



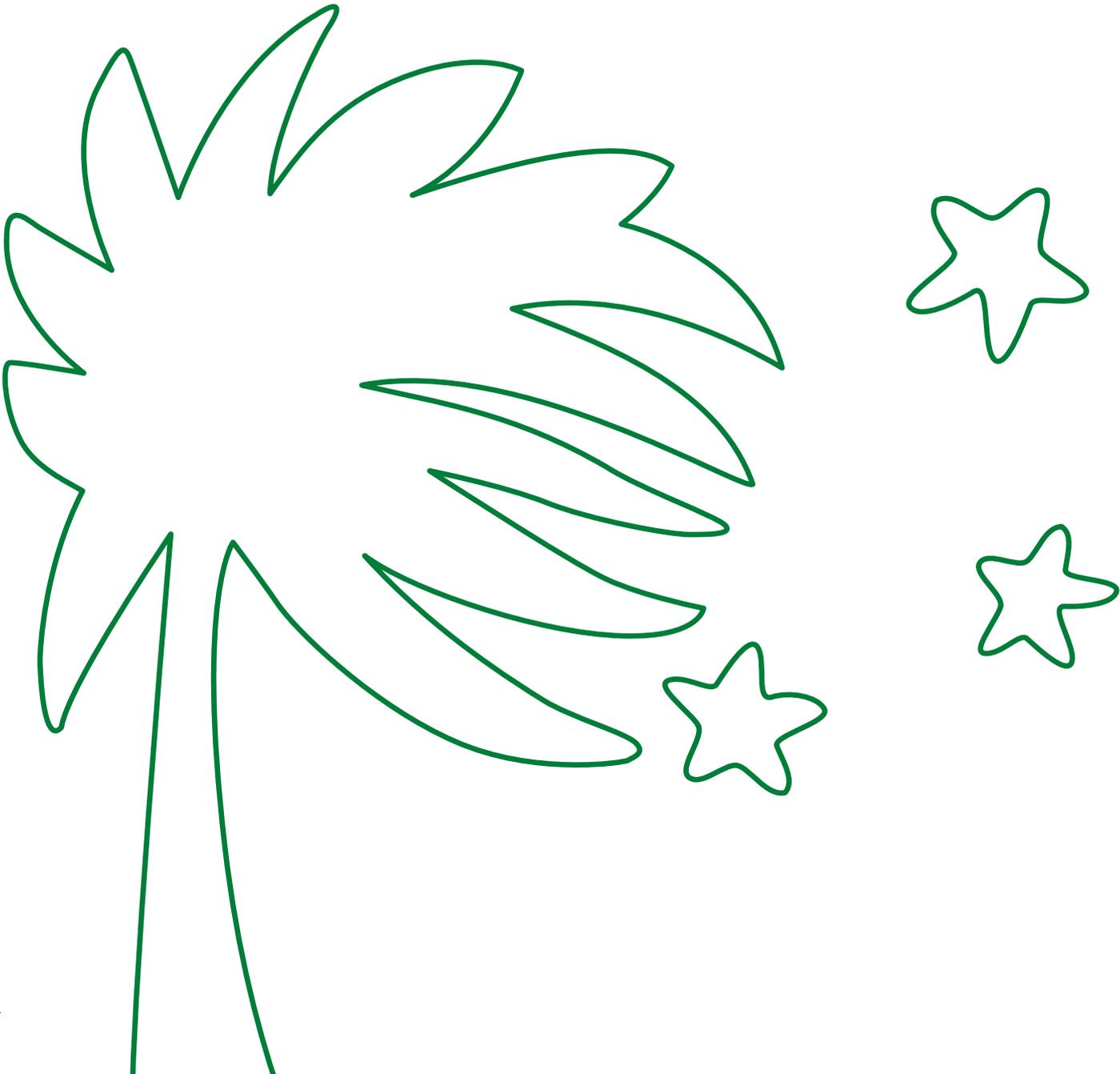
EAC Child Protection Handbook





CONTEÚDO

LETTER OF INTRODUCTION	5
1. EAC Child Protection Administrative Policy	7
1.1 Introduction	7
1.2 Definition of Child Abuse	7
1.3 Adherence To Applicable Practices, Policies and Laws	7
1.4 Training	7
1.5 Mandatory Reporters	7
1.6 Reporting Obligations	8
1.7 Rights of Mandated Reporters	8
1.8 Investigations	8
1.9 Vetting of Prospective Staff	8
1.10 Confidentiality	8
2. Child Protection Identification Guidelines	9
2.1 Definition of Terms	9
2.2 Physical abuse is:	9
2.3 Neglect is failure to provide for a child's basic needs within their own environment.	10
2.4 Emotional Abuse	10
2.5 Sexual abuse	10
2.7 Bullying/Harassment	11
3. Child Protection Reporting Procedures	12
3.1 Reasonable Cause: What happens when a faculty/staff member has reasonable cause to believe?	12
3.2 When suspected abuse or neglect is reported	12
3.3 Child Protection Disclosure Flow Chart	12
3.4 Reporting Procedures	13
3.5 Confidentiality	14
4. Building Culture and Awareness	15
4.1 Student Awareness	15
4.2 EAC Faculty/Staff/Coaches Awareness	15
4.3 EAC Parent Awareness	15
5. EAC Faculty/Staff Child Protection Code of Conduct	16
6. EAC Parent Expectations	17
Appendix A: EAC CHILD PROTECTION - REPORTING FORM	18
Appendix B: EAC Child Protection Curriculum Map	19
Appendix C: Differences Between Normal Peer Conflict and Bullying	26
D. Digital Citizenship Safety Resources	27





LETTER OF INTRODUCTION

Dear EAC Community,

I am writing to develop your awareness about EAC's commitment to child protection. The EAC Board of Trustees has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. In fact, I am required by this policy to communicate this important school policy, along with critical processes and procedures, to parents at the beginning of each school year.

The EAC Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Brazil is a signatory. Key articles from the U.N Convention on the Rights of the Child are important and we wish to draw your attention to them:

ARTICLE 19 - PROTECTION FROM ABUSE AND NEGLECT

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

ARTICLE 34 - SEXUAL EXPLOITATION

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

By enrolling your child at EAC, you agree to work in partnership with the school and abide by the policies adopted by the EAC Board of Trustees. All of us at EAC want you to know that we value our partnership with you in providing for the safety and care of your children. It is for this reason that EAC has endorsed a Child Protection Policy that defines the standards by which all EAC students should be treated with respect and dignity at all times.

As part of our overall educational programs and specific to our shared responsibility to educate children and to ensure a safe environment in which all children can learn and grow, EAC will:

1. Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
2. Provide parent materials and information sessions to help you better understand our programs and policy.
3. Annually train faculty and staff to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and are knowledgeable about their rights and responsibilities themselves and to each other, so they can grow and learn free of fear in a safe and supportive environment.

Please take the time to review the contents of this handbook, and let your child's counselor, principal or me know if you have any questions about our commitment to work in partnership to protect children.

Thank you for your support.

Sincerely yours,

Thomas J. Pado
Head of School







1. EAC Child Protection Administrative Policy

1.1 Introduction

The EAC Board of Trustees and the School Administration recognizes that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities.

The goal of this policy is to ensure that all parties work together to ensure the safety and wellbeing of children. This policy recognizes the proactive training that EAC must undertake to educate students, parents, faculty and staff about child protection. It also stresses the process and procedures to be followed in cases of suspected child abuse. In its policies, practices and activities, the School will adhere to the following principles and guidelines:

- recognize that the protection and welfare of children is of paramount importance, regardless of all other considerations
- recognize the education of all members of the EAC community is critical in the child protection program
- adopt safe practices to minimize the possibility of harm or accidents happening to children and adopt procedures to protect staff from conduct which may leave them open to accusations of abuse or neglect
- develop a practice of openness with parents and encourage parental involvement in ensuring the protection of their children
- fully respect confidentiality requirements in dealing with child protection matters, subject to reporting requirements
- fully cooperate with the relevant authorities in relation to child protection and welfare matters

1.2 Definition of Child Abuse

According to the World Health Organization,

Child abuse constitutes “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.”

Please note that the definition also includes harm to self.

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

1.3 Adherence To Applicable Practices, Policies and Laws

This policy is based on the generally accepted practices and procedures in American International Schools and Brazilian schools and seeks to comply with generally accepted child protection laws.

The Head of School shall be responsible to develop all necessary education, training, policy planning and case management in order to prevent, identify and respond to child abuse and neglect.

1.4 Training

The Head of School will implement a system-wide educational program for the School community regarding child protection and their duties and responsibilities. This will include age appropriate instruction and education for students, parents, faculty and staff.

Mandatory staff training will be conducted annually, at the beginning of the school year, to ensure that all staff members are knowledgeable about the signs of potential abuse, how to recognize harmful behavior and the mandatory reporting policy and procedures.

Voluntary parent education in these areas will also be provided. In addition, there will be an age appropriate educational program for students identifying abusive behaviors and how to effectively deal with such.

1.5 Mandatory Reporters

When there is reasonable cause to suspect that a child has been mis-treated or abused – physically, emotionally, or sexually – or is neglected, a report must be made. The term “child” refers to a person under the age of 18.

This policy mandates that all adults, any individual over the age of 18, must report any suspicion of child abuse or neglect to an EAC designated child, any person under the age of 18, protection liaison. At EAC, the school counselors fulfill the role of child protection liaisons.

The mandatory reporter requirement applies to any person who knows about child abuse or has a good faith reason to suspect that someone has committed child abuse.

This means any member of the School’s community to include all faculty or staff employed in any full or part time position and all school volunteers.

1.6 Reporting Obligations

All “Mandatory Reporters” are legally obligated to report as soon as possible, but definitely within twenty four (24) hours, to a school counselor or member of the school administration when they have reasonable cause to suspect that a child, under the age of eighteen, has been abused (physically, sexually, or emotionally) or neglected, or is at risk of being abused or neglected.

Any mandatory reporter who sees, hears about, knows about, or has a suspicion of possible child abuse or neglect must take the following steps:

1. He/she must immediately report the information that he/she knows or suspects by contacting a school counselor or member of the school administration. A standardized reporting form will be utilized in this process.
2. If an individual is uncertain whether the situation before him/her requires reporting, he/she must consult with a school counselor or administrator.

Immediate action is essential to protect all children at the School, and is required by this policy.

The mandated reporter will not inform the alleged perpetrator of the child abuse or neglect that a report has been made. Any notification will be issued from the Head of School or his/her designee.

The duty to examine, evaluate the validity of the accusation, and enact any action is not imposed on the reporter, but rather on the EAC administration.

By law, EAC is required to report incidents of child abuse and neglect to the “Conselho Tutelar”, which is managed by the Prefeitura and the Ministério Público.

When reporting, EAC is obligated to present evidence indicating the possibility of neglect and/or abuse.

1.7 Rights of Mandated Reporters

Mandated reporters are entitled to immunity for any report of child abuse or neglect as long as the report is made in good faith.

The school will fully respect confidentiality requirements in dealing with child protection matters.

Any anonymous calls/reports of sexual harassment shall be considered as an unofficial report of any such event. Thus, formal charges cannot be pressed against the accused person based on this report. However, any such call/report requesting anonymity will be considered as an unofficial means to inform the School administration that a sexual harassment incident may have occurred.”

1.8 Investigations

The investigation into the accuracy of any report of child abuse or neglect will be conducted by the relevant local authorities when available.

In the absence of any relevant authority, the investigation will default to the school administration under the supervision of the Head of School.

The School shall fully cooperate with any relevant authorities in their investigation of all reports of abuse or neglect.

By enrolling the child at EAC, the parents or guardians give permission for the school administration to engage in fact finding. Parents or guardians agree to fully cooperate.

1.9 Vetting of Prospective Staff

All staff, both employed and volunteer, will be vetted in accordance with generally accepted practices conducted in American international schools. The School administration will require that a police clearance certificate be provided from the last country of residence and/or that a criminal background check be completed. The most thorough level of background check for each employee will be required and will be stated by the administration. In addition, as part of the employment process, all employees and volunteers will be required to disclose any criminal child abuse convictions as part of the application and employment process. Failure to provide this information will be grounds for dismissal. This applies to teaching and nonteaching staff.

1.10 Confidentiality

The School will fully respect confidentiality requirements in dealing with child protection matters.



2. Child Protection Identification Guidelines

2.1 Definition of Terms

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 protection of children at the Escola Americana de Campinas (EAC). Please note that this definition also includes harm to self.

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 handbook considers that

EAC will provide appropriate child safety classes supported with a well-defined curriculum to increase children’s ability to identify risks and develop awareness of preventive behaviors.

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 - According to the World Health Organization, child abuse constitutes “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 a family or in an institutional (e.g. school) or 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.

International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

To increase the EAC community awareness, this policy focuses on four main categories of abuse and provides basic information about the physical and behavioral signs associated with each type.

2.2 Physical abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child’s bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a

disregard of a child’s pain and/or mental suffering; and/or

- Assaulting or criminally mistreating a child as defined by either the criminal code; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above

Possible Indicators of Physical Abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures

2.3 Neglect is failure to provide for a child's basic needs within their own environment.

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision – this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period of time)
- Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- Emotional (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of a child, invasion of privacy for no specific reason, violent threats, etc.)

Note: EAC requires that one parent/guardian be a full-time resident of Campinas or the state of São Paulo. Should parents/guardians leave the country or be away from home for any reason the responsibility for informing the school (section principal) of all appropriate contact details lies with the parent or guardian.

Possible indicators of neglect:

- Child is unwashed or hungry
- Parents are uninterested in child's academic or behavioral performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardian are absent from Campinas for any period of 24 hours

or greater without providing proper supervision

- Parents cannot be reached in the case of an emergency

Note: Behavior indicators alone do not constitute abuse or neglect. Together with other indicators, such as family dynamics, a referral may be made to the school counselor or administration.

2.4 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects 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 frequently to feel frightened; 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.

Possible Indicators of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- 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 behavior
- Persistent tiredness
- Lying

2.5 Sexual abuse

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of Brazil or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has distinct characteristics that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious.

The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt and/or shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, is more difficult to report.

Many victims, through the process of grooming, are taught that sexual abuse is a form of love, so they tend to love their offender and may present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible Indicators of Sexual Abuse

- Sexual knowledge, behavior, games or use of language not appropriate to age level
- Unusual interpersonal relationship patterns



- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding of “private parts”
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

Bullying is not the same as a disagreement between two people (See chart in Appendix for difference between Bullying and normal peer conflicts). It is when any of the statements below take place:

- hurtful and distressing behaviors to the victim rather than good natured fun
- a one way relation rather than an exchange
- a situation in which pre-determined roles may change throughout the course of events
- when some induce others to take part in negative behavior
- when others look on passively and do not stand up for the victim

2.6 Bullying/Harassment

Bullying is when a person is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

Bullying can happen in various ways, that include, but are not limited to:

- Physical: pushing, shoving, hitting, kicking, tripping, chasing, repeated poking, inappropriate gestures or actions
- Verbal: name calling, teasing, laughing at, making threatening comments
- Emotional: spreading rumors, excluding someone from a group, saying negative things about others, pointing out other’s weaknesses or any type of harassment
- Cyber-bullying: inappropriate use of text and images through cell phones, messaging, email, social networks and web sites
- Personal Objects: taking or tampering without permission, vandalizing or defacing property that belongs to another person

Possible Indicators of Bullying

- Makes excuses for not wanting to come to school
- Has difficulties sleeping/nightmares
- Sudden loss of appetite
- Sudden academic difficulties
- Becomes secretive/sullen/ has outbursts of temper
- Makes frequent visits to the nurse with mysterious complaints
- Continually “loses” belonging and school supplies
- Unusual behaviors when using computer and/or cell phones

3. Child Protection Reporting Procedures

3.1 Reasonable Cause: What happens when a faculty/staff member has reasonable cause to believe?

These possible indicators of abuse and neglect will be used by the staff member as a guideline for reporting to the counselor, who will determine if the case needs further attention. A handwritten and signed report must be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect.

3.2 When suspected abuse or neglect is reported

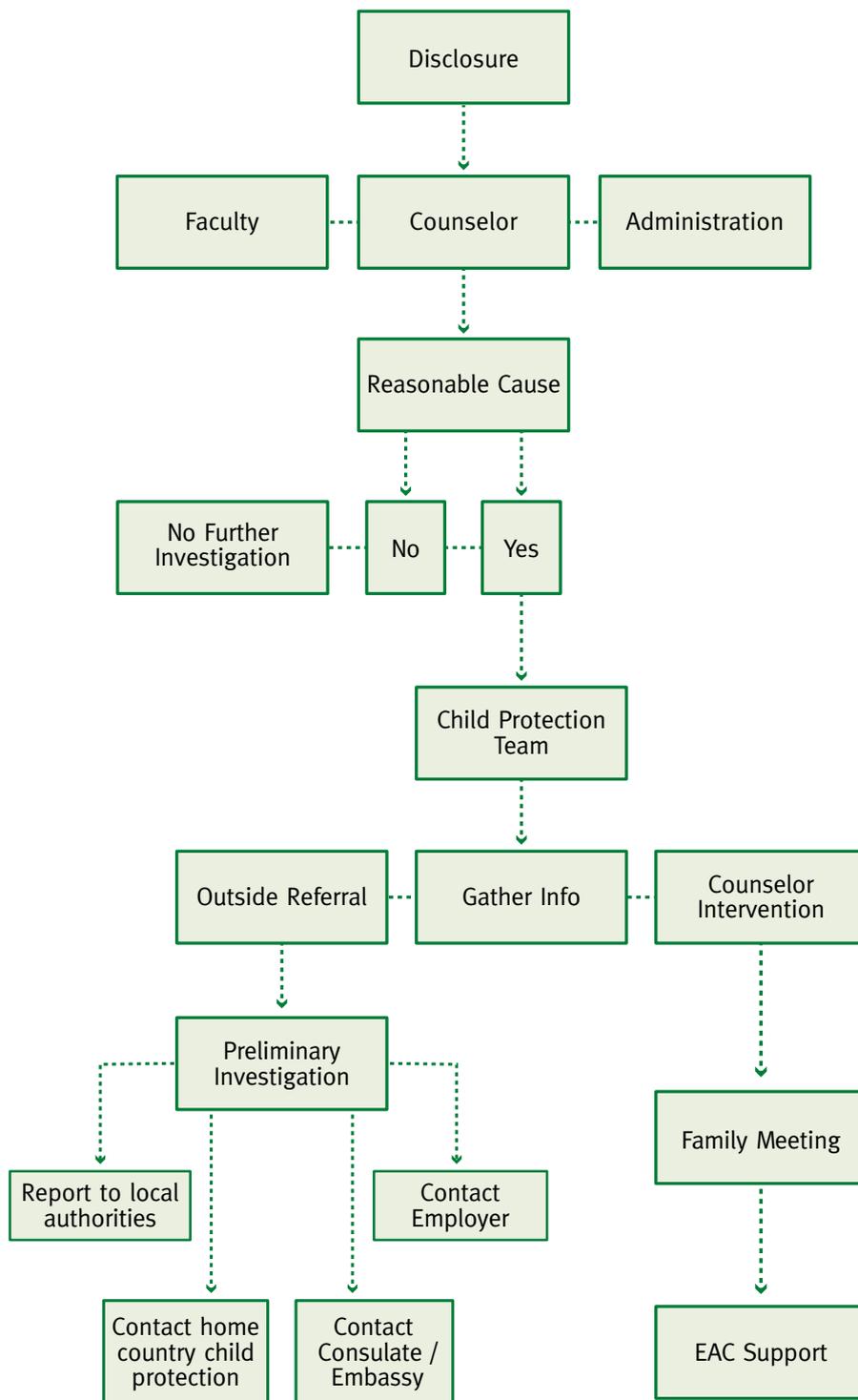
When there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor. In all cases, the principal will be notified. It is the responsibility of the principal to inform the Head of School (HOS) and Brazilian Program (BP) Director of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences and suspicion of abuse and neglect.

All reports of abuse and neglect must be made to the counselor within 24 hours for immediate response. Teachers must keep this information confidential and share it only with a counselor and/or Principal.

The HOS and BP Director, in consultation with the Counselor, Principal(s), and the staff member who reported the incident, will determine reasonable cause.

3.3 Child Protection Disclosure Flow Chart





3.4 Reporting Procedures

STEP 1: Information Gathering

When a child reports abuse or there is reasonable cause to believe that abuse or neglect is occurring, the teacher will seek advice from the appropriate EAC counselor within 24 hours and submit a written report if advised by the counselor. The counselor will take initial steps to gather information regarding the reported incident and will form a School-Based Response Team as needed (within 24 hours) to address the report. The response team will include at least the Principal and Counselor, and in some cases, the other Counselors, the School Nurse, and other individuals as the Principal. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:

1. Interview staff members as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. Report status of case to the HOS and BP Director.
4. Determine the course of follow-up actions.

STEP 2: Family Consultation

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and counselor in order to gain more information. The child should be informed and supported regarding further steps that may be taken, including discussions with parents and outside authorities
- In-class observations of the child by the teacher, counselor, or administrator
- Meetings with the family to present EAC's concerns
- Referral of the student and family to external professional counseling and/or a medical doctor

In cases of severe abuse or where outside authority is deemed necessary, a request made to the School-Based Response Team may result in further investigation, and possible actions:

- Consultation with local authorities
- Consultation with the consulate of the country of the involved family
- Consultation with the school or another attorney

Note: EAC is expected to report suspicion of neglect and/or abuse of a child of a US citizen to the Regional Security Officer at the US Embassy.

In the event that the abuse or neglect allegation involves a staff or faculty member of EAC the Principal and the Head of School will follow board policy pursuant to ethical professional behavior and discipline procedures outlined in the Faculty and Staff Handbooks.

STEP 3: Follow-Up Procedures

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- The counselor will maintain contact with the reporting staff member, child and family to provide support and guidance as appropriate
- The counselor will provide the child's teachers and the principal with ongoing support
- The counselor will provide resource materials and strategies for teacher's use
- The counselor will maintain contact with any outside professionals and organizations involved in order to update the progress of the child in school

All documentation of the investigation will be kept in the child's confidential records file. Records sent to schools to which their student may transfer may be flagged to let the receiving school know there is a confidential file for the child. EAC will make every attempt to share this information to protect the child.

By law, EAC is required to report incidents of child abuse and neglect to the "Conselho Tutelar", which is managed by the Prefeitura and the Ministério Público. When reporting, EAC is obligated to present evidence indicating the possibility of neglect and abuse.

In case of reports of sexual abuse, the School will consult with a trained, independent investigator.

Most cases of suspected abuse or neglect will be initially handled by EAC counselors, such as those involving:

- Student relationships with peers, e.g. bullying
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as mild depression, low self-esteem, grieving

Cases that require continuous services will be referred by counselors to outside resources. Parents are responsible for these services:

- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving, psychosis, dissociation, suicide ideation

Cases reported immediately for investigation and outside resources:

- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- Local authorities
- The consulate
- The home-of-record social services agency

3.5 Confidentiality

Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is the responsibility as EAC employees to do whatever is necessary to get help.



4. Building Culture and Awareness

4.1 Student Awareness

EAC Counselors will design and lead efforts to implement an age-appropriate K5-Gr 12 curriculum. They will collaborate with principals, classroom teachers, and advisors to deliver the curriculum during the course of the year. The method of delivery will differ by school.

4.2 EAC Faculty/Staff/Coaches Awareness

EAC Counselors will conduct a briefing for faculty and staff at the beginning of each academic year. Counselors will work with the Athletic Director, cafeteria and security staff to conduct a briefing for coaches at the beginning of each Semester. The School Administration will distribute the EAC Child Protection Handbook to all school employees.

4.3 EAC Parent Awareness

EAC Counselors will conduct a school specific information session for parents at the beginning of each semester. The School Administration will distribute the EAC Child Protection Handbook to all parents.

5. EAC Faculty/Staff Child Protection Code of Conduct

EAC is committed to the safety and protection of children. The EAC Child Protection Commitment applies to all faculty, staff, employees, and volunteers who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

EAC employees are to strictly follow the rules and guidelines in the EAC Child Protection Commitment as a condition of providing services to the children and youth participating in EAC programs.

All EAC employees are expected to:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth
- Maintain appropriate physical boundaries at all times; make physical contact that is appropriate and public
- Comply with the mandatory reporting regulations of EAC and with the EAC policy to report suspected child abuse
- Cooperate fully in any investigation of abuse of children and/or youth
- *Use discretion when working alone with a student

*Best practice when working alone with a student is to have the door open or a window uncovered that will allow for observation. There may be events when, in the professional judgement of the staff member, it is important for the door to be closed. An example would be: When a student is in emotional distress and needs privacy.

EAC employees will not:

- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, degrading, or any other behavior deemed inappropriate
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working on Campus directly with or being responsible for students
- Touch or speak in a sexual or other inappropriate manner
- Give a child (that is not their own child) a ride home alone unless permission is granted by the child's parent/guardian
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business

Note: All EAC employees are subject to a criminal history background check.

In the event that the abuse or neglect allegation involves a staff or faculty member of EAC, the Principal and Head of School will follow administrative policy and a discipline process prescribed by Brazilian law.



6. EAC Parent Expectations

Parents understand that EAC is deeply committed to working in partnership to protect the rights of all children. Consequently,

Parents are expected to:

- Support EAC's Child Protection Policy and guidelines on behavior and equal opportunities
- Be present in the Campinas region. In the event that you have to travel without your children, please arrange for a caretaker for your child/children, and inform the school office of those arrangements, including emergency contact information. This caretaker must be able to serve in the capacity of in loco parentis, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency
- Share in the responsibility to bring forth information that supports EAC's Child Protection Policy with respect to the "Child Protection Disclosure Flowchart"

The EAC child protection policy works for the child, for the family, and for our community.

Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The EAC Child Protection Policy works to respond at all three levels.



Appendix B: EAC Child Protection Curriculum Map

Key Concept 1: The Human Body and Development					
<i>Human body and development is characterized by the interrelationship between physical, emotional, social and intellectual growth</i>					
	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Parts of body and functions	- Each part of our body has a correct name and specific function - Private parts (underwear rule)	- Revisit body parts and functions - Revisit Underwear rules	x	x	x
TOPIC 2 Body Hygiene	- Washing hands - Brushing teeth	- Daily hygiene: Brushing teeth, daily shower, brushing hair	4 th grade - Revisit daily hygiene - Using deodorant - Changing clothes - Washing private body parts - Washing hair - Seeing doctors	- Washing hair - Deodorant - Clean clothing - Washing skin (acne) - Shaving - Seeing doctors	- Review of Hygiene - Hygiene post coitus
TOPIC 3 Body Changes and Puberty	x	x	5 th grade - Definition of Puberty - Menstruation - Significant changes that take place during puberty: physical, emotional, mood swings....	- Puberty - Anatomy - Growth spurs	- Menstrual Cycle (Bio 9) - Anatomical changes - Ranges of Development
TOPIC 4 Body Image and Modification	- Differences and similarities between male and female body - Cultural norms	x	5 th Grade Changes in the body during Puberty	- Eating disorders (Anorexia, Bulimia, etc.)	- real vs. ideal - healthy modification - body image and gender
TOPIC 5 Health and Well-being	x	x	x	- STDs - Symptoms, risks and consequences of unsafe, unpleasant and unwanted experiences	- STDs - Symptoms, risks and consequences of unsafe, unpleasant and unwanted experiences

Key Concept 2: Reproduction

Addresses information about how pregnancy happens and how to avoid a pregnancy.

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Reproduction	x	x	5 th Grade - Introduction of reproductive systems	- Symptoms of pregnancy, risks and consequences - Review of reproductive systems	- Symptoms of pregnancy, risks and consequences - Review of reproductive systems
TOPIC 2 Pregnancy and prevention	x	x	x	- Family planning - Contraceptive methods	- The impact of parenting as a teenager - Ineffective contraception and it's causes



Key Concept 3: Sexuality

Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways. It is in childhood that every human being starts building the foundations that support the core elements of sexuality: affection, configuration of body image, sexual identity as male and female, security and comfort as a sexual being

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Physical closeness as an expression of love and affection	<ul style="list-style-type: none"> - Different types of love - Good touch and bad touch/ Saying NO - "Yes" and "no" feelings - Identifying people that you trust 	<ul style="list-style-type: none"> - Revisit good touch and bad touch - Revisit different types of love - Identifying people that you trust 	<ul style="list-style-type: none"> - Revisit good touch and bad touch - Physical closeness 	<ul style="list-style-type: none"> -Different ways of showing love and affection throughout the different stages of life. 	
TOPIC 2 Sexual behavior for young people	X	X	<ul style="list-style-type: none"> - Meaning and expression of sexuality (feelings of love/ secret love/ first love and crushes) - Difference between friendship and love relationship 	<ul style="list-style-type: none"> - Peer pressure/ Self respect - Difference between friendship, love and lust. 	<ul style="list-style-type: none"> How do you know when you're ready? How one physical act leads to another. No means no. The role of Drugs and Alcohol in Sexuality.
TOPIC 3 Identity	X	X	<ul style="list-style-type: none"> 5th Grade - Changes in the way students perceive themselves (Children vs. preadolescents) 	<ul style="list-style-type: none"> - Social media influence in identity - Gender identification vs sexual preference 	<ul style="list-style-type: none"> Discuss difference and respect for gender, gender identity, gender expression and sexual orientation

Key Concept 4: Emotions

An emotion is a complex psychological state that involves subjective experience, physiological response, and behavioral or expressive response.

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Identifying emotions	<ul style="list-style-type: none"> - Types emotions (basic) - Recognizing emotions in themselves and others - Respecting other's emotions - Setting boundaries - saying stop, looking for help 	<ul style="list-style-type: none"> - Types of emotions - Recognizing emotions in themselves and others - Respecting other's emotions - Setting boundaries - saying stop, looking for help 	<ul style="list-style-type: none"> - Types of emotions and powerful emotions - Recognizing emotions in themselves and others - Respecting other's emotions - Setting boundaries - saying stop, looking for help - Assertion - importance of verbalizing what they feel 	<ul style="list-style-type: none"> - Difference between friendship X love X lust -Setting boundaries and consent - saying stop, looking for help - Assertion - importance of verbalizing what they feel 	Feeling of Love, jealousy, and how to express them in healthy ways. Differences between Love and Obsession. Review boundaries.
TOPIC 2 Intimacy and Privacy	<ul style="list-style-type: none"> - Review Private Parts - What is public Vs. private - Review "yes" and "no" feelings 	<ul style="list-style-type: none"> - Review Private Parts - What is public Vs. private - Review "yes" and "no" feelings 	<ul style="list-style-type: none"> - Telling and Keeping secrets (both in the real as in the virtual world) - Difference between tattle tattling and reporting 	<ul style="list-style-type: none"> - What, where and when to share (online and in person) 	Privacy: When to ask for help. Online Behavior: Intimate behavior should not be disseminated online; verbal and non verbal communication



Key Concept 5: Relationships

The way two or more people talk to, behave towards, and deal with each other

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Different types of relationships	<ul style="list-style-type: none"> - Different relationships - friendship, husband and wife, family - Different family structures - identifying and respecting 	<ul style="list-style-type: none"> - Different relationships - friendship, husband and wife, family - Different family structures - identifying and respecting 	<ul style="list-style-type: none"> - Characteristics of healthy relationships - Positive Vs. Negative ways people can influence relationships - Identify trusted adults to talk about relationships - How to disagree when maintaining a relationship 	<ul style="list-style-type: none"> - Healthy Vs. Unhealthy relationships - Potential impact of power differentials (age, status or position) and it's effect on them - Difference between friendship, companionship and relationship - Different types of aggression, how to avoid and get support 	<ul style="list-style-type: none"> - Healthy Vs. Unhealthy relationships - Potential impact of power differentials (age, status or position) and it's effect on them - Difference between romantic and sexual relationship
TOPIC 2 Media Influence	<ul style="list-style-type: none"> - Virtual X Real World - Personal information (privacy) 	3 rd grade <ul style="list-style-type: none"> - Privacy settings - Online Gaming - Digital Footprints - Social media - Peer pressure - Virtual Vs. Real World - Nettiquette: rights and responsibilities - Cyberbullying 	<ul style="list-style-type: none"> - Privacy settings - Online Gaming - Digital Footprints - Social media - Peer pressure - Virtual Vs. Real World - Nettiquette: rights and responsibilities - Cyberbullying 	<ul style="list-style-type: none"> - Privacy settings - Sexting - Digital Footprints - Social media - Influence on you and others - Peer pressure - Virtual vs. Real - Cyberbullying 	<ul style="list-style-type: none"> - Positive and Negative roles of technology and social media in relationships - How media influences a person's beliefs about what is a healthy sexual relationship and relationships in general - Online dating - Peer pressure - Digital Footprints

Key Concept 6: Sexuality and rights

Establish awareness of rights and risks and empower students to set boundaries and ask for help when needed

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 The right to be safe and protected.	<ul style="list-style-type: none"> - Stranger Danger - Importance of open communication 	<ul style="list-style-type: none"> - Stranger Danger - Importance of open communication 	<ul style="list-style-type: none"> - Identifying risk situations - Bad intentions (identifying signs) - Importance of open communication 	<ul style="list-style-type: none"> - Abuse (emotional, sexual and physical) - How to set boundaries - Bad intentions (identifying signs) - Importance of open communication - Respecting yourself (listening to your gut feeling) 	Human Trafficking, Prostitution, Right to say no, Abuse, Risky situations, Setting Boundaries
TOPIC 2 Reporting	<ul style="list-style-type: none"> - Having a GO TO PERSON - Asking for help 	<ul style="list-style-type: none"> - Having a GO TO PERSON - Asking for help 	<ul style="list-style-type: none"> -Who and how to report. - Asking for help - Having a GO TO PERSON 	<ul style="list-style-type: none"> - Who and how to report. - Asking for help - Having a GO TO PERSON 	When, how and who to report Asking for help, GO TO Person
TOPIC 3 Laws and regulations	X	X	<ul style="list-style-type: none"> - Marco Civil da Internet 	<ul style="list-style-type: none"> - Marco Civil da Internet - Estatuto da Criança e do adolescente 	Laws pertaining to relationships, age of consent. Marco Zero, Personal readiness v. age of consent



Key Concept 7: Society and Culture

Social and Cultural environments shape the way individuals learn about and express their sexuality

	PRESCHOOL	1 ST /2 ND /3 RD GRADE	4 TH /5 TH GRADES	MIDDLE SCHOOL	HIGH SCHOOL
TOPIC 1 Social rules and cultural norms	<ul style="list-style-type: none"> - Differences between cultures: greeting, religion, festivities, food... - Respecting diversity - Values and norms are different in each country - All feelings are okay, but not all actions/behaviors 	<ul style="list-style-type: none"> - Differences between cultures: greeting, religion, festivities, food... - Respecting diversity - Values and norms are different in each country - All feelings are okay, but not all actions/behaviors 	<ul style="list-style-type: none"> - Differences between cultures: greeting, religion, festivities, food... - Respecting diversity - Values and norms are different in each country - All feelings are okay, but not all actions/behaviors 	<ul style="list-style-type: none"> - Appropriate physical contact - Respect for different cultures 	Respect for other cultures While maintaining personal boundaries
TOPIC 2 Influence of peer pressure media, culture and society	X	X	5 th grade <ul style="list-style-type: none"> - Positive and negative peer pressure - Influence of media on our choices. 	<ul style="list-style-type: none"> - Positive and negative peer pressure - Influence of media on our choices. 	Examine Media, Positive Peer Pressure vs Negative Peer Pressure, Cultural Stereotypes

Appendix C: Differences Between Normal Peer Conflict and Bullying

Normal Peer Conflict	Bullying
Equal power or friends.	Imbalance of power; not friends.
Happens occasionally.	Repeated negative actions.
Accidental.	Purposeful.
Not serious.	Serious with threat of physical or emotional harm.
Equal emotional reaction.	Strong emotional reaction from victim and little or no emotional reaction from bully.
Not seeking power or attention.	Seeking power, control, or material things.
Not trying to get something.	Attempt to gain material things or power.
Remorse – will take responsibility.	No remorse – blame victim.
Effort to solve the problem.	No effort to solve problem.



D. Digital Citizenship Safety Resources

The goal of the Digital Citizenship Program at EAC is to teach all students to be responsible, safe, and informed “Digital Citizens.”

Below are the guidelines for EAC Digital Citizenship Program which are incorporated into our Social and Emotional Learning Programs.

Respect (Cyberbullying, Empathy)

- Digital access: Advocating for equal digital rights and access is where digital citizenship starts
- Digital etiquette: In addition to rules and policies, it is teaching users appropriate conduct online
- Digital law: It's critical that users understand it's a crime to steal or damage another's digital work, identity or property

Educate (DC Identity and Footprint, Critical Thinking)

- Digital communication: With so many communication options available, users need to learn how to make appropriate decisions
- Digital literacy: We need to teach students how to learn in a digital society
- Digital Footprint: Teach users nature of digital footprint and real-life consequences

Protect (Privacy, Cyber Security, and Screen Time Management)

- Digital rights and responsibilities: We must inform users of their basic digital rights to privacy, freedom of speech, etc
- Digital safety and security: Digital citizens need to know how to protect their information from outside forces that might cause harm
- Digital health and wellness: From physical issues, such as repetitive stress syndrome, to psychological issues, such as internet addiction, users should understand the health risks of technology

Source: <https://www.iste.org/explore/ArticleDetail?articleid=101>

Below are some online resources that provide tips and strategies to promote Internet Safety.

Common Sense

Get all the tools you need with our FREE Digital Literacy and Citizenship Curriculum and Parent Media Education Program. The relevant, ready-to-use instruction helps you guide students to make safe, smart, and ethical decisions in the digital world where they live, study and play. Every day, your students are tested with each post, search, chat, text message, file download, and profile update.

<http://www.common sensemedia.org/>

Woogi World

Woogi World is a virtual networking technology used to teach students about cybersafety and related topics. It is a scalable online virtual educational platform that fosters peer-based, social interactive learning for today's students. The Woogi World site has sections for Kids, Parents, and Educators. Students can play Woogi World by creating their own “Woogi.” Before they can create a Woogi, Cyber Hero tells them that they need three things: A Parent Nearby; Parents' Permission; and a Parents' email address. Parents can manage their student's account and read about how Woogi World addresses Learning, Safety, Awards, and Upgrades. Educators can use the Woogi World Cyber Hero program for classroom instruction on Cyber Safety, Cyber Ethics, Cyber Security, and Cyber Health.

<http://www.woogiworld.com/parents/>

Think U Know

Here you'll find Thinkuknow resources for teachers and all other professionals working with young people. All of these resources encourage young people to have fun with new technology, whilst staying in control of the risks. Importantly, they also teach young people where to go if they have any concerns.

<https://www.thinkuknow.co.uk/parents/>

Plugged in Parent

Kids and technology have a lot in common – from the energy it takes to keep up with them to the extreme pace at which both seem to evolve. It's not an easy job to juggle them both. But it's an important one.

<http://pluggedinparent.com/>

Digital Citizenship

Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Too often we are seeing students as well as adults misusing and abusing technology but not sure what to do. The issue is more than what the users do not know but what is considered appropriate technology usage.

http://www.digitalcitizenship.net/Home_Page.html

Net Smart Kidz

Parenting wired kids can be difficult, especially if you didn't grow up with the same technologies. These resources can help.

<http://www.netsmartz.org/Parents>

