, principals, administrative staff and/or non-teaching staff who are part of a school.

Commercial exploitation: exploiting a child in work and other activities for the benefit of others or to the detriment of the child's physical or mental health, education, moral or social-emotional development. Includes, but is not limited to, child labor.

Sexual exploitation of children: a form of sexual abuse involving the participation of children in any sexual activity in exchange for money, gifts, food, shelter, affection, status or anything else they or their families need. It usually involves coercion or manipulation of the child, which involves befriending the child, gaining the child's trust and inducing the child to use drugs and alcohol. The abusive relationship between victims and perpetrators involves an imbalance of power where the victims' options are limited. It is a form of abuse that can be misinterpreted by children and adults as consensual.

Misconduct: the conduct or behavior of the student body that is contrary to peaceful coexistence and in some way prevents the educational process from taking place in a safe, orderly and respectful environment conducive to learning.

Minor or moderate offenses: are those that can be corrected immediately by the teacher's indication that are the result of bad habits or customs, distractions, games or jokes typical of the age but that interfere with the objectives of the educational process and that are committed in any of the areas of the school during or outside of class.

Serious or very serious misconduct: are the result of deliberate, aggressive, challenging behaviors and omissions that imply bad faith; that question the position of the teacher or school staff; that put at risk the physical integrity of their classmates or their own; that denigrate another person; that continuously interfere with the objectives of the teaching-learning process; that deliberately damage material, equipment, facilities or the prestige and good name of the School and that are committed in any of the physical areas inside or outside the Institution, as well as during visits and field trips that with the representativeness of the School are carried out outside the School's facilities.

Bullying and school violence can be of the following types:

1. **Physical.** The act that causes non-accidental bodily harm to a member of the school community, using physical force or any other means that may or may not cause injury either internally, externally or both.
2. **Verbal.** The act that is manifested through verbal or corporal expression, such as insults, belittling and mocking in public or in private.
3. **Psychological.** The one coming from the act or omission that transcends the emotional integrity or

psychological stability, causing depression, subjugation, isolation, devaluation of self-esteem or dignity to the receiver.

4. **Cyber.** That which is carried out through the use of any electronic means; such as internet, web pages, social networks, blogs, e-mails, messages, images or videos by cell phone, computers, video recordings or other digital technologies. This type of harassment or violence will be considered as such even if it extends or occurs outside the school environment but is initiated or arises in the environment of the educational community.
5. **Sexual.** All discrimination, harassment or violence against other members of the school community related to their sexuality, as well as the sending of messages, images or videos with erotic or pornographic content through digital technologies that denote obscenity, touching, harassment, bullying or abuse of a sexual nature.
6. **Social exclusion.** When the member of the school community is notoriously excluded and isolated, or threatened to be so, from school coexistence for reasons of discrimination of any kind.

5. RISK AND PROTECTIVE FACTORS

According to the Guide for early detection and protocol for action in cases of: Child sexual abuse, bullying and / or school violence, and child abuse, in public and private basic education schools (2016) are risk factors and protective factors those that have or can prevent a student from being victimized, or from becoming an aggressor.

The dynamics of bullying and/or school violence should not only focus on the aggressed student, but on all the figures involved within the school framework, taking into account that the same student can play one or more roles: bullies, aggressors and witnesses.

Risk Factors

Risk factors are individual attributes or characteristics, situational conditions and/or environmental context that increase the likelihood that a student will engage in violence, physical harm, substance use or victimization.

Risk factors can be classified into different levels: personal, family, group, school, community and cultural

PERSONAL	Lack of emotional competencies, low frustration tolerance, lack of impulse control, etc.
FAMILY	Family dysfunctionality, with expressions of violence, abuse or neglect.
GROUP	Rejection, negative peer pressure, unfavorable role models, etc.
SCHOOL	School failure, academic dissatisfaction, conflictive school climate, etc.
COMMUNITY	Social disorganization, access to weapons and addictive substances, violence, unemployment, etc.
CULTURAL	Those that favor competitive and aggressive behavior and are permissive of violence in general.

Protective factors

Protective factors are those individual attributes or characteristics, substantive conditions and/or environmental contexts that inhibit or reduce a student's likelihood of being involved in situations of violence, physical harm, substance use or victimization.

Protective factors can be classified into different areas to be developed: physiological, socio-affective, relational, socio-educational, recreational-recreational and axiological.

PHYSIOLOGICAL	Nutrition, sleep, health, hygiene, clothing.
SOCIO-AFFECTIVE	Emotional stability, positive interaction with the family, giving and receiving affection, self-esteem, being respected and recognized.
RELATIONAL	Interactions with parents, siblings, friends, teachers, neighbors, peers, etc.
SOCIO-EDUCATIONAL	Schooling, prevention of absenteeism, truancy and school failure, stimulation, attention to diversity, inclusion, non-discrimination.
PLAYFUL-RECREATIONAL	Need for children and adolescents to play and have the means to do so with other people.
AXIOLOGICAL	Acquisition of rules and habits, respect and be respected, solidarity, ethical behavior at all levels.

6. MYTHS AND FACTS

- 1. MYTH:** Most childhood and adolescent sexual abuse is committed by strangers.
FACT: Studies consistently show that in a high percentage of victims who were sexually abused in childhood and adolescence by people they knew, the perpetrators are usually those they trust and love.
- 2. MYTH:** Family violence is a problem of poor families.
FACT: Family violence can occur in all social classes, without racial, economic, educational or religious distinctions.
- 3. MYTH:** If there is no physical aggression, there is no bullying or it is less serious.
FACT: The fact that there is no physical aggression does not mean that it is an easy situation for the victims. Sometimes the verbal, psychological, social, online, etc. bullying suffered by the victim is of high severity.

7. CHILDREN'S AND ADOLESCENT'S RIGHTS APPROACH IN MEXICO

In our country, violence is recognized as a complex and multifactorial phenomenon, which can violate the different types of violence that children and adolescents can suffer to their rights and development. That is why it is important to coordinate with government agencies as well as authorities, family and staff of the educational community to deal with any problems caused by violence. The way to deal with these situations is through

the creation of protocols for prevention, detection and action in situations of abuse, harassment and/or school violence and child abuse. The educational environment is, for the most part, the first place where a problem of this nature can be detected in time.

According to the General Law on the Rights of Children and Adolescents (2018), preventing and safeguarding the integrity of children and adolescents is the responsibility of the adults who are in charge of their guardianship and custody, guardianship or those who by reason of their functions or activities have them under their care. In the home, this is the responsibility of parents or guardians, and in the school environment, it is the responsibility of the adults who make up the educational community.

The rights of children and adolescents include, but are not limited to, the following:

RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT

Children and adolescents have the right to life, survival, dignity, integral development and cannot be deprived of their life under any circumstances.

RIGHT OF PRIORITY

Children and adolescents have the right to be guaranteed all their rights.

RIGHT TO IDENTITY

Children and adolescents must have a name and surname, be registered with the civil registry free of charge and be issued a birth certificate. The lack of documents to prove their identity shall never be an obstacle. They should have a nationality, know their origin, in order to preserve their identity, culture and family relations.

RIGHT TO LIVE IN A FAMILY

Children and adolescents have the right to live in a family; they may not be separated from their families or from the persons with custody of them, at least by order of a co-parent authority. They have the right to live with their mother and father, in an environment free of violence.

RIGHT TO SUBSTANTIVE EQUALITY

Children and adolescents have the right to equal treatment and opportunities, taking into account their needs for the full exercise of their rights.

RIGHT NOT TO BE DISCRIMINATED AGAINST

Children and adolescents have the right to equal treatment; no one may restrict or limit their ethnic, national or social origin, language, gender, sexual preference, religion, economic condition, state of health or any condition attributable to them or their parents, relatives or guardians. In order to guarantee this right, specific needs must be taken into account on an individual basis.

RIGHT TO LIVE IN CONDITIONS OF WELL-BEING AND HEALTHY INTEGRAL DEVELOPMENT

Children and adolescents have the right to live in a healthy and sustainable environment, where they can develop, grow healthily and harmoniously, both physically and mentally, spiritually, mentally, spiritually, culturally and socially.

RIGHT TO A LIFE FREE OF VIOLENCE AND TO PERSONAL INTEGRITY

Children and adolescents have the right to live free of violence and to have their personal integrity protected, in order to achieve conditions of well-being and develop their personality.

THE RIGHT TO HEALTH PROTECTION AND SOCIAL SECURITY

Children and adolescents have the right to health services of the highest level, free of charge and of quality, to prevent, protect and restore their health and social security, making their equality and non-discrimination effective.

RIGHT TO INCLUSION OF CHILDREN AND ADOLESCENTS WITH DISABILITIES

Children and adolescents with disabilities are entitled to all the rights of the Mexican Constitution, International Treaties and applicable laws. They must be provided with an interpreter or technological means to enable them to understand all relevant information.

RIGHT TO EDUCATION

Children and adolescents have the right to a quality education that contributes to the knowledge of their rights and with an approach that respects human rights and their human dignity. Their potential and personality must be developed harmoniously, and respect for fundamental rights and freedoms must be strengthened.

RIGHT TO REST AND RECREATION

Children and adolescents have the right to rest, leisure, play and recreational activities appropriate to their age, cultural, sports and artistic activities.

RIGHT TO FREEDOM OF ETHICAL CONVICTIONS, THOUGHT, CONSCIENCE, RELIGION AND CULTURE

Children and adolescents have the right to freedom of ethnic convictions, thoughts, conscience, religion and culture, and may not be discriminated against.

RIGHT TO FREEDOM OF EXPRESSION AND ACCESS TO INFORMATION

Children and adolescents have the right to express their opinion, disseminate information and ideas without limitations. Their freedom of expression implies that their opinion be taken into account regarding matters that directly affect them, their family or community. Children with disabilities must have a support system to exercise their freedom of expression. No information, images or audios that affect the integral development of children and adolescents may be disseminated.

RIGHT TO PARTICIPATION

Children and adolescents have the right to be heard and taken into account in matters of their interest according to their age and evolutionary, cognitive and maturity development. They also have the right to be heard in judicial processes and in the administration of justice.

RIGHT TO ASSOCIATION AND ASSEMBLY

Children and adolescents have the right to assemble and associate without limitations other than those established by the Mexican Constitution.

RIGHT TO PRIVACY

Children and adolescents have the right to personal and family privacy, the protection of their personal data, and may not be subject to disclosures or dissemination of their personal information that threaten their honor, image or reputation.

RIGHT TO LEGAL CERTAINTY AND DUE PROCESS

Children and adolescents have rights and guarantees of legal security based on the Mexican Constitution,

International Treaties and the General Law on the Rights of Children and Adolescents. The protection and best interest of children must be guaranteed in accordance with their age, evolutionary, cognitive and maturity development.

RIGHTS OF MIGRANT CHILDREN AND ADOLESCENTS

Accompanied and unaccompanied migrant children and adolescents have the right to protection measures, as well as services corresponding to their nationality or migratory situation. The principle of the best interest of children and adolescents will be a primary consideration during the administrative migration process.

RIGHT OF ACCESS TO INFORMATION AND COMMUNICATION TECHNOLOGIES.

Children and adolescents have the right to digital information, communication and telecommunications and broadcasting services as well as the Internet.

8. PREVENTION, DETECTION AND ACTION IN CASES OF CHILD SEXUAL ABUSE, BULLYING AND/OR SCHOOL VIOLENCE AND CHILD ABUSE

According to the Guide for early detection and protocol for action in cases of: Child sexual abuse, bullying and/or school violence, and child abuse, in public and private basic education schools (2016) and Manual and protocols for school safety (2015) minimum responsibilities must be implemented in the educational community which contributes to prevent situations of child sexual abuse, bullying and/or school violence, as well as child abuse.

It is important to be aware of the cases of students who suffer or have suffered, in any form, violation of their rights and make it known immediately to the competent authorities.

RESPONSIBILITIES OF THE SAN PATRICIO INTERNATIONAL SCHOOL EDUCATIONAL COMMUNITY

RESPONSIBILITIES OF TEACHERS	RESPONSIBILITIES OF ADMINISTRATIVE AND/OR NON-TEACHING PERSONNEL	RESPONSIBILITY OF DIRECTORS AND COORDINATORS	RESPONSIBILITY OF MOTHERS, FATHERS AND LEGAL GUARDIANS
To know and apply the regulatory and school organization documents issued by the Ministry of Education.	To know and apply the regulatory and school organization documents issued by the Ministry of Education.	To inform the educational community of the regulatory and school organization documents issued by the Ministry of Education.	To know the normative and school organization documents, as well as the actions and procedures for attention in cases of child sexual abuse, harassment and/or school violence, as well as mistreatment issued by the Mexico's Department of Public Education.

RESPONSIBILITIES OF TEACHERS	RESPONSIBILITIES OF ADMINISTRATIVE AND/OR NON-TEACHING PERSONNEL	RESPONSIBILITY OF DIRECTORS AND COORDINATORS	RESPONSIBILITY OF MOTHERS, FATHERS AND LEGAL GUARDIANS
<p>To know the Law of the Rights of Children and Adolescents, the Law to Prevent, Attend and Eradicate Bullying and School Violence and the School Discipline Regulations of the State of Nuevo Leon.</p>	<p>To know the Law of the Rights of Children and Adolescents, the Law to Prevent, Attend and Eradicate Bullying and School Violence and the School Discipline Regulations of the State of Nuevo Leon.</p>	<p>Conocer la Ley de los Derechos de Niñas, Niños y Adolescentes, la Ley para Prevenir, Atender y Erradicar el Acoso y la Violencia Escolar y el Reglamento de Disciplina Escolar del Estado de Nuevo León.</p>	<p>Conocer la información de la autoridad educativa y administrativa con quien recurrir para la aplicación de las acciones de prevención y/o en caso necesario, ejecutar acciones de actuación.</p>
<p>To have training in human rights in order to work with the study plan and programs from a rights-based approach and to promote learning related to values, attitudes and skills in health education, comprehensive sexuality education, violence prevention, among others.</p>	<p>Implement during the school day the actions outlined and report to the immediate authority any findings and/or indicators associated with the possibility of child sexual abuse, bullying and/or school violence, as well as child maltreatment and document it.</p>	<p>Verify that during school days the actions indicated are implemented and report to the immediate authority any findings and/or indicators associated with the possibility of child sexual abuse, bullying and/or school violence, as well as child maltreatment and document it.</p>	<p>Observe and be alert to any change in student behavior in and out of the classroom, report to the immediate authority any findings and/or indicators associated with the possibility of child sexual abuse.</p>
<p>Observe the dynamics of interaction between students and be alert to any change in behavior inside and outside the classroom, report to the immediate authority any findings and/or indicators related to any type of child sexual abuse, harassment, and/or school violence, as well as child abuse.</p> <p>Apply during the school day the actions outlined in this document.</p>	<p>Report to their immediate authority any situation of risk for children and adolescents that is observed in the service areas, patriotic areas and school facilities.</p> <p>Support in what the director requests in order to safeguard the safety of students.</p>	<p>Generate conditions so that they themselves, teachers and all school personnel are continuously trained and updated on human rights.</p> <p>Establish in the School Technical Councils strategies for the prevention and/or early detection of cases of child sexual abuse, bullying and/or school violence, as well as child abuse.</p>	<p>To go to the school if I observe any abnormal behavior in my child.</p>
<p>Report to their immediate authority any situation of risk for children and adolescents observed in the service areas, playgrounds and school facilities.</p>		<p>Document all actions related to the prevention and/or early detection of child sexual abuse, bullying and/or school violence, as well as child maltreatment.</p>	



MECHANISMS FOR PARENT/LEGAL GUARDIAN RESPONSIBILITIES

The mothers, fathers and guardians of San Patricio International School must implement minimum responsibilities to prevent situations of child sexual abuse, harassment and/or school violence, as well as child maltreatment, through the following terms:

DUTIES	MECHANISMS
Active observation and detection of risk factors	<ul style="list-style-type: none">• I constantly observe my child.• I am alert to how my child interacts with peers and teachers.• I observe repeated behavior changes at home.
Information and communication	<ul style="list-style-type: none">• I discuss with my child the characteristics of self-care and the situations to avoid so that he/she will not be hurt, abused or mistreated.• I read and sign that I am aware of the documents and rules about the organization of the school, as well as the actions and procedures for attention in cases of child sexual abuse, harassment and/or school violence, as well as child maltreatment.• Inside the school I find information about the agencies that can help in case of child sexual abuse, or any other situation that may arise in the school.• I maintain constant communication with the school through written communications and visits.
Procedure	<ul style="list-style-type: none">• If I observe any suspected child sexual abuse, bullying and/or school violence, or child maltreatment in my child, I immediately inform the principal in writing.• I submit my observation in writing to the school authority.• I use, if necessary, the communication channels established in the school to report any disagreement regarding the service of the school.• I cooperate with the school authority in actions to maintain the safety of my child.



TEACHER RESPONSIBILITY MECHANISMS

San Patricio International School teachers must implement minimum responsibilities to prevent situations of child sexual abuse, harassment and/or school violence, as well as child maltreatment in the following terms:

DUTIES	MECHANISMS
<p>Active observation and detection of risk factors</p>	<ul style="list-style-type: none"> • I constantly observe the dynamics of my students' interactions in and out of the classroom. • I am alert to the return of my students when they request to leave the classroom. • I avoid activities that put the safety of my students at risk. • I maintain visibility in windows and lighting in the classroom. • I identify places that may put my students at risk.
<p>Information and communication</p>	<ul style="list-style-type: none"> • I take care of my way of expressing myself with respect and the vocabulary I use for any member of the school community, especially with my students. • I listen respectfully and attentively to what my students say. • I work with my students on topics related to protection and self-care according to the programs. • I inform mothers, fathers and guardians about protection and self-care measures practiced in the classroom and at school. • I teach my students to identify behaviors that make them uncomfortable. • I read and sign that I am aware of the documents and rules on the organization of the school; actions and procedures for action in cases of child sexual abuse, bullying and/or school violence, as well as child maltreatment. • I inform my superior authority about relevant events occurring in my classroom in writing.
<p>Procedure</p>	<ul style="list-style-type: none"> • I implement a logbook in which I record relevant events in the classroom, related to behavioral changes and needs that my students manifest. • I set up a mailbox in the classroom for students to express their ideas, emotions or any action that does not please or hurts them. • In case of any probable situation of child sexual abuse, harassment and/or school violence, as well as child mistreatment, I immediately inform my authorities and I do it in writing. • If my immediate authority does not act, I report it to the appropriate authority. • If I detect any irregular behavior in a fellow teacher or non-teacher suspected of child sexual abuse, I report it immediately to the school principal in writing. • I am trained in human rights and related subjects and submit my current training certificate to the school principal.

PRINCIPAL RESPONSIBILITY MECHANISMS

San Patricio International School principals must implement minimum responsibilities to prevent situations of child sexual abuse, bullying and/or school violence, as well as child maltreatment in the following terms:

DUTIES	MECHANISMS
Active observation and detection of risk factors	<ul style="list-style-type: none"> I maintain close supervision over the manner in which the teaching staff interacts with the student body. I make periodic supervisory visits to the classrooms. I identify risky physical spaces in the campus and establish safety measures in the School Technical Council. I establish a monthly rotating group of teachers to monitor places of low or temporary traffic (bathrooms, workshops, computer classrooms, backyards, warehouses, stairways, parking lots, among others and areas identified as risky). I observe and control the management of physical spaces not used by teachers.
Information and communication	<ul style="list-style-type: none"> I am familiar with school organizational documents and policies. I read and sign that I am aware of the documents and rules on the organization of the school, as well as procedures in case of child sexual abuse. I take care of my way of expressing myself and the vocabulary I use to address any member of the school community, especially with children and adolescents. I inform teachers and school support staff about the regulations and organization of the school, in force for each school year, mechanisms for school coexistence, as well as actions and procedures for action in cases of child sexual abuse, bullying and / or school violence, and child abuse and all sign that they are aware of them. I inform parents and guardians of the regulations on school organization, school coexistence, actions and procedures for action in cases of child sexual abuse, harassment, mistreatment and school violence and obtain their signature of knowledge. I inform parents and guardians about the safety measures adopted by the school for students and about the actions of information, sensitization, awareness and training in the prevention of child sexual abuse, harassment and / or school violence and child abuse, and collect their signature of informed. I maintain constant communication with mothers, fathers and guardians; I keep a log to record visits, appointments and agreements with them. I place information for families and the educational community to report any irregularity with the service offered by the school. I listen respectfully and attentively if a student or family member expresses any disagreement or discomfort about the treatment of children. I listen attentively to cases of probable child sexual abuse, harassment and/or school violence, as well as child mistreatment, referred to me by any member of the school community, and without prejudging the facts, I act according to the specific action procedure. If my immediate authority does not act, I report it to the corresponding superior authority. If I detect any irregular conduct in a fellow teacher or non-teaching colleague, I immediately report it to my authority in writing. I am trained in human rights and related subjects, and I submit my current training certificate to my authority.

DUTIES	MECANISMOS
<p>Procedure</p>	<ul style="list-style-type: none"> • I collect the documentation containing the signatures of parents and guardians, and/or teachers on the information and measures taken by the school on child sexual abuse. • I place a complaint and suggestion box at the school's administration office in view of the educational community. I follow up on the complaint boxes. • In the Technical School Council, I organize the rotating group of teachers for surveillance in places of low or temporary traffic (bathrooms, workshops, computer classrooms, backyards, warehouses, stairs, parking lots, among others and areas identified as risky) and it is recorded in the minutes. • I establish written strategies on how to reduce or eliminate the risk areas of the school campus. • I implement a log of attention to mothers, fathers and guardians, endorsed by the authority. • I create and maintain updated files with documents and requests from parents and guardians. • I incorporate the current certificates of training in the subject of each teacher to their files. • I periodically review teaching staff logs and identify relevant behavioral issues. • I notify the higher authority of any probable situation of child sexual abuse, bullying and/or school violence, as well as child maltreatment.

9. RISK INDICATORS: CHILD SEXUAL ABUSE, BULLYING AND/OR SCHOOL VIOLENCE AND CHILD ABUSE

Following the guidelines established by Mexican law, risk indicators are characteristics or situations that suggest probable cases of sexual abuse, harassment and/or school violence, as well as child maltreatment, and constitute elements to inform the school's management authority in order to initiate case identification:

- Fear of going to the bathroom.
- Noticeable changes in eating habits (by excess or decrease).
- Unexplained crying spells.
- Extreme sensitivity.
- Difficulties in the integration to the peer group.
- Refusal to go or stay at school.
- Urinary incontinence.
- Fecal incontinence.
- Tendency to isolate.
- Running away from home.
- Self-aggressive manifestations of different types (cutting, hitting, putting themselves in situations of physical risk, tearing out their hair, scratching themselves until they bleed and causing other serious injuries that compromise their health).
- Constant physical discomfort.
- Dropping out of school.
- Changes in dress or appearance.
- Difficulty concentrating on schoolwork.

- Disinterest in activities related to learning and school.
- Avoidance of participation in group games or activities.
- Sudden refusal to participate in physical activities.
- Sudden drop in school performance.
- Sudden changes in mood.
- Tendency to complain a lot, be demanding or isolated.
- Sleep disorders: drowsiness, falling asleep in class.
- Present bruises, burns, bites, missing hair, fractures, lacerations, scratches, visible wounds.

There are specific risk indicators that suggest the existence of a certain type of violence that students may be suffering:

INDICATORS OF RISK OF CHILD SEXUAL ABUSE	RISK INDICATORS FOR BULLYING AND SCHOOL VIOLENCE		CHILD ABUSE RISK INDICATORS
	OF THE HARASSED	OF THE HARASSER	
Obvious (or verbalized) genital discomfort.	They hit, push or pull you.	Physically assaults.	Caution or refusal of physical contact with adults at school.
Difficulty walking or sitting.	They yell at you, call you names or say things to annoy you.	Verbally assaults.	Submission to parents and adults.
Use of age-unusual information on sexual topics.	They make fun of him/her.	He makes fun of others.	Apprehension before the crying of other children.
Extreme sensitivity to physical contact or approach.	They ignore you or discriminate against you.	Devalues.	Extreme behaviors (aggressiveness or extreme rejection when approaching other children or adults).
Anger attacks.	They take away, hide or break your things.	Damages other people's objects.	Behavior that is not "expected" or difficult for the observer to understand.
Showing sadness.	They give him/her nicknames.	He/She gives nicknames.	Overt fear of parents/guardians or adults at home (expression of distress at arrival or end of day and leaving school).
Fear of being alone with a particular person.	They criticize him/her.	Discriminate.	Alleged blows or fortuitous accidents to justify the marks on the body.
Knowledge of sexual themes and/or conduct inappropriate for a child of his or her age.	They blame him/her for no reason.	Threat.	Expressions or complaints of performance in a school episode.
Writes, draws, plays or dreams with frightening or sexual images.	They provoke him/her.	Shout.	Fear or nervousness in the presence of a specific adult (the aggressor).

INDICATORS OF RISK OF CHILD SEXUAL ABUSE	RISK INDICATORS FOR BULLYING AND SCHOOL VIOLENCE		CHILD ABUSE RISK INDICATORS
	OF THE HARASSED	OF THE HARASSER	
Talk about a new older friend.			Poor personal hygiene, lack of medical and/or dental care, frequent illnesses.
Suddenly, she/he has money, toys or other gifts for no reason.			
Forcing other people to engage in sexual play. Fear or nervousness in the presence of a specific adult (the aggressor).			

10. GUIDELINES FOR ACTION

In case of child sexual abuse

Teachers, administrative staff, and authorities of San Patricio International School shall immediately notify the principal of the school of the detection of a student(s) and/or student(s) with an indicator of risk of child sexual abuse or in case of suspicion of probable child sexual abuse.

It is the responsibility of the principal of San Patricio International School upon notification, report or detection of an indicator of risk of child sexual abuse or suspected child sexual abuse, to ensure the protection of the identity of the student(s) and/or student(s) who are victims, offenders, witnesses, or who are related in any way to the commission of a crime, in order to avoid public identification:

- I. The principal, upon detection, notification or report of an indicator of risk of child sexual abuse or probable child sexual abuse to the detriment of a student(s) and/or student(s), shall immediately proceed as follows:
- II. If the report comes from the student(s) or another student(s), he/she must listen to him/her, and give him/her the confidence to express what he/she wants to say about the case, following the recommendations of this guide indicated in article 30:

1. Take immediate measures to protect the affected student(s) and / or student(s), as well as other students, among others:

Take care of the psychosexual and emotional integrity of the affected student(s) and/or student(s), as well as protect their identity and the confidentiality of the situation, through constant supervision of the activities carried out inside the school.

3. If another student(s) and/or student(s) is/are identified as responsible, the psychosexual and emotional integrity of the student is taken care of, as well as the protection of his/her identity and the confidentiality of the situation, through constant supervision of the activities that he/she carries out inside the school. In addition, the parents or guardians of the student(s) identified as responsible are informed of the report.

4. Immediately notify the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents and the State Coordination of School Safety of the Ministry of Education.
 5. If the accusation is against the teaching staff or other personnel: The teacher is immediately removed from being in front of the group and from contact with students; and in the case of other personnel, they are removed from contact with students as soon as possible. In addition, in public schools, the Department of Labor Relations of the Ministry of Education is immediately notified in writing.
- III. 3. Cite within one working day the father, mother or guardian of the student(s) and/or student(s) affected, or students involved; in the event that the person indicated as responsible is the father, mother, guardian or a family member of the student, the adult who indicates the student's protective reference is summoned; in the case of public schools, a report of the facts is prepared with the assistance of the State Coordination of School Safety, and proceeds to report the situation and that:
1. The identity and physical and psychological integrity of the student(s) and/or student(s) must be protected.
 2. In case of probable sexual abuse, a report must be filed with the competent Public Prosecutor's Office.
 3. Psychological support is offered to the student(s) and/or student(s) in public schools through the Psychopedagogical Counseling Units or Psychosocial Attention Program.
 4. In public schools, the continuity of the educational service is guaranteed by mutual agreement with the parent or guardian or with the adult protector referent indicated by the student(s) and/or student(s).
 5. That the facts were notified to the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.
- IV. In case of flagrancy of probable child sexual abuse, report the fact immediately to 911 and provide the facilities to allow the corresponding authorities to carry out their work.
- V. Execute the protective measures requested to the school by the Mexico's Deaf Education and other competent authorities.

General recommendations in cases of child sexual abuse situations

In the event of indicators of child sexual abuse or probable child sexual abuse, all school personnel, without exception should implement the following recommendations for approaching students and/or pupils:

IT IS ADVISABLE TO	MUST BE AVOIDED
Receive the information immediately.	Ask questions/interviews.
Be available to listen to the student when requested, with adequate time and privacy. Be careful NOT to seek to interrogate the child or adolescent.	Postpone listening for another time.
Show that you understand and take seriously what the student says. "I will always believe what you tell me."	Express alarm at the story.
To show that you trust him and what he has to say.	Ask him/her to show parts of the body.

IT IS ADVISABLE TO	MUST BE AVOIDED
<p>Assure him that he was right to report it.</p>	<p>Saying "it's over", "forget the past" or "it must be forgotten"..</p>
<p>Explain that he/she is not to blame for what happens to him/her and that the abuser cannot harm the adults he/she may have threatened to harm.</p>	<p>Insist that the student relate facts or answer questions he or she does not want to answer.</p>
<p>You can include messages such as: "Older people are there to take care of children. Whenever an adult hurts a child it is the adult's responsibility, because he knows it is wrong" or "If an adult is doing something that makes you uncomfortable you should know that he is responsible for what is happening, not you (even if he is someone you know, someone you love very much and even if he has told you it is wrong if you say it). The transmission of these messages will alleviate the anguish that the student is feeling and will help him/her feel protected and will generate a climate of trust so that he/she can talk about what happened.</p>	<p>Question what the student is relating.</p>
<p>First listen without interrupting everything the student wants to express and then organize the questions (you can use the resources in this document).</p>	<p>Making value judgments about parents, himself or his aggressor.</p>
<p>Avoid duplicity of stories.</p> <p>Let him/her know that a consultation with specialized personnel is going to take place and that in this way he/she will be better protected and supported. Reiterate that he/she will be fine and that it is all for the best.</p>	<p>Criticizing or acting prejudicially.</p> <p>Ask closed questions that can only be answered by "yes" or "no".</p>
<p>Do not promise to keep it secret from the authorities, stating that this is necessary to protect it.</p>	<p>Induce and/or suggest answers.</p>
<p>Thank him for telling what happened and tell him that he has been very brave in doing so because in this way he will protect himself and he will be able to help other children so that the same thing does not happen to them.</p>	<p>Verbalize hypotheses about what happened.</p>
<p>Reassure them that nothing will happen to them and that they will be supported, expressing care and affection.</p>	<p>Ask you to repeat what happened to other people repeatedly.</p>
<p>Leave communication channels open and assure him/her that you will be there when he/she needs to talk, without insisting on making approaches.</p>	<p>Perform actions that involve you without explaining what they are about.</p>
<p>If it is a situation of child sexual abuse outside the family context, the parents or guardians must be informed of the student's statements.</p>	<p>Express anger and blame them for what happens.</p>
<p>If it refers to a situation of child sexual abuse committed by a family member, it is suggested to communicate with a protective adult referent that the student indicates, that makes him/her feel good, that will protect and help him/her.</p>	<p>Prejudging. Approaching parents in a punitive manner. Speaking in an accusatory manner.</p>
	<p>To advance on issues of the parents' or guardians' private life, which are not related to the facts that may affect the student.</p>
	<p>Tell her that she is the "raped" child, but that she was sexually abused as a child by someone else.</p>



In addition to the above recommendations, it is appropriate to take into consideration the process of disclosure of child sexual abuse, although not all victims go through these phases, the vast majority do, being the following:

- I. Denial phase.
- II. Disclosure phase. It measures the adult reaction when initially releasing the story.
- III. Recantation phase. When the family pressure is uncontrollable and the extent of what happened is perceived.
- IV. Reaffirmation phase. Re-explains what happened and insists on the need to be believed.

In case of bullying and/or school violence

It is the responsibility of the principal of San Patricio International School upon the report or detection of a risk indicator of bullying and/or school violence, or bullying and/or school violence, to ensure the protection of the identity of the student(s) and/or student(s) who are recipients, generators, witnesses, or who are related in any way in order to avoid their public identification.

When bullying or school violence is reported or reported by a student(s) and/or student(s), the principal, teachers and other staff shall ensure confidentiality and maintain discretion in the case to protect the reporting students and those involved in bullying or school violence.

Upon reporting or detecting indicators of risk of bullying or school violence, or probable cases of bullying or school violence, the principal shall follow the following procedure:

- I. Notify the State Coordination of School Safety of the Ministry of Education, who shall note it in the State Incident Registry;
- II. Notify the competent authorities if the school principal or designee deems that the seriousness of the bullying or school violence may require their intervention;
- III. Take appropriate disciplinary measures and apply appropriate disciplinary measures, in accordance with the provisions of the Law to Prevent, Address and Eradicate Bullying and School Violence in the State of Nuevo Leon, the School Discipline Regulations and other applicable legal norms;
- IV. Inform the parents or guardians of the student(s) and/or student(s) who are generators and participants;
- V. Communicate to the parents or guardians of the receiving student(s) and/or student(s), the measures adopted to prevent or sanction any act of harassment or violence between students or retaliation.

General recommendations in cases of bullying and/or school violence:

IT IS ADVISABLE TO	MUST BE AVOIDED
Receive the information and act immediately and prudently so as not to expose the student to his/her peers or put him/her at risk.	Postpone listening for another time.
Be available to listen to the student at the time he or she requests, with adequate time and privacy, regardless of whether he or she is the receiver or the generator.	To show or express alarm at the story.



Do not ignore the incident or minimize it, as minors will not be able to solve the case without the action of an adult.	Insist that the student relate facts or answer questions he or she does not want to answer.
IT IS ADVISABLE TO	MUST BE AVOIDED
Remain calm and believe the student's story.	Question what the student is relating.
To show that you trust him/her and what he/she has to say, making the recipient feel secure, making him/her see your interest and effort to support him/her.	Making value judgments about parents, himself or his aggressor.
Explain that you are not to blame for what is happening to you.	Criticizing or acting prejudicially.
In order to gather all the factual information, first listen without interrupting everything the student wants to express and then organize the questions, avoiding those that blame the student.	Ask closed questions that can only be answered by "yes" or "no".
Avoid duplicity of stories and write your statements in quotation marks and verbatim.	Induce and/or suggest answers.
Let him/her know that a consultation with specialized personnel is going to take place and that in this way he/she will be better protected and supported. Reiterate that he/she will be fine and that everything is to make him/her feel better.	Verbalize hypotheses about what happened.
Do not promise to maintain secrecy from the authorities.	Ask you to repeat what happened to other people repeatedly.
Assure that nothing will happen to him/her and that he/she will be supported, expressing attention and affection.	Perform actions that involve you without explaining what they are about.

In addition to the above recommendations, accessibility to the complaint should be guaranteed by having a complaint mailbox available to students, parents and/or guardians, in addition to having the availability to receive complaints at the school at all times.

In case of school violence in which the generator is a teacher or school staff

The principal of San Patricio International School upon notification, complaint or detection of a risk indicator of school violence, or a case of school violence to the detriment of a student(s) and/or student(s), where the generator is a teacher or other school personnel, shall immediately proceed as follows:

- I. If the accusation comes from the receiving student(s) or from another student(s), he/she should listen to him/her and give him/her the confidence to express what he/she wants to say about the case.
- II. Take immediate measures to protect the student(s) and other students, among others:
 1. Take care of the physical and psychological integrity of the student(s) and/or student(s) recipient(s), as well as protect their identity and the confidentiality of the situation, through constant supervision of the activities they carry out inside the school.
 2. Immediately separate the teacher from being in front of the group and from contact with students; and in the case of other personnel, the teacher is separated from contact with students as soon as possible. For employees of the Ministry of Education, the Directorate of Labor Relations is also

immediately notified in writing with a copy to the Coordination of the corresponding Regional Unit of the Ministry of Education and to the State Coordination of School Safety of the Ministry of Education.

3. Notify the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.

III. Summon within one working day the parent or guardian of the student(s) and/or student(s) recipient(s) to inform him/her of the situation and that:

1. The identity and physical and psychological integrity of the recipient student(s) and/or pupil(s) must be protected.
2. For employees of the Ministry of Education, a report will be filed with the Department of Labor Relations of the Ministry of Education.
3. Psychological support is offered to the affected student(s) and/or student(s) in public schools through the Psychopedagogical Counseling Units or the Psychosocial Attention Program.
4. That the facts were notified to the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.

IV. Execute the protection measures requested to the school by the Ministry of Education and other authorities.

In the case of indicators of school violence or probable violence, in which the principal of a school is indicated as the generator, it is the responsibility of the teachers and other personnel, inspector/supervisor, parent or guardian who has knowledge of the case, to immediately notify in writing the Coordination of the corresponding Regional Unit of the Ministry of Education and the State Coordination of School Safety of the Ministry of Education so that the appropriate measures may be taken. In the case of employees of the Ministry of Education, it must also be reported in writing to the Directorate of Labor Relations, so that the necessary measures can be taken to safeguard the physical and psychological integrity of the students.

It must also be reported in writing to the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.

In case of child abuse

The principal of San Patricio International School upon notification, report or detection of an indicator of risk of child maltreatment or a case of child maltreatment to the detriment of an affected student(s) and/or student(s) of a school, shall immediately proceed as follows:

- I. If the report comes from the affected student(s) and/or student(s), he/she must listen to him/her and give him/her the confidence to express what he/she wants to say about the case, following the recommendations of this guide indicated in article 45.
- II. Dictate immediate measures to protect the affected student(s) and/or student(s), among others:
 1. Take care of the physical and psychological integrity of the affected student(s) and / or student(s), as well as protect their identity and the confidentiality of the situation, through constant supervision of the activities carried out inside the school.
 2. Immediately notify the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.
- III. Summon within one working day the adult protector who refers the affected student(s) and/or student(s) to prepare a report of facts in the case of public schools assisted by the State Coordination of School Safety and inform him/her of the situation and that:
 1. The identity and physical and psychological integrity of the affected student(s) must be protected.

2. A complaint must be filed with the competent Public Prosecutor's Office.
3. Psychological support is offered to the affected student(s) and/or student(s) in public schools through the Psychopedagogical Counseling Units or the Psychosocial Attention Program.
4. That the facts were reported to the Nuevo Leon Attorney General's Office for the Protection of Children and Adolescents.

In case of flagrancy, report the incident immediately to 911 and provide the necessary facilities to allow the corresponding authorities to carry out their work.

Inform in writing to the Regional Unit with copy to the Inspector/Supervision and;

Execute the protective measures requested of the school by the Secretary of Education and other competent authorities.

General Recommendations

In the event of indicators of child abuse, all San Patricio International School staff, without exception should implement the following recommendations for dealing with students:

IT IS ADVISABLE TO	MUST BE AVOIDED
Receive the information immediately.	Asking or interviewing.
Be available to listen to the student upon request, with adequate time and privacy.	Postpone listening for another time.
Believe the student's story.	To show or express alarm at the story.
To show that you trust him/her and what he has to say.	Insist that the child relate facts or answer questions that he/she does not want to answer.
Explain that you are not to blame for what is happening to you.	Question what the student is relating.
First listen without interrupting everything the student wants to express.	Making value judgments about parents, himself or his aggressor.
Put your comments in quotation marks and write them down verbatim.	Criticizing or acting prejudicially.
Let him/her know that a consultation with specialized personnel is going to take place and that in this way he/she will be better protected and supported. Reiterate that he/she will be fine and that it is all for the best.	Ask closed questions that can only be answered by "yes" or "no".
Do not promise to maintain secrecy from the authorities.	Induce and/or suggest answers.
Assure them that nothing will happen to them and that they will be supported, expressing support and affection.	Verbalize hypotheses about what happened.
If it is a situation of extra-familial abuse, the family must be informed of the student's statements.	Ask you to repeat what happened to other people repeatedly.

IT IS ADVISABLE TO	MUST BE AVOIDED
If it refers to a situation of domestic abuse, it is suggested to contact a protective adult referent indicated by the student.	Perform actions that involve you without explaining what they are about.
	Express anger and blame them for what happens.
	Prejudging. Approaching parents in a punitive manner. Speaking in an accusatory manner.
	Advancing issues in the parents' private lives that are unrelated to the facts that may affect the student.

PREPARATION OF A REPORT OF FACTS

In the event of any situation that puts the well-being of children and adolescents at San Patricio International School at risk, the following elements should be considered for the preparation of a report and notification of the pertinent authorities (see annexes 1 and 2).

- In case of child sexual abuse or child maltreatment, avoid questioning/interviewing children and adolescents. Listen to them if they have come forward to explain their situation.
- In case of bullying, collect the accounts of the parties involved. It is recommended that this should not be done at the same time and that family members or guardians be present.
- Assign an identification code.
- School data (name, CCT, level, shift, location, telephone/email if available, and name of principal).
- Date.
- Name(s) of the person(s) involved and whose name(s) is/are reporting the case.
- Procedure or care to be provided.
- Family member or guardian of children and adolescents who attended the call.

Other relevant situations:

- Description of the exact words that were used by children and adolescents when they referred the violent act, or of the adult who reported;
- Narrate the behavior of the children and the adult, if applicable;
- Describe the general appearance of children and adolescents.

Results and agreements generated from the preventive intervention and care.

- Name and signature of the director.
- Name and signature of the student's mother, father or guardian.
- Name and signature of the teacher.

11. REFERENCES

CNDH (2018) *Ley General de los Derechos de las Niñas, Niños y Adolescentes, el prevenir y salvaguardar la integridad de niños, niñas y adolescentes*. From:

https://www.cndh.org.mx/sites/default/files/doc/Programas/Ninez_familia/Material/ley-guarderias-ninos.pdf

Gobierno del Estado de Nuevo León - Secretaria de Educación (2016) *Guía para la detección temprana y protocolo de actuación en casos de: Abuso sexual infantil, acoso y/o violencia escolar, y maltrato infantil, en las escuelas de educación básica públicas y particulares*. From:

https://www.nl.gob.mx/sites/default/files/guia_y_protocolo_nuevo_leon.pdf

Gobierno del Estado de Nuevo León – Secretaria de Educación (2015) *Manual y protocolos de seguridad escolar*. From:

https://www.nl.gob.mx/sites/default/files/manual_y_protocolos_0.pdf

Keeping Children Safe (2014) *Normas para la protección infantil y cómo implementarlas*. From:

https://resourcecentre.savethechildren.net/node/8562/pdf/kcs_standards_esp_2014_0.pdf

Keeping Children Safe (2020) *Los estándares internacionales de protección infantil organizacional*. From:

https://www.keepingchildrensafe.global/wp-content/uploads/2020/07/KCS_ChildSafeguardingStandards_ES_2020_FINAL22.pdf

UNICEF (2020) *Guía práctica para la protección y restitución de derechos de niñas, niños y adolescentes*. From:

https://www.unicef.org/mexico/media/1251/file/MX_GuiaProteccion.pdf



APPENDIX RECORD OF FACTS

On the city of _____, being _____ hours, of the day _____, _____ of 20____, gathered in the school _____, with CCT _____, shift _____, located in _____ Col. _____, of the State of Nuevo Leon. _____ who acts as declarant together with _____, who attend as witnesses of charge and attendance, in order to instrument the present act of facts by virtue of the following:

FACTS

(Description of circumstances, detailing the corresponding facts in which the persons involved will narrate with all precision the events, taking into account the time (when), place (where) and manner (how) of the constituent facts).

There being no other matter to be recorded and for legal purposes, these minutes are closed on the date of its beginning; therefore, after reading the document, those who participated in it sign of their own free will and for due record.

Name and signature of the competent Management and/or Hierarchical Authority

Name and signature of first witness

Name and signature of second witness





www.sanpatricio.edu.mx