

Child Protection Policy

FONDAZIONE BONIFACIO VIII

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Preamble

The Bonifacio VIII Foundation is the managing body of the Bonifacio VIII Paritarian Institute, is dedicated to the education and accompaniment of young people and is located in Italy's historic center of Anagni, province of Frosinone.

As an educational and Catholic institution inspired by the diocesan charism, it has the responsibility to defend and protect the rights of minors, accompanying them with appropriate pastoral paths in order to ensure their protection.

Aware that the risk of child abuse, in whatever form, is everywhere and in every context, the Bonifacio VIII Paritarian Institute, believes it is essential to set within the Policy document for the protection of children some common principles, as well as rules and procedures that will allow them to be protected and enable the Institute to respond promptly and appropriately whenever violence against one of them occurs.

This document is, therefore, a preventive, educational and executive tool that aims to ensure the well-being and safety of minors who benefit from the educational proposal of the Bonifacio VIII Paritarian Institute.

Objective

The Child Protection Policy (CPP) aims to ensure the maximum commitment of the Bonifacio VIII Paritarian Institute in the protection of children entrusted to the various institutions and projects, so that in the individual realities an ever-increasing sensitivity, attention and concern is developed on this issue.

Thus, shared operating principles and rules are established to ensure the safety and well-being of children, preventing all forms of abuse and identifying procedures to be activated when abuse occurs.

This is in order to express the Bonifacio VIII Paritarian Institute's utmost commitment to and compliance with procedures on child safeguarding, including at the personnel selection stage.

In order to do so, it is necessary to preliminarily make some considerations precisely on the subject of abuse, providing appropriate definitions.

Child abuse

In the context of a relationship of responsibility, trust, or educational power, abuse should be considered *"any form of physical and/or psychological mistreatment, sexual abuse, neglect or abandonment of a person under the age of eighteen years, and commercial or other exploitation, which causes or is likely to cause harm to his or her health, survival, and development."*¹ .

Abandonment, neglect or carelessness

Neglect is defined as the failure to meet the child's basic physical, medical, educational and emotional needs. Thus, in such cases, there is a lack of support for the child's development in all areas that affect the child such as emotion, growth care, education, health, nutrition and safe living conditions. Generally neglect results from a combination of factors such as poor parenting , poor coping skills, unsupportive family systems, and

¹ "World Report on Violence and Health," WHO, 2002.

complicated life circumstances. It often occurs in poor families, exposed to financial and environmental difficulties, or in those where parents have mental disorders (depression, bipolar disorder or schizophrenia) or abuse drugs or alcohol.²

In scientific literature, several forms of neglect are distinguished³ such as:

Physical neglect: the most easily recognized, it is identified with acts involving omissions in providing for the child's basic needs, including housing and food, as well as protecting him or her from exposure to danger, including cold, heat and hunger.

Emotional neglect: the most difficult to detect. In these cases, the adult has an inappropriate emotional response to the child's needs and behavioral expressions (or even absent); parents or caregivers do not give sufficient affection, love, or other emotional support; and children are ignored, rejected, or prevented from interacting with other children or adults.

Medical neglect: takes the form of lack of those minimum standards required to safeguard physical and mental health conditions and refusal of medical care. Typically, neglect in dental, eye and hearing care, hyposmias not caused by endocrinological reasons, persistent dermatitis, weight-stem hypertrophies and dwarfism of a psychosocial nature are manifested. Parents or caregivers may sometimes postpone health treatments when a child is ill, exposing him or her to the risk of more serious illness and even death.

Educational neglect: involves parents' refusal to involve themselves in initiatives and programs indicated by teachers or suggested by the school, chronic school noncompliance, or other behaviors that deprive the child of normal school attendance.⁴

Physical abuse and mistreatment

It is defined by the presence of physical harm due to physical assault, mistreatment, corporal punishment, or serious assault on physical integrity and life⁵. This includes, for example, hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning, and suffocation. Much of the violence against children within the home is inflicted for the purpose of punishment.⁶

It is the form of maltreatment identified and recognized first, because of bruises and swellings that can be clearly seen on the child's body. This is precisely why, unlike victims of sexual abuse, physical signs make it possible for early intervention by adults close to the child, such as a relative or school teacher.

Psychological and emotional abuse and mistreatment

It refers to the reiteration of behaviors or relational patterns that channel onto the child the idea he or she is worth little, that he or she is neither loved nor desired because of criticism, sibling preferences, verbal threats or conflicts/aggressions between parents. The emotional relationship is characterized, therefore, by repeated and continuous psychological pressures, emotional blackmail, indifference, rejection, denigration and devaluation that damage or inhibit the development fundamental cognitive and emotional skills such as intelligence attention, perception, memory⁷. It also includes the phenomena of witnessing violence⁸ and parental alienation⁹. The use of words or acts intended to psychologically abuse a child can also emotional abuse; this is

² A. R. Pekarsky, MSD Manual, 2018

³ P. Di Blasio, Psychology of the Abused Child, Il Mulino, 2000

⁴ H. Dubowitz, S. Pitts, M. Black, Measurement of Three Major Subtypes of Child Neglect, 2004

⁵ National survey on child and adolescent maltreatment in Italy, CISMAI, 2015

⁶ P. Facchin, The diagnoses of maltreatment. Notebooks of the National Center for Documentation and Analysis on Childhood and Adolescence, 1998.

⁷ S. Cirillo, P. Di Blasio, The abusive family - "Diagnosis and therapy" - Raffaello Cortina Editore, 1994

⁸ R. Luberti, M.T. Pedrocco Biancardi, Intrafamilial witnessing violence. Pathways of help for children living in violent families, Franco Angeli, 2005

⁹ A. Lubrano Lavadera, S. Ferracuti, M. Malagoli Togliatti, Parental Alienation Syndrome in Italian legal judgments: An exploratory study at www.sciencedirect.com

accomplished, for example, by making children feel unworthy, unloved or even unwanted.

Sexual abuse

Any act explicated with a minor, with or without physical contact, and aimed at the sexual gratification of an adult or a much older minor is considered sexual abuse. This includes acts of coercion or inducement aimed establishing sexual activity, as well as exploitation in prostitution, pornography or other sexual practices. Such abuse is the most serious and dangerous mistreatment for psychological health in the short and long term because it generates feelings of guilt and shame in the child, as well as post-traumatic stress symptoms, i.e., feelings of reliving the traumatic event, avoidance of stimuli associated with the trauma, and attenuation of general responsiveness. Sexual abuse does not include sex play in which minors, close to the same age, look at or touch each other's genital areas without violence or coercion.

CODE OF CONDUCT

The Policy is to be considered binding for all managers, faculty, staff and volunteers of the Bonifacio VIII Paritarian Institute.. The same provides, through the dissemination of clear and precise guidelines, training on issues related to and abuse, possible risks and ways of prevention as well as behaviors to be implemented when working in contact with minors. This aims reduce the risk of potential harm and contributes to the creation of a respectful, safe and child-friendly environment. To this end, bound individuals must therefore refrain from holding the following:

Prohibited Behaviors

- To speak to minors in such a manner that an outside observer might perceive it as too harsh, intimidating, disparaging, and disqualifying.
- Humiliate, discriminate against minors, or have contemptuous behavior toward them.
- Resort to any kind of corporal punishment.
- Having attitudes and physical contact with minors that may be considered inappropriate and/or deplorable based on their culture and tradition.
- Not respecting the privacy of minors.
- Taking photos or recording videos that depict minors and may in any way harm them as well as disseminating the same. Particular exceptions may be granted limited to official publications of the Province Italy FSC or the educational institution, subject to the granting of a release by the exercising parental responsibility.
- Using or being under the influence of drugs or alcohol while in the presence of minors, as well as encouraging or otherwise allowing minors to use alcohol or drugs.
- Being alone with minor without another adult able to observe his or her work or activity educational conducted.
- Having sexual relations with minors.
- Organizing activities that may expose children to the risk of abuse, as well as establishing a relationship that may constitute abuse or exploitation.
- Intentionally possessing, distributing, downloading and/or viewing real or virtual child pornography.
- Discuss sexual activities with minors without being required by a specific job or responsibility. In such cases, the person in charge must be properly educated and trained to deal with these issues.

One is still required to:

- Limit physical contact to purely formal and polite gestures.
- Never violate the rights of children, always considering them according to their context of reference, treating them with respect and recognizing them as subjects of rights.
- Take the views of children and adolescents seriously and respect their opinion, always informing them of their rights.
- Avoid any possible ambiguous situation that could be a cause for complaint, preventing high-risk situations.

- React promptly if abuse occurs according to the proposed course of action.
- Encourage children to express themselves freely and take care environment, ensuring their safety and well-being.

Awareness and Prevention

The Bonifacio VIII Paritarian Institute promotes preventive actions in the area of child abuse as well as, based on available resources, specific training meetings in order to inform and all operators and disseminate the contents of this document.

Mode of intervention

Anyone who works or collaborates Bonifacio VIII Paritarian Institute has a responsibility to inform the School Leader if they have even concerns with respect to the health, safety and welfare of minors.

Any abuse, whether suspected or confirmed, must therefore be seriously evaluated by the School Headmaster, who is obliged to promptly inform the President of the Bonifacio VIII Foundation in order to take appropriate and adequate action.

The latter informs the Board of the Bonifacio VIII Foundation, submitting the measures he or she intends to take, and establishes a proper relationship with the social media, making use of legal counsel.

On the subject of school reports and how to take action, it is necessary to proceed by first distinguishing between reports proper and complaints.

The Report

Those working in a school or educational setting have more opportunities to recognize children experiencing distress; yet, not all situations of distress generate "injury" and therefore should be reported¹⁰. Indeed, a case-by-case assessment is needed in anticipation of a potential future aggravation of the child's condition. This is preliminarily the responsibility of the teaching staff, which must activate the most suitable educational tools as well as encourage shared interventions with all those involved.

Where the educational tools are not sufficient or the elements that emerge in the "observation" phase of the child are particularly complex such as to require in-depth study by experts in the field, it may be appropriate to involve the social services of the territory through a report to be proposed in writing.

If, on the other hand, these initial actions on the part of the school/educational center or services do not have the hoped-for effects by persisting in a potential or actual condition of prejudice such as to compromise the psycho-physical development of the child, it will always be appropriate to report the episodes detected directly to the judicial authority¹¹. This is in order to allow for possible adoption of more incisive measures for effective and timely protection of the child, including by intervening on parental responsibility. The report to the judicial authority, which should be made even when the child is already in the care of social services or pending proceedings before the Juvenile Court or before the Ordinary Court, therefore becomes the formal act through which school or educational institution expresses concern for the conditions of a child or adolescent.

It will, therefore, be appropriate to make a formal report in cases where there are serious and concrete situations of neglect, visible signs of violence, excessive care, relationships with adults not appropriate to the child's age and needs, repeated absences and very low school performance, aggressive conduct with peers and adults, illnesses or personality disorders that are minimized or on which parents do not take action, first approaches with narcotics, alcohol and psychotropic drugs. The listed cases, if repeated over time and associated with other, must be compulsorily reported without delay to the competent bodies, reporting the elements identified for which the "prejudice" for the child can be considered to exist.

The school, moreover, is always obliged to report to the Public Prosecutor's Office at the Juvenile Court

¹⁰ "Prejudice situation" is defined as any situation in which the child borrows, from the family or extrafamilial context in which he or she finds himself or herself, a state of suffering, discomfort or deficiency that may adversely affect his or her potential for growth and development.

¹¹ Law 184/83 requires all Public Officials and Public Service Workers to report situations of moral or material neglect of minors to the Judicial Authority.

situations of so-called "abandonment," that is, the lack of moral and material assistance from parents or those in charge. The report, therefore, can be made by any person who has become aware of a situation that is detrimental and dangerous to the physical and mental health of the child and submitted to the Head of the relevant Social Service or the Public Prosecutor's Office at the Juvenile Court.¹²

In the former case, the Social Service will make an investigation, and if the suspicions contained in the report turn out to be confirmed and it is not possible to help the child with the collaboration of the family, it will in turn report to the Juvenile Prosecutor's Office that measures will be initiated to protect the child.

In the second case, the Juvenile Prosecutor's Office will ask the Social Service to proceed with a forced assessment of the family situation and, depending on the outcome, will consider whether to take measures to protect the child.

THE COMPLAINT.

Whistleblowing differs from reporting by being the formal act through which the criminal justice authority is informed of facts that, if true, constitute a crime.

It does not presuppose the certainty of the commission of the crime, the existence of a "circumstantial context" that goes beyond mere suspicion being sufficient. The complaint has, therefore, the function of activating a judicial proceeding aimed at establishing the existence of a crime, ascertaining personal responsibility and, at the same time, structuring a series of interventions placed to protect the victim where minor. The complaint must be filed both in cases where the minor is a victim of both a peer and an adult, and in cases where he or she is the alleged himself or herself.

REPORTING OBLIGATION

When minors are victims or perpetrators of crimes, in the presence of crimes prosecuted ex officio (i.e., crimes in which the criminal law does not provide for the offended person's complaint as necessary) the School Headmaster has obligation to report the crime to the Judicial Authority (or to other authorities that have obligation to report to that one, such as e.g. the Station or the Command of the Carabinieri or the Police Headquarters), under penalty of the configurability of the crime of failure to report a crime (Articles 361 of the Criminal Code). Indeed, this obligation rests on the public official, and it is indisputable that the School Headmaster holds the "quality" of public official (Art. 357 of the Criminal Code). Similar obligations apply (Articles 362 and 358 of the Criminal Code) to the person in charge of a public service.

Teaching staff and school personnel in general fulfill the obligation in question by reporting to the School Headmaster any report of a crime of which they become aware in the course of their duties.

CHILD VICTIM OF CRIME

In school and/or educational settings, the most relevant cases of crimes against children which ex officio prosecution is provided for are "violation of family care obligations" (art. 570 c. II c.p.), "abuse of means of correction" (art. 571 c.p.), "mistreatment in the family or towards children" (Art. 572 c.p.), "bodily injury" with a prognosis of more than 20 days or with a prognosis of a shorter duration from which, however, a life-threatening illness results (Art. 582 c.p.), "abandonment of minors or incapacitated persons" (Art. 591 c.p.).

The School Headmaster, who has collected the report or witnessed the fact, must report the crime by forwarding the information in his possession directly to the competent Public Prosecutor's Office or to Judicial Police organs in the area (State Police, Carabinieri).

It is important to prevent the complaint from being preceded by acts of inquiry or investigation, which could pollute the evidence; the acquisition of evidence and the assessment of the reliability of sources of information are, in fact, the sole responsibility of the judicial authority in charge. In cases of suspected child sexual abuse or maltreatment, parental involvement could also collude with the abusing family member. The report should be made in writing, even in cases where the perpetrator is not known, sticking strictly to the facts, reporting

¹² Anyone can report situations of prejudice or neglect of minors deserving of judicial protection. However, this general power of reporting is attributed by law (Art. 1, para. 2, Law No. 216, 19.7.91) specifically, for the purpose of placing minors outside their families, to four entities that have child protection duties: social services, local authorities, educational institutions and the public security authority.

the data in one's possession in a complete and comprehensive manner, but without making assessments the reliability of the fact.

If it is the child himself who confides abuse to a school staff member:

- The superior and in any case the School Headmaster, as well as the President, shall promptly and solely informed, and they shall maintain strict confidentiality of the procedure and facts.
- The child should be listened to in his or her own time, without coercion, free to express himself or herself without pressure that may influence or distort the narrative.
- He or she should be informed that he or she may have to report the incident to other parties as well, solely for his or her own protection.
- Any confidences should always be treated with the utmost consideration and seriousness, urgently contacting a psychologist/specialist in order to support the child in exposing the facts and providing support from additional specialists who can help him and his family cope with the event.
- If there is a suspicion that abuser is a manager, teacher, staff member, or volunteer, from the time of the report or complaint:
- The president will make decisions deemed appropriate in consultation with Foundation board, suspending the suspect from his or her service and removing him or her from the community or workplace.
- Appropriate information will ensured in the school environment, taking care, however, of the personal confidentiality of all those involved with the support of legal counsel.
- Abuses by employees and collaborators of the Foundation, due to the work consequences, will be prosecuted according to the provisions contained in the relevant collective bargaining agreements.

PERSONNEL SELECTION

To limit the risk of a child being abused by adults, the Foundation requires that staff selection rules include questions aimed at verifying the person's specific suitability for working with children.

Selection, contracting and evaluation procedures must, therefore, also focus on the this PRA and its code of conduct, as well as on the UN Convention on the Rights of Child.

In the event that a candidate's profile does not meet the , the Foundation reserves the right not to consider the relevant application.

APPENDIX

DISTRESS/VIOLENCE INDICATORS FOR SCHOOLS.

The following are some of the possible indicators, proposed to teachers and staff, in order to detect hardship or violence experienced by children and adolescents in school settings.

It should be remembered that the occurrence of one or more indicators does not prove with certainty the distress or violence suffered and, therefore, each situation should be addressed and evaluated seriously, great care and appropriate attention, including the involvement of experts.

ON THE SCHOOL LEVEL BE OBSERVED:

- Inattention, listlessness, inability or difficulty in performing tasks
- Homework not done
- Difficulty in verbal expression
- Tendency to , difficulty concentrating, isolation
- Poor memory
- Demand constant adult attention
- Refusal of medical examinations or undressing to participate sports or physical activity because it causes pain or discomfort
- Constant absence on medical examination days
- Child's reluctance to return home, but immediate submission for fear adult reaction

ON THE BEHAVIORAL LEVEL OBSERVE:

- Unexcused or too frequent school absences
- Marked hostility toward authority, rebellious or oppositional attitudes
- Passivity, submissiveness, lack of initiative
- Sudden and unwarranted changes in mood
- Monotonous, repetitive or strange habits (repeated rocking, tics, ...)
- Motor hyperactivity
- Inability to manage emotions (sudden attacks of anger, despair, exaggerated and unmotivated enthusiasms)
- Frequent sleepiness and episodes of falling asleep in the classroom
- Disturbed behavior toward food (refusal or compulsive seeking)
- Excessive concern for order and cleanliness
- Habitual tardiness or request to leave out of time due to discomfort
- Repeated episodes of attention-seeking
- Acts of exhibitionism
- Violence toward peers with difficulty in managing group games
- Isolation in the classroom especially recess and/or group work times
- Inability to establish positive relationships with peers
- Excessive aggression, destructiveness
- Vandalism and destruction of school supplies
- Petty theft
- Tendency to suffer accidents, lack of sense of danger
- Generalized fear of adults
- Inability to confide
- Clearly fantastic narratives
- False Claims
- Enuresis and encopresis
- Difficulty walking and/or sitting
- Difficulty doing physical activity
- Lack of trust or fear of adults

- Seductive, sexualized attitude
- Age-inappropriate sexual knowledge manifested in words, stories, writings, games, drawings
- Compulsive masturbation
- Self-harm
- In adolescents: sexual promiscuity, prostitution, early pregnancy
- Reports of very young children placed in the care of slightly older siblings/sisters
- Early drug or alcohol use

AT THE PHYSICAL LEVEL ARE OBSERVED:

- Clothing inappropriate for the season and/or build
- Filth, bad smell, to the point of creating problems in relationships with fellow students
- Skin inflammation presumably due to lack of hygiene or inadequate care
- Presence of lice or other parasites that go untreated
- Untreated dental, hearing and visual problems
- Repeated bronchial or pulmonary episodes
- Deficits in stature/weight growth
- Consistent delays in psycho-motor development
- Presence of bruises, bruises, burns (arms, legs, face), bald patches
- Marks, bites, whipping, belting
- Head trauma

THERE ARE ALSO REPORTS OF:

- Failure to perform necessary medical checkups
- Repeated domestic accidents
- Repeated and frequent emergency room admissions
- Assisted violence

PARENTAL BEHAVIOR - PRESENCE OF THE FOLLOWING EPISODES:

- Parents do not show up for meetings with teachers even upon specific invitation
- They do not provide their child with necessary teaching materials
- They do not drive him to school on time
- They often try to stop the teacher persistently for news about their child's behavior and profit
- Do not show up on time at end of school hours to take him home
- They are reluctant to give information
- They talk about their children as very bad children, different from all the others
- They have unrealistic expectations of their children
- They show inappropriate reactions to the situation (excessive or low participation)
- They tend to keep their child in the sick condition, insistently turning to doctors and specialists in an effort to have their beliefs confirmed about their children's conditions
- They tell or give conflicting versions with respect to their son's incidents
- They fight violently in front of their son