



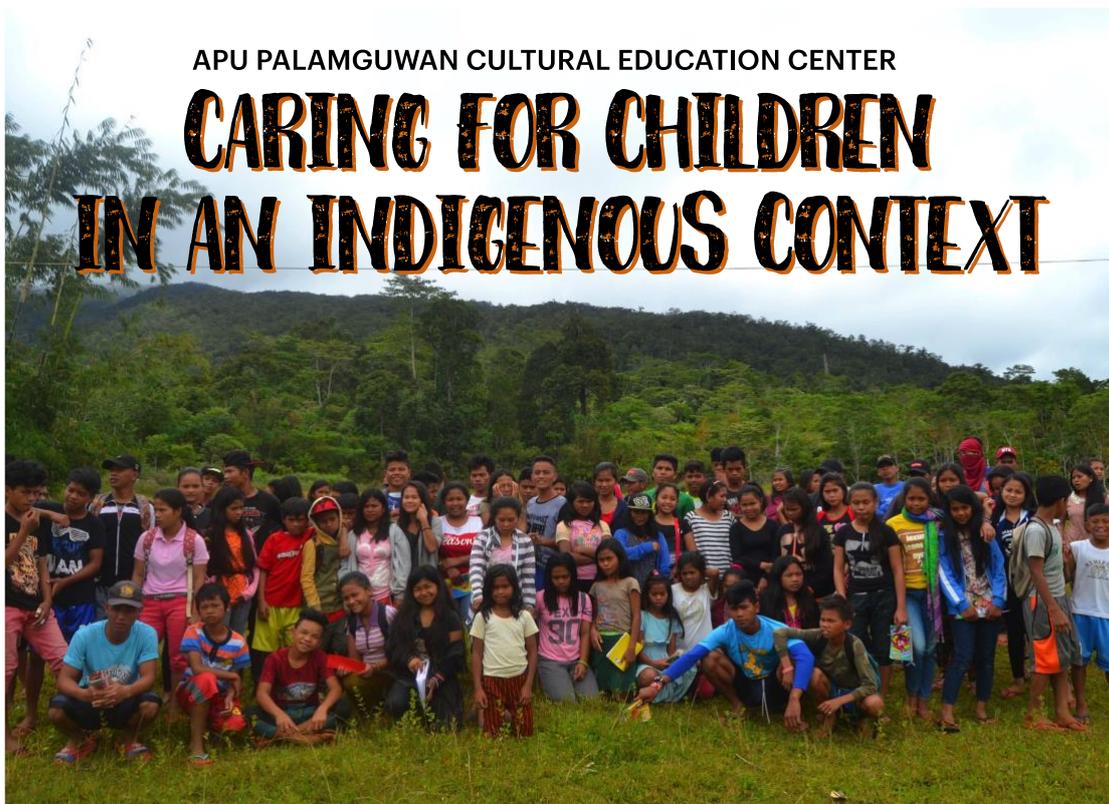
CHILD SAFEGUARDING POLICIES AND PROCEDURES

APU PALAMGUWAN CULTURAL EDUCATION CENTER
A cultural and ecological school of the Pulangiyan
Sitio Bendum, Barangay Busdi, Malaybalay City, Bukidnon
Mindanao, Philippines

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APU PALAMGUWAN CULTURAL EDUCATION CENTER

CARING FOR CHILDREN IN AN INDIGENOUS CONTEXT



The **Apu Palamguwan Cultural Education Center (APC)** is a community-based, Jesuit-supported organization that operates indigenous schools in the uplands of Bukidnon in northern Mindanao, Philippines. The Pulangiyan, an indigenous community in the village of Bendum, expressed a desire for a school and welcomed the opportunity to work with an organization that could help them with their efforts. An initial literacy program in the 1990s developed into a full-fledged elementary and high school curriculum that educates Pulangiyan children within the context of their culture and prepares them for life in their *gaup* (pronounced ga-oo), the domain in which they live.



APC Deputy School Manager Mercy Pakiwag attended the International Conference on the 3rd Anniversary of Laudato Si, July 2018



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I. INTRODUCTION

The Apu Palanguwan Cultural Education Center (APC) is a Jesuit-run and community-based cultural and ecological school of the Pulangiyēn people of Sitio Bendum, Barangay Busdi, Malaybalay City, Bukidnon. As such, it operates under the auspices of the Bendum Tribal Council and the Bendum village head, Datu Nestor Menaling, as one who holds cultural leadership in the community and maintains the relations between families as well as the cultural relations among the villages from whence APC students come. The APC way of proceeding is grounded in cultural values and observant of cultural practices.

The Pulangiyēn people of Bukidnon are historically known as *manananul hu mga balu daw ihu* or carers of widows and orphans. In times past when different communities were infighting, the Pulangiyēn took on the role of taking care of those left widowed and orphaned by the conflicts. To this day, the Pulangiyēn continue to care for relatives left widowed and orphaned and also look out for the wellbeing of vulnerable members of the community.

It is in this spirit of caring for the most vulnerable among us that the APC undertakes preventive and responsive measures in safeguarding the children and young people within its schools and *dalēpaan* (the cultural home of students from other villages who study at APC). The school works with parents and the Bendum Tribal Council, particularly the Datu, as the principal person in a culture-based school, in this undertaking.

II. PRINCIPLES

A. SAFE SELF

The most important thing in safeguarding children is for adults who work and care for them to be possessed of a Safe Self. This entails psychological, relational, and sexual maturity that enables adults to seek out positive relationships with peers and engage in healthy ways with young people and children. APC screens for Safe Self during recruitment and promotes it through ongoing support and formative programs.

B. BUILDING STAFF CAPACITY

Staff capacity is grounded on safe self and built on with orientation and ongoing support, supervision, and formation. All staff members must have a shared understanding of APC's safeguarding policies and procedures and must be enabled in observing and implementing them.

C. EMPOWERING YOUNG PEOPLE IN SAFEGUARDING THEMSELVES

Beyond capacitating staff, children and young people must be empowered in safeguarding themselves. They must have an understanding of their rights, an awareness of the forms of abuse and possible threats to and among young people, and



knowledge of the ways in which they can safeguard themselves and of avenues for reporting and support when they feel unsafe or find themselves in harm's way.

D. PROVIDING CARE AND RESPECTING PRIVACY

Observing confidentiality in responding to safeguarding concerns is important in respecting the privacy of both complainants and respondents. Recognizing the state of vulnerability of both parties, care and support are provided to each, even as a child's welfare must always come first.

E. EMPOWERING PARENTS AND COMMUNITY

APC reaches beyond the confines of its schools and *dalēpaan* to orient and partner with parents and community in the overall safeguarding of children and young people from all forms of threats and abuses.

III. RELATED INTERNATIONAL DECLARATIONS AND NATIONAL LEGISLATION

APC recognizes international declarations and national legislation on child protection that includes the following:

1. UN Convention on the Rights of the Child or UNCRC (1989) - <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

The UNCRC is a legally-binding international human rights treaty setting out the civil, political, economic, social and cultural rights of every child, regardless of race, religion or abilities with four core principles:

- Non-discrimination
- Devotion to the best interests of the child
- Right to life, survival and development
- Respect for the views of the child

2. UN Declaration on the Rights of Indigenous Peoples or UNDRIP (2007) (<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>)

The UNDRIP was adopted by the UN General Assembly on 13 September 2007 with the Philippines voting in favor. Due to a rise in violence and abuse against Indigenous Peoples, the UN drafted this declaration as an aspiration for how indigenous individuals and peoples should be treated. Included in this declaration are the following:

- Human rights and fundamental freedoms
- equality and non-discrimination
- Cultural heritage, knowledge, and languages
- Conservation and protection of their lands, territories, and natural resources
- Education and development with culture and identity
- Gender equality
- Self-determination, participation, and free, prior, and informed consent



3. Philippine legislation

Act No 3815 (1930) – Revised Penal Code (relevant provisions)
Philippine Constitution (1987)
Presidential Decree No 603 (1974) – Child and Youth Welfare Code
Republic Act No 7610 (1992) – Special Protection of Children against Abuse, Exploitation and Discrimination Act
Republic Act No 7877 – Anti-Sexual Harassment Act of 1995
Republic Act No 8353 – Anti-Rape Law of 1997
Republic Act No 9208 – Anti-Trafficking of Persons Act of 2003
Republic Act No 9262 – Anti-Violence against Women and their Children Act of 2004
Republic Act No 9344 – Juvenile and Justice Welfare Act of 2006
Republic Act No 9775 – Anti-Child Pornography Act of 2009
Republic Act No 10175 – Cybercrime Prevention Act of 2012
Republic Act No 10627 – Anti-Bullying Act of 2013

4. Child Protection Policy of the Department of Education (DepEd) in 2012

The Child Protection Policy was launched on 3 May 2012 through DepEd Order No 40, s 2012 and promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other related offenses.

IV. PREVENTIVE MEASURES

A. SCREENING AND CAPACITATING STAFF

1. SAFE RECRUITMENT

The recruitment process screens for Safe Self through the following measures:

- a) The APC application form contains the following questions:
 - i. “Have you ever been involved in any administrative, civil or criminal case? (Yes/No) If yes, what are the details?”
 - ii. Have you ever been accused of inappropriate conduct within an employed or voluntary capacity? (Yes/No) If yes, what are the summary details?
 - iii. Have you ever been convicted of a sexual or child safeguarding offense or the subject of an ongoing sexual or child safeguarding investigation? (Yes/No) If yes, what are the summary details?
 - iv. Have you suffered from any serious illness, hospitalization or accidents in the past five (5) years? (Yes/No) If yes, what are the summary details?
 - v. Have you suffered from any serious depression or psychological illness in the past five (5) years? (Yes/No) If yes, what are the summary details?
- b) The applicant is required to submit proofs of identity and qualifications in the form of diplomas and transcripts of record with photo.
- c) The interview is carried out by two interviewers, explores the applicant’s experiences with and feelings and attitudes towards children, and probes the applicant’s suitability in working with children, using projective techniques to allow



hidden or unconscious motives, urges, and intentions to surface. Vague statements and unsubstantiated qualifications are also clarified.

d) Reference checks: If the applicant is successful in the job interview, the applicant is required to submit at least two recommendation forms from references who are not family members and ideally have first-hand knowledge of the applicant's work or experiences with children, including the applicant's most recent supervisor.

The recommendation form contains the following question: "Is there any reason to consider this applicant unsuitable for working with children? (Yes/No) Kindly explain why."

Phone interviews with these references and/or others are also carried out, to confirm the contents of the submitted recommendation forms and explore other aspects not addressed in the form.

e) If the applicant is vetted safe by the references, the applicant is informed of the outcome of the application and required to submit the following security checks: clearance from the barangay and the National Bureau of Investigation (NBI).

2. HUMAN RESOURCES MEASURES

The employment contract contains clear stipulations regarding abusive behaviors that merit termination. A three-month probationary period is provided at the end of which an appraisal is conducted and used as basis for an employment term of a full school year.

3. STAFF ORIENTATION

The start-of-employment orientation covers a broad range of topics but integrates further explorations of safe self and orients new staff on the principles of safeguarding as well as on the group profiles of the children and young people in the care of APC. Specifically, the orientation:

- a) explores the self that the new staff member brings in beginning work with APC: including experiences with, feelings about, and attitudes towards children; and the understanding and experiences of the boundaries between adults and young people
- b) facilitates the new staff member's reflection on i) the understanding and experiences of being safeguarded and safeguarding others, and ii) the sense of the ways in which young people are safe and not safe with the new staff member
- c) orients the new staff member on the developments traits and needs of children and adolescents
- d) conducts a brief training on basic attending or listening skills, and
- e) provides a discussion of the following: principles of safeguarding, boundaries between students and staff members, code of conduct for staff, and safeguarding policies and procedures.



4. SUPPORT, SUPERVISION, AND FORMATION

Working with children and young people in the roles of teaching and supervision requires emotional health and resilience on a day-to-day basis. As such, APC staff members need ongoing support from supervisors, who can give feedback as well as offer a safe space for expressing difficulties and struggles encountered at work.

This is done through one-on-one sessions with immediate supervisors and group sessions that facilitate self-expression and self-reflection and foster friendship and a sense of community among staff. Having positive relationships with other adults is critical for preventing unhealthy relationships with children.

Staff members have the responsibility to open a dialogue with their supervisors in the event of personal difficulties that may impinge on their competence and relationship dynamics with students. Personal support is offered to the staff and options regarding alternative work arrangements are explored so that responsibilities and the well-being of young people are not compromised.

B. EMPOWERING STUDENTS

Empowering children and young people in safeguarding themselves is critical in protecting them from all kinds of abuse. Topics related to safeguarding are integrated in the Formative class curriculum, taught several times a week. These topics include:

1. Rights of children: What is life like for a child who is loved?
2. Boundaries between boys and girls and between children and adults
3. Vulnerable persons and the responsibility for safeguarding them
4. Types of abuse and other threats to children and young people: including bullying
6. Safeguarding one's self from abuse: including how to spot an abuser
7. What to do if one feels unsafe though not yet harmed: who to tell and how
8. What to do if one is already in harm's way: how to protect one's self
9. What to do in the aftermath of abuse: who to tell and how
10. Indicators of abuse

C. OPERATIONAL POLICIES

1. FACILITIES

Boys and girls are housed in separate buildings and have separate bathrooms and toilets that are not near each other. Staff members also have rooms, bathrooms and toilets separate from those used by students. Doors, except for bedrooms, have a small window for transparency. Wooden bars are placed on all windows to prevent access from outside.

2. STAFF-STUDENT BOUNDARIES

Students are not allowed to enter staff rooms and vice versa. Staff members may enter students' bedrooms only when reviewing cleaning or attending to a student's



critical needs. This is done in the presence of another adult and only for as long as the need is being attended to.

The boys' *dalēpaan* is supervised by male staff members and the girls' *dalēpaan* is supervised by female staff members.

3. PHOTOS AND VIDEOS

Given the ease by which photos and videos can be easily copied, adapted or distorted, staff members are discouraged from taking photos and videos of students, except for documentation of school activities. Staff are instead encouraged to “take a photo with the heart,” creating lasting memories by being fully present in the moment, taking in the full sights, sounds, and meaning of the experience, instead of recording it in digital form while missing it in reality.

Group photos of students are allowed in limited quantities. Posting of students' pictures on social media is greatly discouraged. In official APC communications, images of children are focused on the activity and not on any particular child. Children should not be identifiable through a photograph and there is no fundraising based on “adopting a child.”

D. WORKING WITH PARENTS

Orienting parents regarding children's rights, types of abuses, and safeguarding measures is also critical in ensuring children and young people are safe within the home, school, and community. Learning and reflective sessions with parents are scheduled within the school year or the summer break. These sessions may also include formative activities aimed at promoting parents' emotional health, enabling them to better respond to their children's needs.

E. WORKING WITH COMMUNITY

The Bendum Tribal Council, on behalf of the Bendum community, accepts and takes responsibility for all children and young people who study at APC.

APC works with the Tribal Council, particularly the Datu, in addressing grave safeguarding concerns, specifically in determining how best to protect and care for complainants and respondents, and in discerning the steps to be undertaken to come to a resolution, observing safeguarding standards as well as cultural approaches that are grounded in the values and relations of the Pulangiyēn.

APC also supports the Tribal Council and other village leaders in the broader work of promoting child safeguarding in the community and within families.



V. DEFINITIONS AND INDICATORS

A. DEFINITION OF A CHILD

A child is defined as someone who is below 18 years of age or 18 years and above but cannot take care of themselves fully due to a physical or mental disability or condition.

B. DEFINITIONS AND INDICATORS OF ABUSE AND NEGLECT

The definitions and indicators used below are taken from safeguarding documents of Jesuit Social Services in Australia. The definitions are from “Commitment to Safeguarding Children and Young People” while the indicators are from “Working with Children, Young People and Families (version 9)” with the following reminders:

“Please take note that the presence of an indicator does not always indicate that a child is being abused; and the absence of the indicators listed below does not indicate that the child is not being abused.”

These definitions and indicators are to be used in orienting staff, students, parents, and community leaders.

APC is committed to safeguarding the children and young people in its care from:

1. SEXUAL ABUSE

Definition

Sexual abuse is any act in which a person with power or authority over a child (male or female) uses a child for sexual gratification. An abuser can be an adult, adolescent or older child. Sexual abuse spans a range of contact and non-contact behavior.

Non-contact behavior includes:

- making sexual comments (in person, in letters, by phone calls and text messages, or online messages through email or social media)
- voyeurism – including commenting on physical attractiveness
- exposing a child to pornography
- nudity – an abuser exposing parts of their body or the child’s body

Contact behavior includes:

- fondling or kissing
- sexual penetration
- exploiting a child through prostitution

Indicators

Physical indicators may include:

- Injury to the genital or rectal area, vaginal bleeding or discharge
- Discomfort in urinating or defecating
- Sexually transmitted infections or frequent urinary tract infections
- Anxiety-related illness



Behavioral indicators may include:

- Disclosure
- Persistent and age inappropriate sexual activity or sexually explicit and age inappropriate drawings
- Regressive behavior such as bedwetting and speech loss
- Self-harming behavior such as substance use, sex work and self-mutilation
- Rocking, sucking and biting
- Signs of depression
- Complaining of headaches or stomach pains or difficulties sleeping

2. PHYSICAL ABUSE

Definition

Physical abuse occurs when a parent or caregiver subjects a child to non-accidental physically aggressive acts. The abuser may inflict an injury intentionally, or inadvertently as a result of physical punishment or the aggressive treatment of a child. Physically abusive behavior includes (but is not limited to) shoving, hitting, slapping, shaking, throwing, punching, biting, burning and kicking.

Indicators

Physical indicators may include:

- Bruises, burns, sprains, dislocations, bites, cuts, welts, fractured/broken bones
- Poisoning
- Internal injuries
- Shaking or strangulation injuries

Behavioral indicators may include:

- Disclosure
- The child or young person expressing little emotion when hurt
- Unlikely explanation of and hiding of injuries
- The child or young person demonstrating a fear of parents/carers and being reluctant to go home
- The child or young person showing fear when hearing others cry or shout
- The child or young person being excessively friendly to strangers
- Passivity and quietness, nervousness, hyperactivity, aggression

3. EMOTIONAL OR PSYCHOLOGICAL ABUSE

Emotional or psychological abuse occurs when a caregiver or parent repeatedly rejects or threatens a child. Often there is a pattern of emotional or psychological abuse, rather than a single incident. Such abuse may involve humiliating, terrorising, name-calling, belittlement, inappropriate symbolic acts or continual coldness from the caregiver or parent, to an extent that results in significant damage to the child's physical, intellectual or emotional well-being and development.



4. NEGLECT

Definition

Neglect occurs when a parent or caregiver fails to provide a child with the basic necessities of life. Such neglect includes the failure to provide adequate food, clothing, shelter, medical attention or supervision to the extent that the child's health and development is, or is likely to be, significantly harmed.

Indicators

Physical indicators may include:

- Frequent hunger and/or malnutrition
- Poor hygiene
- Inappropriate clothing
- Lack of supervision
- Medical needs not attended to
- Failure to thrive

Behavioral indicators may include:

- Stealing food
- Staying at school outside school hours
- Tiredness, falling asleep
- Substance use
- Aggression
- Inability to relate well to peers
- Indiscriminate with affections

5. WITNESSING FAMILY VIOLENCE

Witnessing family violence is a specific form of emotional or psychological abuse. Family violence is defined as violence between members of a family or extended family or those fulfilling the role of family in a child or young person's life. Exposure to family violence places children and young people at increased risk of physical injury and harm and has a significant impact on their well-being and development.

VI. RESPONSIVE MEASURES

A. DISCLOSURE AND INITIAL REPORTING OF CONCERN

Students, staff members, parents, and community members are oriented to bring safeguarding concerns to the attention of the APC Child Safeguarding Officer (CSO), Ms Mercy Pakiwag, without sharing the details with other persons. A concern raised does not require irrefutable proof, only reasonable belief that a child is in harm's way or likely to be in harm's way. A concern must be reported at the soonest possible time, even when it is merely a suspicion or a feeling of uneasiness, or when a child is not yet harmed but one believes is likely to be harmed. It is better to err on the side of caution rather than err on the side of neglect or complacency.



The CSO takes steps to assess the genuineness of the report by determining the primary source of information and assessing the facts supporting the report: What was seen or heard by the source? Did the young person involved report a concern?

If the CSO believes there is reasonable cause for concern, she brings the matter up to the Child Safeguarding Committee (CSC), comprised of the Head of Guidance and Formation, the School Manager, and the Executive Director, along with the CSO. The CSC assesses the case and decides on the next steps to be undertaken to inquire into and verify the concern.

If, however, the CSO believes the reported concern is unfounded, the matter is still shared with the Head of Guidance and Formation and the School Manager, for a second look at the facts and for taking note of for future reference.

B. INQUIRIES AND VERIFICATION

Whenever possible, the CSO speaks directly with the young person/s at risk in the safeguarding concern brought to her attention. She listens to them with calm and compassion and refrains from making comments or speculations and asking intrusive and leading questions. With the young person's approval, notes are taken using the person's own words. An assessment of imminent danger is made and steps taken to remove the young person from an unsafe environment or situation.

The CSO may make further inquiries from other persons, including students and staff members who can share relevant information. The CSO then shares the findings with the CSC. An assessment is made and the next steps to be undertaken are decided.

Afterwards, the CSO meets with the respondent involved in the concern, verifying the allegations. The conversation is carried out with compassion and care for the person, recognizing his vulnerability in this situation. This meeting is documented in the person's own words and reported to the CSC.

C. DISCERNMENT AND RESOLUTION OF CASES

The CSC is responsible for assessing the gravity of the situation and determining the next courses of action.

1. WHEN ONLY YOUNG PERSONS ARE INVOLVED

If all parties involved are comprised only of young persons and the matter is not deemed grave enough, the resolution and reconciliation between complainant and respondent is facilitated by the CSO, in a cultural approach called *haphap*. In the *haphap*, an apology is made and forgiveness is extended, feelings are expressed and small tokens are exchanged as a gesture of reconciliation between the two parties.

If the matter is deemed grave, however, involving great harm or danger to the young persons involved, the CSO brings the concern to the Datu for guidance on how to proceed in informing the parents and determining the cultural mechanisms necessary to come to a resolution.



Afterwards, the CSO, together with the complainant, makes a visit to the latter's parents and informs them of the situation, exploring options for next steps as regards to seeking justice and resolution and ensuring the safety and wellbeing of the young person.

The CSO then, together with the respondent, visits the latter's parents and apprises them of the situation, including the results of the meeting with the complainant's parents, and also exploring next steps towards a resolution that promotes the wellbeing of all young persons involved. Depending on the terms of resolution sought for by the complainant and his/her parents, the next step may be a *husay* facilitated by the Datu, where recompense may be sought and given and a resolution and reconciliation are effected between the parties, in keeping with the values and tradition of the Pulangiyēn.

2. WHEN RESPONDENTS INVOLVE STAFF

In cases where respondents involve staff members and the matter is deemed not grave and therefore redeemable, involving minor misdemeanors which may still be corrected, the CSO speaks with the staff member involved and facilitates a reflection on the seriousness and impact of the latter's actions, pursuing remorse and an understanding of the impropriety of the behaviors involved.

A *haphap* is then facilitated by the CSO between the complainant and the respondent.

If, however, the staff member is found guilty of serious abusive behavior, the matter is brought to the Datu, and the CSO, accompanied by a Tribal Council member, engages in dialogue with the complainant's parents, in the spirit of compassion and with a view towards ensuring the wellbeing of the young person and seeking justice and resolution in the practice and values of the culture.

The relevant cultural mechanisms are pursued, including a *sala*, where recompense is sought and given; and the appropriate human resources actions, including termination, are effected. Pastoral and therapeutic support are sought for both complainant and respondent.

3. WHEN THERE IS NO CASE

In cases where concerns and allegations prove to be unfounded and a reconciliation is deemed necessary between complainant and respondent, a *haphap* is facilitated by the CSO. For staff who underwent internal investigation, all outstanding matters are dealt with and pastoral and therapeutic support are offered to allow the person to move forward in his life and work.

4. WHEN STAFF ARE THREATENED

In cases where the words and actions of a young person constitute a threat to staff or may cause staff to feel threatened, the CSO speaks with the young person to facilitate expression of feelings and reflection on the actions involved. They then share the



matter with the young person's parents and a *haphap* is facilitated by the CSO between the young person and the staff member, in the presence of the parents and, if necessary, the Datu.

5. DEALING WITH INCIDENCES OF FAMILY VIOLENCE

The CSO, as a member of the Bendum community, works with village leaders in responding to incidences of family violence, pursuing the safety and wellbeing of the children. This is done by speaking gently with parents – calling their attention to the impact of violence on children and helping them explore alternative family dynamics.

D. REPORTING TO OFFICIAL AUTHORITIES

Following the Department of Justice (DOJ) process in implementing legislation that protect the child, a complaint for child abuse may be filed with the Department of Social Welfare and Development (DSWD) or with the police or other law enforcement agency.

The following government authorities may be approached as found applicable:

- Local Barangay Council for the Protection of Children
- DOJ Task Force on Child Protection or the nearest Provincial, City or Regional Prosecutor
- DSWD or to the Child Health and Intervention and Protective Service (CHIPS)
- Anti-Child Abuse, Discrimination, Exploitation Division (ACADED) of the National Bureau of Investigation (NBI)
- Child Rights Center of the Commission on Human Rights (CHR)
- Philippine National Police Operation Center

Complaints may be filed by any of the following:

- The child victim
- The parent or legal guardian of the victim
- The grandparent, or relative of the child victim up to a first cousin
- The Barangay Chairman
- One of a group of three or more persons who have personal knowledge of the abuse

VII. MANAGEMENT

The Child Safeguarding Committee undertakes program planning and evaluation and regular reviews of operational risks, seeking inputs from the different stakeholders - students, staff, parents, and community leaders - and ensuring alignment with national and international standards and legislation.



VIII. BASIC ORIENTATION WORKSHOP ON SAFEGUARDING OF MINORS

In May 2019, a five-day Basic Orientation Workshop on Safeguarding of Minors was held in Bendum with around 40 participants from ESSC and APC staff and teachers. The workshop was facilitated by Carmen “Titay” La Viña, PhD, and Gabriel “Gabby” Dy-Liacco, PhD from the Catholic Safeguarding Institute of EMMAUS Center for Psycho-spiritual Formation and with the support of the Philippine Province of the Society of Jesus.



APC is committed to safeguard and promote the rights and welfare of children and vulnerable adults. To capacitate its teachers and staff in sustaining a safe and healthy environment for everyone in the school, APC held a child safeguarding workshop on May 20 19.

APU PALAMGUWAN CULTURAL EDUCATION CENTER CHILD SAFEGUARDING POLICY

APC is committed to safeguard and promote the welfare of children and vulnerable adults.



A child is anyone under the age of 18.



Respecting, protecting, and promoting the rights of children and vulnerable adults is everyone's responsibility.



Vulnerable adults include women in situations or events where they are at risk.



Bullying in any form is not tolerated.

What do I need to do?



Always act in the best interest of the child/ vulnerable adult.



Know the different types of abuse and report so that you can identify who may be in need of help or protection.



Talk to the Safeguarding Officer (Ate Mercy Pakiwag) in confidence as soon as you are concerned.

If you feel vulnerable or have any worries or concerns that you are at risk of school, at home, in the community, or at work, inform the Safeguarding Officer (Ate Mercy Pakiwag) or a member of staff in school whom you trust.



Let us work together to maintain a safe and healthy environment for everyone.





The workshop oriented ESSC and APC participants on the issues of child abuse and safeguarding and protection of minors, particularly principles and practices necessary to live out culturally-effective safeguarding initiatives on the personal, community, and school levels. The workshop also helped participants begin to develop and gain a sense of ownership of the APC school's safeguarding guidelines.

The workshop went very well and started a process with the teachers and staff to develop specific principles and accompanying policies for child safeguarding and protection in APC and ESSC, especially in Bendum where the work with the youth is of great focus. A schedule of writing tasks and further processing with the community followed the workshop, as the principles and the policies were to be written first in Pulangiyēn then translated to Bisaya and English.



ANNEX A. APC Child Safeguarding poster in English

APU PALAMGUWAN CULTURAL EDUCATION CENTER CHILD SAFEGUARDING POLICY

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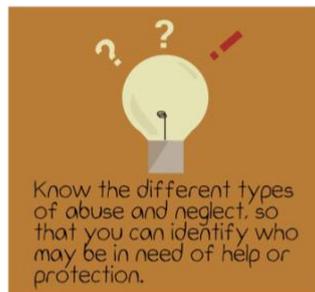


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What do I need to do?



Always act in the best interest of the child/ vulnerable adult.



Know the different types of abuse and neglect, so that you can identify who may be in need of help or protection.



Talk to the Safeguarding Officer (Ate Mercy Pakiwag) in confidence as soon as you are concerned.

If you feel vulnerable or have any worries or concerns that you are at risk at school, dalepaan, home, community, or at work, inform the Safeguarding Officer (Ate Mercy Pakiwag) or a member of staff in school whom you trust.



Let us work together to maintain a safe and healthy environment for everyone.





ANNEX B. APC Child Safeguarding poster in Pulangiyen

APU PALAMGUWAN CULTURAL EDUCATION CENTER PAMALAUD HU PEGPANALINGED HU MGA KABATAAN DAW MGA BAHİ

Sa APC mutinud-anen duun hu pegpanalinged daw pegpakilala hu kaayadan duun hu mga kabataan daw makahihid-u ha mga laas.



Sa **pababa** hu 18 sa idad kaumaw ha bata pa.



Tahudan, panalingedan daw ipakilala sa mga katunged hu mga kabataan daw mga laas ha makahihid-u ha sidan **risponsibilidad** hu kada sabuwa.



Mahitunged hu "vulnerable adults" sa **mga bahi** ha duun hu mga kahimtang ha duun hu mga hulga daw pagpahimulus.

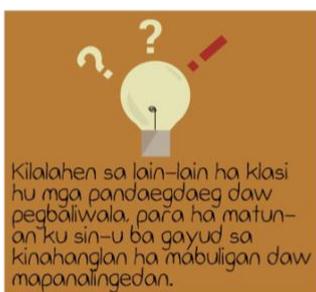


Hadi maayad ha **kaanggaan** nu sa isig kaetaw nu.

Inu sa kinahanglan ha hinangen ku?



Sigi-sigi magkayug hu maayad duun hu mga bata daw mga laas ha makahihid-u.



Kilalahen sa lain-lain ha klasi hu mga pandaegdaeg daw pegbaliwala, para ha matunan ku sin-u ba gayud sa kinahanglan ha mabuligan daw mapanalingedan.



Lalangen hu sinaligan duun hu Safeguarding Officer (Ate Mercy Pakiwag) mahitunged hu mga balaan ha butang ha hadi hani ipalukup duun hu duma.

Ku magedam nu ha duun ka hu kahimtang ha pigpahimuslan daw ku nahangel ka ha heda nu kasiguraduhan ta tunghaan, ta dalepaan, ta balay, ta banuwa, daw duun hu talabahu, ipauma duun hu sinaligan hu Safeguarding Officer (Ate Mercy Pakiwag) u duun hu magnanau ha pigsaligan nu.



Magduma-duma kuy hu pegtalabahu para ha tagpabilin ha luwas daw maayad ha lagidlidan para hu kada sabuwa.





ANNEX C. APC Child Safeguarding poster in Bisaya

APU PALAMGUWAN CULTURAL EDUCATION CENTER MGA PALISIYA SA PAGPROTEKTA SA MGA KABATAN-ONAN UG KABABAIN-AN

Ang APC adunay panaad nga lig-on nga pagpanalipud ug pagbarug sa kaayuhan sa mga kabatan-onan ug sa mga tawo nga dinha sa kalisud nga kahimtang (vulnerable adults).



Ang kabatan-onan nga nag-edad ng 18 paubos.



Rispunsibilidad sa tanan nga pagrespito, pagpanalipud, ug pagbarug sa mga katungud sa mga kabatan-onan ug mga "vulnerable adults"



Kabahin sa "vulnerable adults" ang mga kababain-an nga dinha sa mga kahimtang nga anaa ang mga hulga pagpahimulos.



Dili angay nga kaminusan ang imong isig kaingon.

Unsa ang angay nga buhaton?



Buhaton permi ang kaayuhan sa mga kabatan-onan ug "vulnerable adults"



Tuki-on ang nagkalain-lain nga mga pagpahimulos ug pagpasagad para mahibal-an kong kinsa ang angay nga tabangan ug panalipdan.



Isturyahon sa Safeguarding Officer (Ate Mercy Pakiwag) kabahin sa mga sagrado nga butang nga dili kini ipakalap sa uban.

Kong imong mabati nga diha ka sa kahimtang nga gipahimuslan ug kong nabalaka ka nga wala kay kasiguruhan sa tungha-an, sa dalepaan, sa balay, sa komunidad, o sa trabaho, ipaambit sa Safeguarding Officer (Ate Mercy Pakiwag) o sa magnanau nga imong gisaligan.



Maghiusa kita aron nga maipabilin ang kasiguruhan ug kaayuhan alang sa tanan.

