



Lo normal
es ser diferente,
y el respeto,
la mejor forma
de enseñarlo

Protocolo de atención del *bullying* contra población **LGTB** inserta en los centros educativos



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care protocol of bullying against LGBT student population inserted in educational centers of the Ministry of Public Education

1. Introduction

This document was specially designed for administrative and teaching staff and other members of the educational community, its purpose is to generate a series of practical recommendations on how to face and act against discrimination based on non-normative sexual orientation and gender identity within the school. Costa Rican educational system, with the intention that it becomes a safe environment for the integral development of all minors and other student population.

Discrimination, understood here as that distinction, exclusion, restriction or preference that is based on aspects such as sexual orientation, ethnicity, nationality, color, gender, language, religion, political or other opinion, the origin of discrimination must be eradicated from society. (Manual of Good Practices for NON-DISCRIMINATION of Minors inserted in the Educational System MEP 2008 page 13).

This discrimination and violence, sometimes invisible or naturalized, becomes what we call bullying itself, which is increasing or at least in its denunciation and recognition in Latin America. Costa Rica is among the first five countries with the greatest physical violence at 21.2%; According to a worldwide study by the United Nations Educational, Scientific and

Ia Cultura (2013), coupled with the fact that dealing with specifically homophobic bullying in educational establishments will depend on the possibilities of each country, including legal frameworks and sociocultural contexts.

Bullying in the LGBT population (lesbians, gays, transsexuals, transgender and bisexuals) occurs in all countries, regardless of beliefs or cultures. Just as discrimination based on ethnicity, disability or religion is unacceptable, so is discrimination based on sexual orientation and gender identities (alleged or real). It violates the right to education and undermines the academic achievements of the people affected.

Furthermore, we cannot lose sight of the fact that we live in a conservative society that sometimes privileges beliefs and customs over human rights, which is inherited from generation to generation through families, the community and centers. educational, which results in little knowledge, myths and stereotypes, greatly limiting progress towards new, more humanistic paradigms that promote spaces free of discrimination.

However, this task has not been easy at all, we know that the issues that revolve around sexuality continue to be taboo topics today in most spaces and specifically what refers to populations with LGBT sexualities, much less when it comes to minors, so the state is obliged to make it more visible by giving it due attention and legal protection.

Without undermining this reality, efforts have been made so that the educational processes that are developed are in favor of a culture of equity and respect for all forms and expressions of human diversity and in this way contribute to compliance with the Principles Fundamentals of the Doctrine of Human Rights. All people have the same right to a quality education in a safe educational environment.

The educational system therefore becomes an excellent space to be the engine of change, hence it is a priority to address the issue in its entirety, not forgetting that diversities are multiple, with different nuances, and that diversity itself enriches in itself. the educational environment, since it cannot be forgotten that there is a population of minors who are experiencing their own sexuality and gender identity, and it is of utmost importance to make them feel free from discrimination and, above all, that they can behave and express themselves. on freedom.

The manual presented below aims to be an instrument with basic tools for proper intervention in bullying situations in the LGTB population that occur within the educational center of the Ministry of Public Education.

The suggestions, recommendations and intervention strategies were thought from a human rights perspective and based on the current regulatory framework and institutional structure.

INPE

Bullying in the LGBT population occurs in all countries, regardless of beliefs or cultures.

As well as discrimination based on ethnicity, disability or religion is unacceptable, so is the discrimination based on sexual orientation and gender identities (alleged or real). Violates the right to education and undermines academic achievement of the people affected.



2. Legal framework

binding

As is known, the Ministry of Public Education of Costa Rica, as part of the State, has the responsibility of ensuring the protection of the rights of minors, in addition to guaranteeing the right to education without distinction of any kind, in that In this sense, there is a national and international legal regulation that supports this mandate.

For this reason, a brief tour is made that goes from the current legal framework for the country, to good practices, manuals and proposals within the education sector to address this situation.

The Universal Declaration of Human Rights of 1948 states that "all human beings are born free and equal in dignity and rights and, endowed as they are with reason and conscience, must behave towards one another in brotherhood" (article 1); "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or any other condition." (article 2.1).

The American Convention on Human Rights, known as the Pact of San José (November 22, 1969) Ratified by Costa Rica, through Law No. 4534 of February 23, 1970, establishes that the States parties undertake to respect the rights and freedoms recognized in this convention, as well as guaranteeing the free and full exercise that every person has without any discrimination, including any type of discrimination based on sexual orientation.

The Universal Declaration of Rights
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and conscience, they must behave
fraternally with one another" (article 1)



Convention on the Elimination of All Forms of Discrimination

against Women, ARTICLE 5: The States Parties shall take all appropriate measures to: a) Modify the socio-cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and other practices that are based on the idea of the inferiority or superiority of either sex or on stereotypical roles of men and women. Raise public awareness, in cooperation with civil society organizations, regarding violence against lesbian, bisexual, transgender and intersex women and take measures to prevent, investigate, prosecute and appropriately punish hate crimes against them and offer reparation, including compensation, to victims.

The United Nations Convention on the Rights of the Child guarantees non-discrimination to each boy and girl, "without distinction of any kind, regardless of race, color, sex, language, religion, political opinion or of another nature, the national, ethnic or social origin, economic position, physical handicaps, birth or any other condition of the child, their parents or their legal representatives.



The Ibero-American Convention on the Rights of Young People, with the following articles: Article 5. Principle of non-discrimination; The enjoyment of the rights and freedoms recognized for young people in this Convention, does not admit any discrimination based on race , the color , national origin, belonging to a non-ethnic or national , cultural minority, sex, sexual orientation, , the language, religion or disability, the place where they live , the economic resources or any other personal or social condition or circumstance of the young person that could be invoked to establish discrimination that affects equal rights and the opportunities to enjoy them. Article 14. Right to their own identity and personality 1. Every young person has the right to: have a nationality, not to be deprived of it and to acquire another voluntarily and to their own identity, consistent with the formation of their personality, in attention to their specificities and characteristics of sex, nationality, ethnicity, affiliation, sexual orientation, belief and culture. 2. The States Parties shall promote due respect for the identity of young people and guarantee their free expression, ensuring the eradication of situations that discriminate against them in any of the aspects concerning their identity

Yogyakarta Principles on the Application of International Human Rights Legislation in Relation to Sexual Orientation and Gender Identity, 2007. It is recommended that state institutions with respect to the right to education consider for a truly inclusive education the following postulates based on principle 16 that refers in detail to education.





States shall guarantee that education is directed to instill respect for human rights and freedoms fundamental rights, as well as by the mother, father and relatives of each girl and boy, for their own cultural identity, their language and their values, in a spirit of understanding, peace, tolerance and equality between the sexes, taking into account and respecting the diverse sexual orientations and gender identities.

- States: Will adopt all necessary legislative, administrative and other measures in order to guarantee equal access to education and equal treatment of students, staff and teachers within the educational system, without discrimination based on sexual orientation or gender identity; ensure that education is geared towards the development of each student's personality, aptitudes and mental and physical capacity to the fullest of their potential and meets the needs of students of all sexual orientations and gender identities; They will guarantee that education is aimed at instilling respect for human rights and fundamental freedoms, as well as for the mother, father and relatives of each girl and boy, for their own cultural identity, language and values, with a spirit of understanding, peace, tolerance and equality between the sexes, taking into account and respecting the various sexual orientations and gender identities;
- Ensure that educational methods, curricula, and resources serve to increase understanding and respect for, among others, the diversity of sexual orientations and gender identities, including the particular needs of students and their mothers, fathers, and relatives in this sense;
- Ensure that laws and policies provide students, staff and teachers of different sexual orientations and gender identities with adequate protection against all forms of social exclusion and violence, including bullying and harassment, within the school environment;
- They will ensure that students who suffer said exclusion or violence are not marginalized or segregated in order to protect them, and that their best interests are identified and respected in a participatory manner;

- Adopt all necessary legislative, administrative and other measures to ensure that discipline is administered in schools in a manner compatible with human dignity, without discrimination or punishment based on sexual orientation, the identity of gender of the students, or their expression;
- Ensure that all people have access, at all stages of their life cycle, to opportunities and resources for learning without discrimination based on sexual orientation or gender identity, including adults who have already suffered such forms of discrimination. discrimination in the educational system.

For its part, there is a broad national regulatory framework that consolidates the commitments acquired by the country at the international level, in relation to non-discrimination based on sexual orientation or gender identity, within this legislation stands out

- **The Political Constitution of Costa Rica**, Article 21: Human life is inviolable. Article 33: Every person is equal before the law and no discrimination contrary to human dignity may be practiced. Article 129: No one can claim ignorance of the law, except in cases authorized by it.
- **General Law on HIV-AIDS, and its Regulations** (Law No. 7771), (1998) Chapter V, Education and prevention Chapter VI, Measures against discrimination Section I, Measures against labor and educational discrimination.... The Ministry of Public Education will administratively penalize those who are found to have these discriminatory acts. ARTICLE 28.- When there are problems of discrimination between colleagues in any educational or work center, the corresponding entity must implement, as a matter of urgency, the informative measures that encourage mutual respect and non-discrimination.
- **Childhood and Adolescence Code** (Law 7739). ARTICLE 55. It will be the obligation of the directors, legal representatives or those in charge of the preschool, maternal and basic general education centers and any other organization, public or private, that cares for minors. Subsection f) implement education programs on preventive, sexual and reproductive health formulated by the ministry of the branch. Failure to comply with these obligations will be penalized as a serious offense for the purposes of the respective disciplinary regime. ARTICLE



58: Subsection b) Promote the highest levels of scientific and technological knowledge, artistic and cultural expression, and ethical and moral values. ARTICLE 58: Subsection f) Promote the inclusion, in educational programs, of issues related to sexual education, reproduction, adolescent pregnancy, drugs, gender violence, sexually transmitted diseases, AIDS and others serious ailments. ARTICLE 69. Prohibition of discriminatory practices. It is prohibited to practice or promote, in educational centers, any type of discrimination based on gender, age, race or ethnic or national origin, socioeconomic condition or any other condition that violates human dignity, ARTICLE 168. Guarantee the integral protection of the rights of people minors in the design of public policies and the execution of programs for

**ban
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the dignity
human.
ARTICLE 69
Childhood and
Adolescence
Code (Law 7739)**



- **General Law on Young Persons**, (Law No. 8261), (2002) ARTICLE 1. Objectives of this Law This Law will have the following objectives: a) Prepare, promote and coordinate the execution of public policies aimed at creating the opportunities, to guarantee access to services and increase the potential of young people to achieve their integral development and the full exercise of their citizenship, especially in the labor field, education, preventive health and technology.
- **National Sexuality Policy** 2010 calls for within its objectives to defend sexual diversity implies defending the democratic life of our societies, so it is necessary to promote certain social agreements that educate against homophobia, prevent discrimination and encourage respect for diversity. Review prejudices, stereotypes, fears to identify strategies for change that make it easier to become promoters and defenders of the right to be people and live a pleasant, supportive life based on mutual care. Contribute from a human rights approach, gender equality and diversity, that all people without discrimination have the right to a sexuality that leads to more fair, pleasurable, equitable relationships, respect and mutual growth. This Policy also establishes the following conditions as necessary for the experience of sexuality to obtain its integral development:

- **Autonomy:** each person exercises their right to decide freely and responsibly about their sexuality, without coercion or violence and in the context of personal and social ethics. In the case of

minors are considered that as human beings they are holders, fully and inalienable, of their right to make decisions autonomously. However, the exercise of this right is progressive and depends on the development of skills to do so (González and Durán, 2010).

- **Responsibility:** implies knowledge and awareness of the consequences of one's own actions, and contemplates both responsibility with the person himself, as well as with other people, the community and the history in which he develops. It includes not only individual responsibility but also the social and state co-responsibility of guaranteeing protection to people for the experience of their sexuality.

As of February 12, 2008, May 17 was established as the **National Day against Homophobia, through Executive Decree No. 34399-S of March 25, 2008, amended by Executive Decree 370171-S**, which obliges public institutions to carry out concrete actions to eliminate homophobia, lesbophobia and transphobia.



To fulfill this responsibility, the Ministry of Public Education since 2008 has been informing and educating its teachers, in order to convert the classrooms and corridors of educational centers into spaces free of discrimination, that is, safe spaces for boys and girls who attend classes daily.



On May 8, 2015, the **Declaration of the Ministry of Public Education** is issued as a space free of discrimination based on sexual orientation and gender identity (Circular DM-024-05-2015). Considering the national and international legal system that seeks effective protection for all people against any type of discrimination:

Therefore:

- Declares the Ministry of Public Education as a space free of discrimination, including discrimination based on sexual orientation and gender identity.
- Reiterates the commitment of the Ministry of Public Education with respect for the human rights of all people, as well as the elimination of all existing forms of discrimination.
- Calls on all the people that make up the Ministry of Public Education to foster a culture of respect for people's differences, including sexual orientation and gender identity.
- Requests the Directors of the educational centers, the analysis with the teaching and administrative staff, and the application of the Manual of Good Practices for the NON DISCRIMINATION of Minors inserted in the Educational System. -
- Urges all the teaching and administrative staff of educational centers and work centers to carry out activities around the commemoration of the National Day against Homophobia, Lesbophobia, Transphobia and Biphobia, a date included in the school calendar and to generate processes of reflection respectful of sexual diversity.



On July 18, 2018, Circular DM-040-07-2018 was published for the Ministry of Public Education, "**Guidelines for the adaptation of procedures, documents and records to the Recognition of the right to sexual and gender identity of the Population.**" **estu diantil and students graduated from the Costa Rican Educational System", which establishes the following:**



Article 1.- Rectification or adaptation of

information: All central or regional dependencies of the Ministry of Public Education and public and private educational centers have the obligation to rectify or adapt, at the request of the interested person, the information present in files, records and certificates of notes to the sexual and gender identity, and the gender expression of the active student or graduate of the C

Article 2.- Beneficiary

population: These provisions, in accordance with article 52 of Decree No. 7-2018, are applicable to any person of legal age, who is an active student or graduate of the Costa Rican Educational System...

...Regarding minors between the ages of 15 and 18, the request for recognition of gender identity in official documentation must be made through the legal representative, taking into account the principles of progressive autonomy and best interests of the minor person.



Article 3.- Rectification or adaptation of certificates and titles

certificates and titles: The Ministry of Public Education, through public and private educational centers and the Directorate of Quality Management and Evaluation (DGEC), will process based on sexual identity and gender of the student population or graduated students, the formal and written request for rectification or adaptation of the name consigned in the following certificates or official titles:

- a) Certificate of Attendance to the Transition Cycle of Preschool Education.
- b) Certificate of Completion of Studies of I ^{IND} and II Cycles of Basic General Education.
- c) Completion of Education Studies Basic General tion.
- d) Bachelor's Degree in Education Me day.
- e) Title of Medium Technician.



Article 4.- Procedure for rectification or adaptation of certificates and titles

of certificates and titles: the person interested in carrying out the rectification or adaptation must go to the public or private educational center that granted the certificate or title, or to the Directorate of Management and Quality Assessment (DGEC), in the case of certificates or titles issued under any of the open education programs, and submit the following documents:

- a) Formal written request for rectification or adaptation of certificates or degrees based on sexual and gender identity. This request must contain the information indicated in the form established in Annex 1 to this circular and will be provided to the interested party by the educational centers or the Directorate of Quality Management and Evaluation (DGEC), in case they require it. If the person concerned is a minor, this request must be signed by their legal representative; application that must contain the information indicated in the form in Annex 2.
- b) Original and photocopy of your current identity document. If it is a minor person, it will be enough to present your "Minor Person Identity Card".
- c) Original document of the certificate or degree that you wish to rectify or adapt based on sexual and gender identity.



Article 5.- Procedure for rectification or adaptation and replacement of certificates and titles:

officials of public or private educational centers or of the Directorate of Quality Management and Evaluation (DGEC), will carry out the following procedure for rectification or adaptation and Final replacement of the certificate or title:

- a) Verify in their files (minute books) or databases that the person concerned was a student at that educational center and that, in addition, they completed their studies and obtained their certificate or degree there.
- b) Prepare in the certificate or degree granting book, as appropriate, the record stating that at the request of the interested person or their legal representative, the replacement of the certificate or title is made, by sexual and gender identity.
- c) Prepare the replacement certificate or title which will contain the data of volume, folio, title number and/or entry of the original record, with the new date of issue. On the back of the title the legend established in Annex 3 of this circular must be indicated.
- d) In the case of certificates of: Assistance to the Transition Cycle of Preschool Education, I and II Cycles and Basic General Education, both the certificate of granting the degree and the corresponding certificate must be signed by the director. of the educational center and the supervisor of the corresponding school circuit. The certificate of granting of the title and the new title of Bachelor in Secondary Education or the Técnico Técnico Técnico, must be governed by the regulations in the guidelines that for this purpose have been established by the Directorate of Management and Quality Evaluation (DGEC). .
- e) In the case of the titles of Bachelor in Secondary Education or the Secondary Technical Title, the director or director of the secondary school must request the signature on the title (on the front and on the back in the explanatory note in Annex 3) of the corresponding regional director of education, for which he must deliver the two copies of the ambulatory certificate. The corresponding to the Quality Management and Evaluation Department must be sent immediately along with the original title (as indicated in article 4, paragraph c of this circular) for filing at the DGEC.
- f) In those cases in which it is not possible to locate the records of the educational center, the application of the ministerial procedure for the replacement of certificates and titles will correspond.



Article 6.- Duty of confidentiality: The procedures and the changes, corrections, adaptations or replacements of the files, records, documents, certificates, titles and procedures will be confidential and the documents submitted to said processes may not reflect the changes of the sexual and gender identity of the person. The databases in which this information is stored will have restricted access...



*See forms attached to the circular on pages 98 and 99.

3. Guiding Approaches

The approaches on which this document is based and which in turn govern the work within the Ministry of Education Public are listed below;



It is based on international human rights standards. In practice, they are all those decisions, actions and processes whose purpose is the promotion and protection of human rights.

This approach recognizes that all people, by the simple fact of being people, have human dignity from which all people have equal rights. Therefore, human rights are universal, inalienable, inalienable, interdependent and indivisible. The experience of sexualities that includes it from a Human Rights approach seeks to strengthen the notion of people with rights and responsibilities, recognizing that it is the right of all people to live a safe, informed, responsible, pleasurable and healthy sexuality. From this approach, it is necessary to ensure that people exercise their sexual rights. It contemplates a full and responsible experience of sexuality in safe conditions, with the right to make free, informed, voluntary and responsible decisions about their sexuality, respecting their sexual orientation and gender identity, without coercion, discrimination or violence; also guaranteeing the right to information and the means necessary for their sexual and reproductive health.



2 gender sensitive

From this perspective, the socially constructed conditioning factors that define differentiated ways of being and doing for men and women that have historically enabled and perpetuated forms of domination and control are collected. From this approach, women and men are not conceived as given, eternal and immutable beings, but rather as socially constructed and constantly changing historical subjects, according to the opportunities offered to them. The gender approach recognizes, first of all, the diversity of gender identities and experiences that exist. Based on the foregoing, it recognizes that all people, regardless of their identities and expressions of gender(s), have the right to live fully, with equality and equity, their sexuality free of violence and discrimination.



3 PROTECTION COMPREHENSIVE

Comprehensive Protection: this approach is governed by the following principles: Superior Interest: any public or private action concerning a minor must consider the superior interest (best interest) of the minor. Non-discrimination: all people should have access to education, both in terms of rights and in fact, the concept of discrimination encompasses any distinction, exclusion, limitation or preference based on ethnicity, LGBT sexualities, condition, political opinion, origin national or social status, economic position, place of birth or any other situation, whose purpose or defect is to destroy or alter equal treatment in the sphere of education. The underage population, being in the process of growth, does not have the necessary means and tools to protect themselves. Due to this special condition, the State is obliged to guarantee, respect and protect their rights through basic and universal public policies. Participation is equivalent to being a social actor, it refers to the capacities that allow each person to be part of the group and contribute effectively to the life of the group based on their attributes and potentialities. It involves the following rights: to be informed (a) and to seek information; to form their own judgement; to freedom of opinion and expression; to freedom of thought and conscience; to seek to receive and to spread ideas; to be heard (a); to the consideration of the points of view; to freedom of association and assembly.

4 DIVERSITIES

In accordance with what is stated in the National Sexuality Policy 2010-2021 (2011), we live in a diverse world, not only in relation to sexuality but in many other conditions (social, cultural, economic, family, individual, etc.), and therefore the experience of sexuality is expressed in different ways depending on age, gender (or the different manifestations and expressions of gender), ethnicity, sexual orientation, identities, disabilities, among others. many other conditions, the diversity approach "recognizes that all bodies, behaviors, thoughts, sensations, desires, expressions and sexual manifestations are part of a broad spectrum that is available to every person and for the construction of their identity and It is part of this range of sexual possibilities, which has the same right to exist and present itself as long as it does not violate its integrity or the rights of third parties" (Ministry of Health, 2011, p. 9).



Generational 5 contextual

It takes into account the moment or stage of development of people in their life cycle to relativize work strategies based on their possibilities, expectations and priorities. This makes it necessary to adjust the pedagogical interventions and communication codes to the needs of each stage. From the contextual point of view, the particularities that a certain environment generates in the experience of people's sexuality are recognized. Therefore, this approach postulates that all state intervention must start from the recognition of the characteristics of childhood and adolescence, their potential, vulnerabilities and protection needs according to their historical, community, family, institutional, economic conditions. political and sociocultural context.

6 INCLUSIVITY

It is based on the appreciation of diversity as an enriching element of the teaching-learning process and consequently a benefit to the person. According to UNESCO (1994), inclusive education is understood as personalized education, designed according to the diversity of needs, skills and competencies. This means that, although all people have equal rights, our needs must be considered from a plural and diverse perspective.

INTER- 7 CULTURALITY

Interculturality: This approach addresses the inequalities and exclusions experienced by ethnic minorities such as indigenous people, migrants, Afro-descendants, and promotes affirmative actions that close the gaps and inequities that these groups have suffered. This intercultural approach proposes dialogue and encounter, in conditions of equality between people and cultures, which allows the exchange of knowledge and experiences.



4. Frame Conceptual

Below are defined some basic and important concepts that are intended to help understand the subject in a comprehensive way.

Sexual Diversity: sexual diversity implies knowledge of all the variables that we find in human sexuality. These variables can be explained from the following areas: 1. The biological-reproductive aspect or biological sex. 2. The psycho-biological aspect of personality, or psycho-generic sex. 3. The aspect of sexual behavior or ethology (sexual orientation). 4. Aspect of human sexual sociology (formation of unions).

Sex: set of characteristics that biologically define the spectrum of humans as "men and women".

Gender: refers to the role, behavior, activities and attributes socially constructed around each biological sex, and that a particular community considers appropriate for men and women. It is important to recognize that this binary generic construction is the basis of many discriminations, sanctions and violence against LGBT sexualities due to an imposition of duty from social mandates.

Gender identities: gender identities refer to the internal and individual experience of gender as each person deeply feels it, which may or may not correspond to the gender assigned at birth and prior to birth, it could include the personal experience of the body (which could manifest itself in the modification of the appearance or bodily function through medical, surgical or other means, provided that it is freely chosen) and other expressions of gender, which may include clothing, way of speaking and manners, the name, the pronoun to use to refer to oneself, etc.

Gender expression: they are the ways of expressing "masculine-ness" or "femininity" according to culturally established norms in a given time and society. These ways of expressing gender (way of speaking, walking, moving, dressing, etc.) are valued when they coincide in the male-male and female-female pattern, and rejected when this does not occur. Currently, it is politically correct to talk about cisgender women, that is, women who were born biologically as such and coincide with the generic stereotypes assigned to that sex (they feel comfortable with the gender that was assigned/imposed to them) and women trans, who are those who were not biologically born as such, but feel and express themselves with what is generically established for the female spectrum, and likewise cisgender men, who are those who were biologically born as such and coincide with the generic stereotypes assigned to that sex (feels comfortable with the gender that was assigned/imposed) and trans men who are those who were not biologically born as such, but feel and express themselves with what is gender-established for the male spectrum

Gender variant behaviors: refers mainly to those boys and girls who vary in their gender behaviors, are characterized by intense and persistent behaviors (appearance, gestures and mannerisms, interests, playmates) that are typically associated with the other. gender, the first manifestations begin to be seen between the ages of two and four years, and sometimes earlier, that is, gender variant behaviors, which are all those behaviors that boys and girls do that have been socially attributed to the other gender.. This definition is also within the expression of gender, only the differentiation is made because it occurs in the child population.

In these pages we will explain basic and important concepts that are intended to help the comprehensive understanding of the subject.

Heteronormative or heteronormativity:

imposes heteronormativity as a norm based on a social, political and economic system that imposes heterosexual sexual practices and the existence of only two genders as valid through various medical, artistic, educational, religious, legal mechanisms, etc. and through various institutions that present heterosexuality as necessary for the functioning of society and as the only valid model of socio-affective relationship and kinship. The heteronormative system is fed back with social mechanisms such as marginalization, invisibility or persecution.



Homophobia: fear, rejection or aversion towards homosexual men, frequently expressed in stigmatizing attitudes or discriminatory behavior towards homosexual men, homosexuality in general and towards sexual diversity.

Transphobia: corresponds to the fear, rejection or aversion towards transgender or transsexual people, frequently expressed in the form of stigmatizing attitudes or discriminatory behavior towards trans people.

Sexual orientation refers to the ability of each person to feel a deep emotional-affective and sexual-erotic attraction for other people, as well as the ability to maintain intimate and sexual relationships with these people. The profile of the people we are attracted to can be influenced by the historical, social-cultural contexts. To a large extent, tastes are directed by a heteronormative education which poses heterosexuality as the only one to be expected, restricting any other type of possible manifestation through discrimination.

LGBT groups: they are movements that carry out a political and social struggle to validate and see respect for the rights that are violated and made invisible in a certain social-historical-cultural context, due to the experiences of their sexualities. The violence they experience is due to the fact that some sexual orientations (such as homosexuality, lesbianism or bisexuality) and some identity expressions of sexes or genders (such as transsexuality or transgenderism) have long been linked to shame, displeasure, suffering and disapproval, which generated processes such as discrimination or physical-psychological violence. Below is the meaning of each letter.

- **Lesbian:** woman who has her sexual orientation directed at other women.
- **Gay:** man who has his sexual orientation towards other men.
- **Bisexual:** person whose sexual orientation is directed towards men and women. •

Transgender: person whose gender imposed at birth or before, does not coincide with their identity, since they feel identified with the other gender, be it masculine or feminine. Transgender people do not have surgery to match their sex and gender.

- **Transsexual:** Person whose (biological) sex does not match their gender identity. For many transsexual people, it is required to go through surgical processes to find coherence between their identity and their corporality that is physically manifested.

Queer: Person who lives outside of heteronormativity. This current flees from the static identities that are culturally imposed on us, understanding that people move between genders.

Lesbophobia: Fear, rejection or aversion towards lesbian women frequently expressed in stigmatizing attitudes or discriminatory behavior.

Biphobia: Fear, rejection or aversion towards bisexual people, frequently expressed in stigmatizing attitudes or discriminatory behavior towards people who define themselves as bisexual, both men and women.

Bullying: It is an anglicism that is not part of the dictionary of the Royal Spanish Academy (RAE), but whose use is increasingly common in Spanish. As there is no exact translation of the Anglo-Saxon term bullying into Spanish, it is used to refer to different manifestations of violence in the educational environment: bullying, bullying, intimidation and peer abuse, among others. It refers to all forms of physical, verbal or psychological abuse that occurs between students, with the intention of harming or excluding, repeatedly and over time. In this document, the term "bullying" will be used because it is being used and recognized within the Ministry of Public Education and because the concept "harassment" is not enough to account for all the forms of violence implicit in the so-called "bullying".

Bullying in the LGBT population: it is a specific type of discrimination and violence in the educational field that is directed against people because of their sexual orientation and/or gender identity, perceived or real, affects the LGBT student population who are perceived as not conforming to the prevailing heteronormativity. Bullying is carried out repeatedly, in written or verbal, gestural or physical form, and causes interference in the performance of the learning process and integral development of the person, creating a hostile, intimidating or discriminatory environment. Although the most well-known and used term is homophobic bullying, from now on in this document and in favor of using a more inclusive and respectful language for diversity, reference will be made to bullying **the LGBT population**.

5. Considerations to promote coexistence

The educational center, specifically the director of the educational institution, must promote and apply strategies or procedures to intervene and prevent Bullying by promoting quality coexistence and respect, strengthening self-esteem and learning to resolve conflicts constructively; that is, thinking, discussing and negotiating, setting clear limits to behavior patterns related to Bullying. Some of the actions that could be carried out in educational centers include:

- Identify areas in schools that may be particularly unsafe and develop a system to monitor them effectively. A useful strategy to detect the existence of the problem is to observe the interaction between students in corridors and patios (recesses, free hours, changing rooms and bathrooms, waiting times to attend Physical Education), since due to the absence of teacher supervision direct, the invisibility of situations of discrimination or harassment tends to be more frequent. It is very useful to prevent episodes of violence.
- Have teaching staff sensitized to gender and sexual diversity issues, generating permanent and sustained processes of comprehensive sexuality education explaining and demystifying issues related to the concepts of gender identity and sexual orientation. Working with emphasis on the deconstruction of preconceptions and providing adequate, quality and respectful information for LGBT people and explicitly referring to the presence of heterosexual and LGTB people in educational centers in each communication addressed to students, families and teachers. Training processes in comprehensive sexuality education become an ideal mechanism to understand and address the different experiences and manifestations of sexuality.

- Professional training and development: according to available resources, create spaces for teacher training and thereby develop skills in all staff to prevent, identify and respond to bullying, harassment and discrimination. Raise awareness among the rest of the teaching and non-teaching staff about the problem of bullying in the LGBT population and coordinate a response system that allows offering coherent interventions. The content of this professional development will minimally encompass appropriately crafted strategies to prevent bullying incidents; to make immediate and effective interventions to stop bullying incidents; information regarding the complex interaction and difference in power that can occur between two or more offenders, student victims, and witnesses; training processes that include the different manifestations and impacts of bullying on the victims; obtaining and using the results of research on bullying, with information on specific categories of students particularly at risk of suffering violence, such as trans students and others who do not conform to their gender; incident information and nature of cyberbullying and Internet safety issues, as they relate to bullying over the Web.
- It is important to clarify that some people do not identify with the LGTB or heterosexual categories, considering them very rigid and immovable, and prefer to self-identify as “Queer”. It is important to try to overcome the temptation to categorize the person, which often leads to pressure on the student population so that they define themselves in a stable manner in the field of sexuality and gender according to existing social categories.

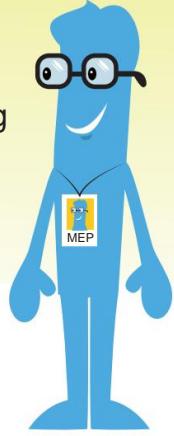
Training processes
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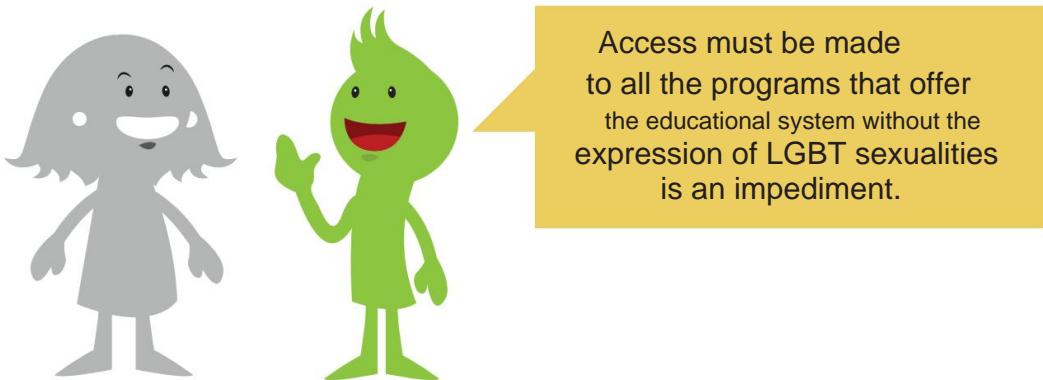
- In addition to what becomes essential for the student to recognize and accept himself and herself and assume the exercise of his or her sexuality freely, without violence or coercion, without labels or stigma.
- Inclusive language should be promoted and used. Remembering here that the language used must recognize and name human diversity in a clear way, removing the hegemony of traditional imposed models, and overcoming language barriers with a discriminatory bias.
- Likewise, it is extremely important to introduce and work on the topic in the classroom space at the beginning of the year, even when there is no emerging issue, in order to enable from the beginning the possibility that those affected can communicate and ask for help. before the problem. During the course, reserved spaces can be generated with some students who, due to their profile, may have a high probability of being the object of some form of bullying.

- It is important to keep in mind the multiple possibilities to raise the fact of emotional-sexual and gender diversity within the curriculum, always in an inclusive way, because without doing specific work, we will be addressing the issue in a positive way. and close. In addition, the view on human diversity can be included as a transversal content to the different curricular subjects.
- Celebration of anniversaries in civic acts or holidays that lead to reflection and analysis of LGBT sexualities, for example, May 15: Family Day. Traditionally, a single family model has been celebrated and/or worked on. May 17. International Day against LGTBphobia (also known as the day against homophobia). June 28: International Day in favor of LGTBIQ liberation, which has traditionally been called Gay Pride Day. December 10. Human rights day, among many.
- In the library of the educational center it should be guaranteed that there are books, publications, references to web pages and films available to the student body in which emotional-sexual and gender diversity is reflected, in addition to trained teachers who help in the pedagogical mediation of the theme in the use of these resources.
- Promote the creation of youth promoting councils or groups that raise awareness on the subject and that have the support of teachers to carry out interventions in favor of educational centers free of homo-lesbo-trans-biphobia. In the same way, create climates of participation and trust for work and dialogue, in addition to promoting spaces for dialogue in educational daily life on issues related to heteronormativity and its impact on all people, identity, sexuality, sexual diversity. the interpersonal relationships; that contribute to the expression of ideas, appropriation, reflection and transformation, fostering an integral process of knowledge based on reality
- Strengthen meetings with families. In meetings with fathers, mothers and/or guardians, mention should be made of the institutional commitment with respect to spaces free of discrimination based on sexual orientation or gender expressions, emphasizing spaces to reflect on and analyze the types of family and that Currently there is no single possible family model. Many families are made up of two fathers, two mothers, one person. In addition, these spaces allow the establishment of intergenerational communication that allows healthy and respectful communication between members of the educational community (boys, adolescents and adults).



As an educational center, there is also the **obligation** to enforce the Declaration of the Ministry of Public Education as a space free of discrimination based on sexual orientation and gender identity and Resolution DM-040-07-2018, "**Guidelines for adaptation of procedures, documents and records for the Recognition of the right to sexual and gender identity of the student population and students graduating from the Costa Rican Educational System.**"

These instruments allow and call for making the necessary changes and adaptations to the **Internal Regulations** of the institution based on the human rights approach and the other approaches cited in this document, in addition to seeking in this re-elaboration with the effective participation of the student population to express their opinion and decision on issues that directly affect them such as uniform, accessories, way of relating and bonding within the educational institution, demonstrations of affection-couples, etc.



Access must be made to all the programs that offer the educational system without the expression of LGBT sexualities is an impediment.

These and other adaptations are necessary in the educational institution for effective compliance with respect for LGBT sexualities. Other general recommendations are:

- Access to all programs offered by the educational system must be made effective without the expression of LGBT sexualities being an impediment; as long as it meets the requirements established for the purposes. Here it is also important to highlight those activities that accompany the classroom process, such as the Student Arts Festival, Student Sports Games, elaboration of political parties for student elections and other student representation organizations.
- Confidentiality and privacy regarding the sexual orientation or gender identity of students who state or wish to do so, must be respected and kept discreet, both outside and within the educational institution, since no public official/ A can expose a reality that does not belong to him and that can contribute to strengthening the family exclusion that the person lives.

- Sexual orientation or gender identity are not diseases, disorders or pathologies, therefore it should not be referred for psychological or psychiatric care for its modification, change or adaptation. Therapeutic support will only be sought or referred when the person expresses or requests it and it is for accompaniment regarding the experience of LGBT sexualities and protection of their rights.
- It is also important to clarify that sexual orientation and gender identities are not a fashion or that their different manifestations are merely out of curiosity, nor are they learned by example “fear of contagion” or modeling of people with this experience.

Specifically for the work with primary school students, some recommendations are presented in the document Overcoming Pink and Light Blue, prepared by Joselyn Sánchez 2015, on the measures and guidelines for families and teachers so that they can apply them in the educational field.

- Make the boy or girl feel valued: Talk to students about the fact that there is more than one way to be a boy or girl.
- Look for support resources: Some children's books and videos can be very helpful in addressing these topics with your students. If possible, have them in your classroom, or have them available in the school library.
- If the boy or girl isolates himself from his peers because he is not understood or accepted, acknowledge that it is painful but it is not his fault.
- From time to time, encourage him to tell you if he is being criticized, mistreated, or bullied; Children who are verbally or physically abused by their peers are often scared or too ashamed to talk about it. Be attentive to possible signs that may indicate that they may be in trouble even if the boy or girl does not verbalize what is happening. These signs include refusing to go to school, not wanting to go out of the house, complaining of aches and pains without physical cause, and crying excessively or for no obvious reason.
- Avoid pressuring the child to change: Avoid any action designed to pressure them to change. In fact, social pressure alone pushes the boy and the girl to hide their interests and suppress their spontaneity.



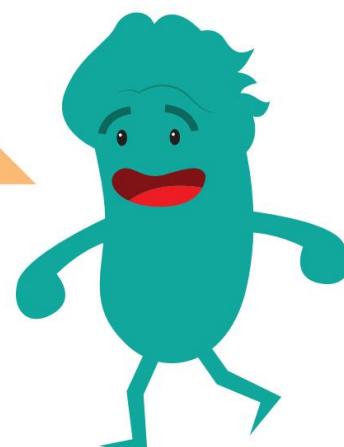
- Avoid blaming the victim: Don't try to downplay the aggression the person experiences, nor say that it is something they should learn to accept. Nothing validates intolerance based on prejudice. Do not blame the boy or girl for the cruelty of others.
- Know when to tell the child's caregivers to seek professional help: Help should never be sought for gender variant behaviors, only tell caregivers if the child is anxious (a), depressed, angry, or hyperactive.
- If the child shows signs of suicidal or self-destructive behavior, seek professional help immediately.

Other affirmative actions for the LGBT Student population

For their part, in cases of students already self-defined as trans people or students with non-normative gender expressions, the following recommendations are presented;

- The educational center staff must respect the name you have chosen to be identified. The documentation, publication of the lists, attendance or exams must respect the self-identification of the student, whether or not the name change has been processed at a legal level. As a primary and temporary alternative, everyone in the classroom or section can be called by their last name to avoid daily situations of violence.
- It is important that people in the educational community understand that no surgical or hormonal intervention is necessary for the development and construction of identity, nor a diagnosis or medical examination for recognition.

If the boy or girl
shows signs
of suicidal behaviors
or self-inflicted
I looked for help
professional
immediately.





The educational center staff will not force the application of a single or specific dress code, much less stricter against students of the LGBT population, than the one imposed on the other student population.

- Allow the use of the sanitary service that corresponds to the gender with which they define themselves or promote the use of non-gendered bathrooms. Another alternative solution to the application of these measures is the use of the bathroom for teachers, but only as a temporary option while the educational community assimilates the adaptations. Another option that the authorities of the educational center have and according to the context is to designate one or more “neutral” bathrooms, that is, common to all people.
- Areas and activities segregated by gender: In the same way, the access of all the students to the rest rooms and the area of lockers or closets must correspond to the assumed identity.
- Dressing rooms. All bodies do not have the same level of personal or social acceptance. There are spaces where the student population does not have the presence of adults, and situations of physical and sexual violence occur on some occasions, mainly. For this reason, in the case of trans people, it is mainly more important to have specific spaces, so as not to have to expose their bodies (if they do not want to) to the looks and comments of the rest of their classmates. In these cases, spaces must be consulted, adapted and made more flexible to guarantee the privacy they need. Ideally, in all spaces where the body is exposed, there is the possibility of privacy (cubicles, screens) that can provide privacy and reduce the possibility of violence.
- The educational center staff will not force the application of a single or specific dress code, much less stricter against students from the LGBT population, than the one imposed on the other student population.

- It is recommended as **an affirmative action** to preserve the right to wear the uniform in accordance with the gender identities with which they identify. This measure will be applied in the cases of students who request it, for example, the use of pants, petticoats, minimum use of makeup, in the same way it happens with the length of the hair, where this element of appearance becomes essential for the different expressions of gender, without this implying an excessive favoring of this population since they can be excluded not because they are trans but because of these actions.
- **Affirmative action** here understood as an adaptation or flexibility to the dress standards that will allow the TRANS person -mainly- to achieve coherence and congruence with the gender expression that they are constructing and experiencing. In many cases, just changing a garment, hair length or minimal use of makeup, earrings and other accessories, bracelets, rings, among others, for example, achieve a balance in the transition that the person is experiencing, which makes them feel confident in their body. and allows real emotional stability, necessary for good educational performance and comprehensive development, hence it is essential to regulate and clarify it in the internal regulations for the knowledge of the entire educational community, making it clear that the trans person must follow the regulations. like any other person, without major privileges, just adap
- **Privacy and confidentiality:** All people, including students, have the right to privacy, which means the right to keep their LGBT experience secret within the educational center. The teaching staff will not reveal the student's information to third parties, including parents, guardians and other school personnel, except by legal obligation or unless the student has authorized said disclosure. LGTB students have the right to talk about the subject, express their sexual orientation and gender identities, and express themselves openly; and to decide when, with whom, and how much private information they want to share.
- If necessary or at the request of someone from the educational community, the accompaniment and support of entities that are created for this purpose is recommended, such as TRANSVIDA- CIPAC GAFADIS- SIWALAR, which have been working together with the MEP, in addition Internally, there is the Directorate of Student Life, as well as the Comptroller's Office of Student Rights of the Ministry of Public Education for any advice or support on the subject. With the intention of accompanying without imposing or censoring, maintaining sustained work with the community, forming a space of protection for that adolescent at a family, educational, and social level.

- During high school, many gay, lesbian and/or trans people protest against social and family mandates and begin to openly live their orientation and non-normative gender identities. This change regarding childhood arouses a worsening of direct discrimination and often leads to expulsion from the educational system.
- Due to this lack of understanding, some people from the LGTB population are exposed to street situations -because they were expelled from their family nucleus- or they are at risk of dropping out of school, family negligence or, what is more serious, they are inserted or exposed to commercial sexual exploitation. as a survival strategy or human trafficking, labor exploitation or child labor, drug use, among others, thus compromising their personal health and safety. Therefore, as officials of the MEP, they are obliged to activate the **comprehensive protection system** (which implies referring and giving immediate attention to the corresponding and competent authorities to protect the safety and integrity of this population), in addition to the fact that Whenever possible, a family resource should be linked to these processes and reach basic agreements to prevent the expulsion and violence to which these minors are subjected and promote support for their vital trajectory so that the required care and protection is provided.
- Above all, it is necessary to ensure the permanence in the educational system of the LGBT population as a protective system that is par excellence, thus allowing the full, comprehensive and inclusive development of these people in a respectful society and inserted in a Rule of Law. who perceives diversity as an enriching element for any context.



During high school many people homosexuals and/or trans manifest themselves before social and family mandates and begin to live their orientation and non-normative gender identities openly.

6. Understanding the dynamics of bullying in LGBT population

The Ministry of Public Education has a series of protocols for action in situations of violence and risk in educational centers (2016), specifically in the case of manifestations of violence and bullying, the entry of weapons and drugs. These protocols provide enough tools to manage these situations in the educational space, however, violent and discriminatory practices against the LGBT population are not recognized or visualized and, what is more serious, they are not intervened in a timely manner.



In many cases within educational centers, the teaching-administrative staff and the student population tend to downplay, minimize, the discriminatory acts and violence that many students suffer daily.

The educational system, being a reproduction of society, deploys messages and educational practices and markedly hetero-normative norms that set and promote in this institutional climate that students and teachers reproduce social discriminatory patterns and even the installation of violence in the classrooms.

Discrimination in the LGTB population is not only suffered by lesbians, gays, trans or bisexuals; those who share some characteristic with them, who have socially unexpected gender expressions or those who challenge hegemonic patterns or who are their family or friends may also be affected. nearby.

Within the dynamics in the educational center of this type of bullying, there are elements that make it impossible for them to intervene at the right time. They are detailed below for easy recognition:

- **Make it invisible:** It consists of considering that the issue of LGBT sexualities does not exist or is not included within the scope of its action (classroom, educational center, student life, personal and/or with respect to classmates). of work). It is common that when teaching staff is asked about LGBT students, an important part states that they know of some isolated case in their centers. In the same way, much of the LGBT population denies/hides their gender identity, sexual orientation, or gender expression since it does not correspond to the hegemonic one, increasing their own internalized lesbo-homo-trans-biphobia, wanting to be part of the environment heteronormative, because it "must" be equal to the rest of the group as a survival strategy.
- **Silence:** Consists of silencing opinions, expressions or other manifestations that disagree with their heterosexual vision, or of developing forms of discipline that require students to behave or ways of being based on heteronormative regulatory ideals.
- **Naturalize:** It consists of considering that certain actions are inevitable and/or justifiable because "they have always been like that". Example: for being considered "macho" or "effeminate" they will always leave you aside, insult or hit you. Discrimination against affective-sexual and gender diversity occurs in many areas of life, to a greater or lesser intensity: in the family, among friends, in the media, in the world of sports, in the schools, in religious spaces, therefore that it occurs in the educational center is natural.
- **Contagion of stigma.** Some people think that intervening or defending someone from the LGTB population, or having a close relationship can also be a cause of discrimination. This fear hinders the socialization of people who are being discriminated against.
- **Lack of support:** Both in the family and educational environment, due to a lack of knowledge of what they are experiencing and how to handle it.

- **Extension of the offense:** Due to the dynamics of bullying, it also produces pain and fear to those who observe it; especially in the case of sharing any of the characteristics with the person who was attacked. If they do not want to also be discriminated against, attacked, they prefer to remain silent, and in the worst case, collaborate with the aggressors, actively or passively.

To combat this problem, it is essential to question the explicit and implicit management of sexual diversity in the educational institution, enriching it and widening the margins of acceptance and attending to emergency situations that arise due to the violation of some right of the LGTB population.

Hence, it is more than necessary to make this manual of specific attention to the subject, so that in the following an adaptation and contextualization of some of the strategies proposed in the action protocols, specifically the Action Protocol in situations of bullying (2016), with the proper interpretation for the LGBT population in order to maintain an institutional order in terms of their proper intervention.

In this understanding, the official MEP definition of bullying is taken up as; "It is a form of discrimination of some students towards another or others due to their characteristics or their way of life: sexual orientation, gender identity, nationality, immigration status, ethnicity, sex, socioeconomic condition, health condition, disability, beliefs religions, opinions, practices based on social stigmas, among others" (p. 6).

It is a form of violence between peers in the educational environment. It manifests itself in repeated and abusive behavior or conduct with the intention of inflicting harm by one or more people on another, who is not capable of defending himself. (p. 6)



Bullying is a form of violence, discrimination and denial of rights. It should never be accepted, minimized or made invisible.

Bullying can be difficult to identify. Sometimes it is confused with isolated episodes of violence or, it is not possible to perceive a pattern of behavior. For correct detection, it is essential to verify that the following characteristics are met:

1

It is intentional: from one or several partners to another to cause pain and suffering.

2

Unequal relationship or imbalance of power: the victim perceives herself as vulnerable, unprotected and without the resources of the aggressor.

3

Repeated and continuous: it is not an isolated episode.

4

In a relationship of pairs or equals: between students. (p. 7)



In the case of bullying in the LGBT population, it is equally necessary that there be systematicity, repetition over time and unequal power relations.

The intensity and recurrence make it a serious problem, to the extent that it permanently compromises the right of students to a safe educational center free from any type of violence and as part of its dynamics the three components are maintained (Calvo, Cerezo and Sánchez (2004), which allow its consolidation:

1. The person who exercises violence

2. Educational center with conditions that allow a student or group to act violently while the rest of the classmates observe with complicity, fear or passivity.

3. The person violated.

It is important to highlight that bullying can be carried out by one person or by a group of peers and implies a progressive process of installation with oscillations and ambivalences where the affected person is left increasingly defenseless against the aggressions. and isolates damage from its immediate environment. In addition, it should be mentioned that bullying can manifest itself inside or outside the educational center, and regardless of the physical space where it happens, there must be intervention from it.

POLICE POLICE POLICE

Two different modalities can be presented:

POLICE POLICE POLICE

Straight. The aggressors interact personally with the person who is affected, who is subjected to these forms of violence, to the delivery of personal possessions and/or to the performance of humiliating actions or abusive favors.



Indirect. The action is carried out through the spread of defamatory rumors about another person or the use of resources that preserve the anonymity of the person who is perpetrating the bullying. In turn, with the growing access to technology, this problem expanded to social networks with cyberbullying that involves the use of defamatory messages through text messages, email, social networks and websites.

MEP

Within the types of violence that are present in bullying in the LGBT population, they can be classified as follows:

- **Physical violence:** hitting, kicking, tripping, pinching, shoving, pulling hair, locking up or forcing someone to enter, among others. Physical violence (from groping to beatings), intimidation, death threats and social exclusion. Implicit or express threats, physical or moral, of damages or punishments based on sexual orientation or gender identity. Requirement of a conduct whose subjection or rejection is implicitly or explicitly due to sexual orientation or sexual identity or gender-generic identity,
- **Psychological violence:** insulting, harassing, intimidating, making discriminatory comments (eg, using written or oral words of a homophobic nature or connotation that are hostile, humiliating, or offensive to the recipient. Damaging the social reputation of another person and/or causing humiliation, spreading rumours, lying, excluding or encouraging deliberate exclusion (for example from group work, games, sports teams, etc.), "silent law", negative facial or physical gestures, threatening or derogatory looks, group or collective harassment, among others.

May include public taunting and ridicule, use of offensive nicknames, psychological manipulation. Making gestures, gestures or any other non-verbal conduct of a nature or

homophobic connotation, unwanted by those who receive it. Jokes and jokes for the way they walk, speak or express themselves, jokes and jokes for their physical appearance or physical movements, use of names of the opposite gender, use of pejorative adjectives.

- **Sexual violence:** touching, sexual abuse, making comments with sexual content, sending images with sexual content, making advances or threats with sexual content, showing one's own body or touching oneself in a sexual manner forcing the victim to observe, for example attempted sexual abuse. Body approaches and other physical contacts of a homophobic nature or connotation, unwanted or offensive to whoever receives them, as long as they do not criminalize the crime of sexual exploitation.
- **Property violence:** damaging, stealing or hiding items, etc.

- **Cyberbullying:** use Information and Communication Technologies (ICT) to bully: text messages, social networks, the Internet, mobile phone, photos, videos, chats, for example. It is enough to upload an image to a social network once and the repetition would occur every time someone sees it, shares it and there are new abusive comments that accompany the image. Helping an aggression to spread through the network causes harm and makes that person responsible as well, because they may not have started or urged the aggression, but perpetrate it by continuing or repeating it, by keeping alive the aggression that affects the person who has been violated. It can be combined with other forms of bullying. Responds to the characteristics of bullying described above.

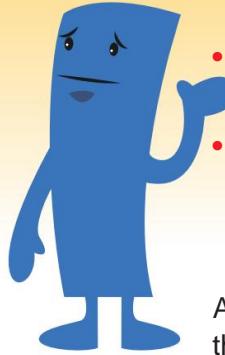
NIBP

We must all be part of the
change:
**Stop bullying against
the LGBT population!**



In addition to these types of violence, discrimination for reasons of non-normative sexual orientation or gender identity is understood as any of the following behaviors that are sometimes carried out by teaching and administrative staff.

- Imposition of dress rules (additional to the regulations),
- Censorship of displays of affection between two people of the same sex,
- Imposition of permitted haircuts and accessories,
- Exclusion in the participation of social activities, exclusion or surcharge in sports, artistic, scientific activities among others.



Among the main effects or consequences that bullying produces on the LGBT population is the change in behavior, but it can also be observed;

- On many occasions there are problems in the educational process of a student for no apparent reason (participation, performance, attendance), the clearest forms are detectable during the classroom context through loud comments, laughter and reactions of a group with respect to one of their peers, which generally does not arouse responses or reactions in the affected person. Other clear signs are when it is detected that some students make a restrictive use of the spaces of the educational center (they do not go out for recess, they always ask to go to the bathroom in class, they arrive first and leave last).
- At a psychological level, it promotes the development of depression, anxiety, sleep problems, isolation and a major crisis of self-esteem among the affected people. The person or people affected are usually rejected by the group, which makes it difficult to have friends and friends. It may also be that your group of friends is very small. They tend to prefer not to be out of sight of the teachers during breaks; they do not receive invitations from their classmates. In addition to the fact that in some cases one of the responses to abuse, harassment and exclusion may be aggressiveness and violence towards other people, this as a reactive formation of the violence they receive.
- In the family sphere: they prefer to stay longer at home. They may come home with dirty, damaged books or clothes. They always have a good reason for not going to class, nightmares, sudden mood swings among others.

- Impact on your physical health, some of the consequences may be, although not exclusively, the following: sleep disorder, anxiety, eating, digestive problems, headache, fatigue and exhaustion, among others.
- Psychological consequences: nervous instability, has feelings of dissatisfaction, fear, loneliness, insecurity, abandonment, self-doubt.
- Extreme behaviours: in an advanced stage of bullying, she may tend towards aggression towards herself or the perpetrator and, in the extreme, she can inflict harm on herself and even commit suicide.
- Blame: related to the reaction that some families, teachers and educational centers have of blaming the victim for the problem with expressions such as: "The problem was yours", "Surely you have not handled things well", "Something You will have done so that they treat you like this", "The problem is that you provoke them" and other similar ones.
- Absenteeism of the affected students and many times their desertion from the educational system.

General guidelines for action

Below are general recommendations that are basic to consider to provide an adequate response from a human rights approach to bullying situations in the LGTB population due to the very dynamics that occur in educational centers and for the activation of bullying protocols. actions that are explained later.

- Among the primary elements is that it is NOT proposed to work on tolerance, it is recommended above all to work on the need to experience diversity, and the richness that it brings. This starting point is important, which involves the analysis of how diversity is experienced in the educational center; this evaluation alone has reduced certain discriminatory behaviors that were not perceived.

General Guidelines in the Protocol for Action in Bullying Situations
(pages 20-21)

- The activation of the Protocol must occur upon suspicion or protection of a bullying situation and must:
 - **Guarantee protection:** the main objective is that harassment, bullying or bullying stops and does not reappear.

- **Effective, quick and non-hasty intervention:** Action must always be fluid, without stopping when any authority or person in charge does not provide a response, and always verifying the protection of students and respect for their rights.
- **Discretion and confidentiality:** at first only professionals involved will have knowledge of the facts, circumstances and actions.

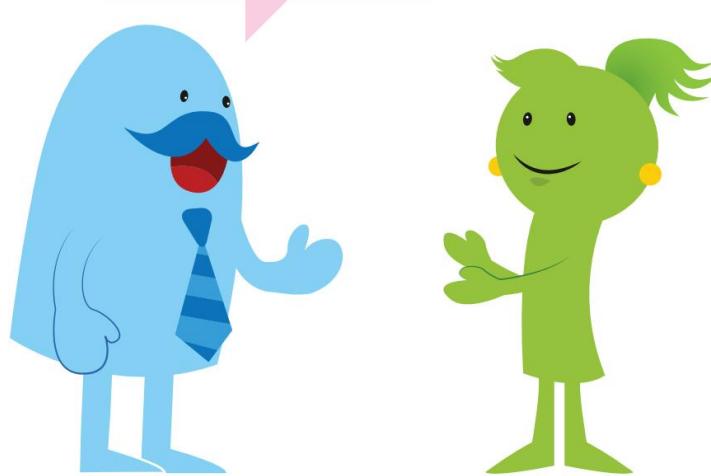


Adults who are aware of the problem are responsible for channeling the responses, they are co-responsible for the consequences for not acting or for proceeding negligently without taking immediate individual and collective measures.

- MEP staff are not specialists in the matter nor are they presumed to be, so consider the worst case scenario, this will allow you to reduce risks.
- Every official is responsible for acting, whether by executing the Protocol or giving the respective notice: Failure to act violates the best interests of the minors present and puts their integrity at risk.
- **Intervene immediately**, act when it is suspected or known that someone is a victim of bullying.
- Adults who are aware of the problem are responsible for directing the responses; **they are jointly responsible for the consequences** for not acting or for proceeding negligently without taking immediate individual and collective measures.
- **Guarantee confidentiality**, the information is handled only by the personnel of the educational center involved in the situation. The documents must be kept in the case file and safeguard the communications.
- The staff of the educational center must **take educational measures. You go and immediate protection.**

- When necessary, **adopt precautionary measures** to prevent further damage from occurring. They are carried out simultaneously with the educational measures.
- It is essential to take into account that **the way to intervene varies according to the history and family context**. Some families are more sensitive to cases of harassment than others (families that have suffered workplace harassment or gender violence, who have had inadequate communication with the center, etc.), so the intervention must be specific for each context. family
- Guarantee the **protection of the human rights** of the student.
dianate
- In the case of identifying a situation of violence, the corresponding Protocol (physical, psychological and/or sexual violence; use and carrying of weapons; consumption, possession and/or trafficking of drugs) must be activated in the first instance before continuing. with bullying, particularly if there is suspicion of a situation of sexual violence since there will be immediate actions that must be taken.

When necessary,
you have to adopt
precautionary
measures to avoid
That occurs
major damage.
These are done
simultaneously
to the measurements
educational.



7. Step by step for the intervention according to protocols acting

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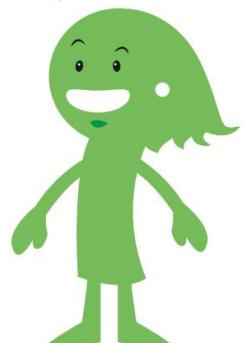
DETECTION OF
THE SITUATION OF
BULLYING

- When the teaching, management, guidance or interdisciplinary team staff is the person who is aware of or suspects the situation, they are the ones who must deploy the procedures or steps described in this manual.
- If it is the security officer or miscellaneous personnel who knows or suspects about the situation, their duty is to inform immediately and maintaining privacy, to the Management of the educational center and in their absence, to someone part of the teaching staff, of guidance or interdisciplinary team if any. The person to whom it is reported will be, for the purposes of this situation, the person in charge.
- When someone from the educational center staff observes or hears about the presence of a bullying situation: Violated student, student observers (witnesses) or family members of the victim report or report the bullying situation to the educational center staff. From this moment on, this is the person in charge of the procedure to follow.

- It is verified that it is a bullying situation if it responds to the following characteristics or conditions:
 - Intentional of one or several colleagues towards another to cause pain and suffering.
 - Unequal relationship or imbalance of power: the victim perceives herself as vulnerable, unprotected and without the resources of the aggressor.
 - Repeatedly and continuously: it is not an isolated episode.
 - In the relationship of pairs or equals: students.
 - If it is another type of violence, the corresponding protocol is activated.
- If in this analysis any difficulty is identified to intervene objectively in cases or situations, because the staff in general is uninformed or there are many prejudices and stereotypes about LGBT sexualities and their attention, it is important that they seek preventive advice and accompaniment either in the Office of Student Life in the Department of Student Coexistence or in the Comptroller of Student Rights of the Ministry of Public Education.
- Likewise, if in the event of an intervention in a specific case of bullying, the person in charge of activating the protocol identifies any feeling of rejection or discomfort that prevents them from intervening objectively, it is important that they refer a colleague who will support the process. immediately, you should not ignore the situation and you should not let more time pass.

Calling attention here that if the situation is intolerable on the part of a teacher, in addition to referring the case to another, he or she must initiate a process of sensitization and training aimed at eliminating this resistance.

do not subtract
importance
at
demonstrations or
complaints from
the student body.
Listen
With respect
and avoid saying
things like
are things
children's",
"it's not for
so much"...



Guidelines and care

- Do not minimize the importance of the demonstrations or complaints of the student body. Listen with respect and avoid saying things like "these are children's things", "it's not a big deal"...

- Do not minimize or ignore student complaints. That they perceive that they are listened to, taken into account and seriously.
- Guarantee confidentiality.
- Intervene immediately. And in parallel proceed to step 2 of the protocol.
- If the person in charge feels conflicting interests, because they cannot be objective with the situation, they must indicate this to the management so that another person can be assigned to assume the task. cease.



Do not minimize or ignore complaints
of the student body that they perceive
that are heard, taken into account
and seriously.

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COMMUNICATION 2 TO MANAGEMENT

- In any case, whoever receives the information about the situation from which the protocol is activated will always notify the director, but the absence or lack of support from this authority does not hinder the continuation of the procedures by deploy.
- How to notify without leaving the site? A/ For this you must have the support of other co-workers, or even ask someone from the student body to make a call or go find the Director.
- Whoever receives the information or detects the situation and activates the protocol will always notify the director, but the absence or lack of support from this authority does not hinder the continuation of the procedures to be deployed (See Annex 1). The protection of students and respect for their rights are always verified.

PASSED

3 SITUATION

ATTENTION TO

To address the situation, the following measures are implemented:

- Implement actions to stop the bullying situation. Here the situation stops immediately, with the intervention of the corresponding person from the educational center.
- Ensure that these situations do not repeat themselves and act diligently if they do so.
- Seek the support of other instances when necessary, according to the specific situation, you can go to pani ccss public ministry among others.
- Guarantee the immediate safety and protection of the integrity of the affected student. Without blaming or stigmatizing the alleged aggressor, applying the corresponding measures according to the current action protocols.
- Talk separately with each of the people involved.

It is essential to keep in mind that the way to intervene varies depending on family history. Here, as in other situations, a prior assessment of the family is carried out; this can be supported with the guidance service.

If the person is in a state of crisis, immediate intervention is carried out using **Annex 2** as a guide.

Care when dealing with a bullying situation:

- **Do not directly confront** the person who suffers with those who attack them. The harassed person is at a disadvantage.
- **Do not use peer mediation** as a tool to resolve a situation of violence or artificially force students to apologize, shake hands, etc.
- It is advisable to carry out procedures with privacy and caution to prevent new rematches, threats and grievances.

- It should also be considered that any bullying intervention against the LGBT population may cause the person in charge of activating the protocol to be temporarily identified by the people who perpetrated the bullying and/or by other members of the educational community as part of the group. stigmatized. This phenomenon is known as the "stigma contagion" and is the main reason why many times teachers and students are passive witnesses to situations of violence; however, it must be remembered that adults who are aware of the problem, as well as and those responsible for channeling the responses are co-responsible for the consequences for not acting or for proceeding negligently without taking immediate individual and collective measures.
- In the same way, the intervention must work both with the person affected and with those who carried out the bullying. It should not be assumed that because the student suffers this harassment, he or she is an LGBT person. Many times the harassed people are chosen simply because, according to gender stereotypes, what needs to be ensured is that the violence and harassment stops regardless of who is suffering it.
- Remember that the experience of sexuality of the underage person should never be questioned, specifically whether or not they openly belong to the LGBT population, nor should they stigmatize or express homo-lesbo-trans-bi-interphobic messages. that revictimize these people because of their orientation or gender identity or sexual characteristics, such as those that arise from heteronormative discourses such as those in which "normalcy" and "religion" are appealed to, among others: remember that as civil servants and civil servants public is obliged to (a) intervene in these situations from the human rights approach and not from the personal assumptions that correspond to

Remember that you should never question the experience of sexuality
of the minor person,
specifically belonging
openly or not
to the LGBT population



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4

COMMUNICATION
WITH THE
FAMILIES

The person in charge, via telephone, or by any possible means, establishes communication with the mother, father or person responsible for:

- The person violated.
- Of the person who allegedly carried out the bullying.
- Of the witness or observer of the bullying situation
- The mother, father or person responsible for the students involved is summoned and their presence is confirmed, in writing, using annex 3.
- Due to the dynamics that LGBT people experience and much more so when it comes to minors, it is important to consider that this communication to the home must be very careful since it could be placing the student in a situation of risk in the family. It is recommended to first consult with the victim which adult they trust and whom they can trust to support them and accompany them if necessary to inform their mother, father or person in charge.
- Remember that in the case of the LGTB population, whenever possible, you should try to involve the families of those involved in the problem, but it is essential to be clear that the privacy and confidentiality of those affected must be preserved. /os (your sexual orientation and gender identities) if requested. Investigate and identify the support networks of the student who is being bullied, since if you do not have the support of the mother, father or family manager, it is important to turn to another relative, friend or acquaintance older than age, to inform you of the situation.

It is necessary to keep in mind that the way to intervene varies depending on family history; some families are more sensitive to LGBT issues or specifically to cases of harassment than others.

- Likewise, it is recommended that the teaching staff in charge be accompanied by people who are sensitive to the topic, it could be the guidance department or interdisciplinary team if there is one, for the best management of communication with whoever has the responsibility.⁵¹

guardianship of the minor person. Always guaranteeing to have support networks and the possible activation of the protection system in the event of a possible rejection, manifestation of violence or expulsion of the student from the family environment. At all times, care must be taken not to expose the student to a danger of domestic violence due to the expression of their sexuality.

- Do not convene and gather together the families involved on the same day and time. Separate interviews with each party are recommended initially, until they feel the damage has been repaired.

PASSED

5

INTERVIEW WITH ALL THE PARTS

Who suffers bullying with (ANNEX 4)

Listen and believe what they say to find out their feelings about the situation you are experiencing.



appoint one or a teacher to give accompaniment (the one who executes the Protocol or a trusted adult person and proximity to the affected person).



Foment feelings of hope about the situation and assure you of help and confidentiality.



With observers or witnesses (ANNEX 5)

- Assure them of confidentiality and recognize the courage to form or denounce the situation.
- Ensure that they do not participate directly or indirectly in the bullying situation, show solidarity and defend the victim.
- Refer to other instances when the consequences for being observant so require.

With whom or who is violent (ANNEX 6)

- Maintain the confidentiality of all parties.
- Promote responsibility for repairing damage.
- Promote a commitment to stop violence.
- Seek their participation in the search for solutions.
- Do not involve and avoid naming the person attacked.
- Follow them for several weeks.
- Refer, when necessary, to the corresponding instances.
- It is necessary in this intervention to highlight the behavior of the person who offended, informing him of the sanctions corresponding to the manifestations of bullying in which he has participated and thus proceed to correct the behavior that violated the rights of someone. of the students. Once a response to the problem has been given, it is important to restore coexistence, that is, to work on it with the entire group and to supervise the situation permanently, since it becomes essential to follow up on cases, paying attention to group dynamics and thus avoiding the recidivism of these situations and promoting the integral well-being of the students. If there is no change in attitude and recurrence in the bullying situation, serious disciplinary consequences will be established that could go as far as the interruption of the educational process.



Interview with the mother, father or person
responsible for the person violated
(SEE ANNEXES 7)

- Convey them peace of mind and inform them of the obligation that as MEP one has to respect human rights and with this, above all, the protection of their son or daughter.
- Support them (that they perceive the accompaniment of the educational center, preventing them from feeling powerless or helpless).
- Inform about the most appropriate measures for the situation.
- Inform about the existence of:
 - Institutional support resources (in the case of references).
 - Guidelines that support the process from the family.
 - Measures to stop the situation inside and outside the center.
- Convey that the responsibility to stop bullying is collective (teachers, family, students, other professionals).
- Maintain communication about the measures that are being adopted and their results.
- Attenuate feelings of guilt about the situation and do not encourage an overload of responsibilities (neither towards the members of that family nor towards the person who perpetrates the violence and his family).

- Maintain a code of ethics of non-tolerance to bullying, regardless of the role that the son or daughter occupies in the events.

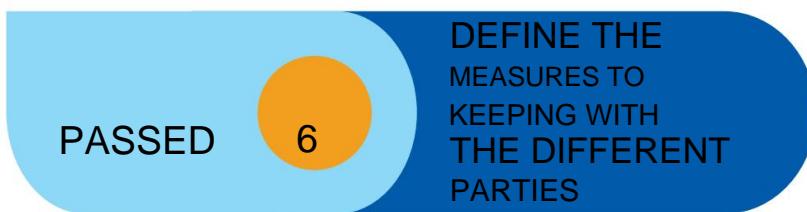
Interview with the mother, father or person responsible for the person who allegedly committed violence (SEE ANNEXES 8)

- Maintain a listening attitude.
- Do not blame or judge.
- Request collaboration to stop harassment.
- Ask for confidentiality between families and with your daughter or son.
- Avoid physical or psychological punishment.
- Explain to them the measures that are going to be applied in the center with each of the parties.
- Ask them to put themselves in the place of the family of the person suffering harassment.
- Inform the family periodically of the results and of the measures that are adopted.
- Maintain a code of ethics of non-tolerance to bullying, regardless of the role played by the son or daughter in the events.



Interview with the mother, father or guardian observers or witnesses

- Assure confidentiality.
- Ensure that their daughters or sons do not participate directly or indirectly in the bullying situation, so that the necessary empathy is generated and they support the victim.
- Refer to other instances when the consequences for being observant so require.



If bullying is NOT confirmed

- If the existence of bullying is not confirmed, you must notify the parties involved (students and their families) and record this in the process report (refer to points 4.2.3 and 5). Likewise, it may be an opportune moment to review the prevention and awareness measures that should ordinarily be carried out in educational centers.
- Remember that the final purpose is to guarantee the protection of the student body. Even if a situation of bullying has not been identified, maintain a vigilant position and check that you have not omitted any information. Submit the performance report to Management with the findings of the process (see annexes 9, 10 and 11).
- If it is not confirmed during the verification of the information that an incident of bullying occurred, but a situation of violence that warrants activating one(s) of the other protocols, it must be done in parallel (for example in case the emergence of new manifestations of violence, the presence of weapons or drugs).

If bullying is confirmed

- Activate other protocols. If an incident occurred that warrants activating any of the other protocols.

- Measures to guarantee and organize the protection of the victim within the educational center. Depending on the characteristics of the situation and the resources that the educational center has, the most opportune actions should be assessed.

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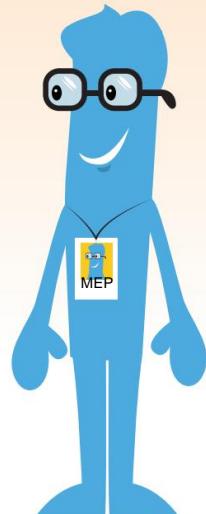
POLICE

- References and coordination with other institutions, and complaints when appropriate (Annexes 9, 10 and 11)

- Communication of the situation to the family or persons in charge. Likewise, teachers involved will be informed. The necessary referrals to the health and justice system will be made in case they are warranted considering the aforementioned regarding how this communication should be given

POLICE

- In the presence of a bullying situation in someone from the LGTB population, teachers must take educational measures. -depending on the seriousness of the situation- disciplinary measures cannot be ruled out. These types of measures must necessarily be applied with a broader contextual work that prevents the worsening of the situation due to the triggering of some form of retaliation. In the same way, when appropriate, precautionary measures must be adopted, to avoid causing greater damage than what may have already occurred, these measures are not contradictory nor do they replace educational measures. Therefore, both must be carried out simultaneously, regardless of whether there are complaints from the families.



- Furthermore, if he or the student shows indicators of pressure, anxiety, worry, behavioral problems, aggression, difficulties in relating, among others, as consequences of bullying, which disturb the learning process and integral development, it is important that the student The teacher or counselor informs the parents or guardians and refers the student to the nearest medical center for the corresponding medical and psychological evaluation.

- In the case of identifying a situation of violence, the Protocol for action in situations of physical, psychological, sexual violence, harassment and sexual harassment must be activated in the first instance before continuing with this document, particularly if there is suspicion of a situation of sexual violence since there will be immediate actions that must be carried out, since we are in the presence of a crime.

Supported by a team from the educational center, the person in charge must define the measures to follow with:

- Student who suffered bullying
- Student who violated
- Student observers or witnesses
- Educational community
- Referrals to public and private institutions are made as necessary.

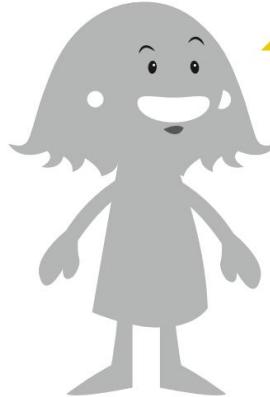
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FOLLOW-UP TO THE IMPLEMENTATION⁷ OF THE MEASURES

- The person in charge of activating the protocol must monitor the measures and actions defined and applied, according to the actions selected in step 6, as well as the school situation of the student involved supported in ANNEX 12 .
- You must also carry out regular follow-up with the people involved in the process. During the first month, it is recommended to carry out weekly follow-ups to ensure that the situation of harassment, bullying or bullying has been contained; subsequently, the period of time can be extended to every two weeks and then every month for a period of at least six months.

The person in charge of activating the protocol must monitor the measures and actions defined and applied, according to actions selected in step 6, as well as the school situation of the students involved supported in ANNEX 12.





It always seeks to support the student and avoid suspension or exclusion from the educational center.

Action report (see annex 9, 10 and 11). The person in charge will issue a report on the actions carried out and it will be delivered to the Management of the educational center.

- Remember that when it is considered necessary to apply the corrective measures described in the Learning Assessment Regulations, the personal, family and social circumstances of the people involved must be taken into account.
- It is important that the measures are not applied solely from a repressive or sanctioning logic, but that socio-educational, training and preventive actions or others that support the integral development of the person and ensure their best interest prevail.
- We always seek to support the student and avoid his or her suspension or exclusion from the educational center.
- In each bullying situation in the LGBT population, the person in charge of activating the protocol must generate a specific record, which must not be included in the single file, it must be kept in a safe place where the confidentiality of the information is guaranteed. the annotated information -See the annexes issued for this purpose in the action protocols - about what happened and the actions to follow, this also serves as a background to program educational actions or to justify both corrective actions and possible corresponding sanctions if required.
- An element that is very important in this intervention is guaranteeing confidentiality, due to the dynamics of the issue, which is why it is essential that the information should transcend only to the teachers involved in the situation. Documents must be kept on file

of the case and guard communications. This information is sensitive and cannot be disclosed to other teachers- or students without a clear reason or in collective spaces where there are no guarantees for the student's right to privacy -Due to the nature of bullying, the Constitutional Court itself has held the importance of keeping the identity of the complainants confidential, even in front of the aggressor himself and his representatives. "The confidentiality of those students who report some type of violence in an administrative procedure must be kept, since this is the option that most benefits the minor victim of bullying, to the extent that it means the preventive and necessary protection of their integrity. and their dignity against possible reprisals of a physical, psychological or any nature by the reported aggressor."

Constitutional Chamber of the Supreme Court of Justice Nº 2013-10711.

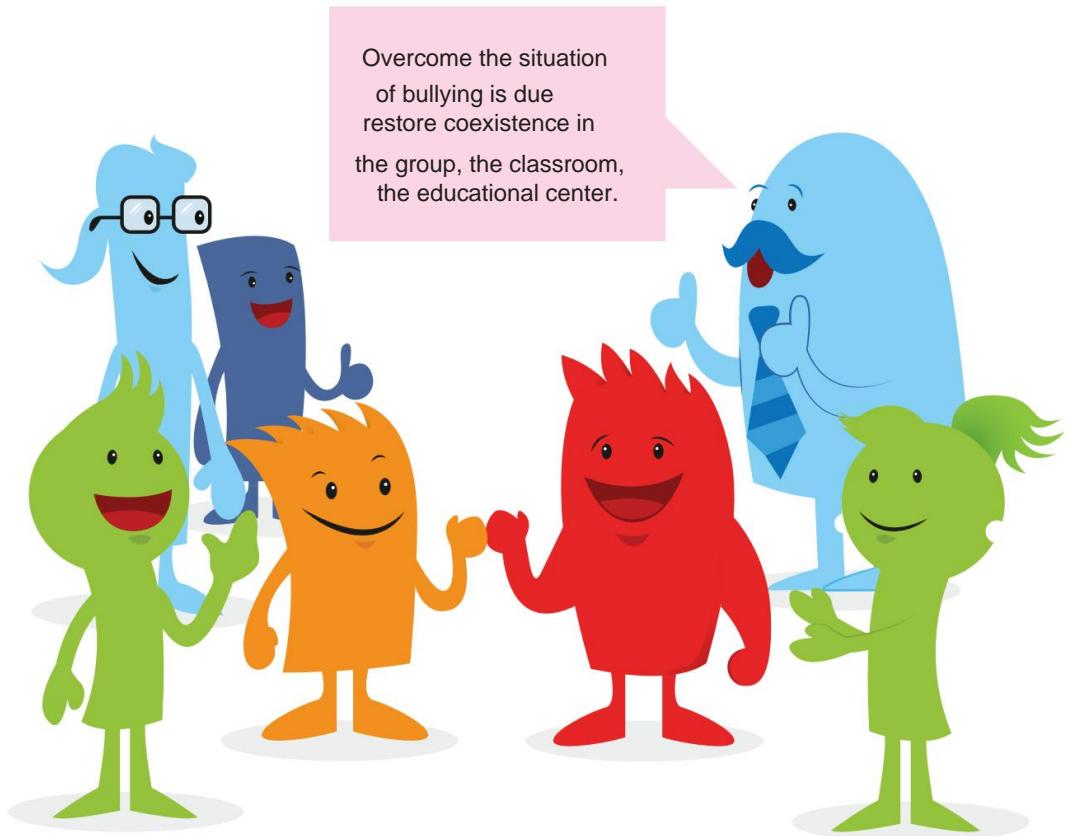
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8

MEASURES/ACTIONS
TO RESTORE
THE COEXISTENCE

- Once the previous 7 steps have been implemented, a restoration process must be carried out to create the necessary conditions to address the negative consequences and differences caused by the bullying situation.
- It is a moment of opportunity for the people involved to share the effects and consequences that the situation experienced has generated; Expose your feelings and propose a plan to restore coexistence.
- It is a process of raising awareness and preventing future incidents that involves the involvement of the educational community to ensure the restoration of coexistence, programming measures to promote:
 - assertive communication,
 - strengthen self-esteem and
 - generate the empowerment of violated people,
 - encourage cooperation and a sense of belonging among observers and

- Make people who do violence aware of the damage that violence can cause to people, the educational center and the community.
- At the same time, restoration activities are carried out to create the necessary conditions to address the negative consequences caused by bullying and will resolve the differences that prevail after it occurred.
- Ensuring that the group affected by bullying experiences a restoration process is necessary because:
 - Once the bullying situation has been overcome, coexistence must be restored in the group, the classroom, the educational center.
 - It is a way of breaking the cycles of generating new bullying situations.
 - Deteriorated coexistence relationships are recovered as a result of the bullying situation.



Responsibilities of teaching staff, students and families in the face of bullying:

- An environment of trust must be created, in which the entire educational community has resources to ask for or give help. You must always pay attention to what the student expresses and believe in the subjective perception of the student's experience of suffering, even if it has been possible to contrast or verify it. You must believe in what the person who suffers relates and put yourself in their place.
- The educational community must recognize that discrimination based on LGBT sexualities is as serious as xenophobia, misogyny or any other type of violence and that its consequences can be disastrous and even irreparable, even more so when the student does not necessarily count. with the support of his family. Thus, each educational center must seek zero tolerance for harassment and any manifestation of bullying, as a space of protection par excellence.
- Resolving what to do in situations of harassment or bullying supposes a coordinated and articulated effort that implies the allocation of time, resources, tasks and responsibilities of all the elements of the educational community, of which participation would be expected, in at least the following aspects:

POLICE

POLICE

From the students:

- Report any situation of harassment that you are subject to or that you are aware of.
- Comply with the rights and obligations regarding bullying.
- Actively participate in information and awareness programs to prevent bullying.



Of the teaching and administrative staff:

- Report and process any bullying incident of which they are aware.
- Participate in the search for resolution of problems.
- Encourage debate and awareness among the student population against bullying. Avoiding religious or moralistic speeches
- Include bullying as a point in center meetings.
- Participate in training in techniques and programs against bullying.

Of the families:

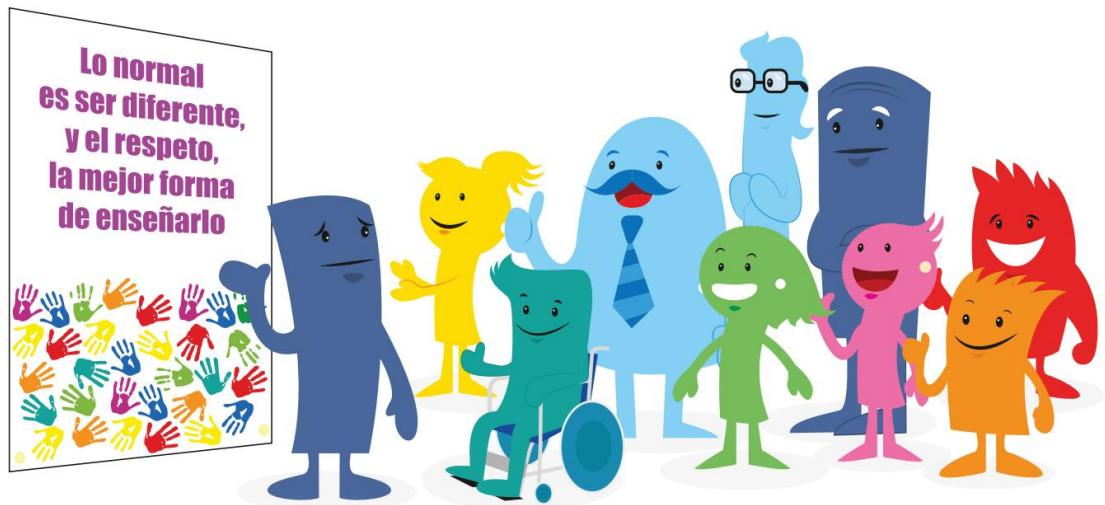
- Communicate any situation that you have knowledge of knowledge about bullying.
- Maintain adequate levels of communication with their sons and daughters on the subject.
- Explain a code of conduct regarding bullying that does not have any doubt about its position, regardless of the role that the son or daughter plays in the events.
- It is the duty of the mothers, fathers and/or those responsible for a minor person to cooperate and link up with the educational center, as well as to appear when they are summoned by it (General Regulation of Secondary Education Establishments art. 73 and 74.5 , Regulations for Learning Assessment article 20 subparagraphs g and h). Thus, the lack of attention to THREE communications will give rise to the educational center notifying the PANI so that it can verify if the omission constitutes any indication of negligence or carelessness that is affecting the minor person. (CNA art. 130) -see Annex 3-.



It is essential to take into account that if the person affected by the bullying situation, specifically in the LGBT population, does not receive adequate attention from the institution, if the situation does not change, but worsens, and if the student population requires more information about what to do in a bullying situation

LGBT people, or to report the situation of harassment and discrimination can be addressed to the following entities:

- The Comptroller of Student Rights of the Ministry of Education Pú war.
- Directorate of Legal Affairs of the Ministry of Public Education.
- Ombudsman's Office (Special Protection/Children and Adolescents).
- Public Ministry.
- National Children's Board (PANI).



8. SUPPORT NETWORKS and reference

Citizen Association ACCESS. Legal advice on the subject larissa@access.cr Cel: (506) 8822-1364.

CIPAC. Research and Promotion Center for Central America in Human Rights. Individual counseling on sexuality, rights and health for gays, lesbians and bisexuals. www.cipacd.org Tel: 2280-7821.

Costa Rican social security box. Primary Health Care. Look for your local Comprehensive Health Care Core Team.

Gafadis. Group of family and friends of the sexually diverse person. Telephone 8352-5573.

Ombudsman's Office. Legal advice for discrimination or violation of rights in the public sphere. Tel. 2258-8585.

Advocacy for Boys and Girls / Girls International. (DNI International) Public policies, education and communication, social participation, research. San José, Costa Rica Tel: (506) 2236-91 34 / 2297-28 80 / 2297-28 85 Fax: (506) 2236-5207, info@dnicostarica.org

WEM Institute. Costa Rican Institute for action, education and research on masculinity, couples and sexuality. Information and support in masculinity matters. Recommended for anger management in heterosexual men (fathers). Tel/fax : (506) 8225-7511 / 8225-7550 SERVICE.

National Children's Board (PANI). Rights consultancy through all Local Offices. Prevention and promotion projects that are carried out in the Local Offices and that seek to develop inter-institutional and inter-organizational actions in the communities. Local Offices (506) 2523-0700 / 2523-0800 / 2523-0900 / 2523-088.

Ministry of Public Education of Costa Rica. Department of Health and Environment Tel/fax 22231869 Office of the Comptroller of Student Rights, of the MEP, by fax, email or in person, telephone 2221-4104.

Siwalar. Association of trans/men population support groups and advice, telephone 8587-2547.

Transvida. Association of trans/women support groups counseling. Telephone 84966457

911. Emergency care Police Firefighters Ambulance Institute on Alcoholism and Drug Dependence (IAFA) Drug and alcohol addiction. Tels. 800 IAFA 800 or 800-4232-800.

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ANNEXES



Appendix 1:

**WRITTEN COMMUNICATION TO THE ADDRESS OF THE EDUCATIONAL CENTER BEFORE
THE ACTIVATION OF THE PROTOCOLS**

By this means, you are informed that there is a suspicion that a situation of _____ is present in the educational center, so we proceed to activate the Protocol of action to intervene in situations of _____.

School: _____.

Data of the student involved

Name and surname: _____

Grade and section: _____ Birthdate: _____ Age: _____

Origin of the request (who reports on the situation):

Mark with an X

Detection

Alleged victim

Student

Family of alleged victim

Address

Teaching staff

Non-teaching staff

Counselor

Interdisciplinary team

Other: _____

Brief description of the facts: _____

Name of person in charge of executing the Protocol: _____

Signature: _____

Date: _____

You are reminded that the information described here must be treated with confidentiality and discretion.

Appendix 2:

INTERVENTION IN CASES OF CRISIS

The concept of crisis means "turning point", suggesting that the change may be for the better or for the worse. It is understood as a temporary state of disorganization characterized by high levels of anxiety and tension, where the usual methods used by the person are not very effective (Slaikeu; 1999; cited by Ramellini).

Likewise, there are factors that cause a crisis to lead to growth and others to immediate damage; they are related to the following: severity of the event that precipitates it, personal resources and the social contacts that the person has during the moment of the crisis.

In the context of a situation of violence, "crisis intervention" refers to the first encounters with a person affected by violence, without this necessarily meaning that the person is crying, very distressed, angry, or desperate. It has been named this way so that the people carrying out the intervention are aware of the utmost importance of these moments of contact with the affected person.

The intervention will involve carrying out actions that interrupt the state of imbalance, reduce individual anxiety and tension, and increase the person's sense of competence. It is a support and accompaniment process aimed at helping a person or family to survive a traumatic event, so that the probability of debilitating effects is minimized and the probability of growth is maximized.

According to those actions that are carried out, they can be of two types:

1. First-order crisis intervention that corresponds to immediate help, generally provided by people who are available when the crisis occurs, who may be professionals or close people.
2. Second-order crisis intervention refers to intervention once the immediate crisis has passed, there is no risk to life and the person is in a position to begin a resolution of the crisis. and support for those in crisis.

For the purposes of this guide and within the scope of action of the Protocols, when deemed necessary, first order interventions will be carried out. The objectives of this intervention are the immediate restoration of the coping capacity, the evaluation of life risk, support in the execution of concrete actions and linking to aid resources.

According to Slaikeu, the first order intervention comprises several tasks:

1. Making contact
 - Listen (what happened)
 - "Tune in" with the affected person (how they feel)
 - Provide support so that the person can be calm
2. Examination of the dimensions of the problem
 - What is happening?
 - Who's doing it?
 - Where it happens?
 - When did it happen? Does it keep happening?
 - Consequences

These questions are asked if the initial account is not complete. At this time, the situation can be recorded, without this implying that you stop paying attention to the person.

3. Exploration of possible solutions:

- Explore what the person has done (how has he coped with the situation?). Don't judge your answer.
- Validate the fact that you have tried to try to solve the problem. If the person cannot tell him no action don't judge his response.

4. Assistance to carry out a concrete action.

5. Referral and follow-up.

Required skills and knowledge:

- Open and attentive listening skills.
- Must be careful of the people affected; that is, it should not harm them more.
- Do not increase the risk of affected people.
- You must respect the lives of the people affected.
- It must be part of the solution and not the problem.

Annex 3

FORM FOR COMMUNICATION / APPOINTMENT MOTHER, FATHER OR RESPONSIBLE

Mr. Mrs. _____

Notification #: _____

We hereby notify you that (name) _____ has been _____
implicated in the alleged facts: _____

For this reason, we ask that you come to the educational center for a meeting with _____
_____, which will be held on _____ of _____ at _____ hours.

The meeting will have an estimated duration of _____ hours.

If there are inconveniences to attend the scheduled date and time, we appreciate it, please contact the number
_____ to reschedule the meeting.

Issued on the day _____, of the month _____ of the year _____, at _____ hours.

Means of notification:

ÿ note home ÿ fax ÿ email ÿ other _____.

Signature _____ · The respective shipping certificate is filed together with the pre
feel document.

Giving back signed:

Name of the mother, father or guardian: _____

The communication was received on the day: _____
the appointment: ÿ YES ÿ NO

Confirmed attendance at

Signature: _____

Annex 4:

GUIDE FOR THE INTERVIEW WITH THE VIOLATED PERSON 1

	To intervene in situations of physical, psychological and sexual violence
	To intervene in bullying situations

- If there is suspicion of sexual violence, DO NOT conduct the interview (avoid re-victimizing and hindering the criminal investigation).
- It is important to clarify that the interview is part of an assessment process. In this sense, it they must take appropriate security measures, since any investigation process of a situation of violence in any of its forms may imply reprisals for any victim and/or witness.
- Situations of violence are not usually revealed to adults and sometimes the person who has been violated does not usually recognize himself as such. For this reason, it is convenient to let him know that this situation should not be hidden, to transmit calm and security, to validate and eliminate feelings of guilt.
- The confidentiality and handling of the information resulting from the interview will be stressed.
- Value judgments will never be made and participation must be voluntary.
- The interview will be carried out individually, the reasons for which you have been requested will be informed. have provided the information and the use that will be given to it.

A. Data of the person interviewed:

Name and surname: _____
 Grade and section: _____ Birthdate: _____ Age: _____

B. Basic question guide

1. What has happened? (Description of the different situations)
2. When and where did it happen?
3. Who are the people who do it?
4. Why do you think they do it?
5. Has anyone seen it?
6. Who knows the situation? Who have you told about these situations that you are experiencing? Whom could you count them?
7. Is there someone to protect you?
8. Since when do these situations occur?
9. How do you feel when this happens?
10. What do you do when this happens?

C. Inform of the measures that are going to be taken to help you.

*Interview guide based on: Action protocol for educational centers in cases of bullying between peers. Ministry of Education, Government of Cantabria.

Annex 5:

**GUIDE FOR THE INTERVIEW WITH ALLEGED OBSERVERS OF
THE SITUATION OF VIOLENCE 2**

	To intervene in situations of physical, psychological and sexual violence
	To intervene in bullying situations

- If there is suspicion of sexual violence DO NOT conduct the interview (avoid re-victimizing and hindering the criminal investigation).
- It is important to clarify that the interview is part of an assessment process. In this sense, it they must take appropriate security measures, since any investigation process of a situation of violence in any of its forms may imply reprisals for any victim and/or witness.
- Those who observe violent situations in the educational context tend to remain silent for complicity in the facts, due to pressure from those who harass or fear of becoming a victim.
- Those who observe situations of violence in the educational context can help to understand the conditions in which the situation of abuse is taking place, or provide additional inputs.
- Situations of violence are not usually revealed to adults and sometimes the The victim person does not usually recognize them as such. For this reason, it is convenient to let him know that this situation should not be hidden, to transmit calm and security, to validate and eliminate feelings of guilt.
- The confidentiality and handling of the information resulting from the interview will be insisted on.
- Value judgments will never be made and participation must be voluntary.
- The interview will be carried out individually, you will be informed about the reasons why you have been requested. have provided the information and the use that will be given to it.

A. Data of the person interviewed:

Name and surname: _____

Grade and section: _____ Birthdate: _____ Age: _____

B. Basic question guide

Below is a basic guide to questions. This is not an exhaustive or closed guide, but should be included as a support to guide the collection of information. Whoever carries out the investigation will assess whether it is necessary to delve deeper into any question or add additional questions.

1. How are you doing in the center?
2. How do you get along with colleagues?
3. Do you have good friends at the center?
4. Do you consider that aggressions between classmates are a problem in this center?
5. What are, in your opinion, the most frequent forms of abuse between colleagues? (insulting, calling names, laughing at someone, ridiculing, physically harming, gossiping, threatening, blackmailing, forcing people to do things, isolating, rejecting).
6. Have you been a witness to situations of mistreatment of a partner? (Ever, how often Inc.).

7. What kind of abuse has it been? (insulting, calling names, making fun of someone, ridiculing, hurting someone, talking bad about someone, threatening, blackmailing, forcing them to do things, isolating, rejecting, not getting together) (insulting, calling names, laughing at someone, ridiculing, physical harm, gossip, threaten, blackmail, force to do things, isolate, reject).
8. How often do you think these forms of abuse occur?
9. Where do these situations usually occur? (In class without a teacher, with a teacher, in the corridors, in the bathrooms, in the yard, in the gym, at the exit, on the bus, on the street, by email, by cell phone messages, etc.) By facebook).
10. Why do you think some boys mistreat others? (For bothering, for being stronger, for playing pranks, because they deserve it).
11. What do you feel about these actions of some colleagues?
12. How do you think those who carry out this abuse feel?
13. How do you think the person who receives this abuse feels?
14. What did you do when those events occurred?
15. Who have you told about this situation? (nobody, classmates, the guide teacher, teachers, my mother/father, parents, family member, counselor, management team).
16. Who could you tell it to?
17. Do you think that the mechanisms that the center has so that students can denounce or report situations of violence or harassment in the educational center exist or work well?

*Interview guide based on: Action protocol for educational centers in cases of bullying between peers. Ministry of Education, Government of Cantabria.

Annex 6:

**GUIDE FOR THE INTERVIEW WITH THE PERSON WHO ALLEGEDLY
EXERCISED VIOLENCE**

	To intervene in situations of physical, psychological and sexual violence
	To intervene in bullying situations

- If there is suspicion of sexual violence, DO NOT conduct the interview (avoid re-victimizing and hindering the criminal investigation).
- It is important to clarify that the interview is part of an assessment process. In this sense, it they must take appropriate security measures, since any investigation process of a situation of violence in any of its forms may imply reprisals for any victim and/or witness.
- The convenience of conducting a direct interview with the person who allegedly exercised violence and in that case collect information on the aspects contemplated in this Annex, avoiding direct questions.
- You must show our willingness to help you in any way that is ethically possible and indicate that, in If he is responsible for the facts, he must assume his responsibility.
- The confidentiality and handling of the information resulting from the interview will be stressed. It must exist Confidentiality regarding the information sources that have produced the interview, especially if they are the victim.
- Value judgments will never be made and participation must be voluntary.
- You will be informed about the reasons for which you have been asked to provide the information and the use that is will give to it.

A. Data of the person interviewed:

Name and surname: _____

Grade and section: _____ Birthdate: _____ Age: _____

B. Basic question guide

Below is a basic guide to questions. It is not an exhaustive or closed guide, but should be included as a support to guide the collection of information. Whoever carries out the inquiry will assess whether it is necessary to delve into any question or add additional ones.

1. How are you doing at the center?
2. How do you get along with your colleagues?
3. Do you consider that aggression between colleagues is a problem in this center?
4. What type of abuse has it been? (insult, name-calling, laughing at someone, ridiculing, doing physical harm, speaking ill of someone, threatening, blackmailing, forcing people to do things, isolating, rejecting, not getting together) (insulting, calling names, laughing at someone, ridiculing, doing physical harm, gossiping, threatening, blackmailing, forcing people to do things, isolating, rejecting).
5. How often do you think these forms of abuse occur?
6. Where do these situations usually occur? (In class without a teacher, with a teacher, in the corridors, in the bathrooms, in the yard, in the gym, at the exit, on the bus, on the street, by email, by cell phone messages, etc.) By facebook).

7. Why do you think some boys mistreat others? (For bothering, for being stronger, for spending jokes, because they deserve it).
8. I was told that the other day there was an incident with _____. What happened?
9. Where did it happen? (Try to make a description).
- 10 Why do you think it happened?
11. How do you feel in that situation?
12. How do you think (the alleged harassed person) feels?

C. Inform about next steps

Annex 7:

GUIDE FOR THE INTERVIEW WITH THE FAMILY OF THE PERSON VIOLATED

	To intervene in situations of physical, psychological and sexual violence
	To intervene in bullying situations

- If there is suspicion of sexual violence, DO NOT conduct the interview (avoid re-victimizing and hindering the criminal investigation).
- It is important to clarify that the interview is part of an assessment process. In this sense, it They must take appropriate security measures, since any investigation process into a situation of violence in any of its forms may involve retaliation for any victim and/or witness.
- It is important to transmit to the mother, father or guardian the concern and interest of the center education to guarantee students a safe space and protection.
- Some mothers/fathers may have little knowledge about violent situations and their implications so it is important to frame the seriousness of the situation.
- Clarify that the main objective is not to find guilty, but to guarantee the protection of the student tado.
- It is important to listen openly and provide support, as some families feel guilty ble when they discover that their child is being abused.
- The initial reaction of some families may be to get angry with the educational center when they understand that they are not providing sufficient attention to their child. It is recommended not to maintain a defensive attitude, but understanding and let them know that the center is taking the necessary measures to intervene in the situation.
- The educational center must create a climate of trust and work together with the family to address the conflict and seek appropriate responses.
- Never downplay a situation of violence where a person is being harmed, but neither does it increase its repercussions by creating greater confrontation situations.
- The confidentiality and handling of the information resulting from the interview will be insisted on. I never know They will make value judgments.

A. Data of the person interviewed.

They come as: MOTHER – FATHER – RESPONSIBLE

Name and surname: _____

Name and surname: _____

Telephone contact: _____

Name of the student or the student: _____

Grade and section: _____ Age: _____

B. Basic question guide

Below is a basic guide to questions. This is not an exhaustive or closed guide, but should be included as a support to guide the collection of information. Whoever carries out the investigation will assess whether it is necessary to delve deeper into any question or add additional questions.

1. In order to reassure and inform the family of the allegedly assaulted student, it is advisable to carry out the following steps:
 - 1.1. Inform of the facts that are being investigated.
 - 1.2. Inform of the immediate actions undertaken by the center.
 - 1.3. Inform about the measures that are implemented in the center to change the situation.
2. Collection of information related to the reported events.
3. What knowledge did you have of the facts?
 - 3.1. Has your child informed you about the situation?
 - 3.2. How is what happened affecting your child?
 - 3.3. Which classmates may have participated?
 - 3.4. If the situation was previously known, has the family taken any action?
4. Gather information on family dynamics and relationships with the aim of delving into behaviors at home, relationships with different family members, social relationships, leisure activities, possible behavioral changes.
5. Inform the family about the next steps and emphasize the educational center's interest in guaranteeing the protection of their child and working together.
5. Inform the family about the next steps and emphasize the educational center's interest in guaranteeing promote the protection of your child and work together.

*Interview guide based on: Action protocol for educational centers in cases of bullying between peers.
Ministry of Education, Government of Cantabria.

Annex 8:

**GUIDE FOR THE INTERVIEW WITH THE FAMILY OF THE PERSON WHO
HE ALLEGEDLY EXERCISED THE VIOLENCE5**

	To intervene in situations of physical, psychological and sexual violence
	To intervene in bullying situations

- If there is suspicion of sexual violence DO NOT conduct the interview (avoid re-victimizing and hindering the criminal investigation).
- It is important to clarify that the interview is part of an assessment process. In this sense, it they must take appropriate security measures, since any investigation process of a situation of violence in any of its forms may imply reprisals for any victim and/or witness.
- It is important to transmit to the mother, father or guardian the concern and interest of the center educational goal of guaranteeing students a safe and protective space.
- Some mothers/fathers may have little knowledge about violent situations and their implications so it is important to frame the seriousness of the situation.
- Clarify that the main objective is not to find culprits, but to guarantee the protection of the student tado.
- It is important to listen openly and provide support, as some families feel guilty bles when they discover that their child is attacking other students.
- It is important to listen openly and provide support, since some families of suspected Bullies may think that the best way to help their children is to be hostile towards the person reporting the facts and refuse to accept their child's involvement. It is recommended not to maintain a defensive attitude, but understanding and let them know that the center is taking the necessary measures to intervene in the situation.
- The center must create a climate of trust and work together with the family to address the problem. conflict and seek appropriate responses.
- Never minimize the importance of a situation of violence where a person is being harmed, but neither increase its significance by creating larger confrontational situations.
- Confidentiality and handling of the information resulting from the interview will be insisted upon. I never know They will make value judgments.
- Deflect any negative or blaming comments about the alleged victim.
- You must remind him that the use of corporal punishment or humiliating treatment is prohibited for people minors and can be considered a crime, and emphasize the importance of not using violence in the home.

A. They come as: MOTHER – FATHER – RESPONSIBLE

Name and surname: _____

Name and surname: _____

Telephone contact: _____

Name of the student: _____

Grade and section: _____ Age: _____

B. Basic question guide

1. In order to reassure the family of the alleged victimizing student, it is necessary advisable to develop the following steps:
 - 1.1. Report the facts that are being investigated.
 - 1.2. Inform of the immediate actions undertaken by the center.
 - 1.3. Inform about the measures that are implemented in the center to change the situation.
 - 1.4. Inform of the disciplinary and legal consequences that may exist.
2. Collection of information referring to the facts reported.
3. What knowledge did you have of the facts?
 - 3.1. Has your child informed you about the situation?
 - 3.2. How is what happened impacting your child?
 - 3.3. Which classmates may have participated? In case of prior knowledge of the situation,
 - 3.4. Has the family taken any action?
4. Gather information on family dynamics and relationships with the aim of delving into behavior at home, relationships with different family members, social relationships, leisure activities, possible behavior changes. 5. Inform the family about the next steps and emphasize the interest of the educational center to guarantee the protection of the student body, support their child and work together.
5. Inform the family about the next steps and emphasize the interest of the educational center in guaranteeing the protection of the student body, supporting their child and working together.

Annex 9:

PERFORMANCE REPORT MODEL

This report will be issued from the activation of the Protocols.

School: _____ Phone: _____

Director: _____

Report prepared by: _____

Report date: _____

Protocol(s) executed

ÿ Action protocol to intervene in situations of physical, psychological and sexual violence

ÿ Action protocol to intervene in situations of bullying

ÿ Action protocol to intervene in the presence of weapons

ÿ Action protocol to intervene in drug use, possession and/or trafficking

Summary of the developed process _____

Information collected

Person in charge of the case: _____

Origin and date of the intervention request: _____

Date on which it was communicated to the management of the educational center: _____

Identification data of the students involved

Name and surname: _____

Grade and section: _____ File number: _____

Age: _____

Situation:

ÿ Victim person.

ÿ Victimizing person.

ÿ Witness or observer

ÿ other _____

Other people involved:

Teachers: _____

Auxiliary staff: _____

Security personnel: _____

Description of the verified facts (facts, dates, places, actors, etc.) _____

Were there immediate actions taken by the school? YES ☑ (detail below) NO ☐

Did you file a complaint with the Public Ministry? YES ☑ NO ☐

Did you notify PANI to intervene? YES ☑ NO ☐

Were coordinations made with other institutions or other resources? ☐ YES ☑ NO ☐

Institution or resource name: _____

Contact person: _____

Coordination date: _____

Measure or action taken: _____

Follow-up plan (mention what will be the follow-up actions that will be carried out from now on)

Was there an opening of a disciplinary file? YES ☑ NO ☐

Date: _____

Person in charge of verifying the measurements: _____

Name of the student to whom the process was opened: _____

Care plan delivery date: _____

Date of next follow-up report: _____

Additional observations or other planned measures and actions. _____

Name and signature of the person who prepared the report: _____

Name and signature of the Director: _____

Annex 10:

**PERFORMANCE REPORT. SPECIFIC SECTION FOR SITUATIONS
OF VIOLENCE AND BULLYING**

Types of violence (you can modify or add other manifestations of violence, including situations of domestic violence).

manifestations of violence	Yeah	No	Some times	Many times	exercised by:
Verbal (eg insults, nicknames, etc.) Specify:					
Social exclusion (e.g. ignoring him, rejecting him, etc.) Specify:					
Physical (eg hitting, shoving, etc.) Specify:					
Patrimonial (eg, damaging your belongings, etc.) Specify:					
Intimidation (eg blackmail, threats, etc.) Specify:					
Sexual (ex. Harassment, touching, abuse, etc.) Specify:					
Discrimination (eg due to sexual orientation or gender identity, physical characteristics, disability, etc.) Specify:					

Places where the aggression has occurred:

- ÿ In class. Teacher present
- ÿ In class. Teacher not present
- ÿ Hallways
- ÿ Recreation spaces
- ÿ Bathrooms
- ÿ Gym
- ÿ Entrances and/or exits
- ÿ Dining room
- ÿ Bus
- ÿ Outside the educational center
- ÿ Others _____

Methods used

- ÿ In-person
- ÿ Telephone (text messages, etc.)
- Internet (Facebook, Twitter, etc.)
- ÿ Others: _____

Consequences of aggressions _____

Measures applied _____

Protection measures for the victim _____

Responsible) _____

Support measures for the perpetrator(s) _____

Responsible) _____

Does it require the activation of another Protocol?

YES Specify: _____

NO Why: _____

Follow-up plan (cite what will be the follow-up actions that will be carried out from now on)

zaran) _____

Annex 11:

**APPLICATION FOR INTERVENTION OF THE NATIONAL BOARD OF CHILDREN
ALLEGED VIOLATION OF THE RIGHTS OF A UNDERAGE PERSON**

Identification of the victim

Name: _____ Sex _____ Gender _____

Age: _____ # identification: _____ Birthdate: _____

Academic degree: _____ Phone: _____

Exact direction: _____

Mother/Father/Responsible: _____

Description of the facts

Risk factors (mark with an x)

Reported situation is:

- Intrafamily.
- Unfamiliar.
- First event.
- Recidivism.
- Alleged aggressor lives with the victim.
- Requires immediate attention.
- There are physical signs.

Attached documents (select which ones you attach)

Notices to the home.

Interviews.

Disclosure report.

Minutes of sessions with parents/responsible persons.

Detail: _____

Identification of the alleged aggressor/aggressor

Name (or known as): _____

Gender _____ Relationship with the victim: _____

Contact information

School: _____

Location: _____

Phone: _____ Fax: _____

Person referring the case: _____ Post: _____

Signature: _____

Date: _____

Annex 12:

**PROSECUTOR'S OFFICE (PUBLIC MINISTRY) COMPLAINT ABOUT SUSPECTED COMMISSION
OF A CRIME INVOLVING A MINOR PERSON**

Identification of the victim

Name: _____ Sex: _____ Gender: _____

Age: _____ # id: _____ Phone: _____

Exact direction: _____

Mother/Father/Responsible: _____

Identification of the alleged victimizer

Name: _____

Phone: _____ # identification card: _____ Sex: _____

Exact direction: _____

Kinship relationship with the victim: _____

Lives with the victim YES NO

Description of the facts (literally transcribe the account you received):

"

_____"

Identification of the contact at the educational center (person who refers the case)

Name: _____ # id: _____

School: _____ Phone: _____

e-mail: _____

Signature: _____

Date: _____

Remember that in urgent cases you should not wait until you have ALL the information to request the intervention, since waiting may put the best interests of the minor at risk.

The Prosecutor's Office will not provide you with detailed information on the process, since it will be confidential, but they will be able to give you the file number and report the general status (investigation, file, forwarded to the Court, with precautionary measures, etc.) You must inform that you are calling by part of the educational center.

Annex 13:

REFERENCE TO THE COSTA RICAN SOCIAL SECURITY FUND IN CASES
OF VIOLENCE

Identification of the minor who requires assistance:

Name: _____ Sex: _____ Gender: _____

Age: _____ # id: _____ Phone: _____

Exact direction: _____

Mother/Father/Responsible: _____

Type of aggression: ☑ physical ☑ psychological ☑ sexual

Situation reported is: ☑ Intrafamilial ☑ Extrafamilial ☑ First event ☑ Recidivism

Aggressor lives with the victim: ☑ YES ☑ NO. Requires immediate attention: ☑ YES ☑ NO

URGENCY: the sexual assault occurred 72 hours ago or less ☑ YES ☑ NO

Justification (indicate the reason why the intervention is requested):

Identification of the contact in the educational center (person who refers the case):

Name: _____ # id: _____

School: _____ Phone: _____ e-mail: _____

Signature: _____

Date: _____

Please send a copy of this to the Committee for the Aggressed Child and the Committee for the Study of Aggressed Children and Adolescents

Remember that in urgent cases you should not wait until you have ALL the information to request the intervention, since waiting may put the best interests of the minor at risk.

The CCSS will not provide you with detailed information on the process, since it will be confidential, but they will be able to give you the file number and inform you of the general status, you must inform that you are calling on behalf of the educational center.

School: _____ Phone: _____ e-mail: _____

Signature: _____

Date: _____

Remember that in urgent cases you should not wait until you have ALL the information to request the intervention, since waiting may put the best interests of the minor at risk.

The Prosecutor's Office will not provide you with detailed information on the process, since it will be confidential, but they will be able to give you the file number and report the general status (investigation, file, forwarded to the Court, with precautionary measures, etc.) You must inform that you are calling by part of the educational center.

Annex 14:

MONITORING REPORT MODEL

Date: _____

Follow-up Plan (detail the follow-up plan that will be given to the case):

Internal actions

Coordination with the family nucleus

Appointments sent home: ☑ 1 ☑ 2 ☑ 3

Number of meetings held: _____

Date: _____ Date: _____ Date: _____

Agreements with the family nucleus:

1. _____
2. _____
3. _____
4. _____

Disciplinary process: ☑ YES ☑ NO

File No. _____

Opening date: _____

Disciplinary measure(s): ☑ YES ☑ NO

Detail of the measures

Person in charge of verifying the measurements: _____

Name of the person(s) student(s) to whom the process was opened:

Inter-institutional coordination

Public Ministry (prosecutor's office): YES NO

Date of notice or complaint to the Public Ministry: _____

File number: _____

Verification calls about the processing of the process*

Date of verification: _____

MP official who answered the call _____

State of the process: _____

National Children's Board: YES NO

File number: _____

Verification calls about processing the process*

Date of verification: _____

Official person who answered the call _____

State of the process: _____

Other coordination: YES NO

Institution/NGO: _____

Verification calls: _____

Date of verification: _____

Official person who answered the call: _____

State of the process: _____

Institution/NGO: _____

Verification calls: _____

Date of verification: _____

Official person who answered the call: _____

State of the process: _____

Institution/NGO: _____

Verification calls: _____

Date of verification: _____

Official person who answered the call: _____

State of the process: _____

Monitoring of agreements: _____

* The institutions will not give you detailed information about the process, since it will be confidential, but they will be able to give you the file number and report the general status (investigation, file sent to the Court, appointments made, etc.). You must inform that you are calling on behalf of the educational center.

Annex 15:

Disciplinary measures

Regarding disciplinary measures, some recommendations for their interpretation and/or application are presented below when it comes to bullying in the LGTBIQ population.

Demonstrations of bullying towards LGBT people		
verbal violence		
Demonstrations: Insults, insults, yelling, nicknames, vulgar, rude or disrespectful vocabulary and threats	Classification: Lack from mild to severe	
corrective sanction	Formative action	
<p>Serious misconduct (If he repeats the minor offence) Decreased from 11 to 19 points in the conduct grade. Transfer the offending student to another section.</p> <p>The offending student must repair in an effective and verifiable manner the moral damage caused through public retraction and the corresponding apology.</p> <p>Interruption of the educational process for a maximum of 15 calendar days.</p> <p>Carrying out actions of an educational or community nature that are verifiable and relevant to the offense committed.</p>	<p>Small fault Reduction of 10 points in the driver's note ta. Verbal or written reprimand. Inform the father and/or mother of the family. Attach report to the student's file.</p> <p>The offending student must repair the moral damage caused in an effective and verifiable manner.</p>	<p>Goals Recognize the different forms of verbal violence.</p> <p>Raise awareness about the damage that is done to others with words.</p> <p>Recognize the importance of assertive communication.</p> <p>Topics to be developed Verbal violence, consequences, communication, empathy (putting oneself in the other's place).</p> <p>Activities developed by students (to teach each topic) Talk, workshop, activity, games, dynamics, readings, exhibition, conversation, dramatization.</p>

It must be taken into account that a corrective sanction and a formative action are NOT the same, since a corrective sanction shows the person who offends that he did something wrong and that for that reason there is a consequence, however a formative action helps to take awareness of the inappropriateness of their behavior and the knowledge and relearning of better behaviors.

*Taken from Games MF. Manual for Attention to Homophobic Bullying, aimed at professionals and students of the Ministry of Public Education of Costa Rica page. 16 (2015).

Demonstrations of bullying towards LGBT people	
psychological violence	
Demonstrations: Discrimination, offensive gestures, indirect derogatory comments, rejection, mockery, humiliation	Classification: very serious foul
Corrective sanction	Formative action
Reduction of 20 to 30 points in the conduct grade. Interruption of the educational process for up to 30 calendar days in each period. Obligation to repair the moral damage in a verifiable manner. Carrying out actions of an educational or community nature that are verifiable and relevant to the offense committed.	Goals Identify the types of psychological violence. Recognize the negative impact of psychological violence. Generate a proposal for change, related to inclusion and respect for others. Topics to be developed Impact of psychological violence, inclusion, respect, empathy. Activities developed by students (to teach each topic) Talk, workshop, activity, games, dynamics, readings, exhibition, discussion, dramatization.

Manifestations of bullying towards LGBT people	
Physical violence	
Demonstrations: Physical assault, hitting, kicking, pushing, throwing objects, destroying other people's materials and sexual harassment	Classification: serious fault
corrective sanction	Formative action
Decreased from 33 to 45 points in the conduct grade. Interruption of the educational process for up to 30 calendar days and up to the rest of the school year. Obligation to repair the moral damage in a verifiable manner. Carrying out actions of an educational nature or community verifiable and relevant to the offense committed.	Goals Recognize the negative impact of physical violence. Recognize the importance of human rights that protect security and integrity. Create a proposal for a harmonious and respectful coexistence between colleagues. Topics to be developed Respect for the integrity of people, human rights, freedom, respect, understanding, empathy. Activities developed by students (to teach each theme) Talk, workshop, activity, games, dynamics, readings, exhibition, discussion, dramatization.

* Taken from Games MF. Manual of Attention to Homophobic Bullying, aimed at professionals and students of the Ministry of Public Education of Costa Rica p. 16 (2015).

Annex 16:

**The YES and NO when intervening in bullying situations
in LGBT population**

NO	YEAH
Let's not downplay what happened ("it's a kid's thing", "it's not that big of a deal" ...)	We must take into account the negative effects of these behaviors.
1. Let's not ignore the complaints of the student 2. Do not question students who self-identify as gay or lesbian. Avoid the "are you sure?" or the "won't it be a stage of exploration?"	Let's listen to their complaints and concerns carefully, with respect, and try to analyze how they are experiencing the situation. Prompt intervention together with guidance is important, so that urgent measures can be taken if necessary.
Let's not leave the group out of the intervention.	The design of the intervention must involve the entire group to be truly effective.
It is not effective to impose rules "just because".	The rules have a specific purpose that is important to know; Few and clear regulations, agreed upon, made public, and consistently applied.
Let's not allow him to feel abandoned or abandoned.	We must provide them with resources in the face of possible new dangerous situations: how to act, who to tell... emphasizing that communication is important, both with their circle of friends and with teachers and family. We can teach you how to ask for help. Let us show our willingness to listen to him as much as necessary.
Let's not interpret their feelings. How do you feel? What can I do for you? Let's make it clear that we want to help, and that you have complete freedom to talk to us about what you are experiencing and feeling.	
Let's not assume the reason why he suffered the aggression. Do not require students to "define themselves." Interventions should seek to accompany and not influence one way or another.	If you talk about your sexual orientation, or gender identity, let's prepare how to approach the subject, and have resources to help you. Respect the student's desire and right to privacy.

* Taken from Steilas Guide to work on affective-sexual and gender diversity, pg. 20 and 21 (2015)

Annex 17:

FORM: RECTIFICATION OR ADEQUACY AND REPLACEMENT OF
CERTIFICATES OR TITLES BY REASON OF SEXUAL AND GENDER IDENTITY

Place: _____

Date: _____

The undersigned _____ identity card
Number _____, active student or graduate of the Edu center
captive or Open Education program I present _____ median
it to you, I proceed to request the rectification or adaptation and replacement of the certificate or title
called _____ issued on the date of
_____, which consists in volume ___ folio ___ and seat ____, present
in the registry or book for granting certificates or titles of this educational center / Quality Management and
Evaluation Directorate.

The applicant presents and contributes with this management

- I. Original and copy of the identity card.
- II. Original of the certificate or title subject to rectification or adaptation and replacement.

Signature: _____

Annex 18:

FORM: RECTIFICATION OR ADAPTATION AND REPLACEMENT
OF CERTIFICATES OR TITLES BY REASON OF SEXUAL IDENTITY
AND GENDER FOR OLDER PERSONS (BETWEEN 15 AND 18 YEARS)

Place: _____

Date: _____

The undersigned _____, identity card No. _____
Mere: _____, person in charge of the student with identity _____
_____, card of a minor person number _____,
active (a) or graduated (a) from the educational center: _____, by means of
this, I proceed to request the rectification or adaptation and replacement of the certificate or title issued on the date
of the _____
_____, which consists of volume _____
____ Folio _____ present in the registry or book of granting of certificates _____ and entry or titles of this
center / Directorate of Management and Quality Assessment.

The applicant presents and contributes with the present management

- I. Original and copy of the identity card of the person in charge.
- II. Original and copy of the identification card of the minor.
- III. Original of the certificate or title subject to rectification or adaptation and replacement.

Signature: _____

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