

(Revised July 2020)

ISH Child Protection Policy

Rationale

In any society, there is a likelihood that an individual member may not behave appropriately. Children are the most vulnerable members of any society. All children must be protected from abuse at all times including while at school or while engaged in school-sponsored activities. Children are most vulnerable to people they know well, such as family, friends, school staff or other people associated with the school. All students enrolled at ISH are entitled to as full protection and support as is possible.

Principles

- This policy deals exclusively with students' protection from abuse and or neglect.
- The school will ensure, as far as is possible, that all enrolled students are protected from abuse and or neglect
- All school employees, Volunteers and any other person delivering any service to the school, will be held accountable under the terms of this policy.
- The school ensure all students have access to mechanisms to report, in a safe, supportive and protected way, any abuse to which he/she has been subjected to.

PART I - Relevant Definitions

International school communities have unique characteristics due to their multicultural environment. School personnel must be aware of the risks, conditions and individuals who are around the children that we serve. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have, or are being, experienced.

For the purpose of this policy:

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term "child protection" applies to the protection of all students enrolled at the International School of Havana against harm perpetrated by others as well as self-harm.

Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This policy forms part of a comprehensive approach to child protection at the International School of Havana and works in conjunction with a well-defined curriculum to increase children's ability to understand abuse prevention.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse is defined according to the World Health Organization as constituting “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

A person may abuse a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in their family, in an institution or in other community setting; children may be abused by individuals known to them or, more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts.

Children may be abused by an adult or by another minor. Abuse inflicted by another minor is considered bullying and may be dealt with by the school through the ISH anti-bullying policy and disciplinary system. If the abuse inflicted by another minor requires external agencies to evaluate and resolve, then it must be processed through the CP procedures outlined on this policy.

To increase the ISH community’s awareness, this Policy focuses on the four main categories of abuse (physical, emotional, sexual abuse and neglect) and provides basic information about the physical and behavioural signs associated with each type. It should be noted that these categories may overlap.

Physical abuse is any act that results in a non-accidental physical injury. Such acts may include, but are not limited to slapping, beating, kicking, pulling hair, hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. It may also include physically holding a child against their will. Self-harm is also covered by physical abuse.

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to places of the body that are not normally exposed to falls or rough games.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Uncharacteristic or unusual covering of arms and legs in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

Emotional abuse is the persistent emotional ill-treatment of a child which can have a severe and adverse effect on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children to feel frightened frequently; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Some concrete behaviours that result in emotional abuse are: belittling, rejecting, name calling, negative put-downs, not providing a positive emotional atmosphere.

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious behaviour
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behaviour
- Persistent tiredness
- Lying

Sexual abuse involves forcing or enticing a child to take part in sexual activities with an adult or another minor, whether or not the child is aware of what is happening. These include but are not limited to:

- a. Verbal: remarks which include sexual threats; solicitation; sexually explicit language (whether in person, on the telephone, or via text messaging or the internet); or any verbal expression with the intent to arouse or stimulate.
- b. Visual: indecent exposure of self or others; showing or taking of suggestive pictures; showing or allowing children to view pornographic material; being seen by a child performing or pretending to perform any sexual activity or simulated sexual activity, clothed or unclothed, such as masturbation or intercourse; staring; peeping; leering at others.
- c. Physical Touching: physical contact or penetration by penis, fingers, or any other body part or object with a person's clothed or unclothed genitals, pubic area, buttocks, or chest area, or causing a minor to perform any of these acts; masturbation of or in front of the victim; rubbing, holding, or kissing for the purpose of sexual gratification.
- d. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection and/or bleeding
- Fear of people or places
- Aggression
- Regressive behaviours, bed wetting or stranger anxiety
- Excessive masturbation
- Sexually provocative
- Stomach pains or discomfort walking or sitting
- STDs
- Being unusually quiet and withdrawn
- or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behaviour or language

Neglect occurs when a person who has a child/children under his/her care fails to fulfil his/her duties of attending to and taking care of them, resulting in impairment of the child's health or development. It can be the parents, legal carers or persons in public or private institutions. Concrete behaviours that indicate neglect include (but are not limited to) failure to provide adequate food, clothing, shelter, hygiene or supervision.

Some indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Often complains of being hungry or acts in a manner suggesting hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive attitudes or actions
- Extreme loneliness
- Extreme need for affection
- Failure to grow and develop physically or emotionally
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

The school should be aware of the signs of abuse in students who may be more vulnerable than others to being a victim. For example, vulnerability may increase for children with developmental delays, disabilities, young children, and children who suffer some type of discrimination.

These children often do not express emotions or understand human interaction in the same way as the average child or older children. Often, they will not understand that what is happening is wrong nor may they have the voice to express the danger they are in. It is therefore particularly important to notice if their behaviour changes or they become self-destructive in any way.

The school should be aware that abuse may come from an adult or another child, regardless the age.

PART II - GUIDELINES ON PROCEDURES

The school shall adopt and maintain a comprehensive, proactive approach to student protection that includes preventative measures and guidelines for action once abuse or neglect is suspected, disclosed or observed. These guidelines outline:

- A. Roles and responsibilities of the administration, faculty and staff to report and react to suspected, observed or disclosed abuse.
- B. Procedures for responding to and reporting suspicion or disclosure of Child Abuse
- C. Flow chart for steps to be followed after disclosure
- D. General steps for referring cases to relevant authorities
- E. Managing allegations against a member of staff
- F. Explicit Child Protection approach in all related procedures and documents
- G. CP documents, records and storage
- H. Conducting self-audits of student protection procedures

A. ROLES AND RESPONSIBILITIES OF THE ADMINISTRATION, FACULTY, AND STAFF IN REPORTING AND REACTING TO SUSPECTED, OBSERVED OR DISCLOSED ABUSE

All ISH employees are mandated to report suspected incidences of abuse and neglect immediately or within the next school day. All ISH staff must comply with general disclosing guidelines and protocols assuming that they are the first person to suspect or have disclosed any form of child abuse.

All staff members must always follow the procedures outlined in this policy when there is evidence of, or there is reasonable cause to suspect that, students are being or have been abused or neglected in any way.

All ISH staff and volunteers must commit to cooperate fully in any investigation of abuse of students conducted by relevant authorities.

Faculty must be open and encourage students to report incidents in which they themselves or others may be the victim.

ISH has designated Child Protection Officers in the school (CPO) Angela Speirs (Lower School) and Anja Merilainen (Secondary School). The Deputy Child Protection Officer is Randy Neen (Director). The CPO are responsible, among others, for receiving any report of a case of abuse of students on the school premises.

All incidents of suspected, observed or disclosed child abuse or neglect should be reported to the CPO or DCPO (according to procedures below) who in turn shall inform the corresponding Principal and Director, create a CP case management team and take immediate actions to evaluate the situation, protect the child, and respond to the situation accordingly.

The CPO will also act as a liaison with outside agencies and as a resource for any member of the community who has child protection concerns. In this role, the CPO shall ensure that he/she is knowledgeable about child protection and undertakes any training considered necessary to keep him/her updated on new developments.

In the event that the person reporting feels that the CPO or the CP case management team have not responded accurately and with speed to the situation, he/she should express the concern to

them and report to the Director. In the event the Director is part of the CP case management team then concerns should be raised with the Board Chair.

B. PROCEDURES FOR RESPONDING AND REPORTING TO SUSPICION OR DISCLOSURE OF CHILD ABUSE

It is not the responsibility of teachers/care/support staff to investigate abuse or decide if abuse has taken place. The school does, however, have a duty to act on any concerns and refer to the relevant authorities with an investigating role.

General Principles

- All aspects of assessing the situation and the reporting process must be held in the strictest of confidence. ISH expects that a “need to know” position will be strictly adhered to, throughout the assessing and reporting process.
- No statute of limitations is placed on reporting allegations of abuse.

If any member of staff observes suspicious behaviour and or events, or a declaration is made, they have an obligation to report. This is known as Mandatory Reporting.

Mandatory Reporting to the CPO

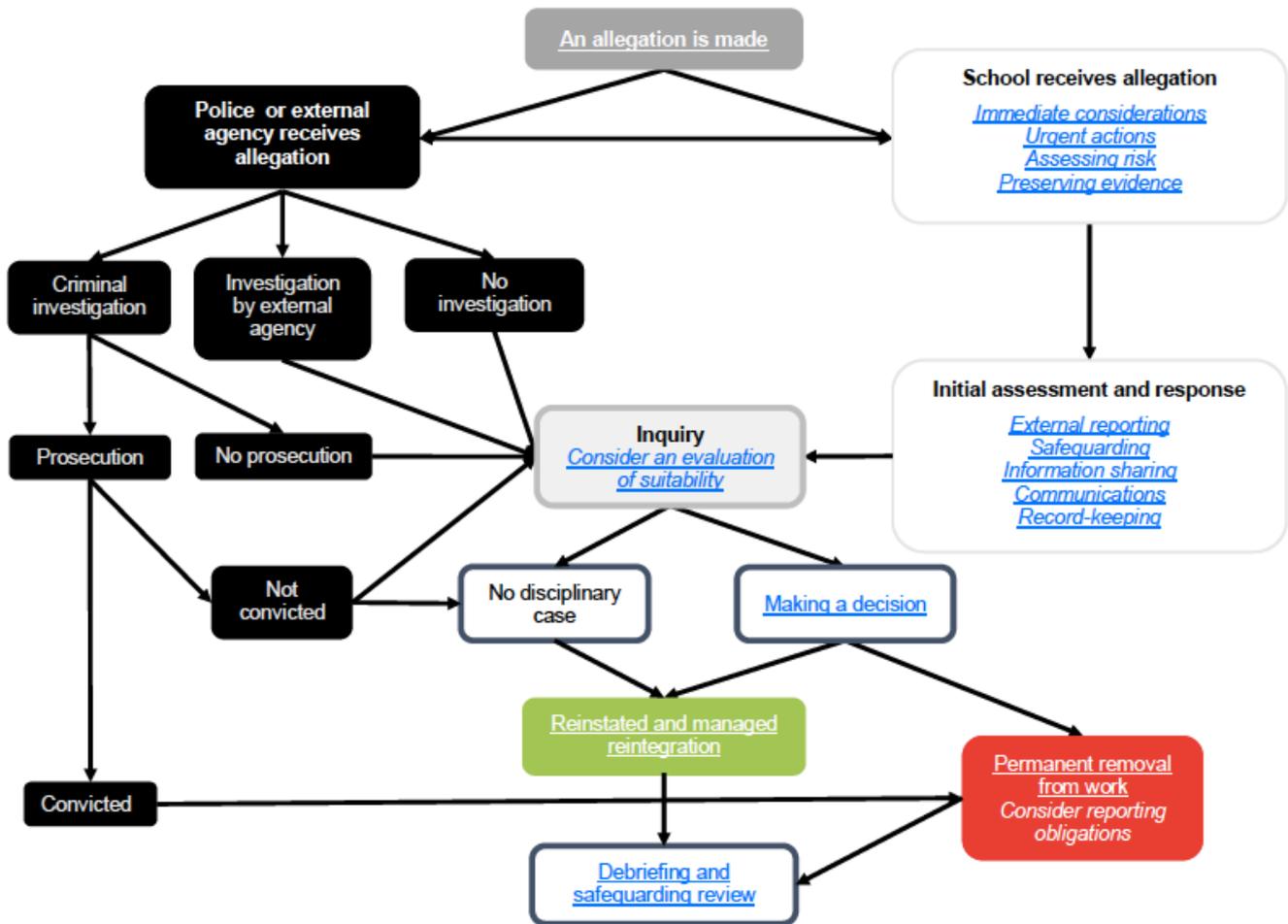
- Reports should be made to the CPO unless he/she is unavailable in which case reports should be made to the DCPO on campus, who will inform the CPO as soon as is possible.
- The CPO or DCPO informs the Principal and Director who, with the CPO or DCPO, form the Case Management Team (CMT).
- The reporter must complete the CP reporting form.

The role of the CMT:

It is essential for the Child Protection Case Management Team to recognise the limitations of their expertise and attributions in legal cases. The CMT will make use of an external local expert that will be asked to join the CMT whenever needed in order to determine the best course of action and inform local authorities as necessary. The CMT, in consultation with the local expert, will:

1. Respond to all reports of child abuse in accordance to this policy, regardless of perceived severity or validity, regardless of who initiated the disclosure or report.
2. Determine if the child has suffered significant harm or is subject to significant risk of harm based on the information at hand, and take immediate action to protect the child and to report to authorities as required.
3. Assess the case and proceed accordingly. A report to authorities must be made as soon as it is suspected the case may have legal connotations.
4. Guarantee the flow of communication with families and all involved parties in the case
5. Keep detailed records of all reports of abuse and/or neglect, while ensuring confidentiality of information.
6. Provide comprehensive training for school staff and the community in general. This training will have a preventative approach and will provide guidelines for proceeding in the case of suspicion or disclosed a case of a child abuse or neglect.
7. Provide support and ensure alleged victims are referred to Child Protection services for appropriate response as necessary.

The role of CMT is limited to establishing the credibility and severity of the discloser/allegations to make an initial evaluation and response. CMT does not conduct investigations or interrogate those involved beyond this remit. The information needed from those involved is only that which is sufficient to establish the above and determine if further action, including referral to external agencies for further investigation, is needed.

C. FLOW CHART FOR STEPS TO BE FOLLOWED AFTER DISCLOSURE


Managing allegations of child abuse by educators and other adults – a protocol for international schools, International Task Force on Child Protection (ITFCP), 2018

D. GENERAL STEPS FOR REFERRING CASES TO RELEVANT AUTHORITIES

After assessing the case, the event is classified according to the following categories:

Category A:

1. Refer internally to the school counsellor or school psychologist as appropriate and determine what action would have the greatest impact on supporting the child.

Category B:

1. Refer to external groups/agencies as appropriate and determine what action would have the greatest impact on supporting the child.
2. The Director must inform the board.

Category C:

1. All cases of child abuse **must** be referred to national authorities for formal investigation and or support.
2. The Director must inform the Board.

Category A	Category B	Category C
Most cases will be handled by the school counsellor and/or psychologist, and/or relevant teachers. Intervention may focus on but is not limited to: <ul style="list-style-type: none"> - Student relationships with peers; - Parenting skills related to disciplining children at home; - Student-parent relationships; and, - Mental health issues such as depression, low self-esteem, grieving. 	Some cases will be referred to outside resources, in particular those relating to mental health issues such as depression, psychosis, dissociation, and/or suicide ideation.	Cases reported for investigation and outside resources are those of sexual, physical, emotional abuse and or neglect as defined in the policy.

If no case of abuse is found:

1. Take any action to support staff member (if involved) in the case of false allegation.
2. Develop and implement a communication plan if necessary.
3. Refer the alleged victim for counselling as required.
4. Ensure that all conversations and decisions are fully documented and these documents filed and secured.

Procedures for Referring Child Abuse to Authorities

In the event of child abuse/neglect caused by a family member of an ISH student or another member of the community, the school will refer the matter to the relevant national authorities. If the parents are members of the Diplomat community, the school will also inform the corresponding embassy and or MINREX through the Board of Directors.

In the event that child abuse/neglect is found to have been caused by a school employee, volunteer, or associate while the student is under the school supervision the matter will be referred to the Cuban authorities. In case the employee is an expatriate teacher, the school will also inform the sponsoring embassy.

Procedure for referring to Cuban Authorities

- IF child abuse is suspected and the perpetrator is a member of the school staff, the school immediately informs the parents, who proceed to report to the authorities. If the parents do not do so, it is the responsibility of the school to file the complaint with the authorities.
- If child abuse or neglect is suspected and the perpetrator is a parent, the school files the complaint.
- Complaints are filed at any police station, specifically to the child prevention officer (oficial de Prevención de Menores).
- If there is not enough evidence pointing at a specific perpetrator, the complaint can be addressed to “Unidentified perpetrator/Unknown author” (denuncia contra autor desconocido).

How Cuban authorities proceed with complaints:

1. The child prevention officer will be responsible for processing the complaint and submit it to a special sub-division of the PTI (Criminal Investigation Division of the Cuban Police Task Force) in charge of conducting the respective investigations. This special section will provide, if needed depending on the case, a translator and a lawyer. The CMT will follow up on the process.
2. If there is need of direct investigation involving the child, this will be done by the Center for Child and Adolescent Protection (CPNNA). Specialists in this centre are trained in interviewing children to determine what happened in a non-traumatizing atmosphere avoiding the phenomenon of double-victimization. The evidence (testimony) they collect (recorded) is the one to be used at the court. This centre is composed of a multidisciplinary team of professionals (police instructors, psychologists, social workers, doctors, translators, others) that ensure the success of the process. They also make recommendations and referrals to community services or any other investigative actions if needed. Director will inform the board if the case is being prosecuted and investigated. School members offer all collaboration within the premises.

National procedure



Procedure for referring a case to the corresponding or sponsoring embassy in the case of Diplomats expatriate teachers

- If a diplomatic family or a sponsored expatriate teacher or their family is involved, the case must be referred to the relevant Head of Mission.
- If the Head of Mission or his/her family is involved, the case must be referred to the relevant ministry/department in their home country and MINREX.

E. MANAGING ALLEGATIONS AGAINST A STAFF MEMBER

Special procedures must be followed if a CP report is made to the CMT and **the alleged perpetrator is a member of staff:**

1. CMT should plan for a meeting as soon as the information is disclosed.
2. The Director must inform the Board.
3. The family of the alleged victim is informed immediately.
4. The Director and CPO will inform the staff member about the allegation following the CMT meeting. A referral to Staff Counselling service for the staff member may be considered. It is also required that the employee will be:
 - treated fairly and honestly;
 - supported to understand the processes involved; and
 - informed of the course of action.
5. There are four possible outcomes of an allegation:
 - The child is suffering or at risk of suffering significant harm.
 - A criminal offence has been committed which may lead to a Criminal prosecution or formal caution.
 - The allegation may highlight inappropriate behaviour or poor practice by the member of staff.
 - The allegation may be unfounded.
6. Depending on the severity of the allegation, the director should decide if the staff member should be immediately placed on administrative leave. Alternative duties/locations may be considered as the preferred option until sufficient information is gathered by the CMT to make a plan and decide further course of action.
7. The CMT must assess the report immediately and decide course of action following the guidelines as described in this policy.

8. The CMT may need to wait for the conclusion of any enquiries by the Police and/or Social care before taking action to re-instate or exclude the member of staff.
9. All allegations should be followed up regardless of whether the person involved resigns from her/his post, responsibilities or a position of trust, even if the person refuses to co-operate with the process.
10. 'Compromise agreements' which is when a person agrees to resign without any disciplinary action being taken and both parties agree the reference to be used in the future, **must not** be used in these cases
11. If the employee is found guilty in a court of law and, the CMT will refer this information to the appropriate jurisdiction corresponding with that persons nationality and to schools professional associations.
12. If the employee leaves before the conclusion of an investigation, the school will disclose that the individual is subject to an ongoing Child Protection instigation to other institutions requiring references until such time as it is concluded.
13. If it is decided that a member of staff who has been temporarily redeployed or excluded can return to their substantive post, the CMT should consider how best to facilitate this. Most staff will benefit from help and support to return to work after a very stressful experience. A phased return and/or the provision of a mentor may be appropriate. It should also be considered how the employee's contact with the child/adult at risk who made the allegation can best be managed.
14. If an allegation is determined to be unfounded by the CMT or corresponding investigation body, the CMT should refer the child at risk concerned for specialised support. In event that the allegation is shown to be deliberately invented or malicious, the case should be referred to external authorities.
15. On the conclusion of any investigation and any related disciplinary proceedings, the child or children/adult at risk who made the allegations and their parents should be informed of the outcome of the investigation. If disciplinary action has been taken the details of this cannot be disclosed. This should be prior to the employee's return to work if s/he has been temporarily redeployed or excluded from the workplace. The details of this can be agreed at the final CMT meeting.
16. In some circumstances, consideration should be given to the broader disclosure of certain information, for example, where the issues are of general importance, have become common knowledge or have been the subject of general gossip. The CMT should decide about this.
17. Appropriate counselling and support should be offered to the child/ren/adult at risk who made the allegations and, where appropriate, their parents, before the member of staff returns to work. In particular, this should take into account a child's particular needs where a false or malicious allegation has been made. The details of this should be agreed by relevant authorities.

General guidelines for protection against false allegations.

The following guidelines will help staff members protect themselves against false allegations:

- Follow the Staff and Volunteer Code of Conduct.
- Follow the procedures in all School Policies related to Child protection as described in next session.
- Demand training on CP if for any reason the staff member has not received it.

F. EXPLICIT CHILD PROTECTION APPROACH IN ALL RELATED PROCEDURES AND DOCUMENTS

A Child Protection component must be explicitly inserted in each of the following School policies/procedures or working documents.



G. CP Documents, records and storage

CP documents including Policy, Code of Conduct, Reporting Form and associated policies, should be stored in an accessible place to all staff members. They are located in the school's CloudISH at the following link: [\information zone\Child Protection](#).

Records on individual cases must be dealt with extreme confidentiality.

- Documentation for all cases must be stored with consecutive numbers and a list with all numbered cases should be kept in the folder.
- Each case should have a cover page where all documents collected in the case are explicitly described and numbered, with a specification of the amount of pages each document has.
- Each document in each folder must:
 - be identified the number of the case,
 - the number of the document in the case and
 - be signed by the CP officer receiving the information.
- The folder with the cases' information should be locked in a secure place.
- Information about CP cases should not be discharged

H. CONDUCTING SELF-AUDITS OF STUDENT PROTECTION PROCEDURES

An essential element of developing, implementing, and sustaining a successful child abuse prevention framework is data.

1. Documentation

The school must maintain and update data on:

- codes of conduct;
- CP policy;
- CP related policies;
- how the written policies and procedures are actually working in practice; and
- all employees background and criminal history check.

Depending on these results, the school must:

- reflect on the way a functional area has evolved in its practice that is contrary to what is written but is working successfully and restructure the text to address weaknesses or failures in a functional area and make it more effective or efficient;
- Strengthen and/or clarify policy sections or procedures; and
- Develop policies and procedures for new issues that emerge from the analysis.

2. The nature of the reports:

- the number and type of abuse and neglect reports being filed annually;
- the age and gender of the child (or children) who was/were the subject of the report;
- how they came to the attention of the school;
- whether the abuse was self-disclosed by the child, by another child, by a family member, or by an adult in the school setting who suspected or observed the abuse, and to whom the child's report was disclosed;
- nature of the alleged abuse or neglect;
- whether or not those to whom the abuse was reported knew what to do;
- whether the alleged perpetrator was a member of the child's household, a member of the extended family, someone in the neighbourhood known to the child, a school employee or volunteer, a stranger, or another child;
- how quickly the report was brought to the attention of the school's Child Protection Team and whether the individuals making the report knew what to do and how quickly they did what was required; and
- Were the abuse reports handled properly?

3. Education:

- Have all faculty, staff and volunteers received and signed the Code of Conduct?
- How many people in the organization have received the required training?
- How many are left to train?
- Are the child protection and safety curricula being taught to the children in all grades?
- the number of times the safety classes were taught over the school year;
- parent, teacher and student attitudes towards the safety programs;
- whether or not the teachers and others involved in the children's education believed the students were learning the skills taught by the programs; and
- Asking respondents to supply examples of observed "safe" behaviours among students, or increased awareness of the safety rules being taught would underscore their response with additional anecdotal information.

PART III - EDUCATION AND TRAINING FOR STAFF, STUDENTS AND PARENTS

A. Staff training

Required faculty/staff training and procedures for handling disclosure in order to protect the integrity of what the child is disclosing

Through workshops or information sessions, ISH staff should be trained on:

- The importance of a Child Protection program
- ISH Child Protection Policy and guiding principles/main concepts
- Code of Conduct
- Warning signs related to Child Protection
- How to handle disclosure
- Procedures for and after disclosing and reporting

Training will be provided during orientation days or the commencement of employment for new staff who join the school after the start of the school year.

ISH staff, volunteers, associates and contractors will be asked to sign the Code of Conduct before commencing work with children at the school. This includes anybody who works on campus and/or provides services to the school e.g. tour operators, guides or IT specialist working on campus or any other individual who has the opportunity to interact with students at the International School of Havana in the absence of a member of faculty, before any services are provided.

B. Student training

The School recognises the importance of student training. CP lessons are implemented in all grades.

Lower School - the school has adopted the “**Stay Safe Program**”, a **personal safety skills program for primary schools, from Ireland**. The topics on this program include

- Feeling Safe and Unsafe
- Bullying
- Touches
- Secrets & Telling
- Strangers

The website reference is: <http://www.staysafe.ie/>

Secondary School - the school has adopted **Child Protection Education Curriculum of the NSW Department of Education, Australia**. The topics in this program include:

- Recognizing abuse
- Power in relationships
- Protective strategies

It can be accessed at the following link: <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection>

C. Parent training

The School recognises the importance of community knowledge and engagement with the tenants of Child Protection and has implemented learning opportunities to facilitate this.

ADDENDUM

1. The term Child abuse is used in Cuba, but it is not defined as an offence, as it may include some offences but also behaviours that are inappropriate and socially rejected but do not have legal implications.
2. In Cuba if the offender is over 16 years old (legal age), can be legally responsible for an offence that is typified in the penal code. If a person under 16 (underage) commits an offence that is typified in the Cuban Penal Code (CPC), then the case will be handled by the Ministry of Interior (MININT) and if grave, the student should be moved to an Escuela de Formacion Integral (EFI) for offenders that are minor, that belongs to the Ministry of Interior.
3. Bullying will be considered so, only if the action is not a behavior described in the CPC, regardless the age of the offender. If it is a minor, it will be handled either by the Ministry of education (MINED) or if it is more grave by MININT or EFI.
4. Regarding the 4 categories of abuse described in this policy, they are not considered the same way in the CPC. Cuban code has Physical abuse, Psychological abuse and neglect.
5. The definition of Physical Abuse provided in this policy matches what is reflected in the CPC.
6. The definition of Sexual Abuse matches what is reflected in the CPC, but the CPC considers sexual abuse under the category of Physical Abuse.
7. The definition of Emotional Abuse in this policy is defined by the CPC as Psychological Abuse.
8. The definition of neglect matches the one in the CPC.

The following list contains the offences in the CPC that are related to abuse, as defined in this policy, and refer exclusively to minors. However, there are many other offences related to abuse that include minors but that are not exclusive for them.

1- Violación art. 298.1.2.3.4 del CP, especialmente el 2 inciso c) y el 4.

2- Pederastia con violencia art. 299.1.2 del CP, especially # 2.

3- Abusos Lascivos Arts. 300.1.2.3.4 del CP, especialmente el 2 y el 3.

301.1 (refers to teachers)

4- Proxenetismo y Trata de personas Art. 302.1.2.3.4 del CP (# 2 refers to teachers)

5- Corrupción de Menores Arts. 310.1.2.3.4 del CP

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6- Otros Actos contrarios al normal desarrollo del menor Art. 315.1.2.3 del CP

7- Venta y Tráfico de Menores Art. 316.1.2.3.4 del CP

Resources

1. Managing allegations of child abuse by educators and other adults – a protocol for international schools, *International Task Force on Child Protection (ITFCP)*, 2018
2. Abbey Park Primary Academy Child Protection & Safeguarding Policy 2014/2015
3. AISA Child Protection Handbook, third edition
4. <https://www.icmec.org/education-portal/>
5. Managing allegations against staff/volunteers in relation to safeguarding children, young people & adults' policy. Mid Essex Hospital Services
6. Cuban Penal Code