



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE

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A. GENERAL POLICIES FOR CHILD PROTECTION:

1. RATIONALE

One of the pillars of our school is guaranteeing the application of a policy of best practices in our work with the students: Gándara International School is based on respectful guidance, non-violent communication and active listening in the interpersonal relationships among its members.

An objective of our school is to accompany the children, offering them the possibilities, services and opportunities necessary for them to develop physically, intellectually, ethically, spiritually and socially in a healthy way, and with freedom and respect.

Our school is based on the belief that for the children to thrive and develop their personalities harmoniously, they need love and understanding in an environment that provides affection, and allows them to feel morally and physically safe.

Gándara aims to provide students with the general knowledge that will help them to develop their abilities and individual judgment, and their moral responsibility and social commitment in equal opportunities, in order for them to become useful members of our society. As such, the best interest of the child will guide our work with students, as guarantors - together with their parents - of their education.

All students at Gándara International School enjoy the right to be protected against any form of harm or abuse. All adult members of the school community are responsible for the protection of the school students. They shall be protected against any discriminatory practice based on ethnic origin, religion or any other reasons.

The values we hold in our school include a spirit of understanding, tolerance, friendship among peoples, peace and universal fraternity. We try to instill these values in all of the members of the school community, adults and children alike, so that they can fully understand the need for mutual respect at all levels.

The school shall look after and show respect for all the students enrolled at the school, as well as other children that may occasionally be involved in the school's activities.

The children's rights and obligations laid out in this Policy, in the Internal Rules and Regulations and in our Behavior Policy, shall be observed by all the school students without exception, distinction or discrimination on the

grounds of ethnic background, skin color, gender, language, religion, opinions and political stand, national or social origin, financial capacity, birth or any other condition whether pertaining to the child or his/her family.

Children with SEN (Special Educational Needs) shall be specially protected regardless of their individual condition. They shall be assisted by a staff member specialized in therapeutic pedagogy and given specific curricular adaptations, as provided in our Diversity Awareness Protocol.

Finally, we consider that the child has the right to enjoy play and leisure time, both of which should be orientated towards pedagogical needs. In Gándara we consider that play is a fundamental part of the development, growth and education of the children.

2. APPLICABLE LAW AND REGULATIONS

This Plan has been drawn up in accordance with the national and international laws on child protection.

- The 1978 Spanish Constitution.
- Spanish Act 3/2011, of June 30, on family protection and peaceful co-existence in Galicia.
- Constitutional Act 5/2000, of January 12, on the Criminal Responsibility of Minors.
- Constitutional Act 8/2015, of July 22, modifying the child and teenager protection system.
- Act 26/2015, modifying the child and teenager protection system.
- Constitutional Act 1/1996, of January 15, on the Legal Protection of Minors, the partial modification of the Civil Code and the Law on Civil Prosecution.
- The Convention of Children's Rights.
- The European Chart on Children's Rights.
- European Legal Guidelines on Children's Rights: elaborated by the European Fundamental Rights Agency (FRA) and the Council of Europe, together with the Secretariat of the European Court of Human Rights 2015.

- Title II of the European Union's Charter on Fundamental Rights
- The European Convention on Human Rights.
- Spain's Second National Strategic Plan for Childhood.

3. GUIDING PRINCIPLES

Gándara International School endorses the principle that children are not just mere objects of protection, but holders of all fundamental human rights and recipients of special protection, which is stated by the Spanish Constitution and the UN Convention on the Rights of the child. Children's protection is also guaranteed by international agreements on children's rights (art. 39 of the Spanish Constitution). Children are valuable individuals themselves in any stages of their growth and development, as well as active participants with a right to take part in the decisions affecting their lives, who have their own views in accordance with their capacities and degree of maturity, which means that their points of view should be taken into account. As the International Convention on the Rights of the Child states, we believe that the decisions to protect childhood must be taken for and by the children, taking them into consideration.

Of all the rights acknowledged by the UN Convention, the Committee on the Rights of the Child has proclaimed that the implementation and interpretation of all other principles should be directed by the following guiding principles: a) the non-discrimination principle (art.2); the best interest of the child (art.3.1); the right to life, survival and development (art. 6); and the right for children to have their opinion taken into account in matters that affect them (art.12).

The school acknowledges the dignity of children and teenagers in accordance with the principle of equality laid out in Spanish Act 3/2011, of June 30, on family support and peaceful co-existence in Galicia.

Our school will promote the full exercise of the child's rights and duties acknowledged by international conventions and the Spanish legal system. Furthermore, the school deems indispensable the acknowledgment of 'the equal dignity of men and women, their equal rights and their co-responsibility in family life, particularly in the support, care and upbringing of their children, older relatives and individuals in their care'.

The current protocol on Child Protection should be observed by all school community members: families, children, governing board, school owners, teaching non-teaching and administrative staff, volunteers and any other person that interacts with the school or has contact with the children while at

school. It is applicable to the students while they are in the school premises during teaching hours and lunchtime.

This protocol shall be the basis of the actions and decisions taken by all the members of the school community.

Finally, we believe that the responsibility of the children's carers and teachers must be exercised on the grounds of the best interest of the child and in accordance with the child's development, as laid out by the Convention of the Rights of the Child and Spanish Act 3/2011, of June 30, on family support and peaceful co-existence in Galicia. Consequently, the principles that will guide our work to provide assistance and protection to children will be the following:

1. The best interest of the child will be a primary consideration over any other legitimate interest that may concur or guide our actions. 'In order to determine the best interests, the first step will be to identify the needs and rights of children and teenagers, taking into account their views and desires expressed with sufficient judgment, and considering their individuality within the family and social setting'. With the aim of interpreting and implementing the best interest of the minor in each case, we will follow these general guidelines, as well as any other that may seem appropriate in each individual case:

- The protection of the child's right to life, survival and development and the fulfillment of his/her basic needs, including material and educational needs, physical and emotional well-being, and love and affection.
- The consideration of the wishes, feelings and opinions of the child, as well as his/her right to progressive participation in establishing his/her greatest interests, based on the child's age, maturity, development and personal evolution.
- The right of the child to be informed, heard and listened to, and to take part in the process under the current legal system.
- The need for the child to live and develop in an environment that is adequate and free of violence.
- The readying of the child for his or her transition to adult independent life, based on his/her capacities and individual circumstances.
- All other elements that may be considered necessary in a specific situation, and which respect the rights of the child.

- In the case of a legitimate interest conflicting with the best interest of the child, priority will be given to measures that take into consideration the child's best interest while respecting all other legitimate interests.

- The parents, guardians and legal representatives of the child will be included in the defense of the child's rights.

If it is not possible to respect the conflicting legitimate interests of all parties, the child's best interest will override all other concurring legitimate interests.

The decisions and actions taken in the child's best interest shall take into account the fundamental rights of all other individuals that may be involved in the situation.

2. The promotion, respect and defense of the individual and collective rights of children and teenagers with the safeguards and conditions established by the law, and the elimination of the obstacles that hinder its implementation.

3. The eminently educational and socializing nature of all the measures and actions that involve children.

4. Any actions to assist and protect shall be based on objectivity, impartiality and legal protection, guaranteeing, whenever necessary, a cross-disciplinary and collective decision-making process.

5. Confidentiality and discretion in all actions related to the children's interests and protection.

6. The school is against any kind of corporal punishment. Corporal punishment is usually defined as any form of physical punishment that causes pain or upsets the individual. It consists mainly in slapping a child with the hand or with an object, but it can also include non-physical behavior, such as threats, which have a similar effect. International Law considers corporal punishment as a form of violence against children.

7. The school subscribes the principle of shared responsibility and the duty to cooperate as laid out in article 39 of Spanish Act 3/2011, of June 30, on family support and peaceful co-existence in Galicia, and Constitutional Act 5/2000, of January 12, on the Criminal Responsibility of Minors:

“Article 39.2.- Any person, especially those who may come to know, through their occupation or role, a situation of risk or possible neglect of a minor, without prejudice to offering immediate help if needed, shall report it to the legal authorities or appropriate administrative body, which shall ensure total confidentiality.”

Hence, if the school learns that a situation such as any of those listed in the aforementioned article has occurred, the school must report the case to the legal or appropriate administrative authorities, following the procedure laid out in our Behavior Policy.

8. Gándara has and accepts the obligation to protect the students and undertake actions in case of emergency or provide help if the child is in imminent risk of harm, abuse or negligence from a third party and, in general, against any kind of violence or attack against the child’s physical integrity in all situations, according to the procedures laid out in the school’s Behavior Policy.

9. Risk situations. Following Article 49 of Act 3/2011, of June 30, on family support and peaceful co-existence in Galicia, we identify the following risk situations:

a) Physical or intellectual neglect of a child by his or her parents or legal guardians. The neglect would involve causing minor harm to the child’s physical and emotional well-being, a non serious neglect of the child’s basic needs, or hindering the exercise of the child’s rights, whenever the harm may be prolonged or worsen due to its nature or the recurrence of the episodes.

b) When the aforementioned individuals encounter serious difficulties to provide adequate physical and intellectual attention that the child or teenager may need, in spite of the adults intending to provide it, whenever it causes the effects described above.

c) The use of corporal and psychological punishment on the child, which may harm the child's development, even though the punishment may not be considered severe or a regular manifestation of violence.

d) An open and permanent conflict between the fathers, mothers, guardians, caregivers or between any of them and the child, whenever it may be detrimental to the child's individual or social development.

e) Any other situation that, if prolonged, could lead to the neglect of the child.

10. Child neglect situations. Under article 52 of the aforementioned Act, we consider there is a neglect situation in the following cases:

a) Abandonment of the minor.

b) Risk for the child's life, health and safety, especially when there is serious physical abuse, sexual abuse or serious failure to meet the obligation to provide food and a healthy environment on the part of the family members or authorized caregivers; also when the child has been identified as the victim of human trafficking and there may be a conflict of interests with the child's parents, guardians and caregivers; or when there is repetitive consumption of highly addictive substances or the child displays some other kind of addictive behavior repeatedly with his or her parents, legal guardians or caregivers knowing, allowing and tolerating that behavior.

c) The existence of physical or psychological abuse or of sexual abuse perpetrated by family members or a third party with the family's consent.

d) Risk for the child's mental health, moral integrity and personal development due to ongoing psychological abuse or to the serious or chronic neglect of the child's emotional and educational needs by the child's parents, legal guardians or caregivers.

e) Serious failure to meet the obligation to feed and keep the child safe and healthy, whenever it may seriously undermine the child or teenager's well-being.

f) Inducing the child or teenager to begging, theft, prostitution or any other form of economic or sexual exploitation of similar nature and gravity, or allowing these behaviors.

- g) The consent or acceptance of the minor's addictive behavior by the child's carers.
- h) Family members' addictive behavior and, particularly, those who are the legal guardians, whenever they may cause serious harm to the minor's development and well-being.
- i) Living in a social and family environment that may seriously undermine the child or teenager's safety or may hamper his or her psychological development or mental health.
- j) Any other situation of defenselessness that may arise from the failure to exert the parental custody or guardianship, or from the impossibility or inadequacy of exerting it, the consequences of which may not be avoided while the child is still in that environment and when the minors are deprived of the necessary moral or material assistance.

11. In the event of detecting a situation involving the child's risk or neglect as previously described, the school shall dutifully report the facts to the social services department or corresponding authorities, under Constitutional Act 1/1996, of January 15, on the Legal Protection of Minors, and on the partial amendments of the Civil Code and the Law of Civil Procedure, as laid out in the school's Behavior Policy.

12. Similarly, and under article 22 *Quater* of Constitutional Act 1/1996, of January 15, on the Legal Protection of Minors, and on the partial amendments of the Civil Code and the Law of Civil Procedure, regarding the measures to be implemented in case of social defenselessness of a minor, Gándara shall give the Authorities all reports and documents related to the child, his or her parents, guardians or caregivers, that may be required to that end, without the need of the child's consent.

'Article 22 quater. Personal data management.

1. In order to comply with Chapter I, Title II of this Law, the relevant Public Administrations shall collect and manage the child's personal data that may be deemed necessary in order to assess the child's situation, without the minor's consent, including any data related to his or her family or social environment.

Professional workers, public and private authorities and any other third party shall submit reports about the child and his background, parents, guardians, caregivers or foster parents, that may be necessary to that end, without the need for the child's consent.

2. Institutions referred to in Art.13 will be allowed to deal with the subject's information without his or her consent if that information is indispensable for meeting the obligations laid out in said article, with the sole purpose of reporting them to the Public Authorities or the General Attorney."

13. Under Spanish law, Gándara establishes that any person having access to the role of teacher and working as such or performing any other activity involving regular contact with the children, will have never been condemned on a last court decision for a crime against freedom and sexual integrity, which includes sexual abuse and aggression, sexual harassment, indecent exposure and sexual provocation, prostitution and sexual exploitation and corruption of minors, as well as human trafficking. To that purpose, candidates for a teaching position or any other task or job involving contact with children will have to produce a clearance certificate from the Central Registry of sexual criminals. Furthermore, the school will require a letter of recommendation from each candidate prior to their taking part in the selection process.

14. Under international law (CEDS), sexual and reproductive health education must be part of the regular syllabus. In this respect, the school considers it necessary to offer non-discriminatory sexual and reproductive health education "that does not perpetuate or reinforce social ostracism nor denies human dignity". Educational resources must not "reinforce degrading stereotypes" such as those related to non-heterosexual individuals.

15. On the other hand, educational adaptability requires, as in the case of children with a disability attending regular schools, "the creation of mechanisms to cater to the children's special needs."

16. Similarly, the school considers that parents have the right to ensure that their children's education is in conformity with their religious, philosophical and pedagogical beliefs. In this respect, Gándara International School

is committed to applying an objective, critical and diverse approach when dealing with religious content or knowledge included in the curriculum, being respectful with the parents' religious and philosophical convictions.

4. GENERAL BEHAVIOUR RULES

1. The school's Behavior Policy describes the range of behaviors that should be encouraged in order to achieve:

- a) The full development of individuals.
- b) The school's educational goals, as part of the schools' Principles laid out in its Mission Statement and the School Pedagogical Framework.
- b) The development of the School Community.
- c) A healthy school and interpersonal environment.
- d) Respect for the rights of all teaching staff members.

2. Without prejudice to provisions laid out in the Behavior Policy and the Internal Rules and Regulations, we consider as general rules of behavior the following:

- a) The respect for personal, physical and moral integrity, and for the belongings of the members of the school community and of any other individuals or institutions that may come in contact with the school through its activities or services.
- b) Embracing diversity and rejecting discriminatory practices.
- c) Showing respect in social interaction, especially, through the use of correct and polite language.
- d) The interest for developing one's own work and role responsibly.
- e) Showing respect for the work and role of all the members of the School Community.
- f) Co-operating in the educational or group activities.
- g) Good faith and loyalty over the course of school life.
- h) Caring for one's own personal appearance and hygiene and complying with the school rules in this matter.

- i) Making good use of the school building, furniture, premises and material resources, using them for their intended use in accordance with the operating rules, as well as respecting the signs for restricted access to specific parts of the school.
- j) Showing respect for the school's rules regarding organization, co-existence and discipline.
- k) Generally speaking, the obligations laid out in the current laws and in this Policy should be complied with by all the members of the school community and each of its bodies, especially with regard to the duties originating from the school's Principles, laid out in the School's Mission Statement IDEARIO and the PEC.
- l) All members of the School Community shall respect and comply with the general rules of behavior.

5. RIGHTS OF THE CHILD

Under the Spanish Constitutional provisions; the Convention on the Rights of the Child; the European Chart on Children's Rights; Spanish Constitutional Act /1996, of January 15, on the legal protection of minors; Constitutional Act 5/2000, of January 12, establishing the criminal responsibility of minors; Act 26/2015, of July 28, on amendments to the child and teenager protection system; and the provisions laid out in the school's Internal Rules and Regulations and general Behavior Policy, Gándara International School shall guarantee the exercise of the following rights of the child:

1. The right to be heard.
2. The right to live and have physical, intellectual and moral safety, which shall be protected against any form of maltreatment, violence, manipulation or sexual abuse.
3. The right for their health to be protected and promoted.
4. The right to express his/her opinions freely within the constitutional framework. Their views shall be given due weight in all matters affecting the child, in accordance with his/her age and maturity: freedom of expression and information, which involves the freedom to have an opinion and the freedom to receive or give information or ideas without the interference of the public authorities. This freedom of expression is also restricted to the protection of the child or teenager's privacy or image. The exercise of this right may be subject to certain restrictions set forth by the law, in order to

guarantee the respect of the rights of others, or the protection of public security, order, health or morals.

5. The right of assembly during school hours in order to deal with school matters affecting the child.
6. The right to speak their own language, either their mother tongue or their language of preference without fear of discrimination.
7. The right to freedom of thought, conscience and religion, which includes the right to change religions or beliefs and the right to manifest their religion or beliefs in the performance of the religious cult, education, practice and observance.
8. The right to freedom of association and to freedom of peaceful assembly within the law.
9. The right not to be discriminated on the grounds of gender, ethnicity, skin color, ethnic or social background, genetic traits, language, religion or beliefs, political opinion or any other views, their belonging to a national minority, wealth, birth, disability, age or sexual orientation.
10. The right to be protected against physical abuse and any other forms of cruel, degrading and humiliating punishment.
11. The right to the defense of children and teenagers' rights against any kind of actions that may undermine their physical or moral integrity.
12. The right to be cared for properly by their fathers, mothers, legal guardians or caregivers in the performance of their child-rearing roles and responsibilities.
13. The right to education. Children have the right to education regardless of their nationality or immigrant status, and to receive comprehensive education in accordance with the Constitution and the current laws. Children and teenagers with special needs or who have difficulty in taking part in social life due to personal or family reasons will have the right to the necessary assistance and training so they can develop fully and adequately.
14. The right to equal opportunities and treatment, through the development of education policies for integration and compensation.
15. The right to receive quality education that contributes to the full development of their personality and capacities and that promotes personal responsibility in the attainment of a free and equal society, as well as the ac-

quisition of healthy habits, the protection of the environment and sustainability.

16.The right to study.

17.The right to have objective assessment and acknowledgement of his/her dedication, activities and school performance. To this end, the child shall have the right to be informed about the assessment criteria that are applied.

18.The right to a well-rounded education which takes into account the child's capacities, his or her learning pace, personal effort, engagement and initiative in his or her learning and individual responsibility.

19. The right to data privacy: the right to oppose to his or her data being dealt with, except for conclusive legitimate purposes.

20.The right to have their private, family and social life respected, and to be protected against any arbitrary or unlawful interference, as well as against any unlawful attacks on his or her honor or appearance. The right to the privacy of their home and correspondence (art. 9 of CEDH), which includes the right to personal data protection.

21.The right to full participation, according to their age and capacity, in the social, cultural, artistic and leisure activities of their community, and the right to progressively become an active citizen.

22. The right to be informed in a way that is easy to understand for their age, of their rights and personal situation, as well as of the measures that may be taken in their interest and for their protection.

23. The right to search, receive and use information that is adequate to their stage of development. Special attention will be given to digital and media literacy adapted to each developmental stage, so that underage students can work online safely and responsibly, focusing on identifying risk situations arising from the use of new information and communication technologies, and on tools and strategies that may help students manage and protect themselves against those risks safely.

24.The right to rest and leisure, and to play and entertainment activities suited to their age.

25.The right to move around freely.

26. The right to participate in the life of the community and its organization, and to use the school premises.
27. The right to be informed of their rights and duties, and of the behavior rules set by the school, especially when they have just joined the school..
28. The right not to be judged, and to have their natural processes respected and free from interference.
29. The right to be autonomous to make their own decisions and for their decisions to be respected.
30. The right to be accompanied in their interests, needs and learning pace.
31. The right to the promotion of their capacities and personal self-management.

6. DUTIES OF THE CHILD

On the other hand, and under the applicable legislation, children must:

1. In accordance with their age and maturity, accept and comply with the rights, obligations, responsibilities inherent in or resulting from the appointment and exercise of the rights acknowledged in every aspect of life, including family, school and social life, in order to guarantee the full exercise of the rights of others.
2. Behave in a civilized manner, following the established social rules based on tolerance, and the respect of the rights of all the people.
3. Respect the teachers, guiding teachers and other school staff members, as well as their peers, avoiding conflict and bullying in any of their forms – including cyber bullying – participating in the school activities regardless of their gender, and in accordance with their age, maturity and circumstances.
4. Respect and comply with the rules and behavior regulations, as well as show a positive attitude towards learning throughout their stay at school, while having the right to show their disagreement on issues that may involve them.
5. Look after and make proper use of the premises, equipment, furniture, educational resources and any other resources used during school activities.

6. Respect the environment and wildlife, learning about them and collaborating in their sustainability.
7. Respect the school's activity schedule.
8. Respect the right of their peers to study and to receive an education.
9. Respect the freedom of conscience, the religious and moral beliefs, as well as the dignity, integrity and privacy of all the members of the school community, regardless of their age, gender, disability, physical or social traits, their belonging to certain social groups, or any other social or personal circumstance, and to respect equal rights for men and women and for all the members of the school community.
10. Participate in and contribute to improving the school atmosphere and to achieving an adequate relaxed school environment suitable for study.
11. Participate in the school assembly.
12. Follow the teachers' instructions in case of risk, emergency or danger.

7. ACTIONS TO PREVENT AND INFORM (of the rights and duties of the child)

1. According to the school regulations, the students shall be informed of their rights and obligations, including those that arise from the use of the Information and Communication Technologies as learning tools.
2. In order to guarantee the knowledge and protection of said rights, the school is committed to developing activities aimed at informing and promoting children and teenagers' rights through workshops, projects, talks or school assemblies, as well as through actions and activities intended to prevent ostracism, maladjustment or lack of protection of children and teenagers.
3. Furthermore, the school shall make this Policy available to all the members of the school community through its website.
4. The school's Child Protection Policy shall be presented to the students at the beginning of the academic year, and a copy shall be made available in the classrooms so that they can consult it at any time.

5. Every school year, a teacher shall be appointed “Child Protection Officer”. The Child Protection Officer will be in charge of supervising the child protection policies and procedures in the school.
6. The school hereby endorses the Protocol for the prevention, identification and treatment of bullying, based on the recommendations made by the regional government - Xunta de Galicia – in 2018 against bullying and cyberbullying at state schools. The protocol was approved by NEASC and has been made available to all the members of the school community via its shared space in Google Drive. Similarly, Gándara International School has included the “The family guide for the identification of bullying” in the Drive platform.
7. The pedagogical framework shall include activities, proposals for collaborative work, and workshops on emotional intelligence and inclusion in order to help students build closer bonds with the school community, promote respectful and peaceful interactions among the children, promote equality, respect and integration, and prevent and monitor bullying, gender violence and racism. The school curriculum shall also include the protection and safety of the students.

Similarly, there will be workshops and activities to promote personal care and hygiene, human rights and children’s rights, and the promotion of a healthy lifestyle, including the prevention of the consumption of alcohol, tobacco and other toxic substances. The evaluation shall also incorporate psycho-socio-emotional aspects of the child, their social abilities, their adaptability to the environment, attitudes, etc. These topics shall also come up during the daily life at school, during conflict management, school assemblies, etc.

8. The school shall organize workshops on how to stay safe online at some point during the academic year, instructed by the teaching staff or by external professionals hired specifically for the workshop.
9. The school shall organize workshops related to children’s sexuality at some point during the academic year, instructed by the teaching staff or by external professionals hired specifically for the workshop.
10. All members of Gándara International School shall implement the protocol on child abuse prevention whenever they detect a case of alleged bullying happening at the school.
11. If teachers suspect that any of the students are not treating each other properly, or that are not being treated properly by adults, they shall report the situation first to the head of studies, who will inform the Head of

School. Depending on the severity of the events, the school's Management Team shall take the necessary actions or consult with the Governing Board, and shall report the case to the authorities if necessary, as stipulated by Spanish law and this Policy.

8. SAFETY & PROTECTION MEASURES

(For any issue relating to safety and protection that is not covered by this Policy, please refer to the Emergency, Evacuation and Lockdown Plan).

8.1. Child Accident

All school personnel shall be trained in First Aid and the training shall be given every academic year. Furthermore, the school has two first-aid kits that are periodically checked by the school staff both at the pre-school and elementary school.

1. Student injury/illness protocol:

a) For serious emergencies, please follow these basic procedures in the following order:

- 1st PROTECT first the person who is administering first aid, and then the victim. ONLY in case of danger to the victim shall he or she be moved, trying to keep head-neck-trunk straight.
- 2nd REPORT: Call the emergency services on 061 or 112 and ask for an urgent ICU to be sent to you (download mobile app 112 on the pre-school and elementary school cell phones, as it includes geolocation), giving them the number and external condition of the students injured, as well as any information on factors that may make the accident worse and the exact location where the accident happened. Please bear in mind that the quantity and quality of the human and material resources that will be sent to the school depend on the information that we provide.
- One of the teachers must stay with the child and follow the instructions given by the 112 service using the free hands device on their cell phone – to keep their hands free if necessary. Another teacher must call the student's family – ideally, this phone call should be made by a third teacher, if there are more than two teachers at the scene – and accom-

pany the rest of the students, clearing the place of the accident. In this way, the injured child will always be accompanied, while the rest of the team takes care of the other students elsewhere.

- 3rd HELP: this is the ultimate goal of first aid, but in order to provide it correctly, an assessment of the victim should be done beforehand. We shall adhere to the protocols established by the current regulations on Safety at work and described in the Emergency, Evacuation and Lock-down Plan.

b)When it is not serious:

- 1st A teacher must stay with the injured student while another teacher takes the rest of the students away from the scene and then calls the child's family – ideally, the phone call should be made by a third teacher.
- 2nd Provide first aid to the student, while waiting for his or her family to come and pick him/her up at the school. Once there, the family will be in charge of taking the student to the closest health centre. If the injury is not serious but specialized health assistance is required for administering first aid (other than the first aid the teaching staff is trained to provide), but the family is not available or takes too long to arrive, then a staff member shall take the student to the closest health centre.

8.2. Adult injury or accident

Please follow the protocols established in the corresponding regulations on Safety and Risk Prevention at Work.

8.3. Emergency during school trips

1. The school staff will carry a first aid kit with essentials, including band-aid, antiseptic skin cleanser, gauze and first-aid tape.
2. Each teacher shall make sure they are carrying their cell phones switched on, so they can contact the rest of the staff in case of emergency.

3. Follow procedure described in the “Child Accident” section for emergencies that happen within the school grounds, and in the Emergency, Evacuation and Lockdown Plan.
4. If a child goes missing, the teacher who first notices it must call the base teacher and ask them to stay with all the students, so he/she can go and search for the missing child. If there is no sign of the child after 5 minutes, the teacher should call the emergency civil services and then contact the child’s family.

8.4. Sick child

1. If a child is sick, he or she shall not attend school until fully recovered.
2. If a child appears to be lacking in energy, has a temperature, infestation of lice or illness, the school shall call the student’s family and ask them to come and pick him/her up as soon as possible.

8.5. Administering medication to children

As a general rule, the school staff shall not administer medication to the students, with certain exceptions such as asthma or extreme risk resulting from anaphylactic shock due to severe allergic reactions, or an epileptic seizure. In such cases, the family will have to provide subcutaneous adrenaline or the corresponding medication, and submit a written statement authorizing the school to its administration.

8.6. Allergies

1. In case of severe food allergy, given that it is virtually impossible to guarantee that none of such foods is found in the kitchen, the family shall commit itself to bringing the child’s food to school daily – also taking into consideration that food should arrive at the school at 4 degrees Celsius to main-

tain the cold chain. The family shall be responsible for the ingredients and condition of the food, knowing that their child may come into indirect contact with the allergen, in spite of the precautions that the school personnel may take to keep the child safe at all times.

2. In case of mild allergy, the school must phone the family and ask them to come and give the necessary medication to the student.
3. In case of anaphylactic shock, the school personnel shall administer subcutaneous adrenaline to the child and then call the family, so the child can be taken to a doctor.

8.7. Emotional safety and conflict management

1. Most conflicts are dealt with when they happen. On occasions, adult intervention involves active listening or protecting the situation; other times it is the children who look for the teachers and tell them what happened, seeking support, which could be given in the form of a small conference/meeting, a one-to-one talk with a trusted adult, or a discussion at the school assembly in order to gain the support of a larger group and explain what has happened to them.
2. When something unpleasant happens within the school community, we try to make it visible, respecting each child's way dealing with it.
3. At Gándara International School we deal with conflicts or with children who feel upset in the following ways:
 - a) Right at the moment when the conflict happens.
 - b) In small meetings with the students involved.
 - c) With a trusted adult at the request of the child.
 - d) In a large group, during the safe emotional space we provide in school assemblies, at the request of the child.
 - e) Joint parents-student-teachers conferences.
 - f) During the end-of-term teacher-student guidance sessions, in which we talk to each student individually and deal with academ-

ic and interpersonal issues.

4. Teachers keep daily conflict record sheets, where they keep track of the most relevant conflicts or those that may have seriously undermined the safety of the members of the school community.
5. Conflict records shall be reviewed weekly by the Head of Studies.
6. Whenever conflicts are very serious or may have seriously undermined the safety of the members of the school community, the teachers shall report them to the student's Guidance Teacher and the Head of School, who will follow the procedure laid out in the school's Behavior Policy.

8.8. Good practices

1. During their work, teachers shall use non-violent communication in their interpersonal relationships with all other members of the school community.
2. Teachers shall use active listening and emotional guidance with the students, trying to adopt a neutral position when acting as mediators in conflicts; they shall describe the facts objectively and help the children reach their own agreements.
3. Teachers shall not use corporal or psychological punishment on the children; instead, they must confront the students with the logical consequences of their unacceptable behavior using positive discipline.
4. Teachers shall pay special attention to the Children's Protection Policy, published on the school's Drive and posted on the teacher's training board, so that teachers can guarantee the protection and physical and emotional well-being of the students.
5. Teachers shall always keep in mind the instructions dictated in the Anti-bullying Protocol of the Xunta de Galicia – the regional government –, which our school has adopted. The Protocol will help us prevent, detect and deal with conflicts connected to bullying, and apply the procedures laid out in the said protocol.
6. Teachers shall take special care when observing conflicts, trying to distinguish daily conflicts from bullying, as in the latter case it will be imperative

to take immediate action, approaching the victim with care and protecting him/her against the aggression.

7. Additionally, teachers should also use the following tools in their daily work with children:

- a) Individual observation.
- b) Promoting critical thinking.
- c) Promoting students' autonomy and responsibility towards their own learning process.
- d) Understanding mistakes as a natural stage in the child's individual development.
- e) Socratic dialogue.
- f) Active listening.

8. 9. Restraint measures

Under Spanish Constitutional Law 8/2015 of July 22, which amends the protection system for children and teenagers, and Constitutional Law 1/1996 of January 15, on the Legal Protection of Minors, which partially amends the Civil Code and the Law on Civil Procedure:

1. In case of emergency, safety measures may consist on the physical restraint of the child.
2. These measures shall have an educational purpose in order to ensure the safety of the school's environment, and shall be used exceptionally and on the basis of necessity, proportionality, provisionality and the prohibition of excess. They shall be applied with the minimum force necessary, strictly for no longer than necessary, and with due respect to the child's dignity and rights. These measures shall disappear as soon as there is no imminent physical danger or violent action.
3. The staff may only use safety and restraint measures on the children as a last resort, in self-defense or when there is risk of self-harm, harm to others or serious damage to the property that would cause a reasonable and

imminent physical risk. Before implementing these measures, the school staff that witnessed the student's behavior should have ruled out other less restrictive actions - such as positive discipline or reinforcement - as inappropriate or ineffective under the circumstances.

4. These measures may consist of verbal and emotional restraint, and physical restraint, depending on the circumstances.
5. School teachers may only use physical restraint after failure to restrain the student by other means – verbal or emotional –, without using physical force, if possible, under the circumstances.
6. Physical restraint may only consist in the following: standing between the child and the person or object that is at risk; limiting space or movement; and, ultimately, under a strict protocol, physically restraining the child. This measure may also entail accompanying the child to another place away from the other students; however, the student must never be left in isolation or alone.
7. Disciplinary procedures must be the last resort, giving priority to other systems for conflict management and educational interaction.
8. Physical restraint must never be used as a disciplinary procedure, as a punishment or at the teacher's convenience.
9. Physical restraint means the use of force to limit the student's movement. It is not:
 - Agreed or solicited physical contact, unintentional contact, or contact to comfort or offer emotional support.
 - Physical training.
 - Prescribed treatments to treat a student's medical or psychiatric condition by legally qualified professionals.
 - Protective or stabilizing measures prescribed by qualified professionals or requested by law.
 - Any measures used by the law enforcement agencies in the exercise of their duties and responsibilities as guarantors of the law.
 - The use of safety belts or any other safety equipment used for students' transport.

10. The following types of physical restraint are forbidden:

- Face down immobilization on the floor, or with the head facing down.
- Face up immobilization on the floor, or with the head facing up.
- Any kind of immobilization that obstructs the student's breathing tract.
- Any kind of immobilization that restricts the student's primary means of communication.
- Chemical immobilization: any chemical treatment in order to control the student's violent behavior or restrict his/her freedom of movement.
- Mechanical immobilization: any instrument or object used to restrict the student's physical movement.

11. Physical restraint in emergency situations must not be used when the student is known to suffer from a medical condition and the use of restraint may place the student at physical or mental risk, unless failure to use restraint may cause considerable damage to the student him/herself and to others. The student's medical condition should be recorded in writing through an official medical report that the parents should submit to the school for its inclusion in the student's school record.

12. For aspects related to safety and restraint measures not included in this protocol, please refer to our Behavior Policy and the Internal Rules and Regulations.

8.10. Non-sexist language guidelines

1. The school endorses final provision number five of Spain's 10th Collective Agreement for Private Schools offering generalized regulated education or regulated education without any subsidized levels, of June 22, 2018:

Final provision number five. Non-sexist language.

The signatories of this document have determined that, if the use of non-sexist language, as guarantor of equality for women, represented an added difficulty for reading and understanding this Agreement, any expression used to define an activity or condition such as worker, employer, delegate, member,

etc., will be used to include both sexes, except in those cases where the law stipulates the obligation for the activity or condition to be ascribed to women.”

8.11. Non-discrimination Policy

1. The entire school community is committed to a non-discriminatory policy. From here it follows that no one shall be treated disrespectfully, regardless of their personal traits, sex, ethnicity, religion, age, sexual orientation, beliefs of any kind and, in general, any of the qualities that make us who we are.
2. Non compliance with this policy shall be considered a serious offence, and any offender of the rules may be asked to leave the school community.

8.12. Data and image protection and confidentiality of private information

1. The school is committed to preserving confidentiality in all matters regarding any sensitive information from the students and their families, as well as to using discretion in all matters pertaining to their children.
2. The families' personal details and private messages (telephone number, incoming or outgoing emails and messages, postal address, ID number, etc.) are all protected under the Data Protection Act.
3. The school does not use children's images without prior consent from their families. Notwithstanding, and even in case of having parental authorization, the school is against the use of children's images on social networks, websites, etc., except when such images are general scenes from a distance, from the back, blurred or photographs where it is difficult to identify the children, as we consider that it is of utmost importance to preserve students' images and privacy.

8.13. Hazard Prevention in the Workplace

1. Article 74. Hazard prevention in the workplace.

Any issues affecting health and safety at work shall be dealt with in accordance with the provisions of Law 31/1995, of November 8, on Hazard Prevention at the Workplace, and the concordant regulations.

To this end, companies and workers subscribing the current Agreement shall implement the former paragraph in accordance with the criteria and general provisions laid out by the said law.

2. In order to comply with Spanish legislation, the school has hired the company “Quirón Prevención” to undertake annual safety inspections of the premises. After inspection, the school takes on the recommendations by the supervising company, thus guaranteeing safety at work and protecting worker’s well-being. In addition, the school offers its staff annual medical check-ups.

3. In order to guarantee the school’s compliance with the Personal Data Protection Law and the European Regulations on Data Protection, as well as with its successive amendments and updates, the school hires the services of Vifordat, a company which makes a yearly inspection of the data protection measures and practices at the school.

4. All the school teachers and workers must sign an agreement of confidentiality and data protection, and guarantee that the students’ personal data are kept private and safe under lock at the school’s office.

8.14. Habitability, safety and hygiene standards of the premises

1. The school hereby declares that its premises meet the Spanish hygiene, safety and habitability standards, and that the premises have been inspected in order to obtain the required licenses and permits.

2. The school hires Firesafe to undertake the annual inspection of fire safety measures.

3. The school also complies with the Spanish habitability, hygiene and safety standards, endorsed by the Architect Mr Pablo Muiños in his report of the premises.

4. The school has an Emergency, Evacuation and Lockdown Plan that is available for consultation on its Drive platform, and has informed the community school members of its existence. This plan is reviewed yearly, and evacuation drills are rehearsed. Similarly, the school has an emergency leaflet that is posted on the school administration office, and an evacuation plan in each school room.

8.15. Civil Liability Insurance

The school has a Civil Liability Insurance policy with *Alliance Seguros*. The policy covers the school staff's work and responsibilities, and offers insurance coverage to all the students registered at the school.

9. MISSING OR LOST CHILDREN POLICY

Gándara International School fully accepts its responsibility to guarantee children's safety at school during school hours as well as during school trips. The teachers and school staff must know of and be familiar with the school's Child Protection Policy and its procedures.

These measures shall be applied to all school stages in GIS, namely, pre-school and elementary school.

Teachers must fill out the attendance records daily and accurately, as required by law. In case of unjustified absence, the teacher will inform a member of the Management Team, who will contact the family, following the procedure described in the IRR and the Family Communication Protocol.

If it is detected that a child has left the center without permission from his/her parents or the GIS Director, it will be considered that he/she has not complied with the GIS rules and the corresponding corrective measure will be applied, as stated in the School Behavior Plan Coexistence Plan.

GIS must ensure the safety of students both at school and when travelling outside the school, taking the necessary measures so that children do not get lost. If a child gets lost during a school trip, the provisions of the school Trip Protocol will apply and the School Trip Leader will assume responsibility for the incident:

- Each teacher will ensure that his or her phone on and audible, so they can contact the rest of the staff in case of emergency. Contact numbers will be available in the Administration office.
- In case of emergency, the teacher who is dealing with the emergency will call the Base Teacher, who will take care of his/her group. The teacher in charge of the emergency will take the injured child to a health center as soon as possible or will request an emergency medical transport vehicle. The child's family will then be contacted.
- If a child goes missing, the teacher who first notices it must call the base teacher and ask them to stay with all the students, so he/she can go and search for the missing child. If there is no sign of the child after 5 minutes, the teacher should call the emergency civil services and then contact the school and the child's family.
- Students shall first report to their teachers in case of any incident before contacting their parents directly. It is the responsibility of the school to protect the health, safety and welfare of the students while under the supervision of the school staff.
- The School Trip Protocol is applicable to all educational visits.
- One of the teachers will be designated as Base Teacher. The Base Teacher will take care of the children in a group whenever their teacher has to assist another student or in case of emergency. The position of Base Teacher will rotate each term.
- The School Trip Coordinator will act as Group Leader during the trip.
- Before the commencement of the trip, a pre-arranged meeting point must be designated by the teaching staff should any student become separated. Upon arrival at the trip location, the students must be shown where the meeting point is, and be briefed about what to do should they get lost. Each group of students must be assigned to a teacher; students should report to their teacher during the trip to avoid getting lost.
- For trekking or walking trips, a teacher will always be at the front of the group, with another teacher in the middle and a third one at the rear. These teachers must never lose their positions during the whole trip. The teacher at the front must not let any student go ahead of him/her, except in the case of good visibility, specific students, etc.
- At the start of the walk/trek, the Group Leader will assign a teacher to each group of students. This teacher will be in charge of counting his/her students every 15 to 30 minutes.

- Students must always stay close to their group and remain within their teachers' visual field at all times.
- To carry out activities outside school hours, it will be necessary to keep a record of students, perform a trip risk assessment, obtain parental permission, and gather information on how the students will return home and with whom.

Parents are responsible for their children's absences and must notify the school timely and adequately when their children miss school. The school will inform parents about the procedures they must observe when they leave their children at school in the morning and when they pick them up at the end of the school day. Parents must notify, in writing, their children's absence or lateness. Families will sign a general authorization form at the beginning of the school year for school trips as well as a written permission for each individual trip. Parents will also sign an authorization form, if consenting, for the recording and photographing of their children and the uploading of photos to the school Drive.

The Head of Gándara International School must be aware of the school procedures and policies and ensure their effective implementation, as well as their periodic review.

9.1. Arrival and departure policy:

Parents are allowed access to the school premises, and will accompany students to the entrance of the building and collect them at the same point.

a) Preschool, 3-6 years

Parents shall accompany their children to the preschool entrance. Upon arrival, they may also take advantage to comment on any minor issues to the teacher, if necessary. Preschool students shall also be collected at the same point.

b) Elementary School, 6-12 years

Upon arrival, family members may accompany their children to the entrance door of the Elementary School building, and then let them enter alone.

Elementary school students are to be collected at the entrance door too.

Exceptionally, if a child had to be collected by a person other than his/her parents, the parents should notify the school before the end of the school day, providing the ID card no. of the person who will pick up the child. If a person other than the parents is entrusted with collecting the child from

school during the whole school year, the parents and the said person will have to sign a pick-up authorization form at the beginning of the school year. If the staff is not sure whether to allow a particular adult to collect a student, they should take the student to the Administration office and ask a member of the Management Team to call the parents.

Families must return signed individual information, authorizations, and bulletins sent to them by the school, when required. They must supply to the school all the relevant information about their children necessary for the school to be able to deal with its students adequately.

If a student had to leave school before the end of the school day, they will be collected by their parents or authorized adult after reporting it to the Administration office.

Parents must also observe the school's arrival and departure schedules, in order to disturb the learning process. If a family is going to be late to pick up their child/ren, they should inform the school Administration beforehand. In case of a delay of more than 30 minutes without having received news from parents, legal guardians or family members, the school will contact the family. If the family cannot be reached, the school will contact Social Services so they can take care of the child. Where late collection is persistent, the guidance teacher will request the parents to attend a meeting in order to discuss the issue and find a solution. If a student is late, the teacher may decide whether or not to let the student join the workshops/classes that are underway and when to do so.

9.2. Surveillance of outdoor areas:

a) Teachers will organize themselves in teams in order to monitor the outdoor areas. They will monitor all the play areas so as to ensure social harmony and safety.

b) One teacher will be in charge of supervising the access gate to the school during recess/outdoor time.

c) The gate will remain closed from 9:15 am.

d) A teacher will be in charge of monitoring the gate during arrival time and at the end of the school day.

e) Every term the Management Team will elaborate a grid with the distribution of roles for the surveillance of the gate and the outdoor areas. A copy of the grid will be given to each teacher and one copy will be displayed on the school information board.

f) Ball games are not allowed inside the school buildings - especially considering the large garden that is available to the students.

The rules and boundaries set in the school Behavior Policy will apply to all areas and activities developed in the school, and the teachers' accompanying practice.

Without prejudice to the Teachers' Manual provisions, the teachers and the rest of the school staff shall observe the following rules:

1. Cleanliness and order

a) Learning resources in every hall/classroom should be arranged in their respective places.

b) Teachers must keep their personal belongings in the places designated for this purpose.

c) The kitchen must be kept clean and tidy. Each person will wash and dry the crockery and other items used, and will put them away.

d) The garbage should be thrown out when full or, otherwise, when there is a pungent smell or the contents are decomposing. The garbage cans should be washed when dirty.

e) Areas and facilities for the exclusive use of adults (office, storage, entrance lockers, etc.) should be kept clean.

f) In the morning the entrance hall should be clean and swept.

g) Shoe racks must be cleaned of dirt and sand at least once a month with the entrance cleaning brush.

h) There will be an area with slippers for "guests" and room for leaving shoes.

i) One staff member will be in charge of restocking educational resources and supplies and inspecting the facilities monthly, reporting the needs to the Administration office.

2. Safety

a) Sockets must be covered with protectors.

b) The storage area where cleaning products are kept must be locked, out of reach of children.

c) Any chemicals that may be dangerous in the laboratory area should be stored in a high place, out of reach of children.

9.3. Procedure to be followed when a child disappears from the center

The following steps shall be followed if a child were to be reported missing from school during school hours:

1. If a teacher suspects that a child is missing from the school, the said teacher will contact the Head of School, Head of Studies or Head of Administration immediately, making sure that the other children under their care are in a safe place and accompanied by another adult.
2. The Head of School will take the roll and count all the students present.
3. One of the members of the Management Team will search for the child in the premises, both indoors and outdoors, including store rooms, restrooms, and the teachers' room.
4. The staff shall check that the entrance gate is closed to make sure that the child cannot leave the school. If the gate is open, this will be immediately reported to the Management Team, who will call the local authorities: the Police, the Civil Guard and, finally, the children's family.
5. The staff shall also check the list of workshops (classes) the child signed up for, in order to verify whether the student is in the area or classroom where the workshop/classes took place.
6. If the child is not found after the first initial search, or within 10 minutes after the first alarm was sounded, the Head of School must be immediately notified. The Head of School or Head of Studies may widen the search to the church car park adjacent to the school.
7. If the child has not been found yet, the school will call the parents. The Head of School or, if absent, the Head of Studies, must decide when to phone the Police and the Civil Guard, which should never be later than 15 minutes after the first alarm was given.
8. The next step would be to phone the student's family. If necessary, the school will use all contact numbers available on the student's school record.

9. If the child appears, and until his or her parents arrive, the child must remain under the care and responsibility of the Head of School or Head of Studies, if the former were absent.
10. The Head of School or the teacher who has given the alarm shall complete the Serious Incident Report as soon as possible. The report should include a full account of the circumstances surrounding the child's disappearance.
11. The Head of School shall write a report of the incident, describing the steps that were taken as well as the possible measures that could be introduced to avoid further possible risks and prevent such situations from happening in the future, adding information about the communication process with the families and the local authorities. Any new procedures incorporated to the protocol shall be assessed and approved by the Governing Board as soon as possible or at least within five working days, and they shall be reported to the members of the School Community as soon as they are approved by the Governing Board.
12. The Teaching Staff and the Management Team shall contribute to solving the situation as soon as it is possible, participating in a thorough enquiry into the incident.
13. The Head of School shall hand in the incident report to the Governing Board as soon as possible or, at the most, within 48 hours after the incident occurred.
14. The parents or legal guardians of the child that went missing shall take part in the report and their opinions should be heard during its elaboration. They shall receive a copy of the report, once the document has gone through the Governing Board for evaluation.
15. If the parents' concern persists despite the support offered by the school, they may file a complaint using the Family Complaints Protocol provided for this purpose.

B. CHILD ABUSE DETECTION & ACTION PROTOCOL

1. INTRODUCTION

1.1. Objectives

Under the Reference Module for the development of an Action Protocol for cases of Child Abuse, Approved in the plenary session of the Children's Observatory on 11-22-2007, Gándara International School (GIS) considers it of vital importance to develop a Child Abuse Action Protocol.

The objective of this Action Protocol is to improve care for child victims of abuse to reduce primary and secondary victimization suffered during the intervention of the institutions responsible for their protection through coordinated and effective action by the competent institutions that serve the specific rights and needs of children.

An Action Protocol is thus the basic instrument to guarantee inter-institutional coordination during intervention in cases of child abuse once said abuse has been detected and those institutions have been notified.

The objective of this document is to guarantee minimum standards of care for GIS students who are victims of child abuse, regardless of their sex, race, disability, social condition or territorial location.

Our commitment is to safeguard and promote the well-being, health (including emotional and psychological) and safety of our students by creating and maintaining an open, safe, and supportive atmosphere. This includes:

- Proactively teaching students about self-protection
- Making sure that procedures are in place to protect students.
- Acting in the best interests of the child.

All GIS staff have the following responsibilities:

- Contribute to providing a safe environment in which all children can learn and thrive.
- Know what to do if a child tells you they are being abused or mistreated
- Know what to do if you are concerned about the behavior or conduct of an adult at school.
- Maintain an appropriate level of confidentiality.
- Refer any concerns to the designated Chief Protection Officer (CPO)
- Learn about the process for making a report to Social Services and understand the role you might be expected to play in legal evaluations.

Definition of safeguard

The protection and promotion of the well-being of children is organized according to the objectives of this Protocol to:

- protect children from abuse;
- prevent deterioration of children's health or development;
- ensure that children grow up in circumstances consistent with the need for safety and effective care;
- take measures to allow all children to have the best conditions for their well-being and development

This Protocol applies to all of GIS, preschool, kindergarten and elementary students.

This Protocol applies to all teaching, non-teaching, support, contract and auxiliary personnel, volunteers and any other adult who works at the school. All references in this document to "staff" or "staff members" should be interpreted to this effect, unless otherwise indicated.

Throughout the document, the term CPO is used for the Child Protection Officer.

A child abuse action protocol should encompass measures that guarantee the coordination of the actions of the competent institutions with regard to global care for child abuse victims in the following basic areas of social intervention:

1. Detection
2. Notification
3. Evaluation
4. Intervention and treatment
5. Monitoring and follow-up

The following table shows a list of some of the most common impediments to reporting cases of abuse and the arguments aimed at overcoming them to encourage reporting child abuse when it is observed:

Myths	False Beliefs
Abuse is uncommon.	Ingrained belief in the family as a nucleus of affection where it is difficult to believe that violence exists.
Violence and love do not coexist in families.	It is thought that if there is a climate of family violence it is maintained. However, there are many children who, despite the mistreatment and abuse received, love their parents, and this coexistence of violence and love makes the child grow up learning that violence is acceptable.
Abuse is committed only by people with mental illnesses, psychological disorders or under the influence of alcohol or drugs.	Normal people do not abuse their children. In reality, there is no abusive parent pattern with stable, uniform, and easily distinguishable traits. However there do seem to be some frequent features.
Notion of »generational transmission of abuse«.	Dogmatic formula that erroneously maintains that all abused children will be abusers and vice versa.
Child abuse is fundamentally physical abuse.	Restrictive vision of the problem constructed and promoted by the media by only highlighting cases with physical injuries and sexual abuse. In contrast, there is a high tolerance for "slight" physical or psychological abuse.
Abuse does not exist in upper social classes.	Child abuse exists in all social classes. More cases are diagnosed among the lower social strata, because the use of private, social and health resources prevents discovering situations of risk or within high social classes.

Myths	False Beliefs
Psychological - Social issues are not true medicine.	If it is not considered important to acquire knowledge in the psychological-emotional area, we will not be in an attitude of understanding and diagnosing child abuse.
Any intervention must have full certainty that abuse will be found.	This prevents the recording of events or risk factors in medical records that could lead to early or preventive action.

(Adapted from the Children's Observatory (2006): Child Abuse: detection, notification and registration of cases. Madrid, Ministry of Labor and Social Affairs, pp. 17-18.)

1.2. Principles that should regulate the application of the Protocol

- The action protocol is the basic instrument to guarantee inter-institutional coordination in the intervention of child abuse cases in a family environment. To achieve such coordination, the institutions responsible for the five areas related to childhood and adolescence must be involved: educational, health, police, social and judicial
- The criterion that must preside over the actions included in this protocol are those which take into account the best interests of the child.
- The measures contemplated in the protocol must be consistent with the action principles of each area involved, and within the scope of their powers.
- The protocol must guarantee compliance with the procedural guarantees of the victim and the accused as well as guarantees of evidence.
- The protocol must promote equality and equity in the care of children who are victims of child abuse, regardless of sex, nationality, race or disability.
- The protocol must facilitate maximum efficiency, making decisions at the appropriate level by the entities involved and at the appropriate time to produce the best results. Likewise, it must provide transparency and adequate communication of the decisions that are made and the steps that are taken. All members of the educational community are made aware through proper posting on the Drive and on the center's website.

- All actions must be aimed at mitigating secondary victimization processes, avoiding repetitive procedures and assuring those actions adhere to the minimum criteria of intervention, speed and specialization.
- The protocol should be framed within a broader program of child abuse awareness. (Protocol for the Protection of Minors).

2. REGULATORY FRAMEWORK:

2.1. National and International Legislation:

The elaboration of a child abuse action protocol is one of the essential measures to achieve compliance with the legislation of the Spanish State and its different Autonomous Communities. Specifically, the regulatory reference framework of this Protocol is:

United Nations:

The United Nations Convention on Children's Rights, ratified by the Spanish State in 1990, which in its article 19 includes the child's right to live without suffering any type of violence or abuse and the obligation of the States parties to guarantee this right. It also considers the best interests of the child as a basic principle of the actions of the competent institutions. There is also a Protocol on the sale of children (human trafficking), child prostitution and the use of children in pornography included in this legislature (2000).

Convention on the Rights of Persons with Disabilities (2006), which dedicates its article 16 to "Protection of persons with disabilities against exploitation, violence and abuse, both within and outside the home".

Convention 182 of the International Labor Organization (ILO) on the "Prohibition of the worst forms of child labor and Immediate Action for its elimination" (1999).

Resolution 2005/20 of the Economic and Social Council (ECOSOC). In its point 14 on "Guidelines for Justice in cases related to child victims and witnesses of crime" requires that the intervention of minors in these procedures is carried out in an appropriate environment, which accommodates the special needs of the child, according to their abilities, age, intellectual maturity and capacity, and must be developed in a language that the child uses and understands.

Resolution 64/145, of December 18, 2009, approved by the United Nations General Assembly "The Girl", which recognizes the existence of different forms of violence against girls, such as female genital mutilation, incest, in-

fanticide or forced marriages, urging all States to enact and enforce laws that protect girls from all forms of violence and to establish safe, confidential, and age-appropriate programs, and medical, social and psychological support services to help girls who are victims of violence and discrimination.

Observations of the United Nations Committee on the Rights of the Child No. 13 on the “Right of the Child not to be subjected to any form of violence” (2011) and Observation No. 14 on the “Right of the Child to have his / her best interests a fundamental consideration ”(2013)

The United Nations Committee on the Rights of the Child has frequently expressed its concern about the scope of the different forms of violence against children, including sexual abuse, having formulated general comment No. 13 (2011) on the “ Right of the child not to be the object of any form of violence ”. This observation focuses on a series of elements to be incorporated into national coordination frameworks, including, in particular, the central role of the family in strategies for the care and protection of children and the gender dimension in violence against children, as well as sexual abuse and exploitation.

European Union:

Directive on the fight against sexual abuse, the sexual exploitation of children and child pornography, approved on October 27, 2011 by the European Parliament, which includes provisions regarding both the prosecution of criminals and protection of child victims (according to the provisions of article 23 of the same, dedicated to its transposition, the Member States will put into force the legal, regulatory and administrative provisions necessary for compliance within two years of its adoption).

Directive 2012/29 / EU of the European Parliament and of the Council of 25 October 2012, establishing minimum standards on the rights, support and protection of crime victims.

Directive 2011/93 / EU

European Council:

Convention for the protection of children against sexual exploitation and abuse, in Lanzarote (2007)

The European Charter on the Rights of the Child, which in its section 8.19 establishes that "Member States ... must grant special protection to child victims of torture, abuse by members of their family ... must ensure the continuation of their education and adequate treatment for their social reintegration »

Recommendation (85) 4, adopted by the Committee of Delegates of the European Council on March 26, 1985, on violence within the family, it is in the interest of the Member States "to provide the necessary measures so that the declaration of the members of the family in cases of violence within the family are carried out without any external pressure. Minors should have adequate counseling. "

Recommendation (87) 21, adopted by the Committee of Delegates of the European Council on September 17, 1987, on assistance to victims and prevention of victimization, mentions the need to "create, develop or support targeted services for specific categories of victims, such as children. "

European Council Convention on preventing and combating violence against women and domestic violence (2011), in force since August 1, 2014.

National Regulations:

The Spanish Constitution also includes that the public powers have the responsibility to fully protect boys and girls.

The Civil Code includes the definition of child helplessness as "a situation that actually occurs due to non-compliance or the impossible or inadequate exercise of the duties of protection established in the laws for the care of minors, when they are deprived of the necessary moral or material assistance »also specifying in its article 154 the obligations inherent to parental authority.

The Criminal Procedure Law (LEcrim) and the Witness Protection Law include a series of witness protection measures that affect the declaration of child abuse victims.

Organic Law 1/96 of January 15 on the Legal Protection of Minors, Partial Modification of the Civil Code and the Civil Procedure Law, sets out the framework for the different Autonomous Communities, which have powers in matters of protection of the minor, when declaring protection measures (risk or neglect) in cases of child abuse.

The Organic Law 1/2004, of December 28, on Comprehensive Protection Measures against Gender Violence, recognizes in its Explanatory Memorandum that “situations of violence against women also affect minors within their family environment, direct or indirect victims of this violence.”

This comprehensive law also includes a series of minor’s rights who live in a family environment where gender violence has occurred, such as: articles 5, 7.c, 14, 19.5, 61.2, 63, 65, 66 and in Additional Provision 17a.

Organic Law 10/1995, of November 23, of the Penal Code, modified by Organic Law 5/2010, of June 22. The Penal Code defines crimes related to child abuse.

Royal Decree-Law 3/2013, of February 22, which modifies the free legal aid system, and recognizes all minors who are victims of situations of abuse or mistreatment, regardless of the existence of resources to litigate, the right to free legal assistance, which will be provided immediately.

2.2. Autonomous Communities Legislation

In each Autonomous Community, specific legislation, action plans, framework programs or even specific protocols have been developed to address the problem of child abuse.

Law 3/2011, of June 30, supporting families and social harmony in Galicia.

Law 2/2006, of June 14, on Galician civil law.

DECREE 42/2000, of January 7, by which the current regulatory rules regarding family, childhood and adolescence are combined.

This Protocol has been prepared taking as a reference the Guide for the Detection of Child Abuse of the Xunta de Galicia, and the Basic Protocol of Intervention Against Child Abuse developed by the Children's Observatory approved on 11/22/2007 with its update in 2014, approved on June 9 of the same year (this protocol required an update derived from the new social

needs detected and the deficiencies noted. In particular, it was essential to include minors exposed to gender violence) , offered as a reference module for preparing action protocols in cases of child abuse. Likewise, some aspects of the document “Detection and Notification of Child Abuse Cases: Information Guide for Citizenship, prepared by the Federation of Associations for the Prevention of Child Abuse (FAPMI) in March 2011 have been reproduced.

Hopefully, the Organic Law for the Comprehensive Protection of Children and Adolescents against Violence will be definitively approved, but the Draft Law was approved on December 28, 2019.

3. CHARACTERISTICS OF CHILD ABUSE:

3.1. Definition

This Protocol starts from the definition of child abuse given by the Children's Observatory. Thus, child abuse shall be understood as any *“action, omission or negligence, or non-accidental treatment that deprives the child of his or her rights and well-being, that threatens or interferes with his or her physical, mental or social development and whose perpetrator may be persons , institutions or society itself ”* .

In order to specify the scope of this protocol, limited to the family environment, child abuse shall be understood as *“any action (physical, sexual or emotional) or non-accidental omission in the treatment of a minor by their parents or caregivers , which causes physical or psychological damage and threatens both physical and psychological development.”*

3.2. Nature of the abuse

Depending on the perpetrator of the abuse, a distinction is made between abuse inside a family unit, and abuse outside the family unit.

Family abuse is one in which the act of violence occurs on the part of parents, guardians or relatives, placing the minor in a situation of lack of protection that requires the intervention of the competent institutions to guarantee the protection of minors. This is the scope of this action protocol.

Abuse can also occur outside the family, either when the perpetrator comes from other circles of trust in areas such as education or in leisure activities, when this violence is exercised through Information and Communication Technologies (grooming, sexting) or when it is directly about violence between equals (bullying and cyberbullying). This protocol does not refer to the-

se forms of violence. These forms of violence are dealt with in the corresponding GIS protocols.

3.3. Situations of lack of protection depending on the intensity of abuse: classification of abuse

Spanish legislation (Organic Law 1/1996, of January 15, on the Legal Protection of Minors), distinguishes two situations of lack of protection: risk and neglect. Therefore, the classification of serious situations in cases of child abuse in the family environment will have two categories: light or moderate abuse, which includes risky situations and severe abuse where situations involving neglect must be included.

- Mild or moderate abuse: Defined by the existence of physical, psychological and / or social indicators of abuse that can be addressed educationally in the child's social and family environment. In this way, the minor remains with the family and an educational intervention is carried out from the social services of primary care, health and / or education of a preventive nature, in order to develop positive parenting and strengthen the non-violent communication abilities of parents. In cases of gender violence, the intervention must be carried out in a comprehensive way, jointly considering the minor and the minor's mother, who is the direct victim of the gender violence.

The basic criteria that define –among others- the severity of the abuse are the frequency and intensity of the indicators and the degree of vulnerability of the child. To assess this vulnerability, it is necessary to evaluate, at least, the duration (if it is of a chronic nature) and the frequency of the abuse, the access of the perpetrator to the child, the characteristics and conditions of where the child is, and the relationship between the aggressor and the child.

Mild abuse:

- Infrequent, occasional behavior. Minimal intensity.
- They have not caused damage to the minor nor is it expected to occur. We do not see indicators of suffering or emotional damage.
- If damage has occurred, it is not significant, and it does not require specialized intervention or treatment.
- In these circumstances, an attempt will be made, whenever possible, to intervene with the families or those responsible for the minor, from the very area in which the abuse has been detected, in collaboration with the corresponding social services, whom will provide the necessary support and advice.

Moderate abuse:

- Abuse behaviors are frequent, although they alternate with moments when the interaction is adequate.
- The abuse received, due to its intensity or frequency, has caused damage to the minor or is expected to occur in the future.
- The damage has caused difficulties for the minor - to function adaptively in several of the roles characteristic of their age.
- Some type of specialized intervention or treatment is required, as well as the establishment of an interdisciplinary and personalized intervention plan by the corresponding social services, in coordination, with educational and health services, to safeguard the integrity of the minor within their nuclear family.

Serious and grave abuse: The situation is urgent.

- It is defined by the existence of physical, psychological and / or social indicators of abuse or exploitation that endanger the integrity and well-being of the minor. Psychological abuse behaviors occur repeatedly, intensely and are clearly noticeable.
- In addition to the above criteria, it will be necessary to assess in a special way if the minor has some type of disability, the possibility of being a victim of female genital mutilation, the characteristics of the parents or main caregivers, the characteristics of the child's family environment (domestic violence) and if help was ever requested. If help was requested, it is necessary to determine who the request went to, when, and how it was resolved.
- Likewise, it will be necessary to take into account the risk to the mental health of the minor, their moral integrity and the development of their personality due to continued emotional abuse or the lack of care for their emotional or educational needs by parents, guardians, or those individuals who care for them.
- Failure to comply or the impossible or inadequate exercise of custodial duties as a consequence of the serious deterioration of the environment or family living conditions, when they give rise to circumstances or behaviors that harm the development or mental health of the minor.
- Any other situation seriously detrimental to the minor that causes the breach or the impossibility or inadequate exercise of parental authority, or

guardianship, the consequences of which cannot be avoided while remaining in their environment, and which are not due to an adverse financial situation of the family.

In cases of gender violence, the actions will be aimed at guaranteeing the necessary support to ensure the minor remains with the mother, as well as their protection, specialized care and recovery.

3.4. Type of abuse:

1. Physical abuse: Any act, not accidental, caused to a minor by a parent or guardian or substitute guardian that causes physical harm or illness, or places the child at serious risk of suffering said harm or illness.

2. Psychological / Emotional abuse: Adults in the family group repeatedly manifest verbal hostility towards the minor, through insults, contempt, criticism or threat of abandonment and a constant block of children's interaction initiatives (from avoidance to locking them up). Likewise, psychological / emotional abandonment may occur through a persistent absence of response to signals, emotional expressions and proximity-seeking and interactional behaviors initiated by the minor, and a lack of contact or emotional expressiveness in mutual interactions, by a stable adult figure.

The behaviors included in this category would be the following:

- Refuse or not accept the child's interaction initiatives, exclude them from family activities, express a negative evaluation of themselves and prevent them from evolving towards greater autonomy and independence.
- Terrorize: threaten the child with an external and concrete or vague but sinister punishment, provoke an intense fear of an unpredictable threat, or maintain unattainable expectations, punishing them for not reaching them.
- Isolating the child: depriving them of opportunities to establish social relationships

3. Passive abuse due to negligence or physical / cognitive neglect: the basic physical and psychological needs of the minor (food, clothing, hygiene, protection and vigilance in potentially dangerous situations, education and medical care) are not taken care of temporarily or permanently by any member of the group who lives with them.

Such basic needs refer to:

- Food
- Clothing
- Hygiene
- Medical care
- Supervision and surveillance
- Hygienic conditions and safety at home.
- Educative area
- Protection against internal aggressions

4. Sexual Abuse: any kind of sexual contact or interaction of an adult with a minor, in which the adult, who by definition enjoys a position of power or authority over him or her, uses it for the performance of sexual acts or as an object of sexual stimulation. Its commission is also contemplated by people under 18 years of age, when they are significantly older than the minor or the minor-victim or when they are in a position of power or control over the minor. The types of sexual abuse are various:

Sexual Abuse with physical contact:

- Rape: physical sexual contact or sexual intercourse by an adult, except in the cases indicated in the previous section as incest.
- Sexual harassment: contact, stimulation, or interaction is intended to satisfy the sexual needs or wants of the adult.

Sexual abuse without physical contact: Includes the following behaviors:

- Indecent request to a child or explicit verbal seduction.
- Exposure of the sexual organs to a child for sexual excitement and / or gratification, aggression, degradation, or similar purposes.
- Intentionally perform the sexual act in the presence of a minor to seek sexual emotion or gratification, aggression, degradation or self-harm.
- Masturbation in the presence of a child.

Specifically, we consider sexual abuse of minors:

- Harass, scare or intimidate with obscene gestures or obscene communications, considering as such phone calls, mobile messages, emails, letters or notes of sexual content.
- Sexual propositions or innuendoes related to sexual conduct. Encounter proposals for sexual purposes (direct or indirect) using the Internet.
- Ask the minor to expose or exhibit their body or body parts for sexual purposes, directly or through the use of technological devices.
- Touching parts of the child's body considered intimate or erogenous, above or below clothing. Kiss attempts beyond the usual rules of courtesy, body contact, excessive closeness, rubbing etc.
- Forcing, inciting or inviting the adult or other minors to touch for sexual purposes.
- Exhibitionism.
- Deliberately exposing the minor to the visualization of sexual acts or pornographic material.
- Encourage children to behave in a sexually inappropriate way.
- Vaginal, anal or oral penetration or introduction of limbs or body objects by any of the first two routes.
- Sexual exploitation:
 - Incite or allow prostitution of the minor by third parties.
 - Use images of the minor for pornographic purposes.
 - Involve them in prostitution services or sexual performances.

The following are considered victims of sexual abuse:

- A minor who is 18 years old who has suffered some of the situations described in the definition of sexual abuse of a minor. It should be said that, legally, from the age of 16 adolescents can consent to have sexual relations with adults. We are not talking here about these relationships, but about non-consensual relationships with minors before the age of 18.
- There may also be adolescents aged 16 or 17 who consent to have sexual relations with adults; These relationships can be considered abusive when there is prevalence of the adult in one of these three areas: capacity (adolescents with some type of disability), power (clear position of power of the adult), or an attractive counterpart for the victim (money, gifts, special attention, affection, etc.). This position of power of the adult can occur in the family and in the educational field, including sports and others (pastoral, education in free time, etc.).

An aggressor is considered:

- The adult person who abuses or assaults (man or woman). The fact that the person who sexually abuses is a close adult, invested with professional or moral authority, and in whom the child or adolescent trusts, usually has much more serious consequences than the same abuse committed by a stranger. It is common for the aggressors to use not only their closeness, but also the friendship or admiration that the child or adolescent professes for them to achieve their goal of unpunished abuse.
- The aggressor may also be an adolescent or preadolescent: that is, it may also be another minor who is in a situation of power with respect to the victim, either by level of development, physical strength, etc.
- Sexual abuse of children by other children is a specific issue of protection in education that is taken into account in the School Bullying Protocol.

5. Corruption: when the adult person incites the minor to the performance or involvement in antisocial, self-destructive or deviant behaviors, particularly in the areas of aggression, sexuality (already contemplated in sexual abuse) or use of addictive substances, hindering the normal social integration of children and may produce an incapacity for normal social experiences.

Corruption can manifest itself in two ways:

- Parents or guardians facilitate and reinforce antisocial or deviant behavior patterns that impede the child's normal integration.
- Parents or guardians use the child as a "helper" or "cover-up" for criminal acts (theft, transportation of drugs, etc.).

6. Labor exploitation: fathers, mothers guardians or caregivers assign the minor continuous performance of work (domestic or not) on a mandatory basis, to obtain economic or similar benefits, that exceeds the normal limits. And which is work that should be carried out by adults and clearly interferes with their activities and social and / or school needs. These tasks are assigned to the child with the fundamental objective of obtaining an economic or similar benefit for the parents / guardians or the family structure.

7. Munchausen syndrome by proxy: parents or caregivers subject the child to continuous admissions and medical examinations, claiming fictitious or actively generated pathological physical symptoms themselves (by inoculating substances on the child or the girl, for example). As a consequence, the minor is subjected to continuous admissions, medical examinations and bothersome and unnecessary diagnostic tests that can even be detrimental to their physical and mental health.

8. Prenatal abuse: drug or alcohol abuse during pregnancy, or any vital circumstance of the mother that makes her voluntarily influence the fetus, and

that causes the baby to be born with abnormal growth, abnormal neurological patterns, with symptoms of physical dependency of these substances, or other changes attributable to their consumption by the mother.

9. Non-organic delay in growth: also called psychosocial delay in growth, refers to the medical diagnosis of those children who do not increase their weight normally in the absence of organic disease. However, there is substantial weight gain during the hospital stay, or there is recovery from developmental delay when the child is provided with an adequate care environment. It usually appears in children under two years of age and is characterized by a slowdown or delay in physical development, without a clinical picture justifying it. Poor emotional and developmental functioning can also occur.

10. Institutional abuse: any program, legislation, procedure or action or omission by public or private organizations or institutions or arising from the individual behavior of a professional that involves abuse, neglect, detriment to health, development and safety or that violates the basic rights of minors.

11. Grooming (sexual harassment or recruitment of minors online): grooming is defined as “harassment by an adult and refers to actions deliberately carried out to establish a relationship and emotional control over a boy or girl in order to pave the way for child sexual abuse ”

The harasser can take advantage of significant adults and the environment to later sexually abuse or harass the child. Children and youth may be caught or bullied on the internet or in the real world, by a stranger or by someone they know. The captures can be men or women of any age. Many children and young people do not understand that they are being abused or bullied.

They are situations of harassment with an explicit or implicit sexual content at the beginning of the relationship phase. The relationship formation phase often includes personal and intimate confessions between the minor and the harasser. In this way the trust obtained from the minor is consolidated and information about their life, tastes and habits is deepened.

- Sexual component. It often includes a description of specifically sexual terms and the request of minors to participate in acts of a sexual nature, recording images or taking photographs.

In grooming, a series of phases are also determined by which the adult manages to gain the trust of the minor and consummate the abuse:

- Contact and approach: It refers to making contact with the minor to get to know their tastes, preferences and create a friendly relationship in order to

gain their trust. The online predator contacts the minor through the Internet (instant messaging, chat, social networks, etc.). They pretend to be attractive to the minor (being another minor of a similar age, good physical resemblance, similar tastes, etc.), even sending them images of a minor that they have obtained on the Internet that responds to said characteristics; that is, they carry out a preconceived strategy in order to gain the minor's trust little by little.

- Virtual sex: in the course of this relationship, they convince the minor to send them a revealing photograph, making them turn on their webcam, pose nude, etc.
- Cyberbullying: if the minor does not agree to their sexual advances, the online predator threatens to spread the most revealing image that they have captured through the Internet (video exchange platforms, social networks, etc.) and / or send it to personal contacts of the minor.
- Sexual abuse and assaults: faced with threats from the cyberbully, the minor agrees to all their sexual whims, even, in some cases, physically contacting the minor and sexually abusing them.
- Means used: they have to do with communication technologies: email messages, publication or dissemination on digital platforms or content networks that may undermine the public image, the feeling of security, dignity or freedom of the victim etc., but they are not the only instruments that can be used, since these behaviors are generally related to acts of real life (follow-up acts, sending of gifts or objects, small acts of sabotage of their properties ...).

From the legal point of view, the closest criminal type to grooming is found in article 183 bis of the Penal Code:

"Anyone who, through the Internet, telephone or any other information and communication technology device, contacts a minor under the age of thirteen and proposes to arrange a meeting with them in order to commit any of the crimes described in articles 178 to 183 and 189, as long as such proposal is accompanied by material acts aimed at rapprochement, it will be punished with a penalty of one to three years in prison or a fine of twelve to twenty-four months, without prejudice to the penalties corresponding to the crimes in the case committed . Penalties will be imposed with the longer sentences closer to the upper half (3 years) when the approach is obtained through coercion, intimidation or deception. "

Education in new technologies is very important. It must be a comprehensive education, framed in the rest of the risks and threats of daily life, not being something isolated and specific.

In addition, it is essential that the parent or educator have sufficient knowledge about ICT, not only to train minors, but also form part of the "moral authority" that the educator must have in order to influence minors and that they accept their teachings as the correct way to act.

12. Prevent radicalization and extremism:

All staff should be aware of the risk of students being dragged into terrorism, and all staff have a responsibility to identify students who may be vulnerable to radicalization and refer these students to the CPO.

The CPO will refer all these cases externally to child services and / or to the local or national police (Group of Minors) in accordance with the procedures established above. If you have questions about the correct agency to contact, the CPO should contact Emergencias (112) for advice. In addition, the CPO can report such cases to the Ministry of the Interior through the following website: <https://stopradicalismos.ses.mir.es/stop/FormServlet>.

The Ministry of the Interior of the Spanish Government approved in 2015 the "National Strategic Plan to Combat Violent Radicalization", coordinated by the "National Group to Combat Violent Radicalization". Composed of twelve ministries, the National Intelligence Agency, the federation of municipalities and other public entities. The national group coordinates the local groups that have also been created by the National Plan. These local groups are made up of the local police, municipalities, schools, social services and groups at risk. National and local groups are in their early stages and as such there is no specific protocol that schools follow. As a result, the duties of schools in this regard continue to fall under their broader responsibilities under Article 13 of Organic Law 1/1996.

13. Female Genital Mutilation (FGM):

Professionals, individuals and groups in relevant communities should be alert to the possibility that a girl is at risk for FGM or has already experienced FGM. There are a range of potential indicators, so taken individually, they may not be relevant, but if there are two or more, they could indicate a risk for the child or young person of FGM. Victims of FGM are likely to come from a community known to practice FGM. Staff should be aware that girls at risk of female genital mutilation are not yet aware of these practices or that they can be done to them, so sensitivity should always be shown when addressing the issue. FGM can also be linked to honor-based violence.

When a teacher discovers that an act of female genital mutilation appears to have been carried out on a pupil, or that a pupil is at risk of female genital

mutilation, they should report their concerns to the CPO immediately. The CPO must refer all these cases to the police (local or Group of Minors within the national police) and to Social Services. Spanish criminal law considers female genital mutilation to be a crime in its article 149.2, punishable by a prison sentence of six to twelve years. When the victim is a minor, the punishment may also include preventing the individual from exercising their rights as a parents.

14. Sexual images produced by young people: sexting

Sexting finds its legal regulation in article 197.7 of the Penal Code, and is defined as the sending of messages through the Internet or any telephone terminal of sexual content produced and carried out by the sender of the message, in which the affected person grants consent in the intimate context of the couple, although one of the parties involved later disseminates it to third parties without the consent of the other party, thereby undermining the dignity and privacy of the other person.

It is important to clarify that whoever has staged and recorded an intimate relationship with consent from a third party and disseminates it without consent (in this case, a sentence of 2 to 5 years in prison), as well as who receives it, is considered the author of the crime. In the case of distributing images of another person without consent and without having participated in the recording (the penalty of deprivation of liberty provided for this type of crime is 3 months to 1 year or a fine of 6 to 12 months).

Also included in this crime, are cases in which the disclosure of images is carried out by the spouse or by a person who is or has been involved with the perpetrator in a similar type of romantic relationship, even without living together, if the victim of their partner was a minor or a person with a disability.

Characteristics:

Initial consent. As a general rule, these contents are generated by their protagonists or with their consent. Coercion or suggestion is not necessary since they are contents that someone normally creates as a gift for their partner or as a flirting tool. In other words, the main subject of the content is also the producer of the content and responsible for the first step in its dissemination.

Technological devices. For the existence and spread of sexting, it is necessary to use technological devices, which make it easier to send the images to other people and also make their use and retransmission uncontrollable from that moment on. Of particular importance are mobile phones, which allow minors to record content anywhere they find the necessary privacy. Nor should we forget the possibility of recording images of sexual content with other types of devices other than mobile phones. In this sense, it is es-

pecially important to highlight the use of a webcam. In the case of recording through a webcam, the location of the computer in the house plays a very important role. If the equipment is in a common area of the home, and not in the child's bedroom, the child's sense of privacy is reduced and therefore may naturally reduce the recording of sexual content.

Sexual versus daring. In the consideration of a sexting situation, the protagonist of the images poses in an erotic or sexual situation. Therefore, photographs that are simply daring or suggestive, but do not have an explicit sexual content, would be outside the scope of sexting. However, it is true that the line that separates the erotic or sexual charge of a content can sometimes be blurred.

Sexting is not exclusive to minors. However, there are circumstances that place the minor in a particularly vulnerable situation. Minors are less aware of the risks and don't easily understand the dangers it presents, which leads them to act in a transgressive way. They also do so in response to similar messages they have received and even manifest feeling a certain group pressure, either from friends or the future recipient of the content. The need for identification with their peer group, combined with lower risk awareness and overconfidence, generates a combination of factors that can pose a threat to the child.

Since December 2010, Organic Law 5/2010, of June 22, is in force, amending Organic Law 10/1995, of November 23, of the Penal Code.

The reform represents a criminal response to new forms of crime, including those derived from new technologies, and expressly includes greater protection for minors against sexual crimes.

There is a need to emphasize prevention, and prevention mainly involves instilling a culture of privacy in minors. In other words, ensure that minors are aware of the existing risks when exposing personal data publicly and that they value the privacy of their data. For adults, it is vital to foster a climate of trust with minors, so that the risks arising from sexting can be treated with respect, maturity and responsibility.

This policy only covers the exchange of sexual images by children. The following incidents are covered in this Protocol:

- A child creates and shares sexual images of himself with a peer (also under the age of 18).
- A child shares sexual images created by another child with a peer (also under the age of 18) or an adult.
- A child possesses sexual images created by another child.

Not included:

- The exchange of sexual images of children by adults, as this constitutes child sexual abuse and schools must always report these cases to the police.

All staff members (including non-teaching staff) should know how to recognize and report any disclosure of incidents involving sexual images produced by youth. This will be covered within staff training and within the School Protection Policy.

Disclosure about the transmission of youth-produced sexual images can occur in several ways. The affected child may inform a chaperone, the CPO at the school, or any member of the school staff. Any direct disclosure by a child should be taken very seriously. A child who reveals that he or she is being sexted is likely to be embarrassed and worried about the consequences, that school disclosure is the last resort, and they have already tried to solve the problem on their own without success.

All incidents involving sexual images produced by young people must be answered in accordance with the policy of this protocol.

When any staff member becomes aware by any means of an incident involving sexual images produced by youth:

- The incident should be referred to the CPO as soon as possible.
- The CPO must hold an initial review meeting with the appropriate school personnel.
- The CPO will follow the orientation established in the “Guide on adolescence and sexting: what it is and how to prevent it.”
- Organize interviews with the children involved (if applicable).
- The parents of each child should be immediately informed and involved in the process unless there is good reason to believe that involving them would put the child at greater risk of harm and jeopardize any Police / Social Services investigation.
- At any point in the process, if there is concern that a child has been harmed or is at risk of harm, the situation should be referred to Social Services or the Authorities immediately.
- Follow the procedure provided in this Protocol for any other case of child abuse.

If there is any proof that it may constitute a crime, it must be reported. The organizations with which to file a complaint are:

National Police (Technological Investigation Brigade)

<http://www.policia.es/bit/>

- Email (generic inquiries): crimes.tecnologicos@policia.es
- Email (child pornography): denuncias.pornografia.infantil@policia.es

- Telephones: 915.822.751 / 752/753/754/755
Civil Guard (Group of Telematic Crimes)
https://www.gdt.guardiacivil.es/webgdt/home_alerta.php
Telephone: 900.101.062 (Citizen Attention Office)

Links of interest:

- http://cert.inteco.es/Proteccion/Menores_protegido/ • <http://ciberdelitos.blogspot.com/>
- <http://observatorio.inteco.es>
- <http://www.cuidaconlawebcam.com>
- <http://www.cuidatuimagenonline.com/> • <http://www.e-legales.net/>
- <http://www.osi.es>
- <http://pantallasamigas.net>
- <http://www.sexting.es/>
- <http://www.sextorsion.es/>
- <http://www.stop-sexting.info/>
- A child creates and shares sexual images of himself

4. ABUSE INDICATORS

It is of great importance that professionals have sufficient knowledge about signs, symptoms, complementary tests, etc., which are required to suspect and establish this diagnosis, as well as the indicators that appear in this problem.

The indicators are those data points derived from the story, medical-psychological tests and social history that indicate the possible existence of abuse.

We present those indicators:

- physical and behavioral aspects of the child and the behavior of the aggressor / teacher that may be present in the different forms of child abuse: physical abuse, neglect, emotional abuse and sexual abuse.
- indicators in the educational field

Likewise, it must be taken into account that the children of women who are gender violence victims, suffer the consequences of living in an environment where violence exists, which threatens and interferes in their physical, mental or social development, as a form of emotional abuse.

4.1. Basic physical and behavioral indicators

Situations of child abuse and neglect frequently occur in the private context of the home and are therefore unlikely to be directly observed.

Consequently, its detection must be made on the basis of external manifestations. Below are a number of indicators that can serve as a first call to attention to the existence of any of the types of abuse described above. The indicators refer to the:

- Child's physical characteristics.
- Child's behavior characteristics.
- Behavioral characteristics of parents / guardians / caregivers.

The "Child Behavior Indicators" and "Caregiver Behavior" are especially useful for detecting cases of psychological abuse and / or neglect or non-serious situations of physical abuse or neglect. In many instances, these are the only indicators the professional can trust in to be able to detect this type of situation, since there will probably be no obvious nor observable manifestations of abuse taking place. In these cases it is important to take into account some indirect indicators:

- Delay in intellectual development not clearly attributable to other causes.
- Growth retardation, rickets, malnutrition, diaper rash, dirt.
- Disorders in sexual behavior.
- Vomiting and systematic rejection of age-appropriate food.
- Absence of vaccines and basic health care.
- Excessive hunger, intense sadness, silence, fear, indifference and expressionlessness.
- Lack of reaction to external stimuli.
- Acute indifference and isolation from other peers.
- Defensive and fearful attitude towards adults.

It is important to note that the presence of these factors or indicators does not prove that abuse exists or does not exist. However, if any of these indicators are presented along with additional information (from other people who know the family, for example), it is worth suspecting that children may be at risk or are being abused.

Indicators of physical abuse:

a) Physical indicators in the boy or girl. Such actions can cause the child the following injuries:

- Bruises or fractures
- Burns
- Sprains or dislocations
- Wounds or scratches.
- Signs of human bites.
- Cuts or punctures.
- Internal injuries.
- Skull fracture, brain damage, subdural hematoma.
- Choking or drowning.

b) Conduct of the boy or girl:

- Cautious regarding physical contact with adults.
- They are apprehensive when other children cry.
- Shows extreme behaviors (eg, aggressiveness or extreme rejection).
- Appears to be afraid of their parents, of going home, or cries when classes end and has to leave school or daycare.
- They say their father or mother has caused them an injury.

c) Adult / caregiver behavior:

- Use severe discipline, inappropriate for the child's age.
- Does not give any explanation regarding the child's injury or they are illogical, unconvincing or contradictory.
- Does not seem to care about the child.

They perceive the girl or boy in a negative way.

Abuse alcohol or other drugs.

Try to hide the child's injury or protect the identity of the person responsible for it.

Indicators of psychological / emotional abuse:

a) Physical indicators in the boy or girl:

- Language disturbance.
- Delays in physical development, immaturity in relation to their age group.
- Eating disorders, anorexia, bulimia.
- Psychosomatic disorders, headaches, abdominal pain.

b) Conduct of the boy or girl:

- Inhibition in game play.
- They seem overly accommodating, passive, undemanding.
- They are extremely aggressive, demanding, or rabid.
- They show extremely adaptive behaviors that are either too "adult" (eg, playing the role of father or mother to other children) or too childish (eg, constantly rocking, thumb sucking, enuresis ...).
- Suicide attempts.
- Delays in emotional and intellectual development.
- Apathy in relationships with parents.
- Scary, shy, passive, or on the contrary aggressive or negativistic character.

c) Adult / caregiver behavior:

- Blame or despise the child.
- They are cold or show rejection towards the child.
- Denial of affection. Absence of caring or affective signals.
- Treat siblings unequally.
- Seem unconcerned about the child's problems.
- Over-demand. They demand things of the child beyond their limits.
- Tolerates all of the child's behaviors without putting limits.

Indicators of passive abuse due to physical / cognitive neglect:

a) Physical indicators in the boy or girl:

- They have been abandoned.
- Growth and development delay. Malnutrition, rickets.
- Lack of hygiene, dirty and long nails, long, dirty hair, poorly cut, inappropriate dress for the time of year, dirty, broken.
- Cavities, phlegm, loss of a tooth (not due to natural causes).
- Accidental poisonings or injuries due to poor supervision by their parents, repeated visits to hospital emergencies, history of hospital stays.
- Delay in the acquisition of maturing achievements and learning problems.
- Recurrent infections.
- Inappropriate tiredness for their age and apathy.
- Prolonged stay away from the home when they are in preschool, school or as a teen.

b) Conduct of the boy or girl:

- Participate in criminal actions (vandalism, prostitution, drugs and alcohol etc ...).
- Ask for or steal food.
- Seldom attends school.
- Usually falls asleep in class.
- Comes to school very early and leaves very late.
- Says there is no one to take care of them.
- Tendency to apathy, drowsiness and sadness.
- Aggression and self-harm.
- Behaviors aimed at attracting attention.
- Drug and / or alcohol abuse.
- Frequent absence from home. Promiscuity, prostitution, pimping, crime.

c) Adult / caregiver behavior:

- Drug or alcohol abuse.

- Life at home is chaotic.
- Shows evidence of apathy or nullity.
- They are mentally ill or have a low intellectual level.
- They have a chronic illness.
- They were neglected in their childhood
- Parents do not present the aspect of abandonment of their children.
- Little supervision and vigilance.
- Lack of vaccinations.
- Not concerned about the child's illnesses.
- Lack / or failure to comply with medical treatments.
- Excess of social and professional life.
- Compensating with material goods for the lack of general care.

Indicators of sexual abuse:

a) Physical indicators in the boy or girl:

- Difficulty walking and sitting.
- Torn, stained or bloody underwear.
- They complain of pain or itching in the genital area.
- Bruises or bleeding in the external genitalia, vaginal or anal area.
- They have a venereal disease.
- They have semen in their mouth, genitals, or on their clothing.
- Pregnancy (especially in early adolescence).
- Hematomas, abrasions on the inner side of the thigh.
- Anus dilated, reddened, or presenting tears.
- Injury or tear to the vulva, swollen, reddened.
- Foreign object in the vagina or rectum.

b) Conduct of the boy or girl:

- Reserved, and rejects, presents with fantasies or childish behaviors. They may appear to be developmentally delayed, have a learning disability, or other special needs.
- Has poor relationships with peers
- Does not want to change clothes to participate in Physical Education or doesn't want to participate in physical activities.
- Commits criminal acts or escapes.
- Manifests strange, sophisticated, or unusual sexual behaviors or knowledge, tries to get other children to perform sexual acts.
- Says they have been attacked by a parent or caregiver.
- Masturbation in public places, prostitution, promiscuity.
- Low self-esteem.
- Night terrors.
- Afraid of certain people and places.
- Irrational fear of physical examination.
- Somatization, depression, anxiety. Enuresis (poor bladder control). Encopresis (soiling/poor bowel movement control).

c) Adult / caregiver behavior:

- Extremely protective or jealous of the child.
- Encourage the child to become involved in sexual acts or prostitution.
- They suffered from childhood sexual abuse.
- Experience difficulties in your marriage.
- Drug or alcohol abuse.
- Is frequently absent from the home.

Grooming indicators:

They are signs which refer to the victim's behavior habits with respect to their previous behavior, in relation to the regularity of their class attendance,

concentration in their studies, timing and direction of their relationships within their peer group, eating behavior, their health balance or their moods.

The signs are not always obvious and predators will do their best not to be identified.

It is necessary to distinguish two age ranges that can constitute the manifestations of grooming situations:

1. Minors in the immersion phase in new technologies for whom the use of ICT is synonymous with maturity and growth: psychological aggression will tend to be hidden for fear of prohibition, punishment with the elimination of the environment that leads the minor to exclusion from the group. Behavioral changes will always tend towards a concealment of their feelings from their parents and the breakdown of communication about their browsing habits. They will try to make sure that their parents are not present when they are online, increasing their time alone when online. It is the age of social and family isolation.

2. Minors / adolescents. It is the age of bravery, pride and maturity in the use of ICTs. They are the ones who know everything, not their parents, and therefore they solve their problems themselves or with help from their friends. This false sense of invulnerability makes them tend to falsify reality, transmitting aggressiveness, pride and lack of respect in family relationships to their parents. Anxiety, impatience and aggressiveness are much more easily manifested.

Fundamentally, through these changes in behavioral habits, in the state of mind and in the social network, these situations can be detected, which must be visible to teachers and their families.

Thus, some manifestations in children and adolescents can be pointed out:

a) Changes in their habits:

- When using mobile devices or the Internet: they spend a lot of time online, texting, playing games, or using social media;
- They are secretive about who they are talking to and what they are doing online or on their mobile phone.
- They have many new phone numbers, text messages, or email addresses on their mobile phone, laptop, or tablet.
- Class Attendance.
- Absence in activities they previously enjoyed.

- Ups and downs in study times and in their school work performance.
- Variations in their usual leisure activities.
- In the amount of food they eat, and the ways they eat it.
- Changes in peer groups, sometimes antagonistic.
- In their relationship with adults, in terms of frequency and dependence on them.
- Ability to concentrate and pay attention.
- Modifying their habits of how they occupy their free time.
- Changing moods getting upset or angry after using the Internet or sending text messages.
- Variability in their peer reference groups.
- Having older boyfriends or girlfriends.
- Frequent unusual places to meet friends.
- Having new things like clothing or mobile phones that they cannot explain how they bought them.
- Have access to drugs and alcohol.
- Disappear from home or school.

b) Changes in their emotional state:

- Fundamentally in mood.
- Moments of sadness and / or apathy and indifference.
- Suicidal behavior, self-harm, depression, low self-esteem ...
- In attitudes of relaxation and tension, even unusual aggressive reactions.
- Excessive reserve in communication.

c) Changes in their social network:

- Strange social network exchanges and / or due to sudden poverty, absence of friends and social relationships.
- Lack of defense against alleged public jokes or public observations, apparently innocuous in the eyes of adults.

- Fear of or opposition to leaving home.

d) Physical changes or changes in their belongings:

- In their body language in certain circumstances/situations: hunched shoulders, lowered head, lack of eye contact, rejecting being in public places...
- In the occupation of school spaces: proximity to adults, fear of recesses, occupation of corners, walls and spaces protected and visually controllable, ...
- Special concealment when communicating on the Internet or on mobile phone.
- Momentary aggressive explosions.
- Manifestations of illness or frequent ailments.
- Having sexual health problems.
- Loss and / or deterioration of physical belongings, frequent physical injuries without reasonable explanation.

e) Somatic changes:

- Rapid weight gain or loss derived from changes in their food consumption habits: lack of appetite or compulsive meals.
- Frequent dizziness with uncommon symptoms.
- Headache or stomach pain that does not cause nighttime awakenings but prevents normal activities such as going to school.
- Frequent diarrhea without being accompanied by vomiting or fever.

Indicators of preparation for radicalization.

There are no definitive indicators that a young person is vulnerable to radicalization, but there are a number of signs of vulnerability that when they coincide at the same time increase the risk of this type of abuse:

- Low academic performance
- Being in possession of extremist literature, Poverty, or Social exclusion or traumatic events or Global or national events.
- Religious conversion or Behavior change or Extremist influences or Conflict with family over lifestyle. Identity confusion, Victim or witness of racial or hate crimes or Rejection by peers, family members, social groups or faith.

4.2. Specific indicators in the educational field

a) Indicators in the child:

- Repeated physical signs (bruises, burns ...)
- Dirty, smelly, inappropriate clothing ...
- Significant change in school behavior for no apparent reason.
- Explicit sexual behavior, games and sexual knowledge inappropriate for their age, compulsive masturbation or public masturbation.
- Have frequent nonspecific pain without apparent cause.
- Repeated absence from class without justification.
- Delayed physical, emotional, and intellectual development.
- Anti-social behaviors, escapes, vandalism, thefts, ...
- Behavioral regressions very childish behaviors for their age

b) Indicators in parents:

- They don't care about the minor, they don't go to meetings.
- They despise and devalue the child in public.
- They do not allow the minor to have social contacts (social isolation).
- They are always away from home (they never have time to ...).
- They compensate with material goods the scarce personal / affective relationship that they maintain with their children.
- They are jealous and excessively protect the child.

4.3. Risk Factors:

We can consider as risk factors the family, the social and economic conditions in which this minor lives, and the conditions which usually have a higher incidence of abuse.

Among the risk factors, the most relevant are:

- Severe mental disability, in at least one of the parents.
- Excessive alcohol consumption, in at least in one of the parents.
- History of previous abuse, at least in one of the parents.

- Social isolation of the family.
- Family breakdown.
- Unemployment or poverty.
- Acceptance of physical punishment.
- Physical or mental disability of the child.
- Behavior problems
- Lack of emotional bonding

4.4. Requirements to signal the existence of abuse:

The following are the criteria or requirements commonly used by child care professionals to indicate the presence of the most relevant abuse subtypes. They can be considered an aid or guide to detect this type of situation:

a) Requirements to indicate the existence of physical abuse.

1. At least once, the presence of at least one of the physical indicators has been perceived in the child. Physical injuries cannot be explained in the range of what is foreseeable in a child of their age and characteristics (either due to their greater frequency or intensity), or because they are apparently inexplicable injuries or inconsistent with the explanations given by the child and their parents / guardians, etc.).
2. It was not clearly perceived by the physical indicators in the child, but there is some knowledge that he / she suffered some of the types of physical injuries indicated, as a result of the action of parents or guardians.
3. There are no physical injuries, but parents or guardians are known to use excessive corporal punishment.

For corporal punishment to be classified as physical abuse, the following factors must be present:

- The intensity of the parent or guardian's reaction does not correspond to the severity of the action or the child's absence. Either the discipline administered is not appropriate or is not in line with the interests of the child depending on their age or development level.
- The parent / guardian is considered to have failed to control their reaction and the punishment did not stop.
- In addition to the above, the child has unjustified emotional stress.

b) Requirements to indicate the presence of physical abandonment.

The criterion to indicate the existence of physical abandonment is largely determined by its duration and frequency. Its presence is considered only if one of the physical indicators is present in the child, or several indicators are present simultaneously, repeatedly and continuously.

c) Requirements to indicate the presence of emotional abuse or neglect.

To indicate the presence of emotional abuse or neglect, two requirements must be met:

- At least one of the behaviors included as indicators - rejection, scared, isolation, and ignoring - occurs repeatedly.
- Its presence is clearly noted.

d) Requirements to indicate the presence of sexual abuse.

To indicate the presence of sexual abuse, it is required that at least one of the situations indicated in the definition has occurred.

5. ACTION PROTOCOL : DETECTION & NOTIFICATION

A school is a privileged place to detect child abuse, since it is one of the fundamental socialization contexts for a child. All children go through the school context and it is where children spend the most time during the day. A teacher is an active agent who is in contact with minors the longest, which allows them to be a testimony of the social-emotional and intellectual development of a child: observing and knowing the child's behavior in the classroom, their interaction with peers ... Thus, it is one of the places and community frameworks with more possibilities and more adequate opportunities for the identification, treatment and prevention of child abuse.

Child abuse is a community problem whose solution requires action at this level. Schools, as services immersed in the community, are committed both to the institutional sphere and to the sphere of each individual professional, to act accordingly towards solving this problem.

The abuse that a child receives from their caregivers has serious consequences for their evolutionary development, consequences that can determine success or failure not only in the field of school learning, but also in the child's social competence. As well as, the subsequent social adaptation of the child. Hence the imperativeness that education professionals have training that helps them detect child abuse cases. That teachers know the best intervention strategies, what to do with the child, how to conduct the interview with parents, and who to contact in case specialized agents have to intervene, etc.

Some children are afraid to talk about what is happening to them because they think that no one will believe them.

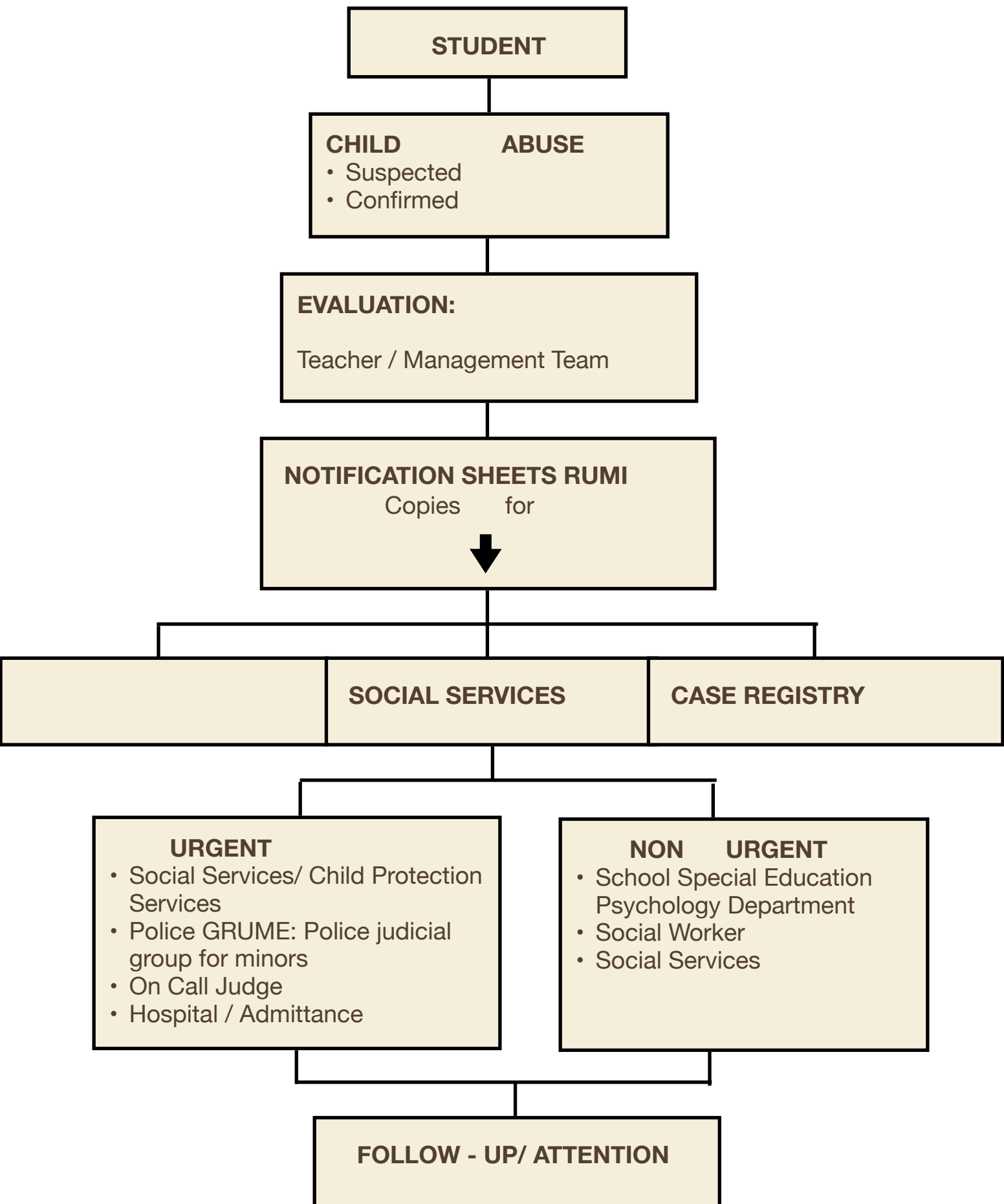
Other times they don't realize that the abuse they are subjected to is abnormal behavior, so they learn to repeat this pattern unconsciously. The lack of a positive family model and the difficulty of growing up and developing, increases the difficulties of becoming an adult with the ability to relate to others in a healthy and safe manner. They may not see the true root of their emotional problems until they reach adulthood and they reach out for help.

The diagnosis of risk or child abuse, suspected or true, must be made based on information about: the physical condition and behavior of the child; the behavior and attitudes of the parents, through the regular interviews and contacts that the educational personnel maintain with them; and the general family situation.

The teacher should: assess whether the severity of the case requires investigation and support from social services (if in doubt, speak to an expert); treat parents with respect and understanding; report cases of abuse to the social services in the area and act accordingly.

The Protocol of the Children's Observatory that we take as a reference in GIS foresees two clearly differentiated action procedures based on their attention and social intervention:

- **Ordinary route or procedure**, in situations of risk of mild or moderate abuse, which will also be applied in situations of mere suspicion. The notification is oriented towards the primary care social services, where each case is evaluated and the support measures for the minor and the family unit are taken. Whatever the detection route, Social Services should be informed of the information available on the case. Social services professionals are trained to initially assess these cases and decide whether the intervention will be carried out from said services or the case should be referred to Child Protection Services.
- **Via or urgent procedure**, when there is suspicion or reasonable indications that the health and / or safety of the minor are or could be at serious risk or directly threatened and there is no family figure that can take over care for the minor. In these cases, notification will be made directly to the Service for the Protection of Minors of the Autonomous Community



5.1. Detection and communication of the situation.

Detecting means "recognizing or identifying the existence of a possible situation of child abuse." It is the first condition to be able to intervene in these cases and make it possible to help the family and the child who suffers from these problems. Detection should be as early as possible and must include those situations where abuse exists and also those risk situations in which it may occur.

In general, a child who suffers from lack of protection or abuse is not in a position to request help or protection. On the other hand, in many cases, parents or guardians rarely report the situation because they are directly involved in it. That is why the role of educators is so vitally important. Their position as educators brings them close children, and places them in a position to detect possible abuse. The educational environment has a fundamental role in detecting child abuse, due to the ongoing relationship that is maintained with minors and their families. Teachers, counselors and the rest of the teaching staff are part of the circle of trust of minors. This makes them a first level of detection for situations of child abuse.

Sometimes we tend to think that there is only abuse when there is evidence of physical or sexual assault, downplaying many other behaviors and situations that may involve a deprivation of the rights or well-being of the child, and that put their development as a person at risk, on all levels, physical, psychological and social are important.

We should not wait for certain evidence of abuse to report it; a simple suspicion, "reasonable" or the existence of a risk situation for the boy or girl, should be enough to inform child care services. Such suspicion will derive from the observation of some of the indicators described above (physical or behavioral of the child or her parents).

We must understand the urgency and need for a common effort to detect and report all situations of child abuse, as the only way to prevent it from becoming chronic and the consequences of abuse becoming permanent.

On the other hand, article 22 of Law 3/1997, of June 9, of the Galician Family, Childhood and Adolescence law, indicates the duty of communication of any person who has knowledge of a serious situation of risk for a minor. The same article guarantees the absolute reservation and anonymity off the caller.

It is important to emphasize that the responsibility for determining whether or not an abusive situation is occurring corresponds to the Child Services and not to other professionals or services, except in cases where a crime or of-

fense established by the Criminal Code has been committed (where it corresponds to do so in the judicial system).

In the detection and communication phase, the following criteria should be taken into account:

- To report a case it is not necessary to have absolute certainty, but it is enough to have reasonable suspicion.
- The relationship between the teacher and the student is essential. A close relationship with the student allows the teacher to have a better idea of what is happening. Also, when the teacher is attuned to children and signs of abuse, it is not that difficult to detect abuse. If a teacher knows their students well, he / she will quickly notice any sudden changes in their behavior.
- If we consider that child abuse is a complex problem, in which, in addition to the abused child, the adult aggressor must be considered, in addition to the family, and the social and cultural environment in which it takes place. interaction ... The intersectional approach is the only one possible to plan the comprehensive responses required. As stated above, the relevance and importance of coordination between the different sectors involved in cases of child abuse is emphasized.
- For many children who are abused, receiving violence at the hands of their abuser becomes a way of life. They grow up with the thought and belief that abuse and abusers are part of everyday life; therefore, this behavior becomes acceptable and the cycle of abuse continues when they become parents who abuse their children and their children and thus continue this vicious cycle for generations.
- When evaluating the need to report a case, only in cases where it is assessed that this is possible and appropriate, it is advisable to inform the parents that the school has observed problems in the child. To evaluate this convenience, the provisions of the following point will be taken into account.
- Sometimes there may be reasons for not informing the parents because they are reluctant to accept the situation, possible aggressive response, because it can harm the child or it can create hostility on the part of the parents that would hinder future support actions that will be carried out from the school. In any case, social workers and the police are trained and are primarily responsible for contacting and discussing these concerns with parents. Also talking to parents before notifying social services can lead to the following problems:
 - The danger to the child may increase, particularly if the child revealed the abuse.
 - The parent may try to get the child to back down once they've realized that the child has told someone about the abuse.

- The parent may flee or remove the child from school.
 - Suicide risk increases for both victim and perpetrator immediately after notification of sexual abuse, especially in cases of incest. It is crucial that such cases be handled promptly by experts.
-
- Parents are not always responsible and, ultimately, what notification entails is asking for the necessary support (help) to solve the problems that have led to this situation and that negatively affect the child. It is important to clarify that with the notification of a case, not only is the child protected, but the intention is to rehabilitate the aggressors, try to get the child back home as soon as it is safely possible and work on the factors that caused the family instability.
 - There may be cases in which a parent contacts a school regarding a notification of abuse made from the center to Social Services. In these cases, the person who receives the family will listen and respond professionally, directly and honestly without showing anger, shock or acting defensively (see Communication Protocol with families). They will then refer the family to an interview with the Director. It is essential to remember that the educator should not reveal any information relevant to the report sent to Social Services or to the authorities. Parents should also be informed about the confidentiality terms of the current discussion and the center's obligation to share the information with the competent authorities if it is requested.
 - In the event that the family, after receiving a notification of abuse, shows up at the center with a violent or aggressive attitude, the person who receives them will try to ensure their personal safety and that of other people who may be nearby. They will try to remain calm and listen to the family and refer them to the Director or Head of Studies. If the violence does not stop and puts any member or GIS facilities at risk, they will immediately ask any member of the Management Team or Administration staff for help and to call the Police or Civil Guard. If no one is around to ask for help, and the risk of harm is imminent, the teacher may call the authorities themselves.
 - Everything must be done in a way to ensure the confidentiality and anonymity of the source and the details of the case, without losing sight of the best interests of the child at any time.

Therefore, in the event of any "reasonable" suspicion of child abuse, the teachers of GIS will act in accordance with the provisions of this Protocol, without prejudice to the duty to report the facts to the judicial authority or the Public Prosecutor, if the detected abuse could constitute a crime.

There are two sources of detection:

- Any citizen who was a witness or had knowledge of the alleged abuse in the child's environment, including the children themselves.
- Teachers who are in contact with the children themselves.

Remember that the child may be afraid to tell the whole truth because of:

- Fear of being hurt even more by the abuser if he or she says so;
- A belief that the abuser will go to jail;
- Fear that the child may be removed from the home;
- Feelings of loyalty and attachment to parents, no matter how serious the situation is.
- The child may feel that abuse or neglect is normal.

If a child tells a teacher that they know that a schoolmate of theirs is being abused or that they themselves have been abused or neglected, the teacher should:

- Listen carefully and allow the child to speak freely and remain calm. For this, they will look for a quiet and neutral place to conduct the interview, where they can have silence and as little interruption as possible, and that space preserves the privacy and confidentiality of the student.
- Do not interrupt the child or be afraid of silences. Do not force or guide the child to tell you. Just listen, letting them explain in their own words.
- Provide reassuring nods and words like, "I'm so sorry this happened," "You're doing the right thing by talking to me."
- Any questions that are asked to the child about what they are telling you should not be lengthy since the appropriate authorities will lead any relevant subsequent investigation. However, you should always look for a context around what the child has said before making any reference to Social Services or the authorities.
- If the child reveals abuse, then it is appropriate to ask if any other adults were present and observed the abuse and if the abuse has occurred before.
- At the appropriate time, tell the child that the matter will be treated confidentially, always using language appropriate to the child's age and stage of development, taking into account his or her individual needs. Don't let a child ask you to swear to keep the secret before telling you something. Staff should never guarantee confidentiality to students or adults who want to tell them something serious, as this may not be in the best interest of the child. You may need to report the topic, which the child will see as a breach of their confidence. The educator must assure the child that the information will not be shared with classmates or others who do not need to know. However, it is vital that the educator also recognizes that in order to provide help to the child, it may be necessary to discuss these issues with other school personnel, the police or the authorities. You must guarantee

that in such a case, you will transmit the information confidentially only to the people who must be informed to guarantee their security. Try to explain to the child that other people will also need to talk to him / her (Director etc) and explain why.

- Tell the child what will happen next. The child may want to accompany you to see the Director or their Guiding teacher; otherwise, let them know someone will be coming to see them before the end of the day.
- Limit questions to the minimum necessary to clarify using what, when, how, and where, but avoid questions like "Has this happened to your siblings?"
- Avoid saying things like, "I wish you would have told me this sooner" or "I can't believe what I'm hearing."
- Don't use questions that start with "what."
- Avoid causing feelings of guilt in the child.
- The child should feel calm, and the adult should sit close to the child, not behind a desk or table.
- Use language that the child understands.
- When describing an incident of abuse, if the child uses a term that the educator is not familiar with (for example, a word for a body part), you should ask for clarification or have the child point to the body part they are referring to.
- If the child wishes to show their wounds, they must be allowed to do so.
- Never insist on seeing the child's injuries.
- At no time should a child be asked or forced to take off their clothes.
- The child may fear being removed from their home or that the parents may be arrested. If such fear is expressed, the educator must acknowledge that they do not know what will happen.
- If additional steps are taken, the child should be told what will happen and when. You must assure them of support and assistance throughout the process. It is important that the child is not assigned responsibility for the situation, nor should the child be asked to hide from the parents that the conversation has taken place.
- You must be especially sensitive to the child's safety after disclosure. Ask the child if they feel safe going home and see how they answer this question. If the child does not want to go home, this should be considered an emergency. Report it immediately by contacting the Management Team or Social Services. Don't take the child home with you!
- Don't push to get a lot of detail.
- Respond calmly and completely naturally. Even if the story the child tells is difficult to hear, it is important not to show alarm.
- Do not make critical or derogatory comments about the abuser: they are often someone the child loves or is close to.
- Don't make promises to the child that things will get better.
- Don't confront the abuser.

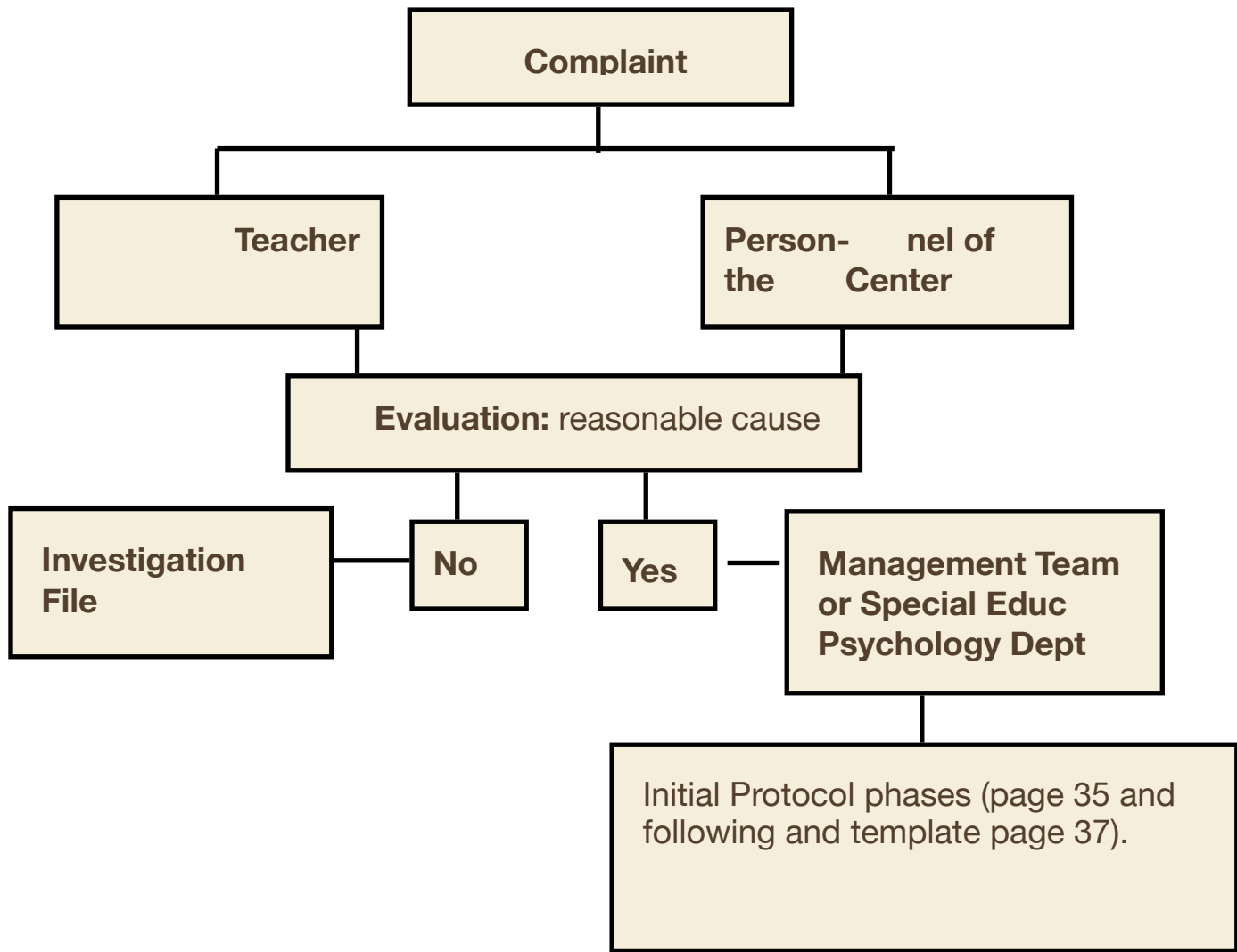
- Try to empower the child as much as possible by allowing them to participate in the process.
- Please note that you are not an investigator. Your role is to listen and respond to the outreach, to determine the next step for children to get the help they need.

After such disclosure or before any suspicion and / or evidence of child abuse, teachers, staff or any member of the GIS educational community must notify the Management Team and the Special Education Psychology Team, immediately, in writing and urgently, within the following 48 hours, using a "Form of cause for concern" (Annex 4). In this document, the preliminary information for the case must be collected with the following data:

- name and last name of the child,
- name and last name of the parents / guardians,
- name and last name of the person performing the detection,
- detection circumstances and date.

The conversation held with the child will also be collected, if applicable. Staff should use the specific words the child used (for example, if it refers to the parents or their body), indicating this in "quotation marks." If the child has revealed the abuse, the teacher will immediately verbally convey their concerns to the Director. and to the Special Special Education Psychology Department before writing the report, so that immediate measures can be taken, if necessary. If such communication is not possible with the Management Team or Education Psychology, the staff may inform Social Services or the authorities directly, in which case the GIS Director must be informed of any referral made to Social Services or the police.

All documents must be kept in a safe place with restricted access. Once the information has been provided to social services, no child will be subjected to further emotional stress or questioned by any team member or other school personnel.



5.2. Immediate Actions: Medical services

After this detection, the management team will meet with the guiding teacher of the affected student and the person or persons responsible for the special education psychology at the center, to collect information, analyze it and assess the appropriate intervention.

The information collected by child care professionals has the following objectives:

1. Determine if the case constitutes a situation of child abuse or lack of protection and, therefore, should be addressed by these services, or if the problem is of a different nature and its approach corresponds to other professionals, or should be referred to another service.

2. Collect relevant information in order to:

- Identify the people involved in the case (minor, family, perpetrator, informant, etc.).
- Understand the situation and the essential features related to it.
- Carry out an initial assessment of the seriousness of the case and determine the process to follow.

The conduct of this meeting must be recorded in writing, specifying the information collected and the agreed actions.

If visible injuries are detected that require health care, the minor will be transferred to a health center for care, communicating this action to the Prosecutor's Office, Education Inspection and, in the event that it does not constitute a risk for the minor, to the family itself. In the latter case, the communication will be made when the minor is already on the way to the hospital or medical center, except in the case of non-family sexual abuse, which can be communicated at any time and as soon as possible. An injury report will be requested, which will be attached to the final report.

In the event of any suspicion of a crime, the situation will be reported immediately to the Courts and the Police, informing the Public Prosecutor and Child Protection Service through the corresponding Notification Sheet.

5.3. Initial Evaluation

The management team will request an initial evaluation from the special education psychology team. The initial evaluation of the case, will be done in collaboration with the child's guiding teacher and the information obtained from the minor and the minor's family.

This information will be collected, as appropriate:

- Observing the minor.
- Contrasting opinions with other colleagues.
- Talking to the minor.

- Interviewing the family and communicating the situation, if appropriate, especially in cases of sexual abuse that take place outside the immediate family. The protection and monitoring of the student or the alleged student victim will be carried out within the educational center with discretion and due diligence, intervening only the people necessary to guarantee their protection. In the case of non-intra-family sexual abuse, the family will be informed of their right to file a complaint, as well as that the school will collaborate at all times with the authorities, without interfering in the corresponding judicial process.
- If deemed appropriate, social services and any other source that may provide some information will also be contacted.
- The following aspects should be considered in this process:
 - Guarantee the protection of the minor.
 - Preserve the child's privacy and that of their family.
 - Act immediately.
 - Generate a climate of basic trust in the minor.
 - Collect all kinds of tests and indicators.
 - Do not duplicate interventions and avoid unnecessary delays.

In the case of non-intra-family sexual abuse, the internal investigation will begin to analyze the accusations made, their scope and consequences, always respecting the will of the possible victims, as well as the right of presumption of innocence of the accused. If this preliminary investigation finds indications of veracity in the complaint, the rest of the mechanisms described here will be put in place and the appropriate measures will be taken.

5.4. Notification: Child Abuse Detection and Notification Sheet

To notify is to transmit or transfer information from a citizen or professional about an alleged case of risk or child abuse to the authorities or its closest agents, without prejudice to providing immediate assistance as required.

It is necessary to enable intervention and create a legal and professional obligation. In accordance with Law 1/1998, of April 20, on the rights and care of minors, and without prejudice to the general duty of complaint provided in the applicable state regulations, any person or entity and, especially that which by due to your profession or purpose, you are aware of the existence of a situation of abuse, you must inform any authority, which will immediately notify the competent Administration, Judicial Authority or Prosecutor's Office. This notification is made through a specific notification sheet.

The Management Team and the Special Education Psychology Department jointly, through the information collected, will determine the level of severity of the abuse, if any, and a copy of the Detection and Notification Sheet incorporated as Annex 1 to this Protocol will be completed, which will be sent directly by the Director to Social Services. The sheet can also be filled out electronically. It can be accessed through the following website: <http://rumi.benestar.xunta.es/rumi> through a user key and password that are previously assigned by the General Secretariat for Family and Welfare.

The Detection and Notification Sheet has a series of sections to be completed by the educational center, referring to the identification data of the minor, the source of detection, the type and indicators of abuse, the assessment of their level of severity, the origin of the abuse, as well as the observations that are considered pertinent, that is, the basic data that the teachers will provide to the Children's Services at the initial moment of the notification of a case. The use of notification sheets promotes inter-institutional coordination, the systematic collection of information and increases efficiency in decision-making.

The school does not require parental consent to notify the authorities or social services. Consent to do this should not be obtained from parents if obtaining consent could jeopardize the child's safety or doing so could jeopardize any investigation by such agencies.

In the case of slight abuse:

The management team will notify the Social Services of the City Council, by sending the Detection and Notification Sheet and the report that was created about the case, keeping their own copy in their possession. The professionals of the municipal social services are trained to initially assess the case and decide whether they can intervene directly or must refer it to other organizations.

In the case of moderate abuse:

The management team will notify the social services of the city council by sending them the Detection and Notification Sheet and the report made on the case, for their study and the intervention by the General Secretariat of Welfare, all the while keeping their own copy in their possession.

In the case of serious abuse or urgent cases:

Urgent cases: when there are clear indications of a situation in which the integrity of the minor is in danger, the GIS director will report the case, as quickly as possible, to the Public Prosecutor's Office, the Court of Instruction of the Guard and the Protection Service of Minors of the Autonomous

Community, as well as, where appropriate, to the care of service for women victims of gender violence in the corresponding Autonomous Community. Likewise, the appropriate measures will be taken to guarantee the attention that the minor requires, such as accompanying them to health centers, or a request for police protection.

Likewise, in urgent cases and if necessary, any staff member can notify the Authorities without delay.

Each notification sheet consists of two copies, which should be addressed to:

1. A copy for the student's academic record to follow up on the case if necessary.
2. Another should be sent by post or email to the indicated address of the (Subdirector General for Minors, General Secretariat for Welfare).

SUBDIRECTORATE GENERAL OF FAMILIES AND MINORS

Defense of Minor Service

Phone.: 981 544 630
881 999 011
981 545 661
Fax: 981 957 591

Email:
laura.araujo.lopez@xunta.es
jesus.spinola.conde@xunta.es

<http://vicepresidencia.xunta.es>
<http://www.benestargaliza.org>

The school will collaborate with the primary care social services, with Child Protection Services or with the care service for women victims of gender violence in the corresponding Autonomous Community, depending on the case, and will offer its support to parents or legal guardians with the resources available to attend to the needs of the minor.

All this is compatible with the use of any means of communication deemed necessary, especially in urgent cases where the integrity of the minor may be endangered and / or deemed appropriate (telephone, fax, etc.).

5.5. Assessment, intervention and follow-up

When a case of child abuse is suspected, the social services in ordinary procedures, or the child protection service in emergency procedures, must carry out an assessment of the case. The assessment must be carried out in coordination with the psychological-pedagogical counseling teams, the local police and the health teams, with the collection of all the information available on that child and the interdisciplinary analysis of the case and with the support, if necessary, of the Service for the Protection of Minors and care services for women victims of gender violence in the corresponding Autonomous Community.

If abuse is not found in the assessment:

- If there is no other risk factor, the case will be filed, communicating it to the person or institution that made the initial notification, of the reasons for closing it.

In this case, the GIS Director, after receiving the corresponding notification of closure of the case, will incorporate said notification into the corresponding report, which will be filed in the child's file.

- If there are other risk factors, the most appropriate protection measure will be adopted. This psychological-pedagogical intervention will be prepared by the Special Education Psychology Department, in coordination with the corresponding services that have assessed the situation.

If there is abuse in the assessment: the intervention and its follow-up will vary depending on the degree of its severity and the scope of action.

GIS will act in the following way, according to the assessment made by the corresponding services:

Cases of mild or moderate abuse:

- The center will collaborate with social services in the application of the intervention plan designed by them (primary care or protection of minors) in coordination, if necessary, with the health field. The intervention may be carried out based on measures in the educational field.
- The Special Education Psychology Department and the management team will receive all the necessary information about the case from Social Services or Child Protection Services, who will then transfer that information to the corresponding team of teachers taking all the necessary precautions.
- The Special Education Psychology Department and the management team will collect the necessary information and make a follow-up report on the child's progress, which will be sent to the Provincial Directorate or

Education Delegate (or equivalent) within a maximum period of six months and prior to the completion of the corresponding school year.

Cases of serious abuse:

- The center will collaborate with Social Services in the application of the intervention plan designed by them (primary care or protection of minors) in coordination, if necessary, with the health field.
- The Special Education Psychology Department and the management team will receive all the necessary information about the case from Social Services or Child Protection Services, who will then transfer that information to the corresponding team of teachers taking all the necessary precautions.
- The Special Education Psychology Department and the management team will collect the necessary information and make a follow-up report on the child's progress, which will be sent to the Provincial Directorate or Education Delegate (or equivalent) within a maximum period of six months and prior to the completion of the corresponding school year.
- If necessary, it will be the Provincial Directorate of Education, through the person in charge that is deemed appropriate, who will denounce before the judge the content of the complaint and the notification sheet.
- After the counselor's report and opinion, the child victims of abuse will be considered as students with specific needs for educational support and the privacy of the cases and the confidentiality of the information contained in the corresponding reports and / or documents will be respected at all times.

In all cases of abuse, if the abuse is outside the family, the school will offer its support to parents and / or legal guardians and the resources available to them to attend to the needs of the child and the corresponding protocol will be applied. (GIS Bullying Protocol).

In any and all cases of abuse, whether or not the intervention of agents outside the educational center has been necessary, the management team will monitor the situation and the conditions in which the affected student is found. To do this, they will periodically carry out an analysis of the situation based on the indicators that allowed the situation to be detected in the first place, gathering the necessary information. If a situation of abuse is detected again, the process would start again, always notifying the competent authorities.

All the documentation derived from child abuse cases of GIS students will be filed in a safe and confidential way in a file called "Protection File", together with the student's main file.

6. DIRECTORY OF IMPORTANT CONTACTS (add GIS personnel and positions)

When there is certainty or reasonable suspicion that the health or safety of a boy or a girl is in danger, you can go directly to the specialized child protection services, which will take the appropriate measures.

General Directorate for Family and Inclusion
Edif. Administrativo San Caetano, s / n
15771- Santiago de Compostela
Tel.- 981 54 56 61/ 981 95 78 37
Fax - 981 95 75 91
familia@xunta.es

Territorial Department of A Coruña - Family and Children Service /
Enrique Mariñas, s / n "Edificio Proa" (Matogrande)
15009 - A Coruña
Tel: 981 18 57 06/981 18 57 30
Fax: 981 18 57 37/981 18 57 01
maltrato.infantil.co@xunta.es

Territorial Department of Lugo - Family and Children Service
Ronda de la Muralla, 70.
27071 - Lugo
Tel: 982 29 48 79/ 982 29 43 67/ 982 29 44 42
Fax: 982 29 43 86

Territorial Department of Ourense - Family and Minors Service
r / Sáenz Díez, 39 bajo
32003 - Ourense
Tfnos: 988 38 65 84/ 988 38 61 22
Fax: 988 38 61 31

Territorial Department of Pontevedra - Family and Children Service /
Concepción Arenal, 8
36201 - Vigo
Phone: 986 81 70 63/ 986 81 70 86/ 986 81 73 93
Fax: 986 81 70 40

UNIFIED REGISTRY OF CHILD ABUSE (RUMI)

Only for professionals in the educational and police fields. It is accessed through the website <http://rumi.benestar.xunta.es/rumi> through a user key and password that are previously assigned by the General Secretariat for Family and Welfare.

CHILD CARE TELEPHONE: 900 333 666

In any case, you can utilize the children's telephone, which is a permanent service (24 hours) and free, and where there are professionals who provide the appropriate advice and immediately notify the corresponding services of the situation. Also 112 and 11611(emergency numbers here in Spain)

Staff personal information and positions

POSITION	NAME	PHONE NUMBER
Principal	Raquel Galavís Troncoso	620522084
Chief administrador	Verónica Álvarez Puime	665 841 021
Head of studies	Iago Ferraz Martínez	653 481 753
Head of studies E.S	Marina Ribas Valls	605 659 477
Deputy CPO	Dayna Ellen Cleland	692 897386
CPO	Miguel Lois Mosquera	+44 7506905062

7. TRANSMISSION OF FILES/RECORDS

When a child leaves GIS and transfers to another education center, the exchange of information is vital to identify and address all forms of abuse. When a child leaves school, it is the responsibility of the Director to ensure that a copy of his or her Protection Records is transferred safely and confidentially to the new school. Before the transfer, the Director will arrange a phone call with the Director or Counselor of the receiving school.

After the conversation, they will organize the secure transfer of the documentation. Confirmation of receipt of documentation must be kept with protection records. The Protection Files must be transferred separately from the student's Main File.

While data protection legislation requires organizations and individuals to process personal information fairly and legally and to keep the information

they have safe, this is not a barrier to sharing information, because failure to do so would place the child at risk of abuse. Fear of sharing information cannot be allowed to hinder the need to promote the well-being, protection, and safety of children.

The Director should also consider whether it would be appropriate to share any information with the new school before a child leaves. For example, information that would allow the new education institution to continue supporting victims of abuse and have that support ready for when the child arrives.

8. GIS STAFF CODE OF CONDUCT

GIS is committed to the safety and protection of children. The purpose of this Code of Conduct is to protect children and adults by establishing clear standards of behavior and verbal / physical interaction among educators, school personnel, employees, volunteers, and students while on school property, during transportation, or at events and activities organized by GIS.

This Code of Conduct applies to all teachers, staff, employees, volunteers and other personnel who represent the school and who interact with children directly and / or without supervision, without prejudice to the provisions of the Teacher's Manual. and Non-Teaching Staff Manual, which must be agreed to and signed, upon joining GIS or starting their volunteering. This document, the declaration of recognition of the Code of Conduct is contained in Annex 6 of this Protocol.

The public and private conduct of faculty, staff, employees, and volunteers acting on behalf of GIS can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. Thus:

- We must, at all times, be aware of the responsibilities that accompany our work.
- We must be aware of the vulnerability of ourselves and others, especially when we work alone with children and young people, and we must be particularly aware that we are responsible for maintaining physical, emotional and sexual limits in such interactions.
- Children's privacy should be respected in situations such as going to the bathroom, showering, and changing clothes. When it is necessary to supervise children in these situations, at least two adults should be present and intervene only to the extent that the health and safety of children requires it. Adults should also preserve their own privacy in these situations.

- Do not initiate or participate in practices that are emotionally damaging, physically damaging, disrespectful, degrading, dangerous, exploitative, or intimidating for children.
- We must speak to children in a respectful manner and communication that is degrading or abusive is prohibited. Refrain from the use of inappropriate language / humor in the presence of children, including racial, sexist or ethnic comments or jokes, or comments about physical appearance.
- We must avoid any covert or overt sexual behavior with those for whom we have a care responsibility. This includes seductive verbal expressions or gestures, as well as physical contact that exploits, abuses, or harasses.
- We must provide safe environments for them in all GIS spaces. We must show discretion and prudence before touching another person, especially boys and girls, and be aware of how physical contact will be perceived or received, and if it would constitute an appropriate expression of greeting, care, concern or celebration.
- GIS staff and volunteers are prohibited at all times from physical punishment of children.
- Physical contact with children such as holding hands, shaking hands, patting on the back or shoulder, hugging, kissing etc can be misinterpreted, both by the recipient and by those who observe them, and should only occur in a contextually appropriate setting and never in private.
- Avoid: tickling, rough housing, wrestling, piggyback rides, any type of massage and any form of affection and unwanted comments that refer to the physical and / or body development of the child. Avoid touching areas that are normally covered by bathing suits; breasts, buttocks and groin. When hugging is appropriate, hug sideways on the child's shoulders, not the front.
- Personal meetings with a child will preferably take place in a public area; in a room where the interaction can be observed (or is being observed); or in a room with the door open, and another staff member or supervisor is notified of the meeting. We will try to minimize situations in which a child is alone with a single staff member or volunteer, including transportation to / from activities accompanying a child to the bathroom, changing facilities, or waiting with a child to be picked up. Additionally, we must avoid allowing children to be picked up from school by someone other than their family who is not authorized.
- We should not accept or give gifts to children without the knowledge of their parents or guardians.

- Communication between GIS (including volunteers) and minors who are outside the role of the professional or voluntary relationship (teacher, etc.) is prohibited. Whenever possible, email exchanges between a minor and a person acting on behalf of the school will be conducted using a school email address. Electronic communication made through the school platform may be subject to periodic monitoring.
- We must not establish private communications with children through text messages, email, Facebook, Twitter or similar forms of electronic / social media. In the case of communications related to school tasks, they will be sent to their family.
- The use, possession or being under the influence of alcohol or illegal substances while working with children is prohibited.
- Possession or delivery of sexual orientation materials (magazines, cards, videos, books, clothing, music) or access to similar materials on the Internet in the presence of children is prohibited.
- When volunteering to supervise nighttime activities, adults should not share dorms with children other than their own.
- It is never appropriate to disclose to children personal information about your sex life.
- It is the responsibility of the adult to establish and respect limits. When a child attempts to engage an adult in inappropriate behavior, the adult should reject such behavior.

9. GIS INAPPROPRIATE BEHAVIORS COMPLAINT POLICY

When a child reveals inappropriate behaviors by school personnel, the school will respond the same as if the alleged offender were a family member. Disclosure of teacher offenses must be handled promptly and seriously.

Although it may be extremely disturbing to consider that a colleague may be abusing children, in the event that this occurs, children need special protection. If a child reports that they are being sexually, physically, or even emotionally abused by school personnel, the educator should remember that it takes courage for an abused child to talk to someone. All adults and GIS staff have the responsibility and obligation to report any concerns that arise to them about any inappropriate or unsafe practices they observe at the center, including in relation to the care and protection of students, whether the abuser is a stranger or a school employee. If a GIS staff member believes

that appropriate measures or practices are not being taken in this area or that such practices may put a student at risk, they should take the following steps:

- Consider the facts and circumstances. Older children can make up stories, but generally, in these cases, such stories contain obvious inconsistencies.
- Follow the GIS policy and procedures outlined in this Protocol in the event of intra-family neglect or abuse and report it immediately to the GIS Director.
- If the concern is related to the Director themselves, they must report their concern or complaint to the Head of Studies.
- The situation should not be discussed with other school staff members.

No staff member will suffer prejudice or be disciplined or retaliated against for raising a genuine concern about inappropriate or unsafe practices in relation to children, provided they do so in good faith and follow the reporting procedures described above.

In the event that an adult feels unable to raise their concern about poor protection within GIS or if they feel that their concern is not being addressed properly, they may raise it externally to the appropriate authorities.

10. HANDLING OF PERSONNEL INAPPROPRIATE BEHAVIOR COMPLAINTS

10.1 Action protocol

An inappropriate behavior complaint is any behavior in which an adult within the school staff group is alleged to:

- Have behaved in a way that has harmed a child, or may have harmed a child.
- Possibly they have committed a crime against or related to a child.
- Or they have behaved towards a child or children in a way that indicates that he or she could present a risk to the children.

A complaint may be triggered by a specific incident or behavior pattern, or may also include low-level concerns that, when considered collectively, amount to a more intense concern that would lead to a report of wrongdoing.

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a student or students. If a staff member believes that best practices in this area are not being followed or that the practice may put a student or students at risk, they

should immediately raise their concern with the GIS Director. The adult about whom the complaint was raised should not be informed.

If the accusation is about the Director, it must be sent to the CPO and / or Head of Studies immediately, without informing the Director. The Head of Studies and / or CPO will contact the Local Authorities who will inform the Governing Board and Noguera y Valdés S.L. and Bateleiro.

The Director will call 112, Social Services or the Authorities to receive advice on how to proceed, or will send it directly to the police as soon as possible, but always within 24 hours after the school becomes aware of the complaint. All such allegations will be forwarded without delay. The borderline cases will be discussed without identifying the people involved. The Director will discuss all allegations with the CPO unless the complaint is about the CPO himself.

The Director (or Head of Studies and / or CPO in case of allegations about the Director), should discuss with the police and any other relevant agency, what additional steps (if any) should be taken. All discussions and conversations with external agencies must be recorded in writing.

The initial exchange of information and investigation may lead to the decision that no action will be taken, in which case this decision must be recorded by the Director and an agreement must be reached with the police and / or authorities on what information should be released in writing to the person involved. The director should consider with the police and / or authorities what measures should be followed, both with respect to the individual and those who have filed the initial complaint. When appropriate, the matter will be dealt with according to the school's Community Behavior Plan. In the case of a GIS staff member, the disciplinary procedure provided for in the agreement regulating the corresponding employment relationship will be followed.

Depending on the seriousness of the accusation, when the GIS Director receives a complaint or concern about a staff member, as the alleged perpetrator of abuse or mistreatment, the Director will take measures to guarantee the immediate protection of the minor. This group includes both teaching and educational personnel and any person in the educational center who has regular contact with minors (monitors, caretakers, coaches, etc.), whether inside or outside school hours. What matters is that they carry out their functions or carry out their profession within the school grounds or at its facilities.

The necessary surveillance and organizational measures will be established to monitor the actions of the suspected worker.

Organizational measures will be established to guarantee that the staff member of the center affected by the complaint does not remain alone with the student who is allegedly the victim.

If the suspicions are confirmed to be true, the Director may suspend the job duties of the person under suspicion as a precautionary measure. This suspension may occur regardless of: when the reported events occurred, the age of the accused or the position they actively occupy at GIS. Additionally, in coordination with the competent social services, the center shall adopt all the necessary measures to provide the affected minor with adequate assistance.

In the case of evaluating a suspension, due weight must be given to the views of the Police and all alternative options must be considered before taking that step. The reasons and justification for the suspension will be recorded and the individual will be informed of them. In the case of personnel, the matter will normally be dealt with in accordance with the disciplinary procedure for personnel provided for in the Community Behavior Plan.

All this will be communicated to the accused in an interview, informing them of the accusation and the measures that have been decided.

GIS will do its best to maintain confidentiality and protect against unwanted publicity while the complaint is investigated.

The person against whom a complaint is filed, and the parents or caregivers of a child or children involved, should normally be informed as soon as possible after the outcome of the initial investigation is known. However, when significant harm to the child has occurred or is likely to occur, they will not be informed until the authorities have been previously consulted.

The accused will be warned that in any communication with them, everything said will be documented in writing. The school will designate a representative to keep this person informed about the course of the actions being taken and the progress of the case. The person should also be advised to contact their union representative, if they have one, or a colleague for support.

Spanish labor law allows employers to suspend employees when there are allegations of abuse against them or when the employer suspects that the employee has acted in breach of their employment contract to the extent that disciplinary measures would be appropriate. Any suspension should be based on serious charges and should only be effective for the time necessary to complete any investigation and resolve the matter.

In the event of filing a complaint or notification, a protection order can also be requested, in order to ensure physical distance between the victim and the aggressor.

You must also:

- Inform the child's parents immediately: the minor's family will be informed of the actions being carried out, they will collect information that may be relevant in relation to the case, taking care to act with due discretion throughout the process.
- Ensure the safety of the child as a top priority.
- Investigate the incident. The severity of the incident will determine who will investigate the matter, either the school's Special Education Psychology Department or the appropriate authorities.
- The director will also proceed according to the procedure described in this Protocol for cases of abuse or inter-family abuse.
- Remember that in the event that the alleged offender is a volunteer, teacher or member of the school staff, and the crime suspected, observed or revealed by a child is of a sexual nature, the participation of public authorities such as, child protection and social services is essential, not only to protect the child, but also to eliminate and prohibit the alleged offender from subsequent contact with any other child at school. The involvement of the proper authorities also protects the school from any form of misrepresentation regarding case management. This is important because in cases of sexual crimes against children, studies on it show that criminals are likely to have multiple victims in the same place.
- Therefore, the GIS Director will assess, based on the data obtained, the need to file a complaint with the Police, Court or Prosecutor's Office: if there is evidence of sexual harm or abuse of a minor, every person of legal age has legal obligation to report it to the authorities, so it must be reported directly to the Prosecutor's Office. Once the communication or criminal complaint has been filed, the Prosecutor's Office will be responsible for the corresponding investigation and for bringing the alleged aggressor before the judge who has knowledge of the case. If the alleged abuser is found responsible, the corresponding prison sentence for the crime committed will be imposed. The Prosecutor's Office also has the Centers for Comprehensive Attention and Investigation of Victims of Sexual Offenses (CAIVAS), where they can file a complaint, receive counseling and psychological, social, legal, and medical-legal treatment. If this is not possible, they may be directed to the National Police (091) or the Civil Guard (062). Therefore there are two possibilities: report or notify:

Organic Law 1/1996, of January 15, on the Legal Protection of Minors, of partial modification of the Civil Code and the Civil Procedure Law, in Article 13, Obligations of citizens and duty of reservation:

1. Any person or authority, and especially those who by their profession or function detect a situation of abuse, risk or possible neglect of a minor, shall notify the authority or its closest agents, without prejudice to providing immediate assistance if needed. (...) The authorities and people who are familiar

with the case due to their profession or function will act with caution. Any unnecessary interference in the minor's life will be avoided in the proceedings.

4. Any person who becomes aware, through any source of information, of a fact that could constitute an offense against sexual freedom and indemnity, trafficking in human beings, or exploitation of minors, shall be obliged to report it of the Public Prosecutor without prejudice to the provisions of the criminal procedure legislation.

Article 262 of the Criminal Procedure Law establishes:

"Those who by reason of their positions, professions or trades have news of a public crime, will be obliged to immediately report it to the Public Prosecutor, the Competent Court, the Investigating Judge and, if those institutions are not available, to the closest municipal police officer, providing it were a flagrant crime".

Once the extent of the crisis has been assessed, communication of the crisis will take place. From an internal point of view, communication with the people and groups directly affected will be prioritized. First of all, additional initiative should not be taken to publicize the case more, although it is possible that, after the first days or weeks, rumors and questions cannot be avoided, especially if there are several children or adolescents involved as possible victims. The school's director must clearly delimit the group of teachers and the group of parents whose students and children may have had contact with the alleged aggressor. The information is only addressed to these two specific groups, with whom independent meetings can be held.

In these meetings the situation will be explained, without details and without identification of victims and abuser, nor the measures taken. Emphasis will be placed both on the presumption of innocence and on the collaboration of the school with the administration of justice and with the entity competent in the protection of minors.

Regarding external communication, an official communication statement will be drawn up condemning any type of abuse of people, especially minors; the possible victim and his family will be asked for forgiveness; The firm commitment to clarify what has happened will be expressed. The school will make itself available to the authorities for whatever is necessary, protecting at all times the personal data of both victims and defendants and other members of the educational community, and also expressing the Right to the presumption of innocence. Said official statement will be published in all the institutional channels of the center and will be sent to the media depending on the actual or anticipated repercussion of the same.

If the case were made known through a complaint that appears in the media, or publicly, before the school's own knowledge, a first official statement will

be made within 24 hours, with the same content cited in the previous paragraph.

Any complaint or knowledge of a possible situation of abuse of a minor must be accompanied by their corresponding actions with the victim and the accused. Even in the event that the accused has died or the timeframe for prosecution of the crime has expired, it must be borne in mind that the victims deserve recognition of their pain and, therefore, even in these cases, action must be taken, however painful it may be. In the same way, we must attend to the accused, both if the accusation is confirmed or not: in case of the latter it will be necessary to collaborate in the recovery of the reputation and credibility of the accused, if they have been damaged, and assist in the repair of any psychological damage they may have suffered.

10.2. Communication or complaint against a staff member of the center by third parties (including their own family) for abuse, harassment and / or sexual abuse

- If it is the communication of a suspicion, the center will act as described above.
- In the case of filing a formal complaint:

The authority receiving the complaint (Prosecutor's Office, Police, Court) will inform the Center, so that the measures for the protection of minors and other pertinent measures can be arbitrated unless there are reasons that justify not making that communication, in which case, The Prosecutor's Office and the Court will adopt the necessary measures to avoid dangers or provide protection to minors who may be affected.

10.3. Knowledge by the school of the existence of a judicial complaint against personnel from outside the educational center for abuse, harassment and / or sexual abuse

The school will adopt provisional measures that seek to protect the minor and will be attentive to any signs that may suppose evidence or evidences about the situation or object of the complaint, and the same procedure described above will be followed.

The protection measures will be adopted in the educational center with discretion and due diligence, taking care to involve only the necessary individuals.

10.4. Confidentiality and the exchange of information

Regarding external communication, an official statement will be drawn up condemning any type of abuse but especially that of minors; the possible victim and their family will be asked for forgiveness; A firm commitment to clarify what has happened will be expressed, GIS will make itself available to the authorities for whatever is necessary, protecting at all times the personal data of both victims and defendants and other members of the educational community, and also expressing the right to the presumption of innocence. Said statement will be published in all the institutional channels of the center and will be sent to the media depending on the actual or anticipated repercussions.

If the case were made known through a complaint that appears in the media, or publicly, before the school's own knowledge, a first official statement will be made within 24 hours, with the same content cited in the previous paragraph.

Any complaint or knowledge of a possible situation of abuse of a minor must be accompanied by corresponding actions with the victim and the accused. Even in the event that the accused has died or the timeframe for prosecution of the crime has expired, it must be borne in mind that the victims deserve recognition of their pain and, therefore, even in these cases, action must be taken, however painful it may be. In the same way, we must attend to the accused, both if the accusation is confirmed or not: in case of the latter it will be necessary to collaborate in the recovery of the reputation and credibility of the accused, if they have been damaged, and assist in the repair of any psychological damage they may have suffered.

10.5. References to other agencies

A report will be made of the circumstances in which a staff member has been suspended or dismissed from their job if the allegation of the inappropriate behavior claim has been confirmed.

Failure to report to an employer when a staff member has harmed or is likely to harm a child constitutes a criminal offense. It will be considered separately if the matter should be referred to the Spanish Education Authorities to consider prohibiting the individual from teaching.

If there has been a proven allegation against a staff member, the school will work with every outside agency that has been involved in order to identify changes that may be made to help prevent similar events in the future.

10.6. Accusation records

A record will be made of all conversations, including any recommendations from the police and other outside agencies. These records and any associated documentation will be kept in the Complaints Against Staff Folder. A clear

and complete summary of all allegations will be kept in the accused's confidential personal file, and a copy will be provided to the person concerned. The summary will include details of how the accusation was followed and resolved, actions and decisions taken.

The personnel record must be kept until the normal retirement age or for a period of 10 years from the date of the complaint, even if it exceeds the date of their retirement.

Reports that are false, unsubstantiated or malicious will not be included in employer references provided by the school and will be removed from personnel records. Complaints deemed unfounded or malicious should be referred to Social Services or the authorities if the child in question needs help or may have been abused by a different person.

10.7. Disciplinary complaint procedures

When a concern or allegation of wrongdoing triggers another procedure, such as a disciplinary measure, that procedure will only be followed once the concern or complaint has been fully investigated.

10.8. Support to staff

When the impact of a serious case of child protection, or a complaint against an adult who works or is linked to the school, has a detrimental effect on the well-being of the staff, GIS will facilitate access to support and / or advice if requested. .

10.9. Surveys and feedback

The school will use an online survey to obtain annual feedback from staff, parents, and students on their ability to voice concerns, complaints, and grievances. This allows the school to guarantee:

- All staff, students, and parents have the confidence to raise concerns, reports, and grievances and know who to speak to if they have concerns.
- That these concerns, complaints, and claims are addressed promptly and appropriately by the school.

10.10. Proprietary supervision

Noguera y Valdés S.L is the responsible owner of the school. The Governing Board and the owner will carry out an annual review of the Child Protection Protocol and other school policies. The owner will carry out other protection and safeguard reviews of the minor, as deemed necessary based on the results of the annual reviews, the recommendations of the Governing Board and other circumstances that so advise.

The owner will report on the effectiveness of the school's child protection procedures, practices, and culture.

This includes scrutiny of:

- Any safeguard problem that may have arisen during the year.
- Inter-agency cooperation and, in particular, the school's relationship with the police and / or outside agencies.
- A review of the documentation that includes:
 - Written reports prepared by the CPO.
 - Training records of all staff (including CPO / Deputy CPO).
 - Records of interviews and conversations on issues related to safeguarding and communications between the school and external agencies and / or authorities.

11. TRAINING IN CHILD ABUSE DETECTION

11.1. Training of the center's staff

The GIS Director will be responsible for ensuring that all school personnel receive appropriate training on the subject to become familiar with (at a minimum) the symptoms of child abuse and neglect, their responsibility and reporting procedure, the school protocol, and their obligations once a case has been notified.

Staff must reread the Child Protection Protocol each time it is updated. The CPO and attached CPO will report updates. Staff are expected to sign that they have read and understood the content of the Child Protection Protocol, Code of Conduct, Community Behavior Plan and IRR.

Updated training is regularly provided for staff. The CPO is responsible for ensuring that regular child protection updates are distributed to all staff.

The CPO and Deputy CPO receive advanced training in child protection at least once a year. This includes inter-agency work protocols, ECIS Child Protection Certification and NSPCC safeguarding training.

Every year, all staff must complete the Annual Staff Statement, which guarantees their knowledge and understanding of the protection policy, the procedure, the key contacts at the school and the penal certificate. The complete Declaration must be filed in their corresponding personal file.

The Annual Teacher Training Plan will include annual basic and essential training related to the prevention, identification and reporting of child abuse. Every year, said Plan will determine the content of said training, as well as the calendar dates and duration. In addition, the aforementioned plan may also include additional training on certain areas of interest related to the subject (eg promoting self-esteem among students)

Likewise, the plan may collect proposals from teachers to participate in training offered by other institutions such as Universities or other external groups.

On the other hand, GIS plans to organize in its library materials with books, magazine articles, and audiovisual aids for use by educational personnel and in the classroom, so that teachers are kept relatively up-to-date on materials related to child abuse.

Those teachers or staff members who need to update their knowledge on the subject may request information from the center.

Personnel should be aware of the risks of potentially harmful and inappropriate online material to be trained in the safe use of ICTs.

On the other hand, the school takes a proactive approach to teaching children about safety, safeguarding, and protection throughout the school's curriculum. In addition to explicit teaching opportunities, staff take advantage of incidental opportunities to promote safe messages and teach children how to manage risk.

11.2. Responsibilities and training: "Child Protection Officer" (CPO).

The center will designate a CPO who will assume primary responsibility for safeguarding and protecting children at school. The school will also appoint deputy CPOs, ensuring that there is always a properly trained and designated person at the school at all times.

CPO responsibilities include: handling complaints and disclosures, working with other professionals and agencies, keeping up to date with important training, keeping staff up-to-date on relevant protection training, maintaining a safe awareness of child protection, maintaining accurate records, the transfer of records. The CPO has a specific job description that will be reflected in the IRR.

The CPO and the Deputy CPO contact the director about any issue related to the safeguarding of children and refer any case of suspected abuse to the Authorities, Child Protective Services, Police and Local Authorities.

All child protection and safeguard concerns, discussions, and decisions made, as well as the reasons for such decisions, are accurately recorded and kept securely and confidentially in a record. Records are carefully managed by the CPO and reviewed regularly.

11.3. Training of recently incorporated staff to GIS

As part of their onboarding training, all newly appointed staff, including part-time, temporary, and volunteer staff, will receive training on safeguarding issues including:

This Protocol for the Protection of Minors:

Identification of signs of abuse;

- know what to do to raise concerns;
- know how to make a report (even if the CPO is not available or the CPO is not acting);
- recognition of the need for early help.

- Keep children safe in education: IRR and Community Behavior Plan.
- Acknowledgment of the School Personnel Code of Conduct, including the responsible use of technology.

The identity, role, and responsibilities of the CPO and their associates.

11.4. Code of conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty to care for. All personnel must follow the procedures established in our policy "Code of Personnel Conduct. Personnel must always avoid behaviors that may be misinterpreted by others, and report in accordance with this Protocol any situation related to protection and safeguarding of minors.

As a result of their knowledge, position and / or the recognized authority of their role, all adults who work with children and youth are in a position of trust and superiority in the relationship with the youth in their care. All staff members have the responsibility to ensure that there are no situations of abuse of power to obtain a personal advantage or satisfaction (sexual etc.), as this would constitute a crime.

GIS does not allow the use of mobile phones and personal cameras by staff when children are present, except to take photographs or videos linked to academic activity and using the designated school device.

11.5. Recruitment and safe hiring of GIS personnel

Our school prioritizes incorporating a culture of safe recruiting and hiring as part of our strategy to prevent harm to children. Legal procedures are always followed to verify the suitability of staff and other volunteers working with children.

GIS will ask all of them for a criminal certificate, a negative certificate from the Central Registry of Sex Offenders and two personalized letters of recommendation in order to verify the applicant's suitability to work with children. Therefore, these referral contacts must include the most recent employer, the most recent job in which the candidate has worked with children (if different) and cover a minimum work history of 5 years. References should be sought from

all shortlisted applicants, including interns, and should be from a high-level person within the organization.

Applicants should be subject to a basic internet/media search to help identify the applicant's online identity and determine whether there may be any reputational risk to the school based on comments made by or about them online. Any information requiring further consideration should be discussed with the applicant and noted on the summary report from the interview documenting the considerations made. Information relating to the personal protected characteristics of the applicant (e.g. their race or sexual orientation) will not be taken into account in considering their application.

Searches should cover all countries where the applicant has lived and/or worked to ensure a full picture of their past is captured.

Applicants should give a minimum of two professional reference contacts. A key purpose of the reference is to verify the applicant's suitability to work with children. These reference contacts must therefore include the most recent employer, the most recent employment working with children (if different) and cover a minimum of 5 years work history. References should be sought on all short-listed applicants, including internal ones and should be from a senior person within the organisation.

An offer of employment must be conditional upon:

- The receipt of at least two satisfactory written references.
- Verification of the applicant's identity (if that could not be verified at the interview): When Verifying identity, those responsible are aiming to corroborate the person's full name, including forenames and last name, date of birth, social security number and full permanent address. Where necessary applicants should also provide any official documentation regarding name changes. Where an applicant claims to have changed his or her name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) he or she is required to provide documentary evidence of the change. A copy of the documents used to verify the successful applicant's identity and address must be kept on their personnel file for record-keeping purposes and the person verifying the documents must sign and date the copies.
- Right to work: GIS will verify the suitability of the candidate to work in Spain in accordance with the local law that operates. Only original documents will be accepted.

- The receipt of overseas criminal records checks for all other countries in which the applicant has lived or worked for three months or more in the past ten years (if applicable)
- Country of Origin check (if applicable): anyone born outside Spain (and who does not hold a Spanish Passport) must provide either a copy of their birth certificate or a passport which shows their place of birth.
- Copies of documents should be verified (date and signature) and retained on the employee's personnel file.
- Prohibition from Teaching check (if applicable).
- Prohibition from Management check (if applicable).
- Verification of the applicant's medical fitness: a Health Declaration Form is required from each member of staff, duly signed, that they know of no reasons, on the grounds of mental or physical health why they should not be able to discharge their duties with respect to the Role Profile and contract of employment. Copies of Health Declaration Forms should be verified (date and signature) and filed in a separate file (not on the personnel file).
- Verification of appropriate qualifications/professional status (where required): the candidate will be asked to provide evidence of any educational or professional qualifications necessary or relevant to the position for which they have applied. Originals or certified copies must be produced; when unavailable, written confirmation of qualifications must be obtained from the issuing agency.
- Satisfactory completion of the probationary period (3 months): employment will be subject to a probationary period, which will allow the candidate and the school to jointly familiarize themselves with the environment, work practices, routines, and job performance standards. During this time GIS will help staff develop positive relationships and achieve the required progress. Staff will also receive a variety of training during their probationary period, including Child Protection and an understanding review of school policies and procedures.

11.6. Family training

GIS organizes annual one-off trainings on issues related to child abuse and mistreatment. Many parents are receptive to parenting skills training, as it helps them explore alternatives to behaviors that could become abusive.

Such trainings could include:

- Positive discipline techniques.
- Non-violent communication.
- Prevention and detection of child abuse.
- Goals and objectives of school safety.

- Delivery of available resources: abuse prevention guides, movies for parents etc.

11.7. Training for students

The GIS director will ensure that teachers teach the Child Protection Curriculum and include in the curriculum, at all levels and stages, training on abuse prevention and appropriate personal safety.

In addition, Internet security will be an integral component of the ICT curriculum: children must understand the risks posed by adults or young people who use the Internet and social networks to intimidate, prepare, abuse or radicalize others. The school will provide children with opportunities to learn about the subject of sexual images produced by young people (sexting), grooming, online predators, cyberbullying etc.

Studies show that personal safety and abuse prevention programs for children are successful when based on the latest research in preventive education and rigorously evaluated. In GIS said training is as follows:

- It will begin in the preschool stage and will adapt to children according to their development and evolutionary moment
- Use sequenced materials for children's development
- Will use active, systematic and specific skills training
- Will use a multi-sectoral training program: classroom training combined with parent participation
- It will use interactive instructional techniques that provide children with multiple opportunities to observe desired behavior, model behavior, and obtain feedback.
- It will be organized as an integral part of the child's education and will be consistent and systematic: several times during the school year and for several years.

Sexual abuse prevention education teaches children about "safe" and "unsafe" touching in a developmental and safety-based curriculum. The aim of such education and training should be to provide children with the appropriate tools to resist the assaults of potential criminals.

Abuse prevention education is "preventive" in nature.

It is not intended, nor is it intended, to educate children about sex, sexuality, the sexual functions of their private parts, or relationships of human love. Its goal is to teach children about their rights to set limits on what happens to their bodies and to provide them with the necessary tools to communicate effectively if someone violates those limits.

In summary, sexual abuse prevention education teaches children how to avoid becoming victims of criminal behavior. For this, children must have the following information:

- The exact names of the private parts of the body.
- Instructions regarding what to do if someone touches them in a way that is harmful. (Say "No", stay away, tell an adult ...).
- Guarantees that they (children) can decide if a touch is "unwanted".
- Assistance in identifying the safe adults in their lives.
- Remind them that they can always talk to parents or another trusted adult about anything.
- Remind them that they must continue to denounce, until they are believed, in case they have suffered harmful or unwanted touching.
- Remind them that abuse is never their fault.
- GIS students will be encouraged to report incidents of which they or others may be victims. Student complaints may be oral or in writing and shared with any school employee.

11.8. Digital Safety

All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying and responding to harm caused by its use. This policy should be read alongside the school's Digital Safety Policy, which sets out the school's approach to online safety in further detail.

The school has adopted a whole school approach to online safety which (a) captures the range and complexity of the risks and of children's experiences of those risks; (b) seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet; and (c) handles all cases of online harm appropriately and with sensitivity.

What are the risks?

The risks posed to children by the internet and technology are wide-ranging and include risks resulting from:

Content - being exposed to harmful material

This includes but is not limited to

- a) violent pornography or sexual images of children which affect a child's perception of girls, love and relationships;
- b) material promoting harmful behaviors such as self-harm or eating disorders;
- c) propaganda or material promoting extremism, radicalization and/or terrorism;

d) material showing or depicting extreme violence or brutality; and (e) social media such as Facebook and Instagram which can provide children with distorted and unrealistic images of others' lives, causing some children to feel inadequate or distressed about their own lives.

Contact - being subjected to harmful interaction with others online

This includes but is not limited to

a) cyber-bullying; and

b) contact from individuals seeking to groom children for the purposes of sexual abuse or radicalization.

Conduct - personal online behavior that increases the likelihood of or causes of harm

This includes but is not limited to

a) responding to and engaging with individuals seeking to groom or abuse children;

b) youth produced sexual imagery.

Online harm can be caused via a number of different media, including but not limited to: mobile phones and apps; social media; the internet; and video games.

How can I identify a child who may be at risk of online harm?

Any child may suffer from online harm and all staff should be alert to the risk of it. Indicators that a child may be being abused or harmed online overlap with other indicators of abuse which can be found at....(ver Grooming)

What should I do if I suspect that a child may be at risk of or suffering from online harm?

Follow the procedure set out at Section ? of the Safeguarding Policy and discuss any concerns with the CPO immediately. The CPO will discuss the incident with you and agree on a course of action in accordance with the safeguarding procedures set out in the Safeguarding Policy.

What preventative measures is the school taking?

Pupils are educated about the risk of online harm – including youth produced sexual imagery, and the ways to mitigate those risks, computing classes, assemblies and tutor groups. Staff are trained on the risks posed by technology and the internet and the ways in which they can prevent, identify and respond to cases appropriately and with sensitivity to cases of online harm. The school actively engages with parents to ensure a joined up approach

when responding to cases of harm, and to ensure as far as possible that parents are aware of and understand the risks of it, are able to identify and respond appropriately to cases of online harm. The school takes measures to limit children's exposure to these risks from the school's IT systems, including by putting in place appropriate filters and monitoring systems which protect children from harm whilst not over-blocking.

Information sharing

The school recognize the fundamental importance of information sharing in protecting children from harm and promoting children's wellbeing. The importance of information sharing between agencies is highlighted in a number of serious case reviews which demonstrate that where information is not shared, concerning patterns of behavior are often missed and children often do not receive the support they need.

11.9. Sharing relevant information

The school shares information in accordance with the LOPD (Ley Orgánica 15/1999 de 13 de diciembre de Protección de Datos de Carácter Personal. The CPO is trained on the above guidance and works with staff to ensure that

- a) fears about sharing information do not stand in the way of the need to promote the welfare and protect the safety of children;
- b) they understand and follow this guidance;
- c) they feel confident about the ways in which they share information, including with parents, other staff, and external professionals and agencies.

12. APPROVAL, PUBLICATION, IMPLEMENTATION AND REVIEW

12.1. Approval and publication:

This Protocol will be approved by the Governing Board. Said approval will be communicated to the members of the Educational Community, announcing its publication on the Drive and on the center's website. The Director will ensure that all members of the Educational Community have access to it and that Center Staff receive copies of it and read it.

In addition, a copy of it will be available, in printed form, with the Administrative Secretary, available for consultation at any time.

12.2. Implementation of the Protocol

All school personnel will receive a detailed written explanation of the Protocol.

The Management Team will organize familiarization sessions with the content of the document, which may include informative talks with professionals who are experienced and well versed on the subject. This training will be provided by the school and will be designed to promote accurate interpretation and effective and continuous application of the Protocol.

It is also useful to confirm and verify this protocol with families in case doubts arise about it. In this case, GIS will organize the necessary meetings or information sessions for this purpose.

GIS will do everything possible to implement hiring practices that guarantee the safety of children and will review them annually to ensure compliance and effectiveness.

12.3. Review

This Protocol will be reviewed annually, under the direction of the CPO, in the final evaluation of the course or at the beginning of the same, through a self-audit to evaluate the current status of its implementation. This audit will include a checklist of the data collected in Annex 9 of this document.

This review will be carried out through meetings with the individuals and groups that have carried out the various responsibilities described in the Protocol, gathering their opinions on its practical effectiveness. The product of this analysis will be a document that evaluates each functional area of the Protocol and may:

- Reflect how a functional area has evolved in practice contrary to what is written in the protocol, but that works successfully.
- Restructure the text to address the weaknesses or errors of each functional area, in order to make it more efficient.
- Strengthen and / or clarify sections or procedures.
- Develop policies and procedures for new problems that may arise.

Through this review, GIS adopts a "continuous quality improvement" initiative and aims to identify the strengths and weaknesses of its internal protocols and policies, discover problems that were not previously anticipated or adequately addressed, and amend them accordingly.

Once amended, the recommended areas for improvement will be followed up on over a period of between 6 months and a school year, to determine the effectiveness of their implementation.

In addition, every 2-3 years GIS will carry out a comprehensive analysis of the center's policies, protocols and procedures, designed to identify what is working in practice, what needs to be improved or what should be added to them to strengthen them.

If necessary, the school will remedy any deficiencies or weaknesses in child protection policies without delay and without waiting for the next policy revision date.

13. Annexes

ANNEX 1: INDICATION TABLES FOR THE ASSESSMENT OF NEEDS IN CHILDREN, BY AGE GROUP:

TABLE 1: NEEDS ASSESSMENT INDICATORS 4-9 YEARS:

PHYSICAL	SECURITY	EMOTIONAL	SOCIAL	COGNITIVE
<p>Common for 3-9 year olds:</p> <p>Good general health; common illnesses. Weight and height at the expected level. Adequate and nutritious diet. Bathes regularly. Dress according to the weather. Usually clean clothes Clean house, including child's bed. Attendance at routine pediatric check-ups. Vaccines (unless adequate explanation) Recurrent illnesses have a medical explanation. Regular sleep schedule. Regular teeth brushing habits. Parent figures care that they get enough sleep and that there is silence. Stable and adequate schedules (food, bath, sleep).</p>	<p>Common for 3-9 year olds:</p> <p>Proper care for injuries. The injuries or physical marks they present have an acceptable explanation. Parent figures take steps to prevent accidents. The child is protected from the aggression or abuse of other people. The parent figures have acted to protect the child from bullying. The toys or objects they play with are safe. There is a safe place in the house where the boy or girl can play. The parental figures ensure that the child plays in safe places when they are away from home. The child is always under the supervision of a responsible and trained person both inside and outside the home. Parental figures supervise the relationship between the boy and girl and their brothers and sisters. In general, brothers and sisters treat the child well. Adults who care for the child are always known and limited in number. The parental figures are concerned about, leaving the child in the charge of responsible and capable people when they need it. Parental figures teach the child to distinguish between people they know and strangers. Teach them self-protection skills. If the child goes to school, there is always someone to pick them up The people who pick them up from school are few, known and capable.</p>	<p>Common for 3-9 year olds:</p> <p>The boy or girl has a stable relationship with at least one adult person. There is continuity in the adult figures that attend to the boy or girl. When awake, the boy or girl is generally taken care of by one of the parent figures. The parental figures comfort the child when they are ill, upset or have been hurt. They enjoy communicating with the child. They reinforce and express approval of the child's progress and achievements. They reinforce them when they try to do new things. They support them when they fail when they are trying new things. The child's day to day has routines. Disagreements between parent figures are resolved non-violently. There is positive physical contact between parent figures and the boy or girl. They frequently show spontaneous displays of affection for the child. The child is valued for who they are. The parent figures are proud of the boy or girl. The child is accepted as a member of the family. They participate in family celebrations. Parent figures spend enough time with the child to allow a strong and positive bond to develop. Strengthen the establishment of emotional bonds and relationships in the family. They encourage the child to talk about their fears and concerns. They support them if they are teased or attacked by other children The responses the child receives at home are consistent and predictable.</p>	<p>Common for 3-9 year olds:</p> <p>They are encouraged to maintain a relationship with other adults and other children. They are encouraged to play with other boys and girls. They frequently visit their friends and relatives. Parent figures have sought help or advice if they are having difficulty managing the child's behavior. Parental figures use appropriate methods to teach the child to behave appropriately (positive reinforcement, negotiation, modeling, rewards, distraction, persuasion, extinction, etc.) There are clear limits and rules about behavior in the family. Those limits and rules are consistent and respected by both parent figures. The minor is taught to respect other people and their possessions. Child is taught to respect and take turns. They are encouraged to negotiate. They are encouraged to control their emotions. The way in which parental figures relate to other people is a suitable example for the child. The child is taught not to engage in violent or cruel behavior. The child usually arrives at school on time. Attempts are made to prevent them from witnessing adult behaviors that are bizarre or fearful. Parental figures teach the child and promote appropriate behavior in public places.</p>	<p>Common for 3-5 year olds:</p> <p>The child is encouraged to explore the environment and be active. The child is encouraged to learn. They are encouraged to do things for themselves. They are encouraged to speak and participate in conversations. They are allowed to make decisions by offering simple alternatives. They have varied and age-appropriate toys. The child's toys / books are treated with care. They are taken for a walk outside the home on a regular basis. Parent figures often read books, tell stories, play with the child, or watch TV with him or her. Child explores new places outside the home with supervision</p> <p>5-9 years old:</p> <p>It is common place for the child to play outside the home. They have varied toys and learning materials appropriate for their age. Their toys, books and school supplies are treated with care ----- 4-5 years old: If the minor is in school, they regularly attend. class If they are in school, the parental figures attend meetings appointments with teachers.</p> <p>5-9 years old: The boy or girl regularly attends school. They support and supervise homework. They stably reinforce the child's learning. They support regular school attendance. They ensure that they child arrives to school on time</p>

FÍSICAS	SEGURIDAD	EMOCIONALES	SOCIALES	COGNITIVAS
	<p>Specific 5-9 years old:</p> <p>Parent figures always know where the boy or girl is. Receive adequate supervision taking into account their personality and level of development.</p> <p>(5-9 years) Is supervised by responsible adults or plays in safe places. Is accompanied by an adult to school if necessary. Responsible and familiar adults pick them up from school. Parental figures have taught them how to behave with unfamiliar parent figures. Ensure that the child is supervised / assisted in potentially dangerous places. There is at least one adult person who has clearly been assigned the responsibility of taking care of the house. The child has been taught protection and safety measures both inside and outside the home.</p> <p>----- Common for 3-9 year olds:</p> <p>The child is physically assaulted or punished.</p> <p>3-4 years old: Too many accidental injuries</p> <p>5-9 years old: Often left alone. The child has been left alone at night.</p>	<p>Specific 5-9 years old:</p> <p>Reinforce the child's efforts and achievements. Efforts to be independent are respected. Acquiring higher levels of autonomy is encouraged. Children are encouraged to take on self-care responsibilities appropriate to their age or level of development and are reinforced, although they always supervise or check that the child is safe. Parent figures show interest in what the boy or girl does in school. Adults who have the primary responsibility for caring for the family. Not a witness to or involved in sexual intercourse between adults. Are not a witness or are not involved in violent situations between adults. Are prevented from witnessing adult behaviors that are bizarre or fearful.</p> <p>----- Common for 3-9 year olds:</p> <p>The child frequently observes symptoms of emotional distress in the parental figures. The child is subjected to frequent criticism or manifestations of hostility. 5-9 years: There is very strong pressure for good academic results. Parenting figures lean on the child when they have problems. The child often has to care for younger brothers and sisters. The boy or girl has to take care of the parental figures.</p>		

TABLE 2: NEEDS ASSESSMENT INDICATORS: 10-14 YEARS OLD:

PHYSICAL	SECURITY	EMOTIONAL	SOCIAL	COGNITIVE
<p>Good general health; habitual illnesses. Adequate medical care. Adequate and nutritious diet. Usually wears clean clothes. Satisfactory personal hygiene. Hygienic conditions and adequate house. Recurrent illnesses have a medical explanation. They are taught habits appropriate to their age (diet, exercise, drug or alcohol consumption ..) Promote physical exercise. They encourage them to take responsibility for their own greeting. Are sensitive to symptoms of physical discomfort of child or adolescent injuries. Proper oral health care. At least one adult figure assumes the primary responsibility for the daily care of the child or adolescent.</p>	<p>Proper care for injuries. The injuries or physical marks they present have an acceptable explanation. The child is protected from the aggression or abuse of other people. The parent figures have acted to protect the child from bullying. Parental figures always know where the boy, girl or adolescent is. The child or adolescent receives adequate supervision taking into account their personality and level of development. Parental figures supervise the relationship between the boy and girl and their brothers and sisters. The child or adolescent receives adequate supervision taking into account their personality and level of development. There are a limited number of family members and adults who care for the child or adolescent. The parent figures have taught the child or adolescent how to behave around strangers. The parent figures ensure that the child or adolescent is supervised and has help in potentially dangerous places. Protection and safety measures have been taught to the child or adolescent both inside and outside the home. The parent figures try to ensure that the commute from home to school and from school to home is safe. ----- Often the child or adolescent is left alone at night. The child or adolescent is physically assaulted or punished.</p>	<p>There is continuity in the adult figures that take care of the boy, girl or adolescent. Parental figures comfort the boy or girl when they are upset or afraid. They assure the child or adolescent that they will always support them. They reinforce that they acquire self-confidence. Frequently have spontaneous displays of affection towards him or her. They are proud of him or her. The child or adolescent is accepted as a family member. They participate in family celebrations. The parent figures spend enough time with the child or adolescent to allow the development of a positive and strong bond. Strengthen the establishment of emotional bonds and relationships in the family. They encourage the child to talk about their fears and concerns. The responses the child or adolescent receives at home are consistent and predictable. Show interest in what the child or adolescent does in school. Reinforce and show approval for educational achievement. Adults who have the primary responsibility for caring for the family. Orderly and stable daily life. Family disagreements are resolved nonviolently. Their efforts to be independent are respected. They are encouraged to acquire higher levels of autonomy. They are encouraged to take on self-care responsibilities appropriate to their age or level of development, and they are reinforced, although the adult supervises to make sure the child is safe. Reinforcement of self-care skills that they are acquiring. Adults are primarily responsible for caring for the family. At least one person assigned responsibility for housekeeping. Support when they have academic difficulties.</p>	<p>They are encouraged to maintain a relationship with other adults and other children. They are encouraged to play with other children and teens. They are with their friends outside of school hours. They invite their friends to come to their house (and are encouraged to do so). They reinforce their positive friendship relationships. Avoid interacting with adults or minors who may have a negative influence on them. They use appropriate methods to get the child or adolescent to cooperate and behave appropriately. There are clear limits and rules about behavior in the family. Those limits and rules are consistent and respected by both parent figures. The child or adolescent is encouraged to negotiate. The way in which the parent figures relate to other people is a suitable example for the child or adolescent. The child or adolescent is taught respect and tolerance towards other people. They are taught to respect the law. They are taught good manners and to show respect towards others. Helping with the housework is reinforced. The relationship of parental figures to neighborhood and authority figures is generally adequate. They are taught not to engage in violent or cruel behavior. They support the rules of the school. They teach and promote the child or adolescent to behave appropriately in public places. The family feels accepted in the community. Parental figures support receiving sex education or offer to teach it to the child themselves. They have received clear messages about what is appropriate sexual behavior. The parental figures do not consume alcohol or do so in a very controlled way, constituting a good example.</p>	<p>Parent figures often read books, tell stories, play with the child, or watch TV with him or her. They support the child or adolescent to acquire new skills. They try to keep them away from family problems that may interfere with their school progress. The child or adolescent has enough time to dedicate to their hobbies or interests. ----- The parental figures support the boy, girl or adolescent to do their homework. They attend meetings and appointments with teachers. The parent figures try to ensure that the child or adolescent regularly attends school</p>

PHYSICAL	SECURITY	EMOTIONAL	SOCIAL	COGNITIVE
		<p>Not witness to or involved in sexual intercourse between adults. Not a witness or implicated in violent situations between adults. It is avoided that he / she witnesses adult behaviors that are bizarre or that may provoke fear. Clothing and appearance of the child or adolescent is consistent with what he or she wants. They are allowed to make decisions and control some aspects of their life. The parent figures seek external help when having relational problems or problems with the child or adolescent that they cannot solve.</p> <p>-----</p> <p>The child or adolescent frequently observes symptoms of emotional distress in the parental figures. They are the subject of frequent criticism or manifestations of hostility. There is very strong pressure for good academic results. The parent figures rely on the child or adolescent when they have problems.</p>	<p>People who are part of the family are involved in anti-social activities. Parental figures use drugs.</p>	

ANNEX 2: CHART OF COMMON AND NON-COMMON SEXUAL BEHAVIORS OF CHILDREN (Stopitnow platform (2014))

This can serve as a reference to alert us to some type of problem and that will help us keep track of behavior in case of suspicion.

Preschool Age (0-5 years old)	
<p>Typical:</p> <ul style="list-style-type: none"> -They will have questions and express knowledge related to: <ol style="list-style-type: none"> a) The differences between the genders, the private parts of the body. b) Hygiene and bathroom use. c) Pregnancy and the birth of a baby. -They will explore the genitals and could feel pleasure. -They will show and observe the private parts of the body. 	<p>Atypical:</p> <ul style="list-style-type: none"> -Have knowledge about sexual acts specific or explicit sexual language. -Participate in sexual contact similar to that of adults and sexual acts with other children that are similar to those of adults.

School Age (6-8 years old)	
<p>Typical:</p> <ul style="list-style-type: none"> -They will need knowledge and will have questions about: <ol style="list-style-type: none"> a) Physical development, relationships, sexual behavior. b) Menstruation and pregnancy. c) Personal values. -Experiment with children of the same age and the same sex frequently during family games or role-playing games. 	<p>Atypical:</p> <ul style="list-style-type: none"> - Sexual interactions similar to those of adults. - Know specific sexual acts. - Behave sexually in a public place or through the telephone or related technology

School Age (9 a 12 years old)

Typical:

-They will need to know and have questions about:

- a) Sexual information.
- b) Relationships and sexual conduct.
- c) The use of sexual words and sexual acts, as well as personal values, especially with peers.

-Increased experimentation with romantic behaviors and relationships.

-They will show interest in hormonal changes and external influences, such as peers, the news and the Internet; sexual awareness, interest and feelings will increase during the onset of puberty.

Atypical:

-Frequent sexual behaviors similar to those of adults.

-Sexual behaviors in public places.

ANNEX 3: TABLE OF APPROPRIATE CONDUCTS AND VERBALIZATIONS

In the event of disclosure of abuse by a child, we will avoid asking the minors questions or asking them to repeat it to anyone else. This is a bad addition and subjects the minor to re-victimization, and could affect the judicial process if this situation occurs.

In a revelation situation, the first communications with boys and girls are very important, so adults will have to follow the recommendations of Save the Children in the Sexual abuse guide, training manual for professionals (2001) for the treatment of minors.

The following are adequate responses, with behaviors and verbalizations that should be given:

Adequate responses	Conducts and verbalizations
Believe the child	I'm so sorry. Thank you for telling me the truth about what happened to you.
Reaffirm that the person who is responsible is the adult or the older person.	Continue with the routines of daily life; seek outside help, if necessary.
Emphasize that it is possible to find a solution or a way out. Show appreciation for their courage.	You have been very brave in telling me, we will ensure that it does not happen again. (We have to offer a positive model).
Make sure they don't have injuries.	Find a medical professional to examine the child.
Protect the victim. Ask for help and communicate it.	Notify the authorities. Prevent the aggressor from accessing the child.
Accept the child's feelings.	Actively listen and recognize the child's feelings.
Express affection, support and protection.	I love you as you are and I will continue to love you. Give them signs of affection that can comfort them. Leave it in the hands of the child to decide the frequency and type of affective contact they seek with you.

The following are inappropriate responses, with behaviors and verbalizations that should never be given:

Inadequate responses	Behaviors and verbalizations that should never be utilized.
Deny that the abuse has happened.	What you say is not true. Are you sure about that? It has to be a misunderstanding. You are making this story up.
Blame the child for the abuse.	Why did you let them do this to you? Why didn't you leave? Why didn't you say no?
React with alarm.	Express distress or alarm and scare the child.
Make reference to the new state of the child.	Refer to them as the victim.
Overprotect.	Avoid touching or caressing him / her. Restrict habitual normal activities.

ANNEX 4: CONCERN FORM

Student's personal data:

Name and surname:

Age:

Address:

Phone:

Birthdate:

Gender: (M) (F)

Name and surname of the student's parents or guardians:

Please answer the following questions:

1. Does the student know that this form has been completed: Yes No
2. If you don't know, why not?
3. If you know, what has the student said about it?
4. Why are you worried about this student?
5. Please include a description of any incident related to the subject that concerns you and the conversations you have had with the student, as well as the dates of the same. You must differentiate what are objective facts from your opinions or feelings and try to reflect the facts objectively using quotation marks to refer to the expressions used by the student in their statement. Follow the recommendations for appropriate and inappropriate behaviors in listening and responding to student complaints, contained in this protocol.
6. What have you observed and when? (indicates any circumstance of which you have been a direct witness: when and where the events have occurred, etc...).
7. What did they tell you and when? (Indicate any circumstance that the students or any other person has told you: when and where the events have occurred, etc ... Specify clearly who has told you something and what has been said to you).
8. What have you heard and when? (Here you can include information that comes from third parties and that is relevant to the case even if it has no basis yet).
9. If you have received a report of abuse, write down any details you have about the alleged abuser.
10. Does the student have any visible injury or did they tell you that they have been injured? Yes or No
11. If the answer above is yes, have you sought medical advice?
12. Have steps been taken regarding your concern or suspicion already? (for example, student has been removed from class, first aid ...)

Date and time of this registration:

Your full name:

Your contact information: (phone; mail etc ..)

Your position at GIS

If you are a school staff member, please provide your company details along with your contact details:

Name and position of the person to whom you are going to deliver this report: date and time of receipt of the report:

If this form has been delivered to someone other than the one intended in this protocol, please explain why:

Deliver this form to the person designated in this protocol (GIS Director) before going home today. If the designated person is not available, give it to your substitute, the Head of Studies or the Special Education Psychology Department.

If you have used additional sheets to complete this report, please staple them to it and write the number of additional pages here:

ANNEX 5: DETECTION AND NOTIFICATION SHEET

RIA

FOLLA DE NOTIFICACIÓN DO MALTRATO INFANTIL DESDE O ÁMBITO ESCOLAR

L = leve M = Moderado G= Grave

Para unha explicación detallada dos indicadores, vexase ao dorso

Sospeita	<input type="checkbox"/>
Maltrato	<input type="checkbox"/>

MALTRATO FÍSICO ¹ (L) (M) (G)

	Ocasional	Frecuente
Ten sinais repetidas de feridas, golpes, queimaduras,...de difícil xustificación ²	<input type="checkbox"/>	<input type="checkbox"/>
Manifesta haber sido agredido polos seus pais ³	<input type="checkbox"/>	<input type="checkbox"/>
Esconde a agresión e/ou da respostas evasivas ou incoherentes ⁴	<input type="checkbox"/>	<input type="checkbox"/>

NEGLIXENCIA ⁵ (L) (M) (G)

Aspecto físico notoriamente descoidado, roupa non axeitada. mal olor, parasitoses repetidas ⁶	<input type="checkbox"/>	<input type="checkbox"/>
Desenvolvemento físico, retraso no crecemento, emocional e intelectual inadecuado ⁷	<input type="checkbox"/>	<input type="checkbox"/>
Chega ao centro sen almorzar e/ou presenta apetito desmesurado ⁸	<input type="checkbox"/>	<input type="checkbox"/>
Semella cansado, dórmese na clase ⁹	<input type="checkbox"/>	<input type="checkbox"/>
Acude ao centro enfermo, non recibe tratamento médico axeitado ¹⁰	<input type="checkbox"/>	<input type="checkbox"/>
Absentismo escolar. Escapase de clase, Asistencia irregular a clase.Chega tarde ¹¹	<input type="checkbox"/>	<input type="checkbox"/>
Consumo de alcol e outras drogas ¹²	<input type="checkbox"/>	<input type="checkbox"/>
Os pais non asisten a reunións, nin acoden cando se lles cita, nin colaboran co profesor ¹³	<input type="checkbox"/>	<input type="checkbox"/>
Volta só a casa ¹⁴	<input type="checkbox"/>	<input type="checkbox"/>

MALTRATO EMOCIONAL ¹⁵ (L) (M) (G)

Rouba obxectos na clase, Pide comida ¹⁶	<input type="checkbox"/>	<input type="checkbox"/>
Presenta problemas. Retraso na lectura / escritura e no linguaxe ¹⁷	<input type="checkbox"/>	<input type="checkbox"/>
Non controla esfínteres segundo a súa idade ou habendo controlado non o fai de novo ¹⁸	<input type="checkbox"/>	<input type="checkbox"/>
Actitude temerosa, silenciosa, manifesta tristura ¹⁹	<input type="checkbox"/>	<input type="checkbox"/>
Evita falar de si mesmo e da súa familia ²⁰	<input type="checkbox"/>	<input type="checkbox"/>
Presenta cambios bruscos de rendemento escolar/ conduta ²¹	<input type="checkbox"/>	<input type="checkbox"/>
Os pais teñen unha imaxe negativa, o culpan, desprezan ou o desvalorizan ao neno en público ²²	<input type="checkbox"/>	<input type="checkbox"/>
Non quere voltar a súa casa ²³	<input type="checkbox"/>	<input type="checkbox"/>
Chama ou busca ser obxecto de atención ²⁴	<input type="checkbox"/>	<input type="checkbox"/>

ABUSO SEXUAL ²⁵ (L) (M) (G)

Presenta dor, comechón, na zona anal /xenital ²⁶	<input type="checkbox"/>	<input type="checkbox"/>
Presenta coñecementos non axeitados para a súa idade ²⁷	<input type="checkbox"/>	<input type="checkbox"/>
Condutas provocativas o sedutoras, sexuais explícitas ²⁸	<input type="checkbox"/>	<input type="checkbox"/>
Se observa ao menor acompañado de adultos distintos ²⁹	<input type="checkbox"/>	<input type="checkbox"/>
Ten molestias ao andar ou ao sentarse ³⁰	<input type="checkbox"/>	<input type="checkbox"/>
Nena adolescente embarazada (especialmente négase a identificar ao pai) ³¹	<input type="checkbox"/>	<input type="checkbox"/>
Masturbación compulsiva ou en público ³²	<input type="checkbox"/>	<input type="checkbox"/>

Violencia Entre Iguais ³³ (L) (M) (G)

OBSERVACIÓNS

--

IDENTIFICACIÓN DO CASO

Identificación do neno										
Apelido 1º	<input type="text"/>	Apelido 2º	<input type="text"/>	Nome	<input type="text"/>					
Sexo	<input type="checkbox"/> V <input type="checkbox"/> F	Nacionalidade	<input type="text"/>	Data de nacemento	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
					día	día	mes	mes	ano	ano
Localidade	<input type="text"/>	Data de Notificación	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Identificador do notificador										
Centro	<input type="text"/>	Dirección	<input type="text"/>	Teléfono	<input type="text"/>					
Apelido 1º	<input type="text"/>	Apelido 2º	<input type="text"/>	Nome	<input type="text"/>					

Sospeita: Non existen datos obxectivos, só a sospeita, que se deduce dos argumentos non cribles ou contraditorios

L (Leve): circunstancias que requiren un seguimento.

M (moderado): necesita apoio/axuda dos servizos sociais, sanitarios, educativos...

G (Grave): require intervención urxente dos servizos sociais.

Ás veces: apréciase de forma ocasional

Con frecuencia: apréciase de forma habitual. A pesar das chamadas de atención aos pais a situación continúa.

1. Calquera acto, non accidental, que provoque dano físico ou enfermidade no neno ou o coloquen en situación de grave risco de padecelo: feridas, hematomas, fracturas, mordedelas, queimaduras...
2. Especialmente cando existiu atraso na asistencia sanitaria, presenta distintas lesións localizadas en zonas tradicionais de castigo, a historia é discordante ou inaceptable, explicacións estrañas respecto á lesión etc.
3. Refire ser obxecto de agresións.
4. Atribúe lesións evidentes a accidentes casuais, non responde directamente, exculpa os seus pais, evita espirse en público.
5. Desatender as necesidades do neno e os deberes de garda e protección ou coidado inadecuado do neno.
6. Ir inapropiadamente vestido para o clima ou a estación. Lesións por exposición excesiva ao sol ou ao frío (queimadura solar, conxelación das partes acras).
7. Atraso do crecemento sen causa orgánica xustificable. Inclúe atraso psíquico, social, da linguaxe, da motilidade global ou da motilidade fina.
8. Presenta falta de coidados básicos por negligencia que se manifestan con déficit na alimentación (non por problemas económicos) acode ao centro escolar sen almorzar ou conta non facer algunha comida o día anterior.
9. Adoita estar canso. Algunha vez dorme na clase. Cústalle moito concentrarse.
10. Problemas físicos ou necesidades médicas non atendidas (ex: feridas sen curar ou infectadas) ou ausencia dos coidados médicos rutineiros: non seguimento do calendario de vacinación, nin outras indicacións terapéuticas, carie dental extensa, alopecia localizada por postura prolongada na mesma posición (cranio aplanado).
11. O centro escolar comunica faltas de asistencia non xustificadas. Os pais/titores recoñecen o absentismo. Falta á escola por escaso interese familiar.
12. Menor de 16 anos que consume alcol. Presenta olor a alcol, intoxicación/coma etílico, síntomas de consumo de drogas, inhala colas ou disolventes.
13. Os pais ou titores responden de forma inadecuada a preguntas relacionadas coa escolaridade do menor: descoñecen o curso no que está, o nome do profesor, se ten tarefas para casa etc. Os pais presentan olor a alcohol ou síntomas de consumo de drogas.
14. Nenos que teñen que ir acompañados por adultos debido á súa idade e/ou distancia do domicilio á escola.
15. O adulto responsable da titoría actúa, priva ou provoca de xeito crónico sentimentos negativos para a autoestima do neno. Inclúe menosprezo continuo, desvalorización, insultos, intimidación e discriminación, ameazas, corrupción, interrupción ou prohibición das relacións sociais de xeito continuo. Temor ao adulto. Atraso do crecemento sen causa orgánica xustificable. Sobreprotección.
16. Presume de condutas antisociais. Non parece sentirse culpable despois de condutas inadecuadas. Realiza pequenos furtos.
17. Ten dificultades para expresarse verbalmente. Ten problemas de aprendizaxe.
18. Condutas de regresión que afectan ao seu desenvolvemento. Mostra condutas infantís para a súa idade.
19. Parece ter medo aos seus pais. Falou algunha vez de suicidarse. Di que ninguén o quere. Xoga ou deambula só. Non ten amigos. Chora sen causa xustificada.
20. Evita falar de si mesmo. É reservado, garda as cousas para si mesmo.
21. Cambios de conduta/de humor sen motivos aparentes (fracaso escolar, tristura, medos, condutas agresivas etc.).
22. Rexeitamento verbal cara ao neno. Tendencia a culpabilizalo ou desprezalo. Provócanlle unha baixa autoestima. Moi esixentes co menor.
23. O neno pasa demasiado tempo só cando está fóra do colexio sen que ninguén o atenda.
24. É hiperactivo. Chamadas continuas de atención. Condutas disruptivas. Mente frecuentemente.
25. Abuso sexual: implicación de nenos en actividades sexuais, para satisfacer as necesidades dun adulto.
26. Presenta dores abdominais non específicas, queixase de molestias/sangrado na súa área xenital - anal sen causas aparentes.
27. Mostra excesiva preocupación polo sexo. Manifesta coñecementos sexuais estraños, sofisticados ou non usuais.
28. Practica xogos de carácter sexual non usuais para a súa idade.
29. Presenta indicios de problemas sexuais con adultos. Manifesta condutas de sedución con adultos do sexo oposto.
30. Mostra angustia por cambiarse de roupa en presenza doutros.
31. Embarazos en adolescentes que se poden relacionar con incesto se se nega a identificar o pai.
32. Presenta condutas sexuais inadecuadas consigo mesmo en público ou de forma compulsiva.
33. Refírense comportamentos violentos do menor cos seus iguais, condutas de provocación, agresións etc.

A información aquí contida é confidencial. O obxectivo desta folla é facilitar a detección do maltrato e posibilitar a atención.

A información aquí contida tratarase informaticamente coas garantías que establecen:

-
- Lei orgánica 15/1999, do 13 de decembro, de protección de datos de carácter persoal.
 - Directiva 95/46 CE, do Parlamento Europeo e do Consello, do 24 de outubro de 1995, relativa á protección das persoas físicas no que respecta ao tratamento de datos persoais e á libre circulación destes.
 - Real decreto 994/1999, do 11 de xuño, polo que se aproba o regulamento de medidas de seguridade dos ficheiros automatizados que conteñan datos de carácter persoal.
 - Outras normas de regulación do uso da informática no tratamento de datos persoais.
-

Instructions for completing this sheet:

This instrument is a document for brief notification and information gathering in cases of child abuse and neglect. This questionnaire is not a diagnostic tool. It is a standardized notification sheet for cases of obvious abuse or suspected abuse that may appear in schools.

To use the questionnaire, you must cross off an "X" for all symptoms of which there is evidence or suspected presence, complete the identification form, and mail the questionnaire.

The questionnaire consists of an inventory of symptoms, a comment box, an explanatory title for symptoms, and a case identification title.

The inventory of symptoms is analyzed by typology sections. These are: symptoms of physical abuse, symptoms of neglect in the treatment of the child, symptoms of emotional abuse, symptoms of sexual abuse and violence between partners. It is important to emphasize that the symptoms are not unique to each other. Often it will be necessary to use one or more indicators from different symptom headings to outline the case.

The first heading to fill out is in the upper right corner. In this box, you should cross off if it is an obvious case of abuse or if there is only a suspicion that there is abuse. In the legends there is a definition of what constitutes suspicion. The indicators have an explanatory note, which is indicated with a number. The clarification is in the Annex of the questionnaire itself. It is recommended to read these notes when the indicator is not obvious. If there are other symptoms or indicators not included in the list, use the comments section and record them there.

The severity is indicated by scratching the "L" if it is mild, the "M" if it is moderate and the "G" if it is severe. If there is only suspicion, the relevant symptoms should be indicated as mild.

Under the title of sexual abuse, those indicators for which there is evidence or suspicion should be crossed out. Indicators of sexual abuse will often be associated with symptoms of emotional abuse.

If there are other symptoms not included in the list, use the comments section and record them there.

There is a box where you can write other symptoms or indicators that are not included in the original questionnaire. It is also possible to record here comments that may be relevant to the clarification of the case or suspicions (for example, biographical, referring to the credibility of the story told by the subject or due to the repetition of symptoms and visits) that lead the professional to communicate the case.

Finally, there is an area dedicated to identifying the person filling out the notification.

Completion of this section is essential for the notification to take effect. The information contained in this and other sections is confidential and is

protected by Organic Law 3/2018, of December 5, on the Protection of Personal Data and guarantee of digital rights. The information collected in the identification section of the person making the notification is not recorded in the cumulative case registration database and is used exclusively to ensure the accuracy of the information contained in the notification.

Each notification sheet consists of two copies on carbonless paper. A copy must remain in the student's academic record for case follow-up if necessary. Another copy will be sent by post or email to the addresses indicated below for the MINOR DEFENSE SERVICE (Subdirectorate General for Minors, General Secretariat for Welfare).

IMPORTANT: Each notification must be done on a new questionnaire, even when the same case is referred to after the first detection.

The effectiveness of the notification sheet depends largely on the quality of the notes and the care with which they are used.

Filling out the sheet carelessly can invalidate the case notification. The proper use of the questionnaire is essential for the reliability of the answers and the subsequent actions that may be required.

For any information contact:

General Sub-directorate for Family and Minors

Child defense service

Tel. 981 544 630 881 999 011 981 545 661

Fax: 981957591

Email: laura.araujo.lopez@xunta.es jesus.spinola.conde@xunta.es

<http://vicepresidencia.xunta.es> <http://www.benestargaliza.org>

ANNEX 6: NOTIFYING THE FAMILY

Date of communication:

Family _____

We inform you that this school has informed the Social Services indicated below of the situation with your child _____, so that they can carry out an assessment process of said situation and can intervene, if they so wish, or they consider it necessary to solve the detected problems.

- Municipal Social Services of _____
- Service for the Protection of Children and Adolescents of the Provincial Council 7
- Guard Court of _____
- Police station of _____ 8

This notification has been made in compliance with the provisions of Article 25.2 of Law 3/2005, of February 18, on the Care and Protection of Children and Adolescents, which establishes that the owners of the educational centers and their staff are obliged to inform the competent public administrations in matters of child protection of those events that may suppose the existence of a situation of lack of protection.

In the event that you wish to obtain more information about the process to be carried out based on the communication made by the school, you can contact the aforementioned Social Services and / or the Child Protection Service and the Adolescence of the Provincial Council of _____.

Sincerely;

Signed .: _____

7 Fill in the box with an X or mention only the Social Services to which the notification is made, eliminating the other

8 Fill in the box with an X or mention only the instance before which the complaint has been filed, eliminating the other

ANNEX 7: DECLARATION OF RECOGNITION OF THE CODE OF CONDUCT

I promise to:

- Strictly follow the rules and guidelines of this Code of Conduct as a condition for providing services to children and youth who participate in the Gándara International School programs.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children at school activities without another adult being notified.
- Use positive reinforcement instead of criticism, competitiveness, or comparison when working with children.
- Maintain appropriate physical boundaries at all times and I will touch children, when necessary, only in an appropriate, public and non-sexual manner.
- Comply with the mandatory regulations of the GIS Protocols and with the GIS policy to report suspected child abuse.
- Avoid engaging in private communication with children through text messages, email, Facebook, Twitter, or similar forms of electronic or social media, except for activities strictly related to school affairs, which I will send to their families.
- Avoid using profanity in the presence of children at any time.
- Cooperate fully in any investigation of child abuse.
- Not touch or talk to a child in a sexual or other inappropriate way.
- Not inflict any physical or emotional abuse such as hitting, spanking, shaking, slapping, humiliating, ridiculing, threatening, or inferring degrading treatment of children.
- Not smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children.
- Not bring a child who is not mine home alone.
- Not accept gifts from children without the knowledge of their parents or guardians.

I understand that as a person who works with and / or serves children and youth under the auspices of GIS, I am subject to a criminal background check. My signature confirms that I have read this Code of Conduct and that, as a person working with children and youth, I agree to follow these standards. I understand that any action or omission contrary to this Code of Conduct may result in disciplinary action that may include dismissal from GIS.

Name:

Signature:

Date:

ANNEX 8: PROTOCOL EFFECTIVENESS EVALUATION

For this protocol's annual effectiveness evaluation, the following checklist will be taken into consideration:

1. Does our protocol designate who will be the staff that is trained and who will be responsible for organizing staff training?
2. Will this training include how to recognize the symptoms of different types of child neglect and abuse, staff reporting responsibilities, the school protocol, the notification procedure, and the obligations of GIS members once a report has been made?
3. Does the protocol include creating an Special Education Psychology Department?
4. Does the protocol explain who is responsible for training this team, who will be the members and how often will the team meet?
5. Does the protocol stipulate that all school personnel will receive notifications of the protocol?
6. Does the protocol designate how many hours of training each staff member is expected to receive?
7. Does the protocol refer to the Spanish legislation that requires that "any person or entity, and especially the one that by reason of their profession or purpose is aware of the existence of a situation of abuse, must inform any authority, which will immediately communicate it to the competent Administration, Judicial Authority or Fiscal Ministry"?
8. Does the protocol provide detail of the role of the Special Education Psychology Department in preparing a report?
9. Does the protocol specify who will contact the Director and the Special Education Psychology Department and who will complete the abuse reports and notifications?
10. If the Director or the Guidance Department is responsible for presenting the report, does the protocol provide detail for what happens if the team is not available?
11. Does the protocol inform staff that if the staff member who referred the case to the Director or Special Education Psychology Department disagrees with the Team's decision not to report, they can contact social services directly to file a report ?
12. Does the protocol state that all reports must be kept confidential and in a separate file from the student's regular school file?
13. Does the protocol indicate who is responsible for subsequent supervision (receiving reports from Social Services, etc.) after a report or notification is submitted?
14. Does the protocol mention that once the report has been made, no member of the school staff will question the child?

15. After the initial dissemination of the written protocol, is it (will it be) available to all new additional staff members and will it be reviewed periodically with veteran staff?
16. How many people are there in the school organization who require training in child safety?
17. How many people have received the required training?
18. How many people still need to be trained?
19. How many reports of abuse / neglect have been filed?
20. Were reports of abuse properly handled?
21. Have security materials been distributed?
22. Did everyone who received the required training also receive a criminal background check?
23. Are child protection and safety curriculum being taught to children in all levels and stages (preschool & elementary)?
24. Have all teachers, staff and volunteers received, read and signed the Code of Conduct?

C. XUNTA DE GALICIA'S PROTOCOL FOR THE PREVENTION, IDENTIFICATION AND TREATMENT OF SCHOOL BULLYING OR HARASSMENT (2018).

1. INTRODUCTION

The phenomenon of bullying or bullying is defined as "a conduct of physical and / or psychologic persecution carried out by a pupil I against another pupil, which is chosen as the victim of various attacks" (Dan Olweus). It is a matter, therefore, of a continuing situation, of great intensity, in which some party or parties feel powerful and assume the role of aggressor, predator and/or stalker, while another, more vulnerable, assumes the role of victim or harassed. Nevertheless, due to the social alarm created by the media at times, a situation of harassment should not be confused with a simple isolated fight or with situations where both parties have equality. In other words, where the roles of aggressor and victim are not present, but rather both parties have equal power in the relationship.

Thus, in Law 4/2011, of 30 de June, where social harmony and participation of the educational community, are addressed for the first time in the legislative plan. Specifically citing how to handle harassment situations, starting from the definition of these situations according to criteria generally accepted by the pedagogical community, and including problems derived from bad or inadequate use of new technologies and, in addition, collecting the principles of integral protection of victims and of primary interest are protection of these parties in the resolution and handling of situations of bullying or harassment.

Finally, in accordance with article 30, it is established that each educational center will include a protocol for the prevention, detection and treatment of situations of bullying or harassment in their Community Behavior Plan.

2. IDENTIFICATION OF SCHOOL BULLYING OR HARASSMENT

Both the large group dynamics of the school's entire student body, and the small group dynamics within the classroom, can favor negative relationships such as bullying or harassment. Other school conflicts are not considered harassment: such as, rough housing or teasing each other in a friendly way with no intention of harming the other person, or discussions and even fights between students at the same level, meaning there is no abuse of power in their relationship, but rather both parties have equal power.

It is important, therefore, to differentiate school bullying or harassment from other one-off disruptive situations such as a discussion or fight, however it is important to bear in mind that these situations also require an effective response.

There is a lot of research and authors that make reference to school harassment, also called peer abuse or bullying. Article 28 of Law 4/2011, of 30 June, on community social behavior and participation of the educational community, included in Chapter III entitled "Prevention and treatment of bullying situations", defines school bullying as:

For the purposes of this law, bullying is considered any form of harassment or ill-treatment continued in the time of a student by another or others, whether verbal, physical or psychological, including social isolation, regardless of the place where it occurs. Conduct carried out through electronic, telematic or technological means that have an effect on a relationship within the school environment will have the same consideration.

Criteria for identifying school bullying

In order to be able to classify a behavior as school harassment, three diagnostic criteria must be met, which must occur simultaneously, regardless of the personality of the potential victim.

The criteria are:

- The existence of intent to harm.
- There must be a specific, helpless victim and an aggressor who consciously harms them.
- Repetition of aggressive behaviors.
- The aggression creates an expectation in the victim that they will be the target of more attacks in the future.
- Existence of a repeated aggressive action, over a long period of time and recurrently. Abusive behaviors occur repeatedly over time.
- It is a type of violence that is difficult to identify because the harassment is almost always hidden from adults, although in many cases students are aware of the events.

- Duration in time.
- Establishment of an unbalanced power abuse scheme between the victim and the aggressor or aggressors.
- Presence of inequality of power (inequality of strength) between the strongest person and the weakest person. It is a situation of inequality and creates a sense of helplessness for the victim. There is an imbalance and abuse of power that prevents the victim from being able to escape or get out of the situation on their own.

Types of school bullying

To be able to identify a harassment situation it is necessary to know both what constitutes or is considered bullying as well as its consequences.

With regard to types of harassment, we must keep in mind manifestations of both verbal and physical abuse

- Through insults, nicknames, cutting someone down...
- Physical abuse of the victim or their personal belongings.

Possible situations of intimidation must also be taken into account, such as threats, blackmail, theft ... and, finally, situations of isolation.

Schematically we can consider the following types or manifestations of harassment (report of the Ombudsman - UNICEF, 2000 and 2007):

Types of bullying and harassment

Mode of harassment

Manifestation

Social exclusion and marginalization

Active

- Do not let participate.

Passive

- Ignore.

Verbal aggression

Direct

- Insult, call someone offensive nicknames ...

Indirect

- Speaking ill of someone behind their back.

Physical aggression

Direct

- Hit.

Indirect

- Hiding things.
- Breaking things.
- Stealing things.

Mixed abuse

- Threatening to intimidate.
- Threatening with weapons.
- Forcing them to do something with threats (emotional blackmail).

Physical sexual harassment

- Acts.

Verbal sexual harassment

- Comments of a sexual nature

- Examples of when there is social exclusion and marginalization: the aggressor/s undermines the person's self-esteem and reinforces feelings of fear, rejection, marginalization, humiliation, ridicule of their opinions, teasing, harassment or gestures of disgust, contempt or aggression directed against the victim. Aims to isolate the person from the rest of the group and classmates, in the center. Exclusion, not allowing them to speak, spreading rumors and slander against the victim and their appearance ..., in their presence or behind their back, making comments about the group to which they belong (sex, race, religion ...) , others.

- Examples of when verbal aggression occurs: insulting words, humiliations, nicknames, threats, provocations, discrediting or spreading false rumors, contempt and public ridicule, highlighting physical defects, among others.

- Examples of when physical aggression occurs: make them uncomfortable or create situations of discomfort (hiding their things, throwing around their clothes), intimidation (threats of physical violence, threatening to hit them ...), manifested through mild or severe direct aggression (scare, hitting , pushing, kicking, punching, pinching, hitting, slashing, ...), extortion, theft, robbery, damaging the victim's belongings, hiding things from them (indirect abuse), using any object to attack the person.

Some of these manifestations of harassment can be exercised through new information and communication technologies (ICT): mobile phone, social networks ... (cyberbullying). Some examples of manifestation through ICT are: offensive, intimidating or unwanted mobile messages; intimidating or unwanted emails; unauthorized use of their image, unauthorized mobile event recordings, others.

The times and places, and even the means, in which harassment can occur are multiple: outside; in the classroom, in the dining area, in school transport, at the center's entrance and exit times, outside the center, via mobile (messages, anonymous calls ...), on the internet, through social networks, chat or email, others.

Due to the characteristics of the victim, there may be specific manifestations of harassment: racist, homophobic, sexist, aimed at students with disabilities ...

Consequences of school bullying

Regarding the victim, there are many symptoms that they can suffer, but they mainly materialize in a loss of confidence and self-esteem, creating a feeling of phobia or rejection of the center, anxiety and depression and even physical problems may manifest as a result of the psychological abuse. The families collaboration is essential for the identification of these symptoms.

The consequences that can be reflected in a situation of harassment or peer abuse can be:

- For the victim: it can translate into school failure, psychological trauma, physical risk, dissatisfaction, anxiety, unhappiness, personality problems, all which put their balanced development at risk.
- For the aggressor / s: it can be the prelude to future criminal conduct, an interpretation of the acquisition of power based on aggression, which can be perpetuated in adulthood, and even an overestimation of the violent act as socially acceptable and rewarding .
- For fellow observers: it can lead to a passive and complacent attitude towards injustice and a poor modeling of personal worth.

Harassment among schoolchildren is used by aggressors as a way to demonstrate their power, they always use it with people they know are not going to defend themselves.

To eradicate bullying situations, and following Díaz Aguado, we must keep in mind the following:

- Intervene at the first sign, so that the violence is not serious or repeated.
- Friendship and integration as prevention: the classroom's own work must allow all students to have a group of friends. This will, at the same time, improve the quality of life in schools and help them learn social skills.
- There are three roles that must be foreseen, intervening with the whole educational community: that of the aggressor, that of the victim and that of the passive spectator, who knows about the violence but does nothing to prevent it.

3. ACTION PROTOCOL

The person responsible for the management of the center or, as the case may be, any other member of the management team by express delegation of the center, shall direct all actions arising from the development of this protocol.

Once indications of the existence of a possible school bullying situation have been detected, it is necessary to know what measures should be taken, since rapid and effective intervention involving the whole school community can prevent the situation from worsening.

The purpose of the action protocol is for GIS teachers to know how to act in possible cases of harassment, as it is essential to act immediately and decisively with all the students involved (victim, aggressor or aggressors and spectators) and their families.

This protocol, like any other, requires the co-responsibility of the educational community in conflict management, which involves reviewing and optimizing the information channels, communication and participation, reviewing and updating institutional documents and fostering relationships with other institutions. social services (social, health, police, legal services ...).

To favor the distribution of responsibilities and the coordination of the action, adopting different action phases is proposed in the following:

- first phase: knowledge, identification and communication of the situation.
- second phase: collection of information and registration.
- third phase: analysis of the information and adopting corrective measures.
- fourth phase: monitoring and evaluation of the measures adopted.

In addition, a series of supporting documents are proposed in the Annexes to facilitate the various interventions in the development of the protocol. It is important to remember that all the information contained in all the documents used and the information that is collected in the different phases of the protocol will be confidential.

3.1 Phase 1. Knowledge of the situation. Identification and communication (Annex 1)

Any member of the educational community (students, teachers, families, non-teaching staff) who has knowledge or suspicion, by any means, of a harassment situation, has the obligation to inform the person or persons directly responsible for the minor in the school, who will then inform the director. It is essential to maintain confidentiality and discretion in any and all communication processes.

The initial communication of the situation may be done differently, depending on the person who communicates their knowledge of a harassment situation:

- Students: guiding sessions, verbal communication to an adult...
- Family: parent-teacher conferences, verbal communication to the teachers at the center or to the person responsible for the school's management (director).
- Teachers: communication to the student's guiding teacher and / or to the school's director.
- Administration and services staff: communication to the guiding teacher/s of the students involved and / or to the person responsible for the school's management (director).
- People outside the center: communicate directly with the person responsible for the school's management (director).

The communication of this possible situation of bullying through the use of Annex 1 will then be recorded in writing.

Regardless of who communicates, the recipient of the information will always inform the director or, in his / her absence, any member of the management team.

Phase 2: Urgent measures to protect the alleged victim

At the same time, the director will establish the appropriate urgent measures to protect the alleged victim. Protecting the interests of the alleged victim must always take precedence over any other consideration. These urgent measures may include the following:

- Specific monitoring of the people indicated.
- Supervision and surveillance in those places where the alleged harassment may occur.
- Precautionary measures that prevent contact between the alleged victim and the person or persons causing the possible harassment situation.
- Communication and request for collaboration with the families of the students involved.
- Assignment of a person responsible for the care and support of the alleged victim.

Phase 3: Designation of the person responsible for the care and support of the alleged victim. (Annex 2)

The person in charge of the school's management (director) will designate a person responsible for caring for the alleged victim from among the school's own teachers.

To ensure that the teacher/s who carry out this support role do so in the best way possible the different training methods for the teachers who take on this role, will be included in the center's Community Behavior Plan. When possible, the designation of this support role will fall on a person with whom the victim has a close and trusting relationship, as is mentioned in article 30.2.c) of Law 4/2011.

Upon designation of this role, this person will be assigned as the key contact, so that they receive any and all the relevant information regarding the situation All of this information will be recorded in the official meeting minutes.

Phase 4: First communication to the families of the students involved (Annex 3 & 4)

Subsequently, the director, with due caution, will inform the families of the students allegedly involved, for which they will use the fastest possible way of communication, transmitting calmness and always seeking the families' collaboration. At the same time, this communication will be made in writing with Annexes 3 and 4.

In this communication, the families of the students involved must be informed about the situation and the facts reported and, if applicable, of

the initial measures that are being provisionally taken to minimize the negative impacts and stop and/or avoid a new harassment situation from occurring. They will also be informed that their continued collaboration may be requested in order to gather information that will help clarify the facts of the situation.

Phase 5: Appointment of the person who is responsible for investigating and finding out the facts of the harassment situation, if applicable (Annex 5)

The center's director or management team, when it deems it necessary to clarify the facts reported for the possible initiation of a case, will appoint a person responsible for prior inquiries (CPO), and in the same appointment will be convened to receive relevant information. Meeting notes will be taken and among the information provided at this first meeting will be the following:

- The alleged facts and all the procedures carried out by the director or management team of the center up to the time of their appointment.
- The copy of the incident report and of the corrective measures of the entire academic course that affect the implicated students.
- Absenteeism data.
- The guiding teacher's report/s of these students.

This person will be in charge of communicating with all the parties involved, collecting the necessary information and communicating it in a meeting, of which official meeting minutes will be drafted. Additionally, this will be communicated to the school's management team so they may act accordingly if deemed necessary. Finally, this person will create a documentation file, of which they will be responsible for maintaining.

The person performing this function must be appointed from amongst the teaching staff of the center. For the best performance of this function, the centre's policies will include any and all possible training practices (in the case of cyberbullying, this person must have knowledge in the use of ICT).

Their appointment must be made known to the guiding teacher/s of the students involved, so as to facilitate collaboration between them and

the communication of any relevant incident that may occur with respect to the situation reported.

In accordance with the provisions of Decree 8/2015, prior inquiries must be made within a maximum period of 2 days. The decision on the initiation of proceedings must be taken within a maximum of 3 days (including prior inquiries).

When the facts are clear and prior inquiries are not considered necessary, the proceedings may be initiated directly.

Phase 6: Communication to other educational professionals and / or other external agents or institutions (Annex 6)

If deemed necessary and appropriate, and always based on the initial assessment, the person responsible for the management of the center may require the collaboration of any member of the educational community and other institutional bodies outside the center (social, health, judicial ...).

No matter how many actions are carried out, they will always be carried out keeping in mind the essential confidentiality of the whole process.

If there is evidence of crime or criminal misconduct at any time during the process, the Public Prosecutor's Office and the child protection services (with information transfer to the education administration) will be notified for their involvement in the assessment. In the event of criminal proceedings being initiated, the center will suspend their proceedings until the former is resolved.

Outline of the first phase of the protocol.

1. First phase
2. Knowledge, identification and communication of the situation
3. Communication to the management and written record of this communication (Annex 1)
4. Adoption of the first measures Urgent measures to protect the alleged victim
5. Designation of a person in charge of caring for the alleged victim

6. Communication to the families of the students involved
7. Communication to the families of the students involved
8. Designation of a person in charge of the previous inquiries
9. Designation of a person in charge of the previous inquiries
10. Designation of a person in charge of the previous inquiries
11. Communication to other educational professionals and / or external agents
12. Communication to other educational professionals and / or external agents
13. Communication to other educational professionals and / or external agents
14. Communication to other educational professionals and / or external agents
15. Annex 2
16. Annex 3 and 4
17. Annex 5
18. Annex 6
19. Table 1

3.2 Second phase

Collection of information and registration

This is a phase in which the main objective is to collect the necessary data to clarify whether or not the reported facts constitute a situation of school harassment.

a) Initial collection of information (Annex 7)

The information must be collected in a discreet way, in writing and through various sources and procedures: direct observation and monitoring of risk areas to select data on the characteristics of student interaction, existing aggressions and situations in which they occur ..., individual interviews with prior appointment to the alleged victim student, the alleged harassing student/s, family of the harassed student and family of the harassing student, guiding teacher and classroom teachers, classmates and, if necessary, people related to the center (caregivers, extracurricular activities teachers. .), dependent people of other institutions ...

The procedures used in this phase must be adjusted to the age and maturity of the interviewees and guarantee the confidentiality of the information provided, and must include at least the following:

- Identification data of the school and affected students.
- Person who collects the information.
- Person who communicates the situation.
- Initial collection of data on the type and severity of the reported harassment.
- Places where harassment occurs, even if it took place outside the school's facilities.
- Observed facts.

b) Individual interview with the alleged victim (Annex 8)

The aim of this interview will be to clarify the possible veracity of the facts reported and, therefore, the relevance of initiating proceedings, as well as provide support and protection to the student, break with the social isolation that allowed the harassment to occur and at the same time, collect the relevant information about the situation. When the student interviewed is a minor, this interview will take place in the presence of an adult.

It will be necessary to review the information available and keep in mind that it may be difficult for them to talk about the topic and they may even deny it. It is important that this first contact is generated in an atmosphere of trust, so if necessary, it can and should be repeated until the student is in a position to fully communicate the scope of the problem.

The interview should begin indirectly and gradually focus on the topic. It will be necessary to maintain an understanding attitude and be receptive. At the end of the end of the interview, a reassuring attitude must be conveyed as well the commitment to find solutions and to tackle the detected problem. All of these things must be explicitly communicated.

A series of guidelines and standard questions for carrying out this interview are explained in Annex 8.

Under no circumstances may the results of this interview be used as evidence in the correction process, if it begins. At this stage the sole purpose is to bring to light whether there are reasonable indications for the initiation of a case. Interviews with validity in the correction process will have to be carried out after a formal summons, as established in the general procedure of files of the correction process. However, the model proposed in Annex 8 may be equally helpful at this stage.

c) Individual interview with the possible person/s responsible/s for the bullying or harassment (Annex 9)

The aim of this interview will be to gather information from the point of view of the person or persons who are the alleged aggressor / s, to show the position of the center of zero intolerance for aggression and to become aware of the consequences of their possible conduct for themselves and the victim, without confusing “sermon” with interview. When the student interviewed is a minor, if he / she is not accompanied by his / her family, this interview will take place in the presence of an adult, as specified in the section corresponding to the processing of the corrective files procedure.

Ideally the interviews will be individual, because, in the case of several harassing people, the group may have a tendency to minimize the problem and dilute the responsibility among its members, making it difficult to admit their guilt.

The data provided by the person (s) allegedly responsible for the harassment will be used to ascertain the facts and assess whether they are or are not actually harassing.

A series of guidelines and standard questions for carrying out this interview are explained in Annex 9.

Under no circumstances may the results of this interview be used as evidence in the corrective process, if it is initiated. At this stage the sole purpose is to bring to light whether there are reasonable indications for the initiation of a case. Interviews with validity in the correction process will have to be carried out after a formal summons, as established in the general procedure of the correction process files. However, the model proposed in Annex 9 may be equally helpful at this stage.

d) Individual interview with observers/spectators (Annex 10)

The aim of this interview is to gather information from "spectators / observers", who are members of the educational community who may be aware of what has happened but did not actively participate. When the student interviewed is a minor and is not accompanied by his / her family, this interview will take place in the presence of an adult.

It is a question of contrasting the information provided by these "spectators" with the information obtained from the individuals who are the alleged harasser and victim, in order to be able to guarantee the veracity of the facts and events.

In the event that there is more than one person involved, the interviews should be conducted individually.

A series of guidelines and standard questions for carrying out this interview is explained in Annex 10.

Under no circumstances may the results of this interview be used as evidence in the correction process, if it begins. At this stage the sole purpose is to bring to light whether there are reasonable indications for the initiation of a case. Interviews with validity in the correction process will have to be carried out after a formal summons, as established in the general procedure of the correction process files. However, the model proposed in Annex 10 may be equally helpful at this stage.

d) Individual interview with families. Summons for interviewing the families of the alleged victim and the possible harasser (s) (Annexes 11 and 12)

It involves disclosing and collecting information about the reported facts, if the parents are aware and, if so, what measures have been taken up to that date in this regard.

It is necessary to communicate the firm position of the center, its absolute zero tolerance policy towards aggressions and to explain the need for the families' collaboration, in order to explain to them the following steps of the intervention to stop the problem:

- Interview with the family of the possible victim (Annex 11): necessary to reassure the family and to let them know what the facts are. The data provided will be used to complete the information and to take joint action. They will also be informed of the measures taken, if any, for their child's protection.

- Interview with the family of the person or persons allegedly harassing (Annex 12): necessary to reassure the family and to let them know about the situation. The data provided will be used to complete the information and to take joint action. They will be informed of possible provisional measures that could be taken and that affect their child, explaining the firm, zero tolerance policy of the center towards aggression and making them see the consequences of this type of conduct.

Annexes 11 and 12 contain a series of guidelines and standard questions for carrying out these interviews.

Under no circumstances, may the results of this interview be used as evidence in the correction process, if it begins. At this stage the sole purpose is to bring to light whether there are reasonable indications for the initiation of a case. Interviews with validity in the correction process will have to be carried out after formal summons, as established in the general procedure of the correction process files. However, the proposed models may be equally helpful at this stage.

Request for advice and / or technical support to the school's special education psychology department (Annex 13)

The person responsible for carrying out the procedure and its corresponding documentation may request advice and / or technical support from the special education psychology department chair, when he or she deems it necessary and appropriate for the proper development of the process.

Request for advice from other educational professionals and / or external bodies or agents, especially in the case of cyberbullying (Annex 14)

When deemed appropriate, the director may request advice from other educational professionals such as the the education inspector, at any time during the process.

In addition, the complexity of cyberbullying situations can lead to the need to consult and communicate the facts to agents or institutions outside the center such as:

- A- Spanish Data Protection Agency.
- Local police.
- Telematic crime units of the Civil Guard and the National Police.
- Others.

Once the information collection process has been completed, all the relevant data will be recorded in a document for analysis.

Outline of the second phase of the protocol.

Second phase Collection and registration of information (Annex 7)

1. Individual interview with the alleged victim
2. Interview with the person (s) allegedly responsible
3. Interview with observers / spectators
4. Interview with observers / spectators
5. Interview with the families involved
6. Interview with the families involved
7. Interview with the families involved
8. Request for advice and / or technical support
9. Request for advice and / or technical support

10. Request for advice and / or technical support
11. Request for advice and / or technical support
12. Guidance department
13. Guidance department
14. Other educational professionals and / or external agents
15. Other educational professionals and / or external agents
16. Other educational professionals and / or external agents
17. Annex 8
18. Annex 9
19. Annex 10
20. Annex 11 and 12
21. Annex 13
22. Annex 14

3.3 Third phase. Information analysis and corrective measures

a) Analysis of the information (Annex 15)

Before adopting any measure it is necessary to contrast the information collected, in the previous phase, from various sources. It is essential to properly order the actions and guarantee the information that is transmitted to those involved about the process that has been developed so far. As well as ensure discretion in the processing of the data and information obtained. It is about finding coincidences and divergences between the data obtained from the various sources of information.

Once all the information on the events has been collected, it must be communicated to the person in charge of the previous inquiries and to the centre's management, who will specify whether or not the detected situation is a case of possible harassment and, if so, will agree on provisional measures. It is necessary to ensure that the file is started in ac-

cordance with the provisions contained in the Community Behavior Plan included in the internal rules and regulations of the organization and operation of the center (IRR). Regulated in Law 4/2011, of 30 June, of social harmony and participation of the educational community and in Decree 8/2015, of 8 January, which develops Law 4/2011, of 30 June, on community behavior and participation of the educational community in matters of school social harmony, with regard to conduct or behavior that is considered contrary to social harmony and the corrections that correspond to its non-compliance, as laid out in the Community Behavior Plan.

When sufficient indications of a situation of school harassment are observed, a distinction must be made between the measures adopted aimed at protecting the potential victim, and the re-educational and corrective measures of the alleged aggressor/s and those taken with the other members of the educational community.

Actions that constitute school harassment are considered to be gravely detrimental to social harmony and cannot be ascertained and corrected without the prior instruction of an official file. Once the processing of this file has begun, the person in charge of the centre's management will notify:

- The students involved and their families, in the case of minors.
- The corresponding Educational Inspection service.
- The guiding teachers of the students involved.

When conflicting situations exceed the resources and competencies of the education system or when the responsible bodies of the center find indications of criminal conduct, external assistance may be requested and notified to the competent institutional bodies (National Police, Civil Guard, Juvenile Prosecutor's Office, social services. ..), the latter aspect which will be mandatory in grave cases of harassment and those others included in the legislation established for this purpose, as indicated in point 6 of this document, referring to the legal aspects of the responsibility of the center.

b) Adoption of educational measures

Irrespective of the result of the file, once this is completed, the person responsible for the management of the center, taking into account the

information provided, will decide what educational improvement measures to be taken. If they deem so appropriate, they may also request the collaboration of the special education psychology department and the school's community behavior committee.

The measures that have to be imposed must have an educational character, with reflection and awareness of the facts, focusing on attitude changes and if it were the case, repairing any damage caused. In addition they will have to guarantee that the rights of the students will be respected and to try and improve the communication and relationships of all members of the education community.

c) Measures to protect the alleged victim (Annex 16)

Regardless of the urgent measures taken to protect the allegedly harassed person, referred to in the first phase, there are many possibilities of protection and they will vary depending on the unique needs of the harassment victim and the possibilities of the center.

Some of these measures could be:

- Specific surveillance of the people allegedly involved (harassed and harasser / s).
- Request for family collaboration for the control and monitoring of their sons or daughters.
- Assignment of a "person responsible for support and care for the victim" to whom the victim can go to when needed.
- Reorganization of the teaching schedule for a better attention of the affected students.
- Arrange regular meetings to monitor the situation.
- Individualized and group tutoring of their stage or age group, providing guidelines for self-protection, relaxation and stress control techniques, training in social skills, improvement of self-image and self-esteem ...
- Activities to develop in the center focused on the improvement of social abilities: capacity to make friends, integration in group activities, to be assertive, to express their own opinions ...

- Organization of peer support groups, previously trained to accompany the potential victim, especially in times and places of greatest risk (entrances, exits, corridors ...).
- Opening a file for the person/s who are the alleged aggressor / s.
- Refer to the services of external specialized professionals for the people involved, if applicable, to address specific treatments that can reinforce the work carried out in the school.
- Communication to the Public Prosecutor's Office if the fact could constitute a crime or criminal offense.

d) Re-education and corrective measures for the aggressor/s once the file has been opened and the harassment has been confirmed.

- Re-education measures for the aggressor / s. As complementary actions to the corrective measures that have been concluded in their file. It is necessary to develop with the aggressor/s re-educational measures such as the following:
 - Elaboration by the special education psychology department of each teaching center of a social skills program.
 - Development of conciliation procedures for the resolution of conflicts. The option for conciliation suspends the start of the conduct correction procedure, which would be resumed in the event that reconciliation is unsuccessful.
 - Training of mediation teams.
 - Specific training on the consequences of our conduct: apologize to the victim, participate in mediation programs, written work of reflection and awareness about the facts, their consequences and how to compensate for the damage caused.
 - Development of the capacity for empathy, putting ourselves in the place of the other person. Aggressors may know the emotions the victim feels, show cognitive empathy, but are unable to feel compassion, do not show emotional empathy (feeling for others).

- Behavior modification programs, personalized help, personal development, prosocial behaviors, conflict resolution strategies with alternative solutions to aggression ...
- Request for family collaboration for the supervision and control of their children.
- Referral to external specialized services to address specific treatments, if applicable.

e) Other measures (Annex 16)

- **With the class group and with the spectator / observer students.**
 - Awareness campaigns, mediation and support between colleagues, social skills programs, communication and empathy ...
 - Activities that make possible the rejection and the explicit rejection and reporting of any violent conduct in the social relations between equals: to analyze the difference between a conduct of solidarity to report injustice when it occurs, and being a tattler.
 - Develop peer support strategies and cooperative work.
 - Analyze the consequences of our behaviors.
 - Carry out training activities to act in different situations of abuse.
- **With families.**
 - Contribute to the personal growth of their children through dialogue and values education, developing appropriate rules of social behavior in the family environment.
 - Develop their potential as educators of their daughters or sons.
 - Recognize their role as educational agents, together with teachers, acting as bearers of significant aspects for the integral development of their children.
 - To improve the affective, social and school conditions that facilitate the learning of their sons and daughters and a harmonious development of their personality.

- Teaching social skills, cooperative learning, quality leisure, conflict resolution without violence, effectiveness of discipline and teaching of limits, prevention of sexism, avoiding the negative influence of inappropriate use of television and other technologies ...

- Strengthen the involvement of the family in school life and their responsibility in making joint educational decisions about their sons and daughters (establish commitments).

- **With the teaching staff.**

- Training to know how to detect and intervene in the classroom in situations of school harassment.

- Specific teacher training, preparation of materials and documents, action protocols adjusted to the center itself.

- Agree and unify action criteria. Creation of a common code of action steps for teachers to use when faced with problems of social relations that will affect how conflicts are addressed.

- To support and facilitate the work of the guiding teachers.

- Collaborate with the center's management team in resolving and managing social harmony problems and support and facilitate the work of those involved: the person responsible for processing the protocol and the person responsible for support and care for the victim.

- To promote the involvement of students in the management of certain conflicts (student assistants or mediators).

Outline of the third phase of the protocol: Information analysis and action (Annex 15)

1. Communication to the management team of the information collected
2. File opening (if applicable)
3. Adoption of educational measures (regardless of the corrective process)
4. Protection and support for the alleged victim
5. Other measures

6. Re-educative measures for the aggressor / s
7. Provisional measures for the aggressor (s)
8. Students
9. Families
10. Teaching staff
11. Students
12. Families
13. Teaching staff
14. Annex 16
15. Annex 16
16. See standard models

3.4 Fourth phase. Monitoring and evaluation of measures taken (Annex 16)

Once the planned measures have been taken, it is necessary to continue carrying out, through the director of the center, or the person to whom they delegate, a follow-up of the situation, with the intention that it does not re-occur and to observe the real changes in the individual behavior of the student who is the protagonist of the situation of harassment, in the group where it took place (classroom and center environment) and the time in which the effect of the interventions is maintained.

This monitoring will be carried out with the intention of verifying compliance and the relevance of the measures adopted, both those of an urgent nature, at the time of knowledge of the situation, and those that are established during the development of the protocol. To this end, regular meetings should be scheduled, especially with the victim, to check if the action was effective: if there is no more abuse, if the victim's situation has improved and if the aggressor or persons have changed their attitude and behavior.

The management team must be responsible for carrying out the planned measures and will inform the Education Inspector of their degree of achievement and effectiveness, according to the planned timing.

Outline of the fourth phase of the protocol: Monitoring and evaluation of the measures adopted

1. Measures
2. Degree of achievement
3. Evaluation
4. Annex 16
5. Annex 16
6. Annex 16

4. PREVENTION STRATEGIES

The implementation of measures for the prevention of situations of school violence in schools is part of a diagnosis of the situation of social relations and social harmony in the center.

These prevention strategies are included in the center's Community Behavior Plan, as well as in its internal rules and regulations, and within the School's Pedagogical Framework, in order to promote healthy social relations and social harmony at the center.

5. CYBERBULLYING

The presence of the internet in the school world is related to the increasing use of new communication technologies.

Technologies such as the Internet and mobile telephone are proving to be very important tools for the training, socialization, leisure and development of children and adolescents, but they also pose an enormous risk when they are used by people with the intention of harming others. The misuse of these technologies can lead to situations in which minors are hurt by the actions of other people.

The complexity of this phenomenon has given rise to a large number of definitions. In this protocol, the term cyberbullying was chosen, and understood as those situations of school harassment in which information and communication technologies (ICT) are used as the means of carrying out the harassment.

Article 28 of Law 4/2011 proposes an extension of the definition of school bullying, indicating that harassment conduct carried out through electronic, telematic or technological means that has an effect on a relationship that arises in the school environment will have the same consideration. Also in point 2 of article 12 of the aforementioned law it is stated that:

Likewise, the conduct of students who, although carried out outside the school grounds, are motivated or directly related to school life and affect their peers or other members of the educational community and, in particular, the actions that constitute school harassment, may be disciplined in accordance with Article 28.

Possible conduct contrary to the rules of the community behavior plan that are carried out through the use of electronic telematic or technological means that are connected with school activity are considered to be included in the scope of application of this law and other regulations that develop it. In addition, in the same Law 4/2011, in its article 15, establishes the following conducts that are considered seriously harmful to social harmony:

The recording, manipulation and dissemination by any means of images or information that violate the right to honor, the dignity of the person, personal and family privacy and the self-image of other members of the educational community. To combat this phenomenon, teachers must ensure that new technologies are always a source of positive experiences for students, they must know the type of dangers that the Internet brings, the symptoms that will help them detect problems, good practices that help prevent these situations and how to look for solutions.

Definition of cyberbullying

Cyberbullying is the use of social media, email, blogs, and other areas of information and communication technology (ICT) to the detriment of one or more people, or their public image.

If we compare this with typical cases of school bullying, we can see that, on the one hand, cyberbullying does not involve physical aggression, but, on the other hand, has much more scope in both spatial and

temporal diffusion, with a continuity that can be permanent and not limited to school hours.

Cyberbullying involves the use and dissemination of harmful or defamatory information (insults, defamation, threats, intimidation, persistent monitoring, repeated sending of emails to someone who does not wish to receive them, exclusion, boycott, humiliation, spam, distribution of personal data and images, identity theft and impersonation ...) in electronic format through media such as email, instant messaging, social media, text messaging via phones or mobile devices, posting videos and photos on electronic content delivery platforms, and any other that may arise with similar features.

There are usually three types of dangers that people with the Internet are exposed to: personal dangers, access to inappropriate content, and addiction. Cyberbullying is included in the first type.

In recent times, various factors have led to a greater presence of cyberbullying in schools: earlier incorporation into the use of ICT, mass use of new environments of intensive socialization lacking proportionate privacy measures, greater relevance of audiovisual content, wide possibilities of accessibility ...

This cyberbullying has unique characteristics: anonymity, immediacy, chain effect, high availability and diversity of channels and procedures used.

Although cyberbullying may seem diffuse, as it is often perpetrated outside the physical space of the school, being aware of the situation and whenever some of its students are involved, there is an obligation to act on it, and consider if it constitutes school harassment, provided that the conduct carried out through electronic, telematic or technological means is connected with school life.

Criteria for identifying cyberbullying

Cyberbullying is characterized by the following aspects:

- The situation lasts over time. Occasional actions that, although they could be considered a crime, do not constitute cyberbullying are excluded.

- There is usually previous contact or relationship in the physical world between the victim and the harasser or person (s).
- There is an intention to cause damage, although it does not always occur in the early stages of the process.
- It is done through the use of ICT means. It can be the internet or any of the associated services: mobile phone, social networks, content dissemination platforms, forums, blogs ...

Types of cyberbullying

Cyberbullying can take the form of:

- Harassment: when degrading images or videos are sent about a person, computer viruses, threatening messages ...
- Exclusion: when public environments are used to send derogatory comments or defamatory rumors in order to provoke an expansive response, when the victim is denied access to forums or social platforms ...
- Manipulation: when information is used to disseminate it inappropriately among members of social networks, when it is accessed with someone else's password and actions are taken that may harm them on their behalf ...

Once a possible cyberbullying situation has been verified, the school must work immediately and simultaneously on three lines of action: assessment, communication and protection actions.

Action Protocol

In the event of cyberbullying situations, the provisions of the school harassment protocol developed in this document will apply, for which the following particularities will be taken into account:

- It is essential to keep cyberbullying evidence at all times, no matter how it manifests itself. For this conservation, screens can be captured in image and video mode, print pages, copy files ... an action that must be done before implementing any protocol with the possible aggressor or aggressors.
- Try to identify potential perpetrators of cyberbullying (find their IP address, go to computer specialists and the state security forces and bodies), but in any case, without infringing upon the rights of any person.
- Contact the company of the medium used to commit the harassment (telephone company, owner of the domain or website, etc.) in order to know the procedure to be followed to obtain the necessary information.
- If applicable, report harassment to state security forces and institutional bodies that have computer crime units (National Police, Civil Guard and Autonomous Police).
- All these actions must be framed in the most absolute discretion and confidentiality.

To assess this type of behavior, the following aspects will be taken into account:

- Characteristics and nature of the actions analyzed and of the technological devices used in the commission of the facts. - Nature and dissemination of actions.
- Ease / difficulty in stopping cyberbullying.
- Time of exposure of the victim to cyberbullying.
- Age and psychological characteristics of the victim and the alleged perpetrator (s).
- Impact and impact on the victim.

The information collected must also detail:

- Relationship with the school environment.
- Nature, intensity, diffusion and severity of the known situation.
- Effects produced.

Preventative strategies

When faced with cyberbullying situations, many of the strategies established in the school bullying protocol developed in this document will be valid, although some more specific and particular ones of cyberbullying are indicated in this section.

GIS staff should be aware of how they use ICT technologies themselves and how students use computer media and be clear about how to act in each situation, how to guide students and how to advise families, hence good practices should be encouraged, in these three areas of action:

Teachers and center

- Know how to use the web, especially social networks, to master the environment and be able to advise students and families.
- Apply security measures on school computer equipment (control installed software, user accounts, document storage, who uses the equipment at all hours, etc.).
- Establish rules for the use of equipment in the classroom (define what students can and cannot do, how they should organize their material, respect other students' material, where they can or cannot access, etc.).
- Use control and filtering systems (make periodic reviews, monitor students' equipment while working - with their knowledge -, filter and block unwanted pages, content or programs, etc.).
- Make a didactic and controlled use of the networks in a positive sense, as an activity, including good practices, safety and prevention as contents.
- Detection of problems: document the symptoms of the problems and be alert to any signs of cyberbullying or bad practices.

Students

- Advise that they control their identification and the circulation of their personal data (alias, group entry, etc.). Specifically, some common recommendations are:

- Do not create accounts in forums and social networks with personal data, but using aliases. Communicate one's identity privately only to those other members with whom there is trust and where it is necessary to identify ourselves.
- Do not set up appointments or other face-to-face activities with people you have not met before in person.
- Do not communicate your address, contact details, bank details, etc .; nor personal data to third parties.
- Periodically survey the network using a search engine to find out if your personal data or images appear on a website.
 - Tips for not harassing: take advantage of the role of teachers to help make you aware that the web is not the right place to resolve differences with other people, and that the issuance of hostile messages ends up being harmful to all. Promote respect and prudence.
 - Tips for not being harassed: be prudent and respectful when using the web to communicate with others. Conflicts often begin with misunderstandings or inappropriate comments. Do not expose yourself excessively to the comments of others by telling personal topics. Ask for help immediately from family members and teachers at the first evidence of harassment.
 - Tips for not tolerating harassment: embody a mentality that harassment is a problem for everyone, and do not allow others to have negative attitudes or put pressure on third parties. Be conciliatory and report any case of harassment of which you have knowledge as soon as possible.

Families

- Adapt security and control measures to the vulnerability of their sons or daughters, giving them more autonomy in exchange for responsibility as they become more mature.
- Accept the internet as a tool that can be beneficial if used properly.
- Try not to act as a policeman, but to get your sons or daughters to accept a certain degree of control as natural. It is best that they jointly agree on a series of conditions for Internet use (schedule, type of content), both through use of computers and mobile phones.

- If possible, promote that students do not use the computer closed off in their room, but in the presence of other relatives. Avoid forcing them to allow you to see the screen; it's much more effective to ask them who they communicate with and that they tell you naturally what they do on the net. The ideal is to support them, get involved in their projects, or even become a member of the same social networks.
- Pay attention to any symptoms of restlessness, sudden mood swings, etc., especially if they coincide with access to the Internet.
- Periodically review their social network and internet usage using a search engine to detect images, personal data or communications of your sons or daughters.

It is very beneficial to maintain a close teacher-family contact in order to communicate any symptoms of harassment detected in students and take action as soon as possible.

6. THE RESPONSIBILITY OF THE SCHOOL

Legal aspects

Responsibility of the school

The Civil Code refers to the civil liability that may be incurred by persons or entities that are owners of a school. In accordance with the provisions of Article 1903 of the Civil Code:

Persons or entities that own a non-higher education teaching center will be liable for damages caused by their minor students during the periods of time in which they are under the control or supervision of the center's teaching staff, carrying out school activities or extracurricular and complementary activities. The liability dealt with in this article shall cease when the persons mentioned therein prove that they have employed all due diligence to prevent harm. Therefore, it could be the case that the legal representatives of the harassed student demand civil liability from the owners of the center for the moral damages suffered by the minor student. However, this possibility is not unlimited, but it is possible to be exempted from it in those cases in which it is proven that the necessary diligence has been taken to avoid the damage. In these cases, it is up to the center to bear the burden of proof, ie it is necessary to prove that all the necessary actions have been taken to avoid the situation.

When a possible case of school bullying is detected, the center must respond quickly and consistently to the aggression. It is essential, therefore, to act quickly once the first signs of harassment are detected, as well as to take effective measures to stop the damage to the victim, show that they seek the comprehensive safety of their students and exercise their institutional authority, at the service of the respect and dignity of the educational community.

It is necessary to document all the measures and agreements adopted, so that, in the event that a civil liability procedure is initiated, it can be proven that due diligence has been taken and acted upon. It is necessary to write up the minutes of the meetings held, of the interviews carried out and to collect the signatures of the interviewees, in the case of minors this must be done in the presence of an adult from the center. When it comes to prior inquiries, this must also be communicated to the minor's parents when it comes to processing a file.

Likewise, in order to accredit the responsible behavior of the center, it is necessary to have a Community Behavior plan that establishes a procedure of prevention and detection of harassment, so that it is possible to accredit not only the application of fast and effective mechanisms to handle situations of harassment, but to also carry out preventive actions.

Any member of the community who is aware of the existence of a case of abuse must report it. Both the center and the teachers have an individual responsibility, to guarantee the comprehensive safety of the minors that are received at the school.

Apart from civil liability, the center will consider the provisions of article 30.4 of Law 4/2011, which states that:

The situations of school harassment that are detected will be communicated to the Education Inspector, along with the measures that will be adopted to put an end to them. In the case of grave conduct, the situation and the corrective measures taken will be reported to the social services of the corresponding council, to the specialized services of the corresponding department in matters of welfare and, if necessary, to the Juvenile Prosecutor's Office to facilitate the measures to be taken, in their respective areas of competence. Likewise, Article 262 of the Civil Procedure Act provides that:

Those who, due to their position, profession or trade, that became aware of a public crime, will be obliged to report it immediately to the Public Prosecutor's Office, the competent court, the investigating judge or if

unavailable, to the nearest police officer. Likewise, article 13 of Organic Law 1/1996, on the legal protection of minors states that:

Any person or authority, and especially those who, due to their profession or function, detect a situation of risk or possible helplessness of a minor, shall inform the authority or their nearest agents, without negatively impacting the ability to provide the assistance they need. Schools will guarantee the confidentiality of personal data in accordance with Organic Law 15/1999, of 13 December, on the protection of personal data, as well as any other information that could affect the image, dignity and personal privacy of any member of the educational community and the educational institution itself.

It will also be appropriate to inform the parents of the alleged victim of both the possible aggression and the possibility of writing the corresponding report of the facts and turning it in to the competent body.

Legal features and aspects of cyberbullying.

This form of harassment usually includes actions such as the use of personal data, which, according to the Spanish Constitution (art. 18.4), cannot be used without the informed consent of its holder for specific purposes.

The law establishes significant sanctions for those who, in order to find out secrets or violate the privacy of another individual without their consent, seize their papers, letters, emails or any other document or personal effects, intercept their telecommunications or use devices for listening, transmitting, recording or reproducing sound or images or any other communication signal.

Using an image requires the consent of its owner. In this sense the law is remarkably sensitive to the use of images of minors and persons deemed incapable of acting legally on their own behalf.

Cyberbullying can constitute a crime of:

▪ Threats: are regulated in articles 169 to 171 of the Penal Code, which states that the committing this type of crime requires:

- That there is a threat.
- That the threats purpose is to cause harm.
- That there is no reason to cause this harm or wrong doing.

- Coercion: is regulated in articles 172 and 173 of the Penal Code, which states that committing this type of crime requires: - That a third party be forced to do or to stop doing something. - That this obligation is carried out through violence (in a broad sense, physical or mental).

- Injuries: are regulated in articles 206 to 210 of the Penal Code, which states that committing this type of crime requires:

- That there is an action or expression.

- That dignity, fame or self-esteem are harmed.

- Slander: is regulated in article 205 of the Penal Code, which states that committing this type of crime requires:

- That there is an accusation of a crime.

- That the accusation is false.

- That the accusation refers to a specific fact.

- That the accusation is made of an identified or identifiable person.

- Impersonation: impersonation is only a crime if the conduct fits perfectly into what is classified as such in Article 401 of the Criminal Code, ie if what is usurped is the marital status of another, violating the community's confidence in the correct identification of people. If what is done is simply to create an invented profile or with false data, the conduct would not fit into this criminal type and could not be considered a crime, so inventing false data to participate in a social network does not constitute the crime of usurpation of marital status

- Privacy Infringement: Accessing another person's account or profile is a conduct that in itself can have serious legal consequences because a crime of privacy infringement may be being committed, considered by law to be a form of discovery and disclosure of secrets. This crime is established in articles 197 and others of the Penal Code. To access the account or profile of another it is likely that they had to cause damage to computer systems to bypass or get the pins and passwords, thus being a crime of damage to "networks, media or computer systems" regulated in point 2 of article 264 of the Penal Code.

Criminal law applies the following rules depending on the age of the offender:

- Organic Law 10/1995, of 23 November, approving the Penal Code. This rule applies to adults and, exceptionally, to subjects between the ages of sixteen and eighteen.
- Organic Law 5/2000, of 12 January, regulating the criminal responsibility of minors applicable to those over the age of fourteen and those under the age of eighteen.

The response of the criminal law of minors must attend to the bilateral aspect of both sanctioning and educating the minor. However, the best of interest of the minor must always be prioritized, which means that some conducts which could be classified as crimes may not be punished as such, when it is determined to be in the best interest of the minor.

7. CONFIDENTIALITY AND DATA PROTECTION CLAUSE

Organic Law 2/2006, of 3 May, on education, establishes in its twenty-third additional provision that:

Schools may collect the personal data of their students that is necessary for the exercise of their educational function. Such data may refer to the origin, family and social environment, personal characteristics or conditions, the development and results of their schooling, as well as those other circumstances whose knowledge is necessary for the education and guidance of students.

Parents or guardians and the students themselves must collaborate in obtaining the information referred to in this article. The incorporation of a student into a teaching center will imply consent for the processing of his / her data and, where applicable, the transfer of data from the center in which he / she was previously educated, respecting the terms established in the data protection legislation. The information referred to in this section will be strictly necessary for teaching and guidance purposes, and may not be used for purposes other than education without express consent.

In the processing of student data, technical and organizational rules will be applied to guarantee its security and confidentiality. Teachers and other staff who, in the exercise of their functions, access personal and family data which affect the honor and privacy of minors or their families will be subject to confidentiality.

The transfer of data, including that of a confidential nature, necessary for the education system, will preferably be carried out

electronically and will be subject to legislation on the protection of personal data. In the case of the transfer of data between Autonomous Communities or between them and the State, the minimum conditions will be agreed upon by the Government with the Autonomous Communities, within the Education Sector Conference.

Article 10 of Organic Law 15/1999, of 13 December, on the protection of personal data, regulates the duty of secrecy, establishing that those responsible for the processing and storage of data (including those arising from the correction process) , and those involved in any phase of the processing of personal data, are obliged to professional secrecy with respect to this data. This is an obligation that will persist even after the end of their relationship with the file holder and, where appropriate, with those responsible for it.

Due to the very nature of the process, the personal data handled will be strictly confidential, and all public employees involved in the process are obliged to the duty of professional secrecy. Likewise, the parties involved, including the minors and their legal representatives, as well as any person involved in the process at the request of a party, must maintain due confidentiality of any personal data that may be handled during processing, guaranteeing the right to privacy and to the honor of all stakeholders.

Article 13 of Royal Decree 1720/2007, of 21 December, approving the Regulations for the implementation of Organic Law 15/1999, of 13 December, on the protection of personal data, with regard to the processing of data on minors, states that under no circumstances may data be collected from the minor to obtain information on other members of the family group, or on its characteristics, such as data relating to the professional activity of parents, economic information, sociological data or any other, without the consent of the holders of such data; which should be taken into account in the investigation processes.

It is very important that those responsible for processing personal data provide each of the stakeholders as little personal data as possible on the other parties involved but enough that it guarantees the effective exercise of their duties, therefore acting as a safeguard of the interests of all parties involved.

8. INFORMATION OF INTEREST

- **Welfare Department. Minors. Child helpline.**

– Telephone: 116111. The child helpline is a service for all children who at some point feel mistreated by another person, need help or want to talk about the problems that affect them.

<http://benestar.xunta.es/web/portal/portada-de-infancia>.

▪ Public Prosecutor's Office of the Autonomous Community of Galicia.

- Plaza de Galicia, s / n. 15071 A Coruña. Phone: 981 182 149/150. Fax: 981 182 172.

▪ Juvenile Prosecutor's Offices of Galicia:

- A Coruña: Rúa Monforte s / n. Edificio novos xulgados. 15071 A Coruña. Phone: 981 185 210/120. Fax: 881 881 145.

- Lugo: Plaza de Avilés, s / n. 27071 Lugo. Phone: 982 294 852. Fax: 982 294 858.

- Ourense: Plaza de Concepción Arenal, s / n. 32071 Ourense. Phone: 988 687 150. Fax: 988 687 410

- Pontevedra: Avda. Fco. Tomás e Valente, s / n 36071 Pontevedra. Phone: 986 805 363. Fax: 986 805 358

▪ **Civil Guard Command.**

- Organic Unit of Judicial Police

- EMUME (Women's-Minor Team). Contact via the emergency telephone number (062) or directly:

- A Coruña: R / Médico Devesa Núñez, 3. 15008 A Coruña. Phone: 981 167 800 Ext .: 270. Fax: 981 167 801

- Lugo: Plaza Bretaña, 2. Lugo. Phone: 982 221 311. Ext .: 5156

- Ourense: R / Bieito Amado, 17. 32002 Ourense. Phone: 988 235 353. Ext .: 237

- Pontevedra: R / Domingo Fontán, 6. 36005 Poio. Phone. 986 807 900. Ext .: 287

- Telematic Crimes Group (GDT).

Central Operational Unit: https://www.gdt.guardiacivil.es/webgdt/home_alerta.php

▪ **National Police.**

- Complaints and Citizen Services Offices in Galicia. Higher Police Headquarters of Galicia. R / Médico Devesa Núñez, 4. 15008 A Coruña. Phone: 981 166 300. Fax: 981 122 610.

– **Province of A Coruña:**

– - Local Police Station of Ferrol-Narón. Avda. de Vigo, 165. 15403 Ferrol. Phone: 981 333 800. Fax: 981 370 788.

- Santa Uxía de Ribeira Local Police Station. R / Miguel Rodríguez Bautista, 24. 15960 Ribeira. Phone: 981 870 108. Fax: 981 874 041.

- Santiago de Compostela Local Police Station. R / Rodrigo de Padrón, 3. 15705 Santiago de Compostela. Phone: 981 551 100. Fax: 981 551 185.

- **Province of Lugo:**

- Lugo Provincial Police Station. R / Chantada, 1. 27004 Lugo. Phone: 982 265 118 Fax: 982 201 210.

- Local Police Station of Monforte de Lemos. R / Miguel de Cervantes, 1. 27400 Monforte de Lemos. Phone: 982 402 396. Fax: 982 410 453.

- Local Police Station of Viveiro. Avda. Ramón Canosa, s / n. 27850 Nursery. Phone: 982 561 711. Fax: 982 550 253.

- **Province of Ourense:**

- Ourense Provincial Police Station. R / Mestre Vide, 4. 32004 Ourense. Phone: 988 391 771. Fax: 988 221 052.

- **Province of Pontevedra:**

- Provincial Police Station of Pontevedra. R / Joaquín Costa, 17-19. 36001 Pontevedra. Phone: 986 868 382 (direct) - 986 868 383 (room 091). Fax: 986 868 377.

- Vigo-Redondela District Police Station. R / López de Mora, 39. 36211 Vigo. Phone: 986 820 200. Fax: 986 235 441.

- Local Police Station of Marín. R / Lameira, 27, low. 36900 Marín. Phone: 986 839 555. Fax: 986 839 575.

- Local Police Station of Vilagarcía de Arousa. Avda. da Mariña, 9. 36600 Vilagarcía de Arousa. Phone: 986 565 386. Fax: 986 500 237.

▪ National Police Force. Judicial Police: Technological Investigation Brigade: http://www.policia.es/org_central/judicial/udf/bit_alertas.html

▪ National Police Force. Virtual complaints office: <https://denuncias.policia.es/OVD/>

▪ **Autonomous Police Units:**

– Santiago de Compostela: R / Roma 25-27. 15703 Santiago de Compostela. Phone: 981 546 474

- A Coruña: Ronda de Nelle, 24. 15005 A Coruña. Phone: 981 153 410.

- Lugo: Ronda Fingoi, esq. avda. Madrid. 27001 Lugo. Phone: 982 252 611.

- Ourense: R / Clara Campoamor, 9-17. 32002 Ourense. Phone: 988 241 200.

- Pontevedra: R / San José 4-6. 36001 Pontevedra. Phone: 986 843 432.

- Vigo: R / Pateira, 7. 36214 Vigo. Phone: 986 266 158.

9. ANNEXES

Annex 1

Report on a case of alleged bullying

School information

Name of School:

School code:

Person reporting the case of alleged bullying:

- Teacher's name
- Alleged victim
- Medical services
- Other teachers
- Other students
- Social services
- Legal guardian
- Relatives of the alleged victim
- Others (please specify)
- School counseling service
- Anonymous report
- Non-teaching staff
- Witness from outside the school community

How was the case brought to light? How was it reported?

- Direct observation
- Parent-teacher conference
- School Suggestion Box
- Online (specify channel)
- Teacher coordination meeting

- Others (specify):
- Teacher-student guidance sessions

Alleged victim

Full name (or initials)

Grade and group

Gender

Female

Male

Alleged aggressor

Full name (or initials)

Grade and group

Gender

Female

Male

Brief description of the incident (please be as specific as possible about the date and location of the incident)

1st

2nd

3rd

Gondomar,..... (date)

Signature 1 (person reporting the events*)

Signature 2 (person receiving the complaint)

* If the reporter of the incident cannot be identified, the Head of the School will sign as the person reporting the case.

Appointment of the person in charge of supporting the alleged victim.

The person providing assistance to the alleged victim should preferably be someone trained and sensitive to this issue and, especially, someone who the victim can trust. It may be the school counselor, a member of the “school behavior committee”, a member of the management board or any member of the teaching staff who is close to the victim.

Dear Mr / Ms (teacher’s full name),

I am writing to you in order to inform you that, upon filing a report on the alleged bullying of our student ... (name of student), the school’s Management Team has decided to appoint you as the victim’s counselor in accordance with our school’s anti-bullying protocol. As such, you will provide the student assistance throughout the entire process as described in the protocol and, if necessary, through the procedure that may lead to a formal enquiry of the reported incident.

We hereby send you the report and the name of the student/s involved so that you can immediately proceed to assist the victim, in accordance with our protocol. You will report on any information that might be considered relevant for the clarification of the incident to the person in charge of the case or the Head of the School.

In addition, you are requested to attend the meeting that will take place next (month/day/year), at..... (time), in (specify place), where you will be given all the particulars on the case.

Gondomar,..... (date)

Signature

(Head of the School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of appointee)

First notification to the parents of the alleged victim

Dear Mr / Ms (full name of father/mother/legal guardian):

I am writing to you as Head of Gándara International School in order to inform you that we have filed a report of alleged bullying against your son/daughter (name of student), according to the information received by the school's Management Team ... (specify how and when the case was reported).

We hereby request you to attend an urgent meeting on (month/day/year), at (time), in (specify place), where you will be informed of the reported incident, the immediate actions and measures that the school is taking to protect your child and the protocol that we will follow in order to clarify the incident until its resolution.

In view of the serious nature of the events, the school has applied the following interim measures for your child's protection: ...

- 1.
- 2.
- ...

With a view to gathering all the data that may help us apply the protocol adequately, your cooperation will shortly be requested and you will be called to a new interview.

You will also be duly informed of the actions taken that may affect your child.

Gondomar, (date)

Signature

(Head of School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of the student's legal representatives)

First notification to the parents of the alleged aggressor

Dear Mr / Ms (full name of student's father/mother/legal guardian),

I am writing to you in my role as Head of Gándara International School, in order to inform you that we have received a report of alleged bullying in which your son/daughter (name of student) seems to be involved, according to certain information received by the school ...(specify how and when the case was reported).

We hereby request you to attend an urgent meeting on (month/day/year), at (time), in (specify place). At the meeting you will be informed of the reported events, the immediate actions and measures that the school is taking and the protocol that will be followed in order to clarify the incident until its full resolution.

In view of the serious nature of the events, the school has applied the following interim measures:

- 1.
- 2.
- ...

With a view to gathering all the data that may help us apply the the protocol adequately, your cooperation will shortly be requested and you will be called to a new interview.

You will also be duly informed of the actions taken that may affect your child.

Gondomar,..... (date)

Signature

(Head of School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of the student's legal representatives)

Appointment of the person in charge of the preliminary enquiry

The person in charge of the enquiry should preferably be someone who is appropriately trained and sensitive to the issue of bullying. It could be the school counselor, a member of the Management Team or any other member of the teaching staff.

Dear Mr/Ms... (teacher's full name),

In my capacity as member of the teaching staff of Gándara International School, I am writing to you to inform you that we have filed a report of alleged bullying of student ... (student's name), and that the school's Management Team has appointed you to be the victim's counselor. In accordance with our anti-bullying protocol, you will be in charge of implementing the actions described in the protocol and, if necessary, deal with the written procedures that may lead to a formal enquiry of the reported incident.

We hereby send you the report and the name of the student/s involved so that you can immediately initiate the procedures and actions described in the aforementioned protocol, and report to the Head of the School on any actions taken.

In addition, you are requested to attend the meeting that will take place next (month/day/year), at..... (time), in (specify place), where you will be given all the particulars on the case.

Gondomar, (date)

(Head of the School)

Signature

Gondomar, (date)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of appointee)

Notification to other educators or external agents

Dear Mr/Ms... (name of person whose collaboration is requested), member of ... (name of institution):

I am writing to you in my capacity as Head of Gándara International School, in order to inform you that we have filed a report of alleged bul-

lying against a student from our school. We therefore request your collaboration in order to:

- Gather all the available data that may contribute to the adequate implementation of the school's anti-bullying protocol.
- Request your professional assistance, which will be necessary for the adequate implementation of our school's anti-bullying protocol.
- Other reasons: ...

For all these reasons, you are requested to attend an urgent meeting that will be held next ... (month/day/year), at ... (time), in... (specify place). At the meeting you will be given all the relevant information regarding the case and you will be asked to provide support in certain aspects of the protocol.

In addition, you will be regularly informed of all the steps taken that may concern you in order to fully implement the school's anti-bullying protocol.

Gondomar,(date)

Signature

(Head of School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of person whose collaboration is hereby requested)

Initial Data Collection

School information

School name

School code

Person reporting the case of alleged bullying

Date of report (month/day/year)

Alleged victim

Full name (or initials)

Grade and group

Gender

Female

Male

Alleged aggressor

Full name (or initials)

Grade and group

Gender

Female

Male

Type of reported aggression

Verbal Physical

Name calling

Insults

Slander, defamation, lying and spreading rumours

Provocation

Public humiliation

Others

Harassment by means of pushing, shoving (minor physical aggression)

Hitting (severe physical aggression)

- Hiding belongings
- Breaking belongings
- Stealing belongings
- Other

Social

Combination of physical and verbal abuse

- Does not talk to student
- Threats
- Excluding student from the group or school
- Ignores the student
- Does not let the student participate
- Ridicules student's opinions, appearance, etc.
- Comments on the student's gender, religion, ethnic background, etc.
- Other
- Blackmail
- Extortion, forces students to do something under threat
- Intimidation

Sexual harassment or abuse

Other

- Yes
- No

□...

□Physical

□Verbal

□...

New technologies

□Texting

□Anonymous phone calls

□Emails

□Use of photographs

□Videos

□Messages on social networks

□Defamation on social networks

□Other

Time and place where abuse takes place

□In the playground

□In the corridors

□In the toilets

□In the changing rooms at the gym

□During recess

□When arriving at school

□When leaving school

□At lunchtime

- In the school bus
- On the way from home to school
- Outside of school (play areas, neighborhood)
- When waiting in line to enter school
- Between classes
- In class, when the teacher is absent
- In class, when the teacher is explaining something facing the board
- In class, when the teacher is helping another student
- Through the cell phone, when in class (WhatsApp or texting)
- Through the cell phone, when at home (WhatsApp or texting)
- Through internet, when not at school (social networks, chat or email)
- Through internet, when at home (social networks, chat or email)
- Through internet, during leisure time (social networks, chat or email)
- Other

Bullying signs that have been detected:

Signs

Yes

No

Does not know / No answer

Defenselessness (1)

Power imbalance (2)

☐ Recurrence (3) ☐☐☐

☐ Personalization (4) ☐☐☐

☐ Invisibility (5) ☐☐☐

☐ Other (6) ☐☐☐

Comments

1) Defenselessness: the victim does not react to the abuse, remains silent, shows fear when talking, does not want to attend school, gives in to threats and blackmail.

2) Power imbalance: the aggressor acts in a group, is physically stronger, older or has more power than the victim, boasts about his/her malicious pranks before others, considers the victim a crybaby.

3) Recurrence: this refers to the number of times when bullying takes place or its persistence in time.

4) Personalization: the victim is always the same; a victim's trait is singled out and the child is labeled.

5) Invisibility: bullying takes place when there are no adults around or in places that are hard to monitor (toilets, changing rooms, recess, while arriving at/leaving school).

6) Other: there is written evidence of verbal abuse (phone messages, cyberbullying), physical abuse or evidence of injuries.

Observed facts:



Date when and place where the incident took place

Observed behaviour

Individuals involved and witnesses



Gondomar (date)

Signatu-
re

(Recipient of the report, in charge of the preliminary enquiry)

Interview with the alleged victim

The aim of this questionnaire is to obtain information from the perspective of the alleged victim, help the student feel more relaxed and break his/her social isolation, while offering support and protection.

The interviewer should be particularly tactful and show an understanding attitude and a commitment to collecting information objectively. Support and active listening should be provided while trying to verify the student's story.

Some victims may not want to talk. We should try to be understanding and help them to express themselves, allowing them to speak. We must be assertive without making the victim feel questioned.

The interviewer should start addressing the issue indirectly by means of open general questions, so that the student can relax and feel at ease. We should then proceed to focus on the alleged incident, trying to gain the student's trust – using phrases such as “we are here to help you”, “everything that we talk about will remain between you and me”, “you don't have to feel guilty about what has happened to you”,... In case of gender-based and/or sexual cyberbullying, ask about this type of contents in order to verify information). We should end the interview reassuring the student (e.g. with phrases such as “this situation is going to change”, “you're not alone in this”, “we can help you”).

Here follow some sample questions. This questionnaire is completely open and should be adapted to the student's answers, with the aim of obtaining as much information as possible and help the victim feel safe.

Personal details of alleged victim

Full name (or initials)

Grade and group

Gender

Female

Male

Questions for a preliminary enquiry and a record of the answers.

The answers will allow us to have a better understanding of the situation of the alleged victim at school.

Sample Questions

Answers

- How do you feel in class?
- Do you feel part of the school community?
- Do you have any friends?
- How is your relationship with your classmates?
- How is your relationship with your teachers?
- And with the non-teaching staff?
- Do you know what bullying is?
- Is bullying frequent at school? What situations are most frequent?
- Why do you think bullying happens?
- Have you ever suffered any bullying yourself?
 - ...
 - ...
 - ..

Questions for the analysis of the incident and a record of the answers.

The aim of this questionnaire is to allow the victim to describe the incident in which he/she was involved.

Personal questions

Answers

- What happened?
- When did it happen?
- Where did it happen?

- Has this situation ever happened before?
- When did this situation start?
- How do you feel about what has happened?
- What do you do to avoid conflict?
- What do you do when it happens?
- What do you do to solve the situation?
- What do you think could be done in order to prevent similar situations from happening in the future?
- ...
- ...

Personal questions about cyberbullying

Answers

- I have heard that some students are harassing other students through the cell phone and internet. What do you know about this?
- What do you think about this? Why do you think they are doing it?
- What does the person who is harassed do when insulted or mocked? What do you think that person could do?
- Do you know anyone who is going through this at the moment?
- Do you know anyone who has been mocking someone else or who is being mocked by others?
- As you know, we are here to help you and cannot tolerate our students being harassed. Has it ever happened to you? Is it happening to you?
- Is it happening on the internet or through the cell phone? Through social networks, messenger, chat, e-mail, texting, Youtube...?
- ...

- ...

Questions about the alleged bully/ies.

Answers

- Do you know who is doing this? Is it just a person or are there several people involved?

- How do you know? It is usually very difficult to find out who does these things, isn't it?

- Why did he/she/they do it?

- ...

- ...

Questions about the observers/witnesses.

Answers

- Does anyone else know about this? Who else knows this situation?

- How does he/she know about it? Did you tell them?

- Where was that person when the incident happened?

- How did the witnesses react to the situation?

- ...

- ...

Questions about the suggestions of the alleged victim.

Answers

- What do you think the teachers or the headteacher of our school should do in order to solve the problem?

- ...

- ...

Report on steps taken

The alleged victim should be given a brief description of the urgent measures adopted to protect him/her, in order to reassure them.

Urgent measures to protect the alleged victim

▪...

▪...

▪...

Gondomar, (date)

Signature

(Recipient of the report, in charge of proceedings)

Interview with the alleged bully/bullies

The aim of this questionnaire is to obtain information from the perspective of the alleged aggressor/s, while showing them the school's policy of zero tolerance towards aggression and making them visualize the potential consequences of their behavior. If more than one aggressor were involved, there will be an individual interview with each of them, trying not to have them talk to each other until all the interviews are done. The victim should have been interviewed beforehand.

The interviewer should be particularly tactful, and show an understanding attitude and a commitment to collecting information objectively, adjusting the tone to the characteristics of the situation and of the aggressor (leader, accomplice, etc.). The interviewer should make it clear that his/her aim is to verify the suspicions and that all sides will be heard, without trying to make the alleged aggressor feel judged.

The student may not want to talk and, therefore, we must adopt a firm attitude, neither preaching nor giving away information, and look for the time and place that are right for communication in a relaxed environment.

The interviewer should start addressing the issue indirectly by means of open general questions, starting with the least compromising ones, asking about the victim, and showing that we know a bit about the incident. We will start with general, less compromising questions, and then

move on to more specific and difficult ones, showing empathy to help the student speak openly. We should finish off making it clear that the school is not neutral, using phrases such as “we do not tolerate this kind of behavior in our school”. We should tell the student the measures that could be implemented and give him/her the opportunity to show regret, taking into account the victim’s wishes.

Here follows a series of sample questions. This questionnaire is completely open and should be adapted to the answers given throughout the interview, with the aim of obtaining as much information as possible in a relaxed environment.

Personal details of the alleged bully

Full name (or initials)

Grade and group

Gender

Female

Male

Questions for a preliminary enquiry and a record of the answers.

The answers will allow us to know more about the aggressor’s situation at school.

Sample questions

Answers

- How do you feel in class?
- Do you feel part of the school community?
- Do you have any friend/s?
- How is your relationship with the teachers?
- And with the non-teaching staff?
- Do you know what bullying is?
- Is bullying frequent at school? What situations are most frequent?

- Why do you think bullying happens?
- Have you ever been bullied yourself?
- ...
- ...

Questions for the analysis of events and a record of the answers

The aim of these questions is to allow the alleged aggressor to describe the incident in which he/she was involved.

Sample questions

Answers

- Have you bothered any schoolmates recently?
- Are you friends with ...?
- Do you know if anything has happened to him/her?
- Have you made that person feel left out? Why do you do that?
- Do you know if anything important has happened?
- What happened?
- Where did it happen?
- When did this situation start? Was it a one-off thing or has it happened before?
- Why did it happen?
- Do you think this is reason enough for other people to pick on him/her?
- How would you feel if you were in her/his shoes? What does he/she do? Do you think he/she has told anyone?
- Do you think the situation could have been avoided?
- What do people around you do in order to avoid this situation? Do they tell anyone else?

- Do other people do anything to help him/her? And to help you? Do you need help too?
- In your opinion, how could this problem be solved?
- How might you commit yourself to helping solve this situation?

Specific questions about cyberbullying

Answers

- I have heard that some children have been harassing other students through the cell phone and Internet. Do you know anything about this?
- What do you think about it? Why do you think they do it?
- What does the person who is being insulted or mocked do? What do you think he/she could do?
- Do you know anyone who is being harassed now?
- Do you know of anyone who is mocking others or is being mocked by others?
- As you know, we are here to help you and cannot tolerate this behavior towards our students. It seems that this kind of behavior has been happening recently. What do you know about it?
- Tell me about some of the things that you did on the cell phone or on the internet that you think might have annoyed your classmate/s.
- Has it ever happened to you? And you, have you ever done it on anyone else?
- Are you doing it now? Why are you doing it?

Specific questions about cyberbullying

Answers

- Do you use the internet or the cell phone to do it? Social networks, messenger, chat, email, sms, mms, Youtube...?

■ Why do you think that person does not like it? How do you know that? Does that person know it is you who sends the messages?

■ I mean also in real life, face to face.

■ ...

■ ...

Questions about the suggestions of the alleged bully

Answers

■ What do you think the school's Management Team should do in order to solve the problem?

■ ...

■ ...

Report on measures to be taken

The alleged bully should be given a summary of the urgent protection measures that will be implemented to stop the alleged harassment.

Urgent protection measures to stop the alleged harassment.

■ ...

■ ...

■ ...

Gondomar, (date)

Signature

(Recipient of the information, in charge of the proceedings)

Interview with the observers/witnesses

The aim of this questionnaire is to gather information from the perspective of those who witnessed the incident so that it can be checked and compared with the data obtained from the students directly involved

(the alleged victim and the alleged aggressor or aggressors). At the same time, it will show the witnesses the school's policy of zero tolerance towards harassment/aggression, and will inform them of the consequences the behavior of the alleged aggressor might have and their own behavior if they do not cooperate with the enquiry.

If there were more than one witness, individual interviews should be conducted with each of them, trying to keep them apart until all of them have been interviewed. The alleged victim should have been interviewed beforehand.

The interviewer should listen actively and be committed to collecting information objectively. It is of paramount importance not to disclose any details and choose the right time and place for talking; also the interviewer should emphasize the confidential and anonymous nature of the report.

The interviewer should start addressing the issue indirectly by means of open general questions, starting with the least compromising ones, asking about the victim, and showing that we know something about the incident. The interview should then focus on the case, with the interviewer trying to be empathetic in order to get the child to open up, and finishing off with the most specific and difficult questions. The interviewer should emphasize that the school is not neutral – with statements such as “our school will not tolerate this kind of behavior – and that avoiding bullying is everyone's responsibility. We should try to make observers and witnesses feel empathetic towards the victim.

Here follows a series of sample questions. This questionnaire is completely open and should be adapted to the answers given by the interviewee, so that the person can feel at ease and provide as much information as possible.

Personal details of the observer/witness

Full name (or initials)

Grade and group

Gender

Female

Male

Questions for a preliminary enquiry and a record of the answers.

The answers will reveal the witness's situation at school.

Sample questions

Answers

- How do you feel in class?
- Do you feel part of the school community?
- Do you have any friends?
- How is your relationship with the rest of your classmates?
- Apart from school time, do you keep in touch with your classmates outside school hours, in the street, through Internet or through the cell phone?
- How is your relationship with the teachers?
- And with the non-teaching staff?
- Do you know what bullying is?
- Is bullying frequent at school? What situations are most frequent?
- Why do you think bullying happens?
- Have you ever been bullied yourself?
- ...

Questions for a preliminary enquiry and a record of the answers.

The aim of these questions is to allow the witness/observer to describe the incident that they saw.

Sample questions

Answers

- Have you witnessed any bullying situation recently? What happened?

- Are you friends with...?
- Do you know if something is wrong with him/her?
- Do you know whether something important is happening to him/her?
- What happened?
- Where did it happen?
- When did this situation start? Was this a one-off thing or has it happened before?
- Where were you when it happened?
- In your opinion, why has this situation happened?
- Was it just a joke, were they trying to bother another person, or did that person deserve it?
- How do you think he/she feels? How would you feel if you were in his/her shoes?
- How do you feel when you see this kind of situations?
- Has it ever happened to you? And you, have you ever treated anyone like that?
- What would you do if you were in his/her shoes?
- Was there anyone else there when the incident happened?
- What could be done to deal with it?
- Did you do anything to prevent the situation from happening?
- Apart from you, how many people know what happened?
- What could be done to solve the problem?
- What would you be willing to do?
- ...

▪...

Specific questions about cyberbullying

Answers

▪ I have learnt that some children are harrassing others through the cell phone and Internet. Do you know anything about this?

▪ What do you think about it? Why do you think they do it?

▪ What does the person who is insulted or mocked do about it? What do you think he/she could do?

▪ Do you know anyone who is going through this at the moment?

▪ Do you know anyone who is mocking or insulting others or who is being mocked?

Specific questions about cyberbullying

Answers

▪ It seems like somebody is going through one of this situations at present. What do you know about it?

▪ You know that we are here to help you and that in this school we cannot tolerate bullying towards our students. If you have witnessed any bullying, do you know why it all started and what means were used to bully that friend/classmate/acquaintance (social networks, messenger, chat, email, sms, mms, Youtube, etc.?)

▪...

▪...

Questions about the suggestions by the witness/observer

Answers

▪ What do you think the school's teaching staff or Management Team should do in order to solve the problem?

▪...

▪...

Report on measures to be taken

The witness/observer should be given a summary of the urgent protection measures taken in order to stop the alleged harassment and protect the victim.

Urgent measures taken in order to stop the alleged harassment and protect the victim.

▪...

▪...

▪...

Gondomar, (date)

Signature

(Recipient of information, in charge of proceedings)

Interview with the family of the alleged victim

Letter of notification

Dear Mr/Ms (full name of student's father, mother or legal guardian)

I am writing to you in my capacity as head of Gándara International School's anti-bullying protocol. The aim of this letter is to continue with the preliminary enquiry to clarify the incident that has happened.

We would like to talk to you about some specific issues related to your son/daughter. For that reason, we will hereby request you to attend a meeting on ... (month/day/year), at ... (time), in ... (specify place).

You will also be duly informed on the actions that are being taken in connection with your child.

Gondomar, (date)

Signature

(Recipient of information, in charge of proceedings)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature/s of student's legal representatives)

Interview with the family of the alleged victim

Q u e s t i o n - naire

The interview with the family of the alleged victim should be handled with special tact, in order to verify the events while offering support and empathy. It is essential that they do not feel judged and that they understand that the school means the best for their child. The interview should start with open and general questions, with the aim of creating a relaxed atmosphere, and it should then move on to the issue of bullying, starting with less compromising questions and finishing off with the hardest ones. The interviewer will try to reassure the family at all times, offering them information about the events that are being looked into and the immediate measures that the school has implemented.

The interview may finish off with a series of recommendations – whether verbally or in writing – on how the family can handle this type of situations, looking for their cooperation throughout the entire process.

Some of the issues that should be brought up during the interview are presented in the following sample questions. This questionnaire is totally open and should be adapted to the answers given by the interviewee/s, so that they may feel at ease and provide as much information as possible.

Personal details of father, mother or legal guardian of the alleged victim

Full name

Identity Card No.

Gender

Female

Male

Questions for a preliminary enquiry and a record of answers.

Sample questions

Answers

▪ Relationships with other schoolmates, family members (specify the means used): How is your child's academic performance? Does your child get along with his/her classmates? Do they keep in touch through the cell phone and the internet?

▪ General health and emotional wellbeing of your child (sleep, appetite, sensitivity,...). Information about the possibility of obtaining external specialized help, if necessary.

▪ Salient aspects about the child's behavior at home and in other contexts outside school (isolation, fear, silence, communication,...): Have you noticed any change in your child's behavior recently? What has changed?

▪ We have been notified that your child might be having problems through internet or through the cell phone. Do you know anything about that? Has your child mentioned anything about this?

▪ Student's daily routine (schedule, family time, study time, leisure time, TV time, computer time, extracurricular activities,...) Does your child use the cell phone a lot? Does your child's cell phone have access to internet?

▪ Leisure activities: computer, films, sport, reading, video games...

▪ Other (anything that is deemed necessary to complete the information leading to clarify the events): Do you think that something is going on? What could it be? Have you spoken to your child? What has he/she told you? How do you think we could help?

▪ ...

▪ ...

▪ ...

▪ ...

Sample questions

Answers

▪...

Gondomar, (date)

Signature

(Recipient of information, in charge of events)

Interview with the family of the alleged bully/bullies

Notification letter

Dear Mr/Ms... (full name of father, mother or legal guardian of the student):

I am writing to you in my capacity as head of Gándara International School's anti-bullying protocol. The aim of this letter is to continue with the preliminary enquiry to clarify the incident that happened in our school.

We would like to talk to you about some specific issues related to your son/daughter. For that reason, we hereby request you to attend a meeting on ... (month/day/year), at ... (time), in the ... (specify place).

You will also be duly reported on the actions that are being taken in connection with your child.

Gondomar, (date)

Signature

(Recipient of information, in charge of proceedings)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of student's legal representatives)

Interview with the family of the alleged bully/bullies

Questionnaire

The interview with the family of the alleged victim should be handled with special tact, in order to verify the events while offering support and empathy. It is essential that they do not feel judged and that they understand that the school means the best for their child.

The interview should start with open and general questions, with the aim of creating a relaxed atmosphere, and should then move on to the issue of bullying, starting with less compromising questions and finishing off with the hardest ones.

The interviewer will try to reassure the family at all times, offering them information about the events that are being looked into and the immediate measures that the school has implemented. At the same time, the interviewer should try to prevent them from feeling guilty for what their child may be doing, and from questioning the alleged victim. We will state that this kind of behavior cannot be tolerated and that our school will undertake the actions that are considered appropriate for the well-being of their child and of the rest of the schoolmates. In the case of cyberbullying, it is convenient to make them understand that internet and the cell phone are very powerful tools that may cause serious damage, and that they are responsible for that too.

The interview may finish off with a series of recommendations – whether verbally or in writing – on how the family can handle this type of situations, looking for their cooperation throughout the entire process.

Some of the issues that should be brought up during the interview are presented in the following sample questions. This questionnaire is totally open and should be adapted to the answers given by the interviewee/s, so that they can feel at ease and provide the maximum amount of information.

Personal details of father, mother or legal guardian or the alleged bully

Full name

ID No.

Gender

Female

□ Male

Questions for a preliminary enquiry and a record of the answers.

Sample questions

Answers

- Relationships with other schoolmates, family members (specify the means used): How is your child's academic performance? Does your child get along with his/her classmates? Do they keep in touch through the cell phone and the internet?
- General health and emotional wellbeing of your child (sleep, appetite, sensitivity,...). Information about the possibility of obtaining external specialized help, if necessary.
- Salient aspects of your child's behavior at home or in other contexts outside school (shows aggressive behavior, is silent, conceals information, lies, does not communicate...): Have you noticed any change in your child's behavior recently? What has changed?
- We have been informed that your child may be using internet or the cell phone to harass another student. Do you know anything about this? Has your child told you anything about it? Has your child told anybody else in your family about it? And his/her friends?
- Student's daily routine (schedule, family time, study time, leisure time, TV time, computer time, extracurricular activities,...) Does your child use the cell phone a lot? Does your child's cell phone have access to internet?
- Leisure activities: computer, films, sport, reading, video games...
- Other (anything that is deemed necessary to complete the information leading to clarify the events): In your opinion, is there anything going on? What is it? Have you spoken to your child? What has he/she told you? How do you think we could help?

■...

■...

Gondomar,..... (date)

Signature

(Recipient of information, in charge of proceedings)

School's counseling service application for counseling and specialized support

Dear Mr / Ms ... (full name of head of the school's counseling service),

I am writing to you in my capacity as head of Gándara International School's counseling service, in order to inform you that we have received a report of alleged bullying against the student ... (student's full name). We hereby request your assistance and specialized support, as specified in our protocol.

We therefore require your collaboration and/or intervention in the following issues:

- The gathering of information that may lead to the adequate implementation of the school protocol for this kind of situations, especially regarding urgent measures to protect the victim.
- If an enquiry is deemed necessary, collaborating in its resolution, providing assistance to the person in charge of the enquiry in issues such as the adoption of corrective measures.
- Providing the specialized assistance necessary to structure the interviews of the individuals involved, as specified in our school protocol.
- Other reasons: ...

In view of all this, you are requested to attend the meeting that will be held next ... (month/day/year), at... (time), in ... (specify place), where you will be duly informed about the situation at hand and your collaboration will be requested.

Gondomar,..... (date)

Signature

(Head of the proceedings, or Head of School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Head of the school's counseling department)

Request of expert support from external organisations

Dear Mr/Ms ... (full name of the head of ...)

I am writing to you on behalf of Gándara International School in order to inform you that we have received a report of an alleged case of bullying against one of our students. We hereby would like to request your expert advice and support, as specified by our protocol for such cases.

We therefore require your collaboration and/or intervention in the following issues:

- Gathering information that may lead to the adequate implementation of the school protocol for this kind of situations, especially regarding the implementation of measures that may have to be applied outside school.
- Providing the specialized assistance necessary to organize the interviews of the individuals involved, and more particularly, their families, in accordance with the school protocol.
- Other reasons: ...

In view of all this, you are requested to attend the meeting that will be held next ... (month/day/year), at... (time), in ... (specify place), where you will be duly informed about the situation at hand and your collaboration will be requested.

Gondomar, (date)

(Head of the School)

I hereby declare that I have been informed and sign this letter upon receipt:

(Signature of the person in charge of the institution/organization)

Information Analysis

School information

School name

School code

Address

Head of School

Brief description of the incident (date when the incident was reported, type of incident, place...)

Incident

Means/Channel

Place

Date

Comments

Details of students involved

Details of alleged victim

Full name

Grade/Group

Age

Gender

Female

Male

Legal representative 1

ID No.

Kinship

Legal representative 2

ID No.

Kinship

Details of the alleged aggressor

Full name

Grade/Group

Age

Gender

Female

Male

Legal representative 1

ID card No.

Kinship

Legal representative 2

ID card No.

Kinship

Full name

Curso/Grupo

Age

Gender

Female

Male

Legal representative 1

ID card No.

Kinship

Legal representative 2

ID card No.

Kinship

Information about the students who witnessed the events

Name and surnames

Grade/Group

Age

Gender

Female

Male

Full name

Grade/Group

Age

Gender

Female

Male

Full name

Grade/Group

Age

Gender

Female

Male

Details of other alleged witnesses

Position

Full name

Full name

Full name

Full name

Details of staff involved

Full name

Position

Head of School

Teacher in charge of supporting the victim

Person in charge of protocol implementation

Examining officer

Counseling Department

Other staff members

Other external professionals

Others

Monitoring and protection measures

Target student

Measures

The alleged victim

The alleged aggressor/s

The student/s who witnessed the event

Actions undertaken

Interviews

Full name

Details of alleged victim

Interviews

Full name

Family details of alleged aggressor/s:

Family details of alleged aggressor/s:

Student:

Student:

Relatives:

Relatives:

Student:

Relatives:

The student/s who witnessed the event

Student:

Student:

Student:

Other school staff or external professionals

Other school staff or external professionals

Other school staff or external professionals

Other actions (if relevant)

Actions

Background data (brief description)

Date

Comments

Please take note of any points that are relevant and have not been mentioned in previous sections.

Conclusion and proposals

Confirmation of whether it is or not a case of bullying

- After a careful analysis, there is enough evidence to confirm that the events constituted a case of bullying and/or cyberbullying.
- After analysing the available data, there is no sufficient evidence to confirm the existence of bullying.
- Proposal to the school's management team to initiate procedures.
- Proposal to review the preventive and awareness measures of the school regarding school harmony, especially with regard to:
 - Behaviour Policy and behavior rules.
 - School's organization rules RRI-NOF
 - Other
- Recommendation to report to other institutions (only in especially serious cases)
- If (specify which...) ...
- No

Gondomar, (date)

Signature

(Recipient of information, in charge of the proceedings)

Annex 16

Suggested measures.

The person in charge of proceedings makes the following proposal of monitoring and evaluation to the school's management team. These measures come after the first urgent set of measures implemented by the school's management team at the onset of the procedure.

School information

School Name

School Code

Address

Head of the School

Measures proposed to protect the alleged victim

Measure	Degree of success	Assessment
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Other measures

Measure	Degree of success	Assessment
---------	-------------------	------------

For the group-class of the students involved

For the students who witnessed the events

For the families of the students involved

For the families of the school students in general

For the teachers of the students involved

For the teaching staff in general

Comments

Please take note of any points that are relevant and have not been mentioned in previous sections.

Gondomar, (date)

Signature

(Person in charge of the proceedings)

I hereby declare that I have been informed and sign this letter upon receipt:

(Head of the School)