



## Level II Child Protection Training Preparation

### Reading (~1 hour):

- Review your host country national law on [EdPortal.ICMEC.org/Policies/National Laws](https://edportal.icmec.org/Policies/National%20Laws). If your country is not available, confirm your understanding of your country's age of consent and mandatory reporting laws for teachers (you may need to google this information in the local language).first m
- Review [Your Role as a Mandatory Reporter](#)
- Review applicable accreditation [FAQs](#) on [EdPortal.ICMEC.org/Accreditation/FAQs](https://edportal.icmec.org/Accreditation/FAQs)
- Training Guide for Educators on Addressing Adult Sexual Misconduct (Chapter 1 only, pp 4-10), for those without level I training. Full resource available [here](#)
- [ITFCP Allegation protocol](#) (pp 35-40) terms and definitions, on [EdPortal.ICMEC.org / Reporting/Incident Response](https://edportal.icmec.org/Reporting/Incident%20Response) Each team member should have digital or hard copy.
- [Response Team Roles](#) [EdPortal.ICMEC.org](https://edportal.icmec.org) use search to access. Each member should have digital or hard copy access at training.

### Group work (~1 hour):

#### Foundational Beliefs

Core child protection beliefs are rooted in the [UN Convention on Rights of Child \(UNCRC\)](#) to which all countries are signatories, and many base their statutory guidance on child protection. Foundational beliefs rooted in natural rights of child include:

- all adults are responsible for preventing abuse,
- children cannot consent to abuse, and
- children have a right to agency and to voice their opinion.

Do we all agree? Does anyone have any concerns we should discuss?

The guiding principles of the [ITFCP Allegation Protocol](#):

- **The duty to children (takes precedence over all other duties)** - to keep children safe and act in the best interests of victims and children in your school or elsewhere. This takes precedence over all other duties and includes providing support for all children affected; ensuring the continuity of education and delivery of services to children; ensuring that the best interests of the victim are the primary consideration in decision-making; where possible, taking into account the victim's wishes and feelings when making decisions, while recognising that the ultimate decision lies with adults; working with the parents unless to do so would jeopardise the welfare of a child; and working across agency and institutional boundaries to protect children.
- **The duty to accused** - ensuring that their rights are upheld (including their employment and privacy rights) and that the principles of natural justice are followed. These principles require schools to provide alleged perpetrators with notice of the allegation and an opportunity to respond
- **The duty to the law and mandatory reporting obligations** - ensuring that local and international legal obligations are complied with; allegations are reported promptly to relevant external agencies; and that the school's immediate actions protect as far as possible the integrity of any future criminal investigation.

Do we all agree? Does anyone have any concerns we should discuss?

## Our Values

What are our shared values that reflect how we do things here?

Many possible answers: open communication, respect, excellence, authentic child focus, fairness, collaboration, problem solving, transparency, confidentiality, community, empowering families, equality, trauma-informed, non-discriminatory, holistic, proactive, prevention focused, responsive, consensus driven, implicit bias is

We observe these values and principles in our actions by (as many as needed):

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Possible answers:

- Prioritizing confidentiality but making process clear
- Giving everyone a chance to speak
- Valuing all roles equally
- Using a holistic approach
- Circling back to prevention
- Respecting divergent opinions
- Knowing how to listen
- Challenging inappropriate behavior
- Honoring student voice and agency
- Viewing behavior and decisions through a trauma lens
- Seeking evidence to rule out abuse

- Offering support to families and community
- Building and maintaining expertise
- Working in partnership to share expertise
- Responding to all concerns, formal and informal, named and anonymous
- Balancing child's wishes with their best interests
- Mitigating risk
- Avoiding biased, pejorative or coded language such as predator, trouble-maker, promiscuous, etc.

Do we have a shared understanding of what is acceptable and not-acceptable for both digital content and in-person behavior?

## Response Team Roles

Definition of roles within the response team (some roles will be permanent and others, temporary). Multiple roles may be filled by the same person (although the advocate for the family/victim must be different than for the accused).

Some roles you might consider using during the case study work:

- Team leader or facilitator (they may make recommendation to final decision maker)

- Spokesperson or communications role (internal and/or external communication, usually the team leader)
- Victim and family advocate
- Advocate for accused
- Medical and/or mental health professional

Review the responsibilities of each role. Identify the likely multiple roles you will play during the training.

Can you think of additional roles specific to your location, such as embassy liaison?

## Current Child Protection Policies and Procedures

What are our priorities for improving our child protection program (all may not agree)?

What policies do we need to learn more about (acceptable use, photography, communications, whistleblowing, supervision, codes of conduct, etc.)?

How are students involved/included in policy making and decision making about incidents?

How do we currently record or document child protection concerns when a child has been harmed, is being harmed or is at risk of being harmed by some behavior or unmitigated risk? Information on central record can be found on Education Portal [Accreditation FAQs](#) or [Audits](#)

What should our record of child protection concerns include that it currently doesn't?

## Community engagement

How will we share what we've learned with our colleagues? Our larger community?

Let's celebrate what we do well! We ...

## Optional questions for teams

Some topics we will discuss at training are below. It's not necessary to answer these, but they provide some deeper thinking on the topic!

Do we need to change the way we identify and support children experiencing childhood sexual abuse?

What funding or resources are needed short term? Long term? (funding additional duties, physical spaces, training, parent outreach, space in curriculum for student education, etc.)

Is our vision positive and inspiring? What are the barriers to success?

Is it measurable?

What local resources do we need to learn more about?

What is our protocol to investigate/evaluate incidents online and on phones?

How are incidents classified as peer conflict, bullying or abuse?

What are escalating factors?

What is our protocol to address/respond to incident/concern?

Are consequences consistent with offline disciplinary actions?

Is process transparent, understood?

Is process victim-centered?

Is process fair and supportive of both parties? How do we ensure that?

When is law enforcement called or not called?

How is communication handled with principal parties? This includes victim or target, accused, bystanders and families if children.

How is communication handled within and outside school community? Parents, alumni, organizations outside school, media (if already involved).

What is needed to further prevention and resilience in light of an incident or concern?