

HOW TO IMPLEMENT THE STANDARDS

Tool 2



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In 2003, a consortium of international non-governmental organisation (NGOs) in partnership with the NSPCC (National Society for the Prevention of Cruelty to Children) launched *Setting the Standard – a common approach to child protection*. This document gave for the first time, details of the basic standards that international or development organisations working with children must meet to keep them safe from abuse. Widely circulated, it aimed to encourage a more strategic approach to child protection so that all NGOs in all countries were working to the same standards. This document has now been revised and renamed as *Keeping Children Safe: Standards for Child Protection* and it forms one part of *Keeping Children Safe: A Toolkit for Child Protection*.

WHO IS THE KEEPING CHILDREN SAFE TOOLKIT FOR?

This is a complete pack for all agencies, big and small, who work nationally or internationally with children and include, International NGOs, with or without a specific child focus, International Organisations, the NGO partners of INGOs and IOs, other INGOs (national and local), government partners and any other agencies that require child protection measures to be in place.

The word **agency** or **organisation** is used interchangeably throughout the document.

STRUCTURE

The Keeping Children Safe: A Toolkit for Child Protection is a complete package for people working in child protection across the world. It aims to support agencies at international, national and local levels to put these standards into practice. The Toolkit has five components:

Tool 1 – Keeping Children Safe: Standards for Child Protection, a book which explains what the basic standards should be for all organisations working in child protection across the world



Tool 2 – Keeping Children Safe: How to Implement the Standards, a resource pack that provides guidance and activities to help you and your organisation meet those standards



Tool 3 – Keeping Children Safe: Training for Child Protection, a pack of flexible training exercises and materials to help you and your organisation train staff to meet the standards



Tool 4 – Keeping Children Safe: Children's Participation in Child Protection - a pack of flexible exercises and materials to use with children on child protection



Tool 5 – A DVD – to support and help with training and implementation of standards. The DVD contains all the training materials, trainer notes, exercises, activities, sample forms and templates that will be really useful when you're implementing the standards in your organisation. It also has some sample training programmes and additional training workshops for you to amend and adapt.



Tool 5

KEY



Standards for Child Protection



Children's Participation in Child Protection



How to Implement the Standards



Multi-language DVD



Training for Child Protection

TERMINOLOGY

Keeping Children Safe (KCS): A Toolkit for Child protection includes a **Glossary** – it explains the meaning of some of the words and terms we use. The glossary is found on the DVD (Tool 5).



The pack you are reading now is *Tool 2 – Keeping Children Safe: How to Implement the Standards*, which we will also refer to as the How To Guide.

AIMS

This *How To Guide* adds detail to the basic criteria in the standards, giving step-by-step information about how to meet the KCS standards. If you build these standards into your agency's plans and policies, it will help make your organisation safer for children and staff.

The guide outlines the Keeping Children Safe standards that contribute to a having a 'child-safe organisation' – an organisation that is safe for children to use and be supported by. Even if your agency's key activity is not focused around children, children are part of the community and organisations still need to build on the basic elements/standards to ensure they are not culpable or complacent in their duty of care towards children. You can find more information on the standards in *Keeping Children Safe: Standards for Child Protection* (Tool 1).



Overview of the standards	
Standard 1	A written policy on keeping children safe
Standard 2	Putting the policy into practice
Standard 3	Preventing harm to children
Standard 4	Written guidelines on behaviour towards children
Standard 5	Meeting the standards in different locations
Standard 6	Equal rights of all children to protection
Standard 7	Communicating the 'keep children safe' message
Standard 8	Education and training for keeping children safe
Standard 9	Access to advice and support
Standard 10	Implementing and monitoring of the standards
Standard 11	Working with partners to meet the standards

This guide provides materials and activities to help agencies implement the standards. It includes:

- guidance notes
- templates
- sample policy statements
- codes of practice
- team activities.

HOW TO USE THIS GUIDE

The *How to Guide* has been devised as a 'pick and mix' – you choose which standards and activities to use, depending on:

- who you are working with – different members of staff, volunteers and so on
- the agency or organisation(s) you or they work for
- how far the agency or organisation(s) are already implementing policies, procedures and standards to keep children safe.

This guide is divided into two **phases**; each phase contains some exercises and activities. These can be done on your own or with colleagues. They will help you think through how certain standards might be implemented in the context of you or a partner organisation, and guide you through activities that will help you produce the material you need.

Phase One: Getting a picture of the organisation helps you to think about how the organisation already functions – what is good, what is not so good, what you could change or improve. In Phase One, you will build a picture of the organisation so that you will be able to see what needs to be done to make it better.

Phase Two: Meeting the standards looks at each of the standards, one at a time. For each standard, you will find guidance notes and activities; discussion points, ideas and examples that will help the organisation implement that particular standard. No organisation could be expected to implement all the standards at one go. It is important that you use them to design an action plan with priorities and timescales that are realistic for you or a partner organisation in the context you are working in. The standards are there to help you work out what is the minimum level that you should be working towards.

You should choose which standards are priorities for your project or agency. If, for example, you already have a child protection policy and procedure but have not really addressed how to prevent abuse, you may wish to start at Standard 3 and 4. But we recommend you start with **Phase One**, which will help to identify gaps, risks and priorities.

Note: If your agency (or a partner organisation you are funding) has not looked at the concept of keeping children safe before then it is important to do some basic child protection awareness-raising exercises from Keeping Children Safe: Training for Child Protection (Tool 3). Modules 1-4 give a sample of exercises that can be built into training days or team events.

The accompanying DVD (Tool 5) will also support briefing/ training sessions. This will help to ensure that anyone who has contact with children in their work has some basic understanding about what child abuse is, how to recognise it and how to respond when concerns arise.



Before trying to implement standards and devise policies and procedures, it is essential that everyone who works for the organisation agrees and understands:

- how the agency defines child abuse and child protection
- their duty to keep safe from abuse the children it has contact with, or to whom it provides services.

This guide will provide the tools to help you make sure your agency is safe for children. It will support you in deciding on the actions you need to take to meet each standard.



Phase One and Two



Phase One: Getting a picture of your organisation

This first part of the resource activity pack – Phase One – will help you to think about and identify what and how your organisation (or your partner organisation) currently does to keep children safe. Phase One will show:

- what you're doing right – good practice
- what you're not doing right, or are not doing – poor practice, service gaps and risks
- who is affected, who has an interest in you getting it right – the key stakeholders.

For many agencies, children are not their main focus – for example, their main focus might be water aid, or food distribution, or involve the wider community. However, when those organisations analyse their activities, many are surprised to find how much contact they have with children. Children everywhere are vulnerable to abuse and exploitation by people in positions of power and trust. Recent reports in the UK and overseas continue to show this. So it's essential that all aid and development agencies are able to ensure they have systems to recruit staff appropriately, address poor practice and behaviour and respond to concerns when they arise.

The following activities are designed to help you to map out an organisation's present position in relation to keeping children safe. Choose the activities that will give you the best picture.

If you are working with a partner organisation to support them in implementing child protection policies and procedures please refer to the additional guidance in **Standard 11: Working with partners to meet the standards** (see pages 95-98).

Activity 1.1: Children and your organisation

Aim

To get a picture of the amount of contact your organisation has with children.

Notes

Think about the key activities/services that your agency provides for children, or the ways your organisation comes into contact with children.

Now imagine a normal day and identify how many children the organisation (staff, volunteers etc) normally meets, talks with, or has access to because of those activities. Think about how old the children are, whether they are unaccompanied children, children living in an institution, in education, or with their families etc.

It may help to draw a child on a piece of flipchart paper and have a series of lines coming out. You could use different colours to show whether the contact with children is regular, occasional or remote – via email, for example.

- Does the organisation have any other relevant information about children or young people they have contact with?
- Are there other ways you might have contact with children, such as by letter, phone, email?
- Are you surprised by how much or little contact you have?

Through this activity, you will begin to identify who, and in what ways, people in the organisation have contact or access to children.

Activity 1.2: Good practice with children

Aim

To identify the things your organisation does well in its work with children.

Notes

You shouldn't only look at the gaps in your organisation. Look at the good work you already do as well. Organisations often have a huge commitment to protecting the children they come into contact with and keeping them safe. You may do many things in your work that are not formalised, not written down, but they do happen! Some systems may already exist informally.

1. Whether you're working with your own organisation, or with a partner organisation, make sure you identify positive practice. Begin to think about the strengths of your organisation, in its work with children. Think about:
 - the way children are cared for and valued
 - the contact/involvement of the local community
 - the staff's commitment and attitude to children
 - the way an organisation is managed
 - existing policies or procedures
 - staff training
 - how staff are recruited.

Review the above list and add more headings/areas if you want.

2. Either on your own, or with others, think about the strengths that your organisation, or a partner organisation, brings to its work with children under each of the headings in the list above. As you go on to do the audit and risk assessment in the following activities, remember to balance the gaps in your practice with the positive things that an organisation/activity brings.

Activity 1.3: The self-audit tool

Aim

To measure how far (or near!) your organisation is from meeting the standards on making children safe, and where you need to improve.

Notes

This self-audit tool is an ideal way to measure how far your agency is from meeting the standards on making children safe, and where you need to improve.

The approach is based on the work of George Varnava with the former Forum on Children and Violence, with NCB (National Children's Bureau). With permission from the authors, the NSPCC has adapted the material for use as an audit tool for child protection.

The self-audit tool is also on the DVD  **Tool 5**

Phase One: Getting a picture of your organisation

Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all agencies committed to protecting children should be striving to meet. However, depending on the nature of your organisation's work with children and the context, environment and conditions you work in, some of the checkpoints may seem more relevant than others. This self-audit tool will be a useful guide and you may wish to delete or add criteria to ensure relevance to your particular activity (the self-audit web allows for additional criteria).

Before you start, take a copy of the questionnaire, date the copy and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date. The self-audit tool asks you to think about six different areas of your organisation:

1. children and the organisation
2. policies and procedures
3. preventing harm to children
4. implementation and training
5. information and communication
6. monitoring and review.

There are six statements/standards within each area. Read each statement and decide whether each statement is:

- A: in place
- B: partially done
- C: not in place



"You should carry out a risk assessment for every new project or program".

Tick the A, B or C box as appropriate.

Children and the organisation		A	B	C
1.	The agency is very clear about its responsibility to protect children and makes this known to all who come into contact with it.			
2.	The way staff and other representatives behave towards children suggests that they are committed to protecting children from abuse.			
3.	There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the organisation.			
4.	Managers and senior staff ensure that children are listened to and consulted and that their rights are met.			
5.	The agency makes it clear that all children have equal rights to protection.			
6.	The agency manages children's behaviour in ways which are non-violent and do not degrade or humiliate children.			

Policies and procedures that help keep children safe		A	B	C
1.	The agency has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm.			
2.	The policy or arrangements are approved and endorsed by the relevant management body (eg, senior management board, executive, committee).			
3.	The policy or arrangements have to be followed by everyone.			
4.	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.			
5.	There is a named child protection person/s with clearly defined role and responsibilities.			
6.	The child protection procedures also take account of local circumstances.			

Phase One: Getting a picture of your organisation

Preventing harm to children		A	B	C
1.	There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are written guidelines for behaviour or some way of describing to staff and other representatives what behaviour is acceptable and unacceptable especially when it comes to contact with children.			
3.	The consequences of breaking the guidelines on behaviour are clear and linked to organisational disciplinary procedures.			
4.	Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras etc to ensure that children are not put at risk.			
5.	Where there is direct responsibility for running/ providing activities, including residential care, children are adequately supervised and protected at all times.			
6.	There are well-publicised ways in which staff/ representatives can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives.			

Implementation and training		A	B	C
1.	There is clear guidance to staff, partners and other organisations (including funding organisations) on how children will be kept safe.			
2.	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			
3.	There is a written plan showing what steps will be taken to keep children safe.			
4.	All members of staff and volunteers have training on child protection when they join the organisation which includes an introduction to the organisation's child protection policy and procedures where these exist.			
5.	All members of staff and other representatives are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.			
6.	Work has been undertaken with all partners to agree good practice expectations based on these standards.			

Information and communication		A	B	C
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the organisation knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.			
5.	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			

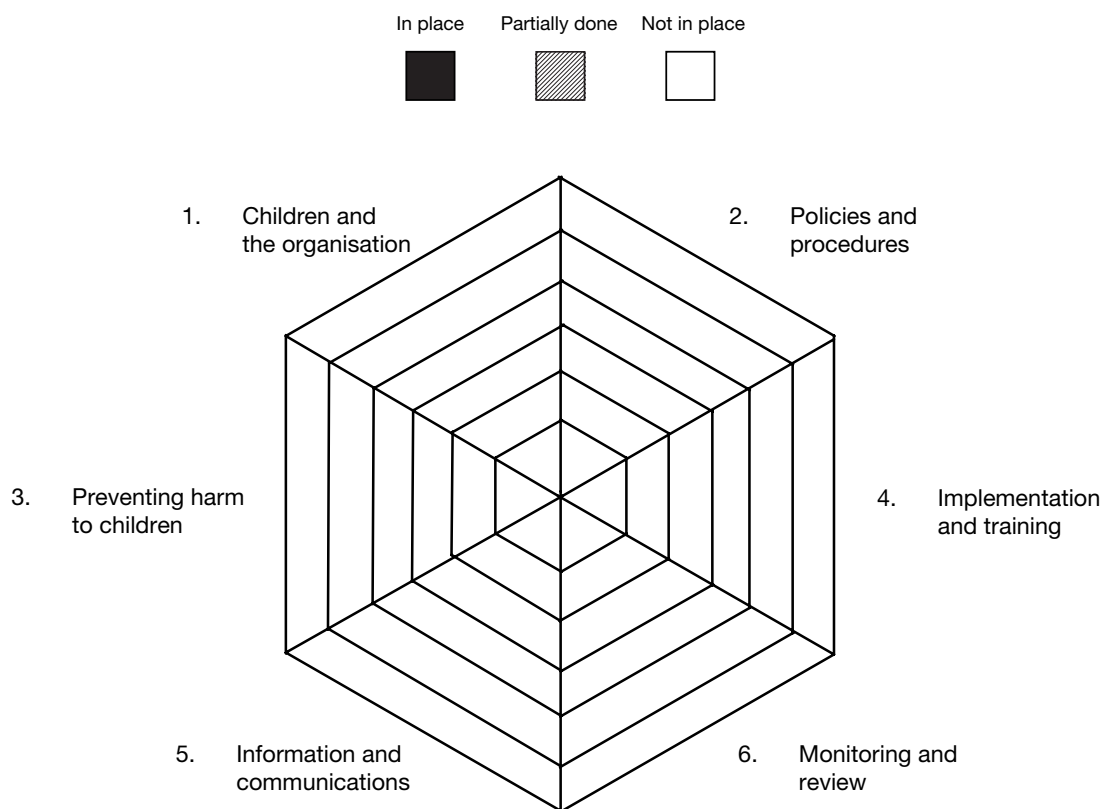
Monitoring and review		A	B	C
1.	Arrangements are in place to monitor compliance with child protection measures put in place by the organisation.			
2.	Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these.			
3.	The organisation uses the experience of operating child protection systems to influence policy and practice development.			
4.	All incidents, allegations of abuse and complaints are recorded and monitored.			
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years.			
6.	Children and parents/carers are consulted as part of a review of safeguarding policies and practices.			

Phase One: Getting a picture of your organisation

The self-audit web

When you have finished the self-audit tool, transfer your answers to the web using different coloured pens or three different kinds of shading. The self-audit web lets you make a diagram of your organisation, showing how well your organisation is doing in making children safe, and where you need to take further action. Use a different colour, or different kind of shading for A, B and C.

Please note that this web reflects the KCS standards. They have been grouped into six categories to make it easier. The aim of this exercise is to map out any gaps in each of the six sections. Once the key criteria above have been read and ticked as either: **in place**, **partially done** or **not in place**, transfer the results to the web using the shading key below. The web illustrates visually the stage reached by the organisation in safeguarding children and highlights where further action needs to be taken. Please note that there is no intended hierarchical progression from 1 – 6, the aim of this exercise is to reveal any gaps.



Activity 1.4: Risk assessment and risk management

Aim

To identify the current risks to the protection of children in your organisation.

Introduction

Now that you have mapped out/identified:

- the type of contact your organisation has with children
- the strengths or things your organisation does well, and
- the gaps or areas for improvement through the self-audit tool

it is helpful to carry out a more detailed assessment.

Why do a risk assessment?

A risk assessment is a way of identifying the possibility of things happening that will have a negative impact on your organisation's objectives and reputation. This information will contribute to an action plan and if necessary a report to present to senior managers or executive boards to help them understand why implementing the standards is so important.

Why is it important to implement the standards?

Not implementing the standards could have very serious consequences for the organisation, for example:

- some funding/grant bodies do not award money to organisations who cannot show clearly how they protect children and keep them safe
- insurance companies are becoming reluctant to give liability insurance without child protection policies being in place
- an organisation's reputation can be badly damaged if they are found to be negligent in their duty of care to children
- donors may not support those NGOs who do not take this issue seriously.

Risk assessment should be a part of planning any project and should take into account all aspects of the project, but particularly any risks relating to protection of children and young people. Once you have assessed those risks, you then need to manage them – make sure that you are aware of the risks and take action to keep the risk small, and under control.

What is risk assessment?

Risk assessment is a review to help you to think about:

- the practical detail of a programme, service or activity
- things that could go wrong
- the likelihood/probability of these things going wrong
- the impact of these things going wrong.

What is risk management?

Once you have done a risk assessment, you can then take steps to manage the risks by:

- identifying ways of reducing the risks
- deciding in advance what to do if things do go wrong
- giving roles to different people to monitor and manage child protection.

Phase One: Getting a picture of your organisation

Make sure you give yourself enough time to do risk assessment and risk management. To make sure that you think about all the possible risks, involve a wide range of project stakeholders in your risk assessment, so that you have a complete picture of your organisation/activity/project.

When should you do risk assessment and management?

Risk management should be an ongoing part of every project.

You should carry out risk assessment for every new project or programme. When you have done it once you will be able to adapt the exercise for future projects.

The seven stages of risk assessment

Child Wise (2003) suggest that there are seven stages of risk assessment.

These are given below.

The Seven Stages of Risk Assessment	
1.	Establish the context, scope and setting
2.	Identify the risks
3.	Analyse the risks
4.	Evaluate the risks
5.	Implement strategies to minimise and prevent risk
6.	Review and revise risks and preventative measures
7.	Communicate and consult

The following form should help you to think about and identify areas of risk to your organisation.

Notes

Use the **Sample Risk Assessment Form** overleaf to identify any areas of risk in activities your agency is responsible for. (Note: A blank template with action plan for this is available on the DVD, Tool 5) You should assess the risks for your project/programme/organisation. Rank the risks Low (L), Medium (M) and High (H). Once you have done this spend some time making an assessment of how to monitor this risk.



Sample Risk Assessment Form

Potential areas of risk	Risk factors	H	M	L
How staff/volunteers are recruited.	Informal process, not organised, no reference checks, (so potential to recruit someone unsuitable to work with children)	X		
Lack of policy and procedures that help protect children.	Are not written down, or implemented	X		
Where a project is located.	Isolated and away from the community		X	
The activities with children.	Not managed or supervised properly	X		
Lack of induction/ training or support of staff.	Staff are not aware, trained or supervised	X		
The context and environment.	Organisation is operating in situations of conflict, emergency or recovery	X		
The culture of the organisation.	Organisation can't recognise that there might be any risk. Denial that they will ever have a problem	X		
Communication and consultation with others.	No way of getting feedback from the children, the community, partners or others who use the service		X	

Other areas to consider include:

- discrimination
- management and supervision of staff and volunteers
- relationships with partner agencies
- monitoring and review
- reporting and responding to concerns.

It could be that you just monitor the situation and review in a specified timeframe. Or it might be that some change in behaviour or practice is needed. If your assessment is that something is really dangerous then you should consider stopping the activity, behaviour or practice as soon as possible. Remember to seek advice and share concerns and assessment with others, including managers.

Phase One: Getting a picture of your organisation

In an ideal world, risk assessment should take place in the planning stages, when you are developing new activities, changing existing ones or individuals' roles and responsibilities. You can adapt this tool/form so that you can build it into planning frameworks; it can then become an integral part of your organisation's toolkit to assess and manage child protection risks.

Activity 1.5: Stakeholder analysis

Aim

To identify the key players and stakeholders in the process of implementing standards to protect children and keep them safe.

Introduction

Doing a stakeholder analysis will help you decide who can help and support your efforts to make your organisation child-safe, and who might block or sabotage it.

What is a stakeholder?

A stakeholder is an individual/s who will be affected by the project and therefore has an important interest or 'stake' in the benefits of implementing the standards – a stakeholder is anyone who is involved in the project/programme. They all have a right to have their opinions listened to. Using the chart opposite (on DVD) identify your key stakeholders. There are usually two or three main groups:

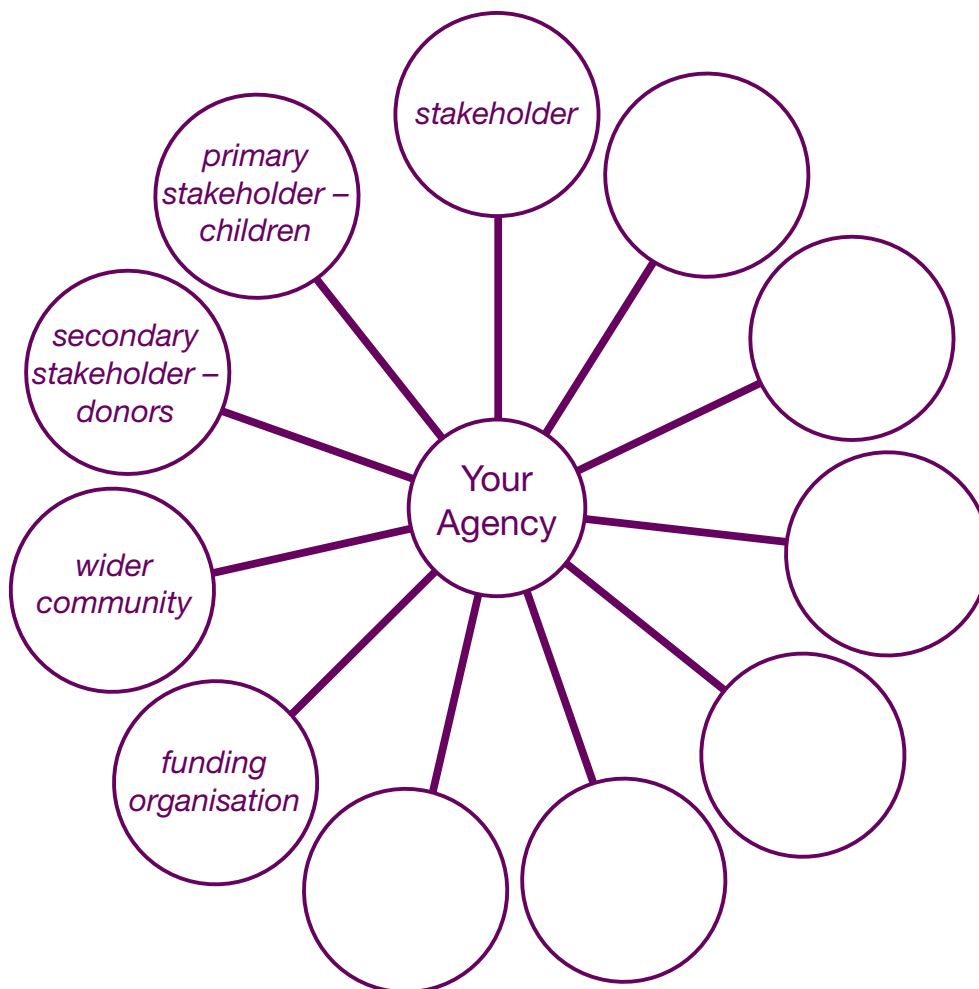


- primary stakeholders – are the people, including children or institutions who benefit directly from your organisation
- secondary stakeholders – are those who have some influence over the programme/activity/project, have decision-making powers, or benefit from its activities directly or indirectly
- the wider community.

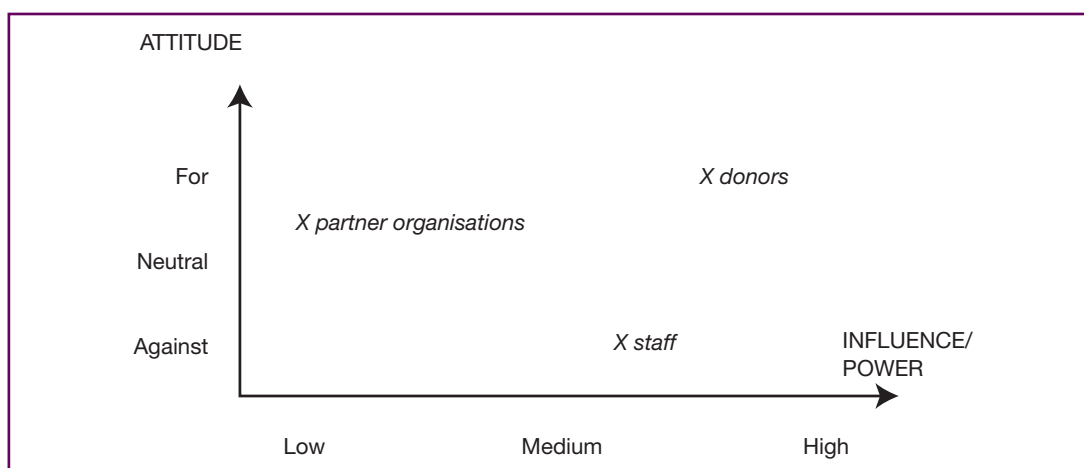
Conducting a stakeholder analysis

1. Begin by identifying the key stakeholders in your agency. Some of these may be inside the agency, others outside. For example, it may include partners, community leaders, managers, and children.
2. Decide whether their level of influence is High, Medium or Low.
3. Predict their view of the standards and the need for an organisation to change – will they be for it or against it, or neutral?

Stakeholders in developing a child protection policy



After you have completed your stakeholder chart, copy the graph below onto a large piece of paper, and add your own examples. The DVD has a sample.



Phase One: Getting a picture of your organisation

This graph will help you map out where you believe each stakeholder would be in terms of their attitude (to implementing child protection standards) and influence. For example, if you think that donors have a lot of influence and power and will be supportive of the development of child protection policies/standards then you would mark them 'High', as above. But staff may be more against the idea because they believe they are safe and it is not necessary, so their influence may be medium to high. Partner organisations may have quite low influence and not actually understand the issues so have little actual influence at this stage.

What are the options for managing your stakeholders?

- Can you bring in new stakeholders to try and shift the balance of power?
- Is it possible to increase the influence of the people who are for implementing the standards, and reduce the power of those who may be against them?
- Can partnerships be formed with others to strengthen the project?
- Can you win over negative stakeholders by incorporating some of their ideas?
- Have you any other ideas or thoughts?

Now go back to your original stakeholder chart and add in who can help you or who might be resistant. Also consider any stakeholder that you might work in partnership with.

SUMMARY

Phase One has given you a variety of techniques and tools to get a good picture of your organisation, and partner organisation(s), and be clear about what your organisation does well and where the gaps are. It will also have helped you to identify possible risk areas. The stakeholder analysis should have given you ideas of who has an interest in the success of developing better standards for child protection.

These tools may help with a project plan and ensure that you make progress. It may be useful to summarise your work in a report to management, giving information about relevant issues, next steps and possible resource implications. Without their agreement and support, it will be very difficult to move forward.

Note: Before moving on to Phase Two, read the Trainer's notes: Definitions of abuse on the DVD (Tool 5), or in the training pack (Tool 3) to help you understand the subject of child abuse and protection more clearly.




Tool 5

Phase Two: Meeting the standards

INTRODUCTION

You will need your copy of Tool 1 – *Keeping Children Safe: Standards for Child Protection* so that you can plan the next phase.

Under each standard there are some activities, resources and ideas to help you put that standard into practice. (In some cases) the standards have been put together where there are linking themes and tasks. You can work through each standard in a logical order or move between them depending on what you see as the priority for your agency. In addition, the DVD (Tool 5) has sample flow charts, forms, and other tools and resources for you to reproduce depending on what your organisation needs.  **Tool 5**

If you or the partner organisation are just beginning to recognise the importance of having a child protection policy then start with Standards 1 and 2.



G. Scott / Everychild

“All organisations that work directly or indirectly with people under the age of 18 should have a written policy on keeping children safe.”



Standard 1 to 11



Standard 1: A written policy on keeping children safe

INTRODUCTION

What is the standard?

All agencies that work directly or indirectly with people under the age of 18 have a written policy on keeping children safe.

This is generally known as a child protection policy.

Why should agencies meet this standard?

The policy communicates that the agency is committed to keeping children safe. It makes clear to everyone that children must be protected, helps to create a safe and positive environment for children, and shows that the organisation is taking its duty of care seriously.

Standard 2: Putting the policy into practice

INTRODUCTION

What is the standard?

There is clear guidance on what to do when a child protection incident or concern arises.

Why should agencies meet this standard?

Clear procedures and guidance will help to make sure there is a prompt response to concerns about a child's safety or welfare. They also help an organisation to meet any legal or practice guidance requirements.

PUTTING TOGETHER POLICY AND PROCEDURES – A STEP-BY-STEP GUIDE

Aim

To help organisations to develop a child protection policy and procedures for dealing with concerns.

Introduction

If you want to create a child protection policy and procedures for your organisation, it is really important that you involve the right people when you are planning and developing them. Too often, one person is given the responsibility for developing the policy on their own. It is very important that everyone is involved – you will need agreement, money, resources, staff and someone senior to approve the policy to make sure it works and is effective.

The following notes provide detailed step-by-step guidance to help you develop a child protection policy and procedure.

STEP 1: WHO DO YOU NEED TO CONSULT?

First things first – you need to think about who you are going to consult about the policy and procedures – make sure you involve as many people as possible, so that they all have a stake and a say in it.

Think about senior management, and then other people who reflect or represent the different parts of the organisation and its activities. Often, organisations make the mistake of thinking that the problem of child protection sits in only one part of the organisation. If you want your policy and procedures to work and succeed, you need to make sure they are central to the organisation, and that everyone has had a chance to have their say in their development. If everyone contributes to, and agrees with the policy, it will be more effective – include everyone you can, from volunteers to human resources staff and senior management.

Standard 2: Putting the policy into practice

Activity 2.1: Who to talk to about a child protection policy

All parts of your organisation: On a blank piece of paper write down the different parts of the organisation and who you think you need to consult from each part.

- Is there a natural way of bringing people together to talk about the policy? Or, do you need to organise an event to try and involve people in the process?

Think about:

- **Resources:** Do you have any resources, human or financial, to support the work? If not, what and how much might you need? Producing a clear policy does not have to cost a lot, but there may be costs such as printing and training.
- **Research:** Have you researched what similar organisations/projects are doing? Who might be able to help you or share expertise? Write a list of people you think should be part of the task/working group; it may include community members or partner organisations too.

Then organise your first meeting or teleconference.

STEP 2: THE TASK/WORKING GROUP

Now you have managed to bring a small group of the right people together to discuss the development of policy and procedures and what is needed. It is often helpful to call this a child protection task or working group so that everyone is clear what its function is.

Bringing people together

If travel and distance are a problem is it possible either to have a virtual group (on email or phone), or to hold meetings as part of other regional workshops?

Activity 2.2: Designing a policy statement

With your working group:

- Explain the issues, why and what is needed – what are policy and procedures for; why are they, and the standards, important; how the organisation and staff members will benefit; how children and families will benefit?
- Develop terms of reference (reason and purpose) for the group – make sure everyone understands them.
- Share issues and expertise/experience – this will make everyone feel valued and encourage people to give their opinion and get involved.
- Begin with the end! Where do you want to get to? What might a child protection policy document look like? How might it be different to other policy documents? It might be a good idea to show everyone an example of another organisation's policy.
- Acknowledge links to other policies such as recruitment, health and safety and complaints/disciplinary.

STEP 3: THE FIRST DRAFT – A POLICY STATEMENT

The following list gives a simple framework to help the working group to design the first draft of the child protection policy. The first draft should begin with a statement and include:

- what the organisation wants to convey about child protection
- why the organisation wants a child protection policy and procedures
- how, broadly, it is going to meet this responsibility
- who the policy and procedures apply to (all staff and volunteers, what about partners?), and its status – is it mandatory, does everyone associated with the organisation have to comply with them?
- a definition of a child (use the UN convention on rights of a child as guidance i.e. any child under 18)
- your organisation's definition of child abuse
- how this policy fits in with other policies and procedures that promote child welfare/ rights in your agency
- a plan for review and monitoring of the policy and procedures.

Underlying principles

Every organisation's child protection policy should be based on a number of principles. Below, you will find a list of some of the core principles that relate to the protection of children. Make sure you consult with other people before agreeing which principles your policy document will be based upon. Your organisation may already use some principles in its promotional material and other documents.

The policy is based on the following principles:



Standard 2: Putting the policy into practice


- the rights of the child to protection from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child (UNCRC)
- the welfare of the child should be safeguarded and promoted
- when there is a conflict of interest the needs of the child are always the most important
- recognition of the importance of parents, families and other carers in children's lives
- recognition of the importance of working in partnership with other partner agencies in the protection of children
- recognition of the rights of staff and volunteers to training and support
- children are individuals with their own needs, wishes and feelings
- flexibility when defining child abuse in other parts of the world, recognising the need to pay attention to local understanding of abuse, stage of development and environmental factors.

Activity 2.3: Writing your policy statement

1. Design a simple policy statement that expresses the philosophy of your organisation. A child protection policy statement should set out what the organisation wants to say about how it protects children and keeps them safe.
2. Refer to international/national policy, legislation or guidance which underpins the policy. Link it to the rights of children to be protected from abuse and exploitation (UNCRC).
3. Explain broad but practical objectives, and the reason for having procedures and the written guidance that supports it (as in Standard 2).
4. Recognise the needs of all children to be protected including those who are disabled, from minority ethnic/faith groups, and regardless of gender, sexuality, culture.
5. Provide clear statements about terminology (i.e. A staff member is anyone employed and paid by the organisation; a volunteer is a worker who is not paid by the organisation, etc) and who the policy applies to.
6. Make clear the status of the document, for example, is it mandatory? Has the Board or Committee approved it?

Here is a **sample child protection policy statement** that might help you.

"The guiding principle is that the Being Kind to Children Charity believes that it is always unacceptable for a child to experience abuse of any kind. Being Kind to Children recognises its responsibility to safeguard the welfare of all young people by protecting them from abuse. The policy has been written to ensure that Being Kind to Children takes every possible measure to prevent abuse. It aims to ensure that none of its staff, volunteers or partners engages in behaviour that could allow abuse to occur or actions that could be misinterpreted by children, their families or other adults as constituting, or leading to abuse."

You should now have drafted a short policy statement and identified the core principles the child protection policy will be based on. The next stage is to draft the child protection policy. The DVD contains a sample model child protection policy.  **Tool 5**

7. Before the meeting ends try and collate ideas that will help you to design the first draft. It should not be too long! Keep it simple and clear.
8. **DON'T FORGET** to draw an action plan with timeframes and say who will do what, by when. Set a time to meet again if possible and when the first draft will be out for consultation.

STEP 4: THE PROCEDURES

It is important that an organisation has procedures so that everyone knows how to respond when there is a concern about a child – who to tell and how to record it. The following steps will help you to agree a reporting procedure.

Responsibility to report

All staff and volunteers should be alert to signs that may suggest a child or young person is in need of help. In many countries the law states that concerns, allegations or suspicions must be reported to the relevant national authorities such as local police and/or social services departments. However, some countries don't yet have more formalised systems. **Failure to do something may result in a child continuing to be abused/exploited and on occasions even result in the death of a child.**

Deciding whether to report can be a very difficult responsibility. The procedure needs to ensure that everyone is clear what steps to take regarding the safety of children and other witnesses. The first stage is to decide whether the concerns are internal to the organisation or relate to an external situation.

All local reporting procedures need to be developed and agreed with the community and local staff. To help understand this further, please refer to some of the training exercises in Tool 3 – Keeping Children Safe: Training for Child Protection. Look at **Module 3** and Core Workshop 1.

The guiding principle is that the safety of the child is always the most important consideration. Any allegation or concern regarding the abuse of a child should be treated seriously and for this reason it is important for anyone raising a concern to strictly follow a reporting procedure. Particular care should be taken in regard to confidentiality and the sharing of information with appropriate people.

The need to report through an **internal** child protection process arises in the following instances:

- abuse is observed or suspected
 - an allegation of abuse is made
 - a child discloses abuse
 - a complaint is made about the possible abuse or exploitation of a child by a staff member.
- You should clarify with your working group:
- What happens now, how does a concern regarding possible abuse of a child get reported? There may already be an informal procedure but it may not be written down anywhere.
 - How are concerns dealt with and who has responsibility for managing the process?
 - What is missing, and what works well? It may be that you look at other disciplinary processes or ways of dealing with, for example, a sexual-harassment complaint that gives you some ideas about what the best approach might be.

The following task may help with this.

Standard 2: Putting the policy into practice

Activity 2.4: Responding to a child protection concern

Aim

To think about what happens now in your organisation/project when someone has a child protection concern.

Notes

With the whole group or in pairs if the group is large, use one or more of the following scenarios. You will find more case scenarios in Keeping Children Safe: Training for Child Protection (Tool 3). Look at Modules 2 and 3 and Core Workshop 1. These and other case scenarios can be found on the DVD.



Case scenarios	
1.	A member of staff (or volunteer) sees a project worker who is employed by your agency hitting a child. They are using a stick to beat the child who has stolen food from the store cupboard.
2.	A member of staff/volunteer hears a rumour that a new member of staff, who has been appointed as a consultant, left his previous job under suspicious circumstances. The rumours are about inappropriate behaviour with underage boys in the village where he was based.
3.	On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and is bleeding across the back and legs.
4.	Some of the young girls in the camp are hanging round the supplies area; you suspect that they may be offering sexual favours for additional food.
5.	On a visit to a residential home for disabled children that your organisation supports, you notice that some of the children are in very dirty clothes and look unwashed. One child in a wheelchair is sitting in soiled and wet trousers.
6.	There has been an increase in the number of visitors to the camp, security is not so strict and there are rumours that two men are asking families if they know any children that can be given up for adoption.

Note: If these scenarios are not typical of your particular organisation/project then ask the group or colleagues for some examples from their experience and make up some more accurate ones.

1. Discuss the scenario/s and draw out the issues raised. Who would or could they tell, how would it be managed now, and what is missing?
2. Discuss what the current situation is. It may demonstrate some confusion and lack of consistency about the actual procedure of what to do in these sorts of situations. Some people will feel more confident than others about what to do, however experience has

taught us that a policy and procedure that is laid down and accessible will help ensure that these situations are handled properly.

3. Reproduce the following grid on responding to a child protection concern on a piece of paper and try and agree what might be best practice if you were designing a procedure and process for your organisation. There is also a copy of the grid, a sample incidence reporting form and flow chart on the DVD which will be helpful in developing your own agency child protection procedures.





Responding to a Child Protection Concern (DVD)


Steps to consider	Issues raised
What would happen?	
Who would be told and when? Who will be your designated/ named person?	
Who will be responsible for managing the process?	
How will it be recorded?	
How will it be passed on and to whom?	



Standard 2: Putting the policy into practice

4. Draw together some of the key points and steps that will help with the design of an appropriate procedure. The DVD has some useful tools for managing complaints of abuse that are made against staff. There is a sample of a model complaints referral form and an investigation planning tool. 

The DVD also contains a useful handout, 'What To Do If Someone Tells You They Have Been Abused' – you can find this handout in Tool 3, Module 3 

Note: There are particular issues and procedures to consider if the complaint concerns possible exploitation/abuse of a child by a staff member. The DVD contains some specific guidance and sample investigation planning tool for organisations to adapt in these situations. Additional resource material can be found on the HAP website www.hapinternational.org under the Building Safer Organisations project and a copy of the Model Reporting protocols can be downloaded. In addition if a staff member is suspected or found with abusive (pornographic) images of children on a computer or suspected of an internet crime, this should be reported to the police. The Internet Watch Foundation www.iwf.org.uk and Virtual Global Taskforce www.virtualglobaltaskforce.com (which is an international alliance of law enforcement agencies working together to make the internet safe) can be contacted for further advice in this area. 

STEP 5: THE DESIGNATED/NAMED CHILD PROTECTION STAFF MEMBER

All organisations should have a named designated person who is responsible for making sure that the child protection policy is implemented and followed. This role should reflect the nature and structure of the organisation and the person should be senior enough, and have enough support, to carry out the role. At each appropriate level or setting there should be a named person/s who people can talk to about child protection matters. It is good practice to identify within your organisation or project a person who can act as a designated person and everyone should know how to contact them. In larger organisations there should be a structure identifying a number of designated people across the different regions/activities.

The role of this named person is to:

- act as a focal point to receive information
- make a prompt response asking for more information as appropriate
- seek guidance from senior management
- consult with others including local agencies, and community leaders
- make a formal referral if appropriate and if systems exist
- assess risk
- ensure that all information is recorded on an Incident Record of Concern form.

You may wish to add to this or develop the role according to your organisational needs. However, the designated person should not normally be a head of service or have sole responsibility for the management of child protection for an agency. It is always better to ensure there are other lines of accountability and people responsible and not just one reporting route. The role should

be shared or supported by several people and arrangements in place to cover for absences. If you have gone through all of the above you should by now have the first draft of your child protection policy and procedure.

STEP 6: WIDER CONSULTATION

Make sure that you consult with your working group, before it goes out for wider consultation, also make sure senior management see it and endorse it. See **Standards 7 and 10** for ideas about communication and implementation.



“Any allegation or concern regarding the abuse of a child should be treated seriously.”

Standard 3: Preventing harm to children

INTRODUCTION

What is the standard?

Processes exist to help minimise the possibility of children being abused by those in positions of trust.

Why should agencies meet this standard?

Some people who work in, or who seek to work in, agencies (whether it is paid or voluntary work) pose a risk to children. It is possible to minimise the dangers and to prevent abuse by putting certain measures in place.

RISK AND VULNERABILITY

Risk and how to avoid risk are now a major part of many organisations' working strategy. The more we talk about and recognise risk, the more we can think about preventing it. Many organisations have developed policies and procedures to make sure the children they are in contact with are safe from harm. For example, some organisations now have very strict procedures for recruiting and checking new staff. Organisations who do not take steps like this to protect children may be vulnerable to potential abusers who may try to work for them. Organisations need to make it as difficult as possible for people who want to harm children to have access to them. Strong measures to prevent harm to children should be part of every organisation's risk assessment and strategy.

In Phase 1 of this guide, Activity 1.4 should have helped you to identify particular risks and the audit tool (Activity 1.3) should also have helped identify gaps. **If you have not done these activities, do them now.** They will help you to identify what you action you need to take to reduce risk. The next part of the process is to make sure that as many tools, activities, policies and procedures are in place that help deter and prevent any possible harm coming to children in your care.

Vulnerable organisations, vulnerable children

Many children are resilient to abuse and have a huge capacity to survive even the most difficult events. However, experience shows that abuse of children is more likely to happen in organisations that do not build preventative measures into their structure and systems. Generally, these organisations have:

- minimal supervision of children
- informal guidelines or procedures for dealing with concerns
- an attitude of "it can't happen here"
- very little or no specialist knowledge and awareness about child abuse/child protection in the local community
- very few or no professional boundaries or codes of conduct
- poor co-ordination, support and supervision
- gaps between policy and practice
- either poor leadership or very strong charismatic leaders who have absolute power over all staff.

The following two examples appeared in the international press. These examples show that when organisations are not regulated or monitored children can be targeted by people who use their positions of trust to exploit and abuse them. Humanitarian and relief agencies have a responsibility to prevent these horrific incidents happening – prevention is a crucial part of keeping children safe from abuse.

The first example involved a former aid worker and British paedophile who was jailed in Addis Ababa after he was convicted of sexual offences against children. Despite his previous convictions, because no checks had been carried out, he was able to set up a school for over 300 village orphans. The children developed such trust in him, that when other men hung around the village the boys simply accepted them – they gave the children money and sweets. But it was not a safe place, but a centre of child abuse where innocent children were targeted by a group of paedophiles.

The second example involved Aid workers in more than 40 agencies who were implicated in the extensive sexual exploitation and abuse of refugee children, offering food rations in return for sexual favours. Most of the girls were under 18 and said that in order to get rations, better grades in school, shelter or medicine they had to provide sexual favours. The report found that most of the alleged abusers were male nationals who traded humanitarian commodities for sex.

PREVENTATIVE MEASURES – WHAT WE CAN WE DO TO PREVENT HARM TO CHILDREN

There are various steps an organisation can take to encourage a culture of safety in their work and workplaces, and prevent or reduce the risk of harm to children – these are called preventative measures. These preventative measures protect children and staff and the reputation of the organisation. The following sections will help you to:

- build on existing measures that you and your organisation have in place, and/or
- develop new measures
- minimise the possibility of children and young people being abused by those in a position of trust.

STEP 1: RECRUITMENT AND SELECTION OF STAFF

Organisations should introduce a strict system of checks when recruiting new staff and before giving them a job. Many organisations have good recruitment procedures that:

- match candidates to a list of clear criteria for a job, eg, what qualifications and experience they need etc
- try to find candidates whose values and attitudes are the same as the organisation's.

Standard 3: Preventing harm to children

These procedures may help to ensure that prospective employees are trustworthy and reliable. A small minority of individuals will target organisations so that they can gain access to children in order to abuse them. They will look for organisations that have weak recruitment systems or where standards are not consistently applied and adhered too.

As an organisation, you must have robust policies and procedures, nationally and internationally, for recruiting representatives who have contact with children and for assessing how suitable they are to work with children. Even if the job does not involve the person working directly with children, you must consider the access to children that the job provides him/her with locally, in the host country.

Activity 3.1: Recruitment survey and checklist


Aim

To consider how your organisation currently recruits staff and whether it applies the same standards across different staff groups.

Notes


1. Use the following example of a **Recruitment table** to think about how your organisation approaches recruitment.
2. Read through the questions and answer yes, no or sometimes to the questions, for each type of employee.
3. When you have finished, think about your answers. Reflect on the following questions:
 - Are some jobs more carefully checked than others? Why?
 - Where are your gaps and why? What do you think you need to change?
4. Write a list, setting out:
 - the questions you think everyone should be asked
 - what checks should be done on each candidate
 - who in your organisation is responsible for each check?

Note: In general, the same standards should be applied for paid, non-paid, short-term or permanent staff.

You will find a blank staff recruitment table on the DVD (Tool 5).  **Tool 5**

Safe recruitment

Below, you will find a list of the recommended steps to take to ensure safe recruitment practices. When recruiting new staff, you should follow each piece of advice below, as much as possible within the constraints of the country/context you are working in.

The DVD has a number of tools that can help too:  **Tool 5**

- A sample child protection declaration form (a way of asking prospective employees to self declare that they have not been investigated for child protection abuses).
- Police background checks and exemption form (sample forms from World Vision on how to get police background checks done and when and what posts might be exempt).
- Sample child protection character reference form (a way of asking people who know a prospective employee to comment on their suitability to work with or have access to children).
- Examples of child protection questions to ask during the recruitment process.

	National staff	International staff	Freelance consultants	Volunteers	Interns	Refugees	Others (please name)
Do you employ these staff?							
Are these staff on short-term contracts?							
Do you give interviews in person, or over the phone							
Do you only accept written applications?							
Do you take up references? If so, how many?							
Are these verbal references? Over telephone, or informally? Word of mouth?							
Or do you take up written references?							
Do you check qualifications?							
Do you check criminal records?							
Do you ask candidates to sign self-declaration form about any previous convictions?							
Do you check their identity?							

Standard 3: Preventing harm to children

Checklist for recruitment and selection

Adapted from Nolan, P (2004) *The role of HR in Child Protection*, People In Aid

1.	When you are designing the job, analyse the role and think about the issues of child protection and risk in that job: <ul style="list-style-type: none">– What contact with children will the job involve?– Will the employee have unsupervised access to children, or hold a position of trust?– What other sort of contact may the person have with children (eg, via email, telephone, letter, Internet)?
2.	Develop clear job descriptions, terms of reference/role briefs for all posts including where short-term contracts, consultants are being recruited.
3.	Make sure that the selection criteria outline the relevant experience needed if the post involves direct work with children.
4.	Make sure that the commitment to keeping children safe is included in details of any post sent to prospective job candidates.
5.	Develop application forms that ask for consent to gain information on a person's past convictions/pending disciplinary proceedings.
6.	Ask for documentation to confirm identity and proof of relevant qualifications.
7.	Make sure you have a well-planned interview process – make sure the interviewers have the relevant experience and knowledge about child protection and best practice.
8.	Include some specific questions in the interview that draw out people's attitudes and values in relation to the protection of children. Can they give examples of where they have acted to protect a child, what they learnt from this, what impact it has had their current practice?
9.	Take up to three references including some from previous employees or others who have knowledge of the candidate's experience and suitability to work with children.
10.	Verify the identity of referees.
11.	Conduct as many background checks as possible.
12.	Consider the use of probationary periods of employment to ensure suitability once in post.

This checklist is on the DVD but you can download a copy of the complete guide: Role of HR in Child Protection from the People In Aid website at www.peopleinaid.org



STEP 2: PREVENTING HARM TO CHILDREN AND INFORMATION TECHNOLOGY

Recent innovation and development means that it's now possible to communicate with children in a number of different ways. Organisations need to assess the possible ways that children come into communication contact with staff, and decide what guidance they need to follow to prevent possible abuse through digital communication such as SMS text, email, internet chat rooms, photo phones, digital cameras etc. It is important that organisations develop a code of conduct that includes guidance on good practice and safe conduct through these new technological means.

Many organisations use images of children – videos, photographs or pictures – on websites and leaflets, as part of publicising their work. If you are going to use images of children, you should follow strict guidelines, both for data protection purposes and to protect the children themselves. Abusers have sometimes targeted children whose pictures they have seen on this material.

You need to think particularly about:

- whether children could be identified when you include personal information with a photograph
- whether the images could be used inappropriately – for example, adapted or copied for use on child pornography websites
- how appropriate the visual images of children are for what you want to portray. If children are unclothed or look vulnerable, how might this be interpreted?
- using unknown photographers, who have not been checked properly.



“Prevention is a crucial part of keeping children safe from abuse.”

Standard 3: Preventing harm to children

The following guidelines will help you to develop appropriate guidelines for your organisation.

Guidelines for recording images (photographic and other)

- All children must be appropriately dressed according to their country of origin. In countries where children wear few items of clothing be particularly careful about the images you choose.
- The recorded images should focus on an activity and, where possible, feature groups of children rather than individuals.
- Make sure that photographers and film-makers are not allowed to spend time with or have access to children without supervision.
- Any complaints or concerns about inappropriate or intrusive images should be reported and recorded like any child protection concern.

Guidelines for publishing images

- Only use first names of children; be careful not to reveal too much detail about where they live, their school and hobbies.
- Ask for children's permission to use their photograph.
- Wherever possible, get their parent/guardian's consent and make everyone aware what, where and how the images will be used for.
- Try to take images that represent a broad range of children – boys and girls, of various ages, abilities and ethnic groups.
- Get advice about putting images onto a website – make sure you have time to edit the images before they go onto the website. If video/film clips are delivered from your own server then the material can be downloaded, therefore we recommend that you use an independent server. (Adapted from The English Football Association Child Protection Department guidelines on use of images for children under 18, www.thefa.com. The FA Learning website – Goal Child Protection section – has some other useful advice on child protection and children in sport.) The DVD also has another example of guidance on the use of visual images in the workshop on child sponsorship.



You can find more information on sexual abusers and the internet in Tool 3 – Keeping Children Safe: Training for Child Protection **Module 4** (Trainer's Notes and Handouts).



STEP 3: PREVENTING HARM TO CHILDREN AND SAFE ACTIVITIES

Guidance for staff responsible for events/activities involving children in a development context

The following text gives clear guidelines for staff on what you need to do to keep children and young people safe before, during and after you have involved them in activities. Where you are working will obviously influence how much of the following can be achieved. The guidance can't cover every activity or event but you should be able to apply the broad principles to all activities and events. We recommend you read it carefully before planning events.

Risk assessment

Before signing up to an event or activity, staff must consider doing a risk assessment to decide whether to run the activity or not.

Consider the following points (a-g) in detail, and then work out a strategy for dealing with any risks you identify. When you have finished the assessment, if you feel the risks of the event or activity are too high you should not go ahead.

a. Vetting/checking for activities

Where possible you should check everyone who is likely to be in a position of trust with children involved in a new project/activity. (See **Step 1: Recruitment and selection of staff** for more details.)

Sometimes you may be involved with organisations or individuals who run a one-time-only (or one-off) event for children and young people. These people include one-off helpers/parents, volunteers, organisations supplying services for outward bound or celebration days, photographers or corporate fundraisers running a campaign with children. You should ask everyone who will have direct contact with children and young people at events to sign a *Child Protection Declaration Form* (DVD) declaring any offences they have committed against children in the past. A particular member of staff should take responsibility for collecting these forms and storing them securely. The forms should be destroyed as soon as the individual's involvement with the organisation ends.



b. Contracts

You should always have some form of contract or written agreement with any individuals/organisations that are going to provide services, or be involved in activities or events with children, that they will abide by any expected standards of behaviour and comply with the child protection policy.

You will find some sample codes of conduct for staff and volunteers on the DVD under Standard 4.



Supervision and adult/child ratios

You should also assess how many adults you will need to supervise children, and individuals who you have not been able to check to a high level. You should aim to have a certain number of adults per number of children.

Standard 3: Preventing harm to children

For example in the UK, for children under eight years old, the recommended adult-to-child ratios are given below.

0-2 years old	1 Adult: 3 Children
2-3 years old	1 Adult: 4 Children
3-8 years old	1 Adult: 8 Children

Note: These may vary from country to country and local custom and it might be unrealistic to achieve this. However, you should aim to have a safe and sensible adult-to-child balance.

There are no official guidelines on ratios for children over 8 years old, but we suggest two adults per group of (up to) 20 children.

There should always be a minimum of two adults with any group of children to ensure that in an emergency with a child, if one adult had to leave, another adult could stay with the remaining children. The ratios may not always be possible but you must make every effort to achieve the best level of supervision possible at all times.

For individuals who have not been vetted, adequate supervision arrangements must be in place to ensure that they are not in a position to harm children. While the Child Protection Declaration Form is an important tool for keeping children safe, it is only a self-declaration and relies on people telling the truth. It is therefore important to stay vigilant in supervising individuals who are given access to children.

Other ways of making sure that individuals do not get opportunities to abuse their position

- Try to use open-plan venues/spaces, where individuals cannot take children away on their own and adults are always in sight of other adults.
- Maintain a culture of awareness amongst the adults and children present by ensuring that everyone is clear about their roles and responsibilities, and people are encouraged to challenge and report any inappropriate conduct with children.
- Inform children of the reporting mechanisms and how to make a complaint.
- Make sure you have good supervision of staff/volunteers present at an event.
- Make sure you take feedback and comments, and debrief after events.

d. Health and safety

There are lots of health and safety considerations when assessing the risk of any event or activity. Refer to your organisational health and safety guidance to make sure you ask yourself the right questions when you're planning an event or activity, for example:

- How does the venue measure up in terms of health and safety (eg, fire risk etc)?
- Do you have adequate toilet facilities?
- Do you have first aid supplies to deal with minor accidents?
- What about the health and safety risks associated with any adventure activity?
- Is the venue accessible for disabled people? Are there facilities for them?
- What about transport of children and young people?
- Where the venue is and how safe it is, are there any security or local conflict issues you need to be aware of?

e. Conduct with children and young people (See Standard 4)

All those who are involved in the event or activity should be asked to sign up to a code of conduct. This code details behaviour or practices that are not acceptable. Standard 4 gives more information on this, and has examples of codes that other organisations have developed.

f. Parental consent

- Wherever possible, if you or someone in your organisation knows parents and/or guardians of the children involved, you should get their consent for children under 18 to come to an event or activity – use a consent form to record their permission.
- Do you know who to contact in an emergency involving the child? Make sure you ask about emergencies on the consent form – you need to know how and who to contact if there is an emergency. The consent form should also ask parents to give their permission for the child to receive treatment if needed.
- Try to find out about the child's dietary requirements and any medication or health issues – is the child allergic to any foods, or are they vegetarian, for example, are they taking any medication etc?

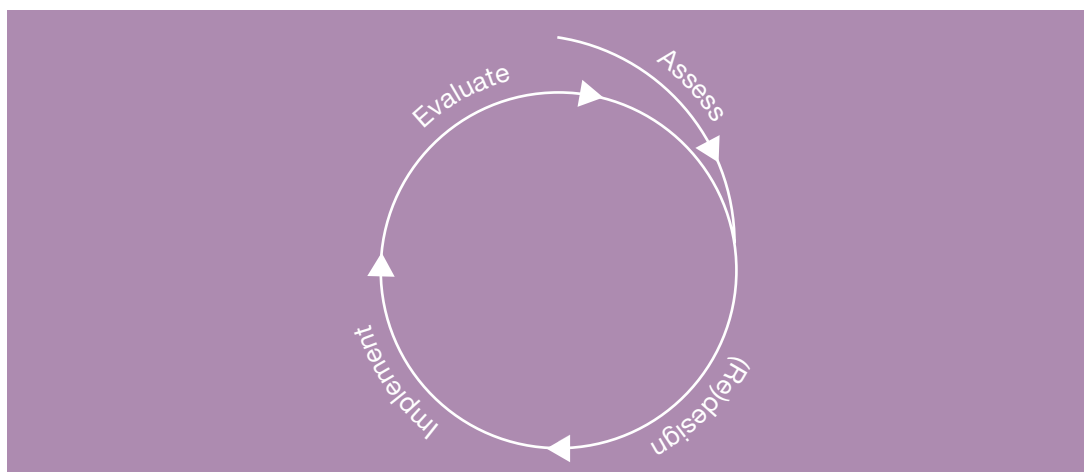
You will find a sample copy of a consent form on the DVD.



PREVENTING HARM TO CHILDREN IN PROGRAMMES OR PROJECTS

The previous section highlighted the need to incorporate the broad principle of keeping children safe in events/activities which involve children. The principle should apply in all organisations at every stage of the programme cycle.

Programme cycle (World Vision)



Assessing a child's situation

To maximise programme benefits and minimise potential harmful impacts upon children, organisations need to understand the current situation of children in the context in which they are planning to work before designing a programme. The following questions (adapted from World Vision International) are particularly useful in assessing the situation of children before programme design takes place:

Standard 3: Preventing harm to children

General Questions

- What is the current situation for children?
- How many children are in the country/area?
- What is their gender, age, disability profile?
- How have any recent events affected them?
- Is there is an elected government?
- Which laws have been passed which affect children?
- Has the country ratified the UN Convention on the Rights of the Child?
- Have any optional protocols been ratified?
- Which national institutions and government ministries have responsibility for children, and what is their current capacity?
- Have any MOUs (Memorandum of Understanding) been signed?
- Has the agency/NGO worked in partnership with any government ministries before?
- What are the traditional practices related to the care and protection of children?
- Which UN agencies, INGOs, NGOs and other organisations operate in the country and work on children's issues?

Education

- Is school compulsory? for which ages?
- What is attendance like?
- Are there differences between boys' and girls' attendance?
- What is the language of education?
- Is the curriculum determined by the government?
- Is there any community based provision?

Health

- Is healthcare based on traditional or 'western' practice, or a mixture?
- How widely is healthcare available throughout the country?
- What are traditional birth practices?
- Are there any female genital mutilation (FGM) practices? Does it take place?
- How widespread is vaccination and against which diseases?
- Think about the factors that you need to consider to keep children safe in each of these programme areas.

Activity 3.2: Assessing the current situation

Aim

To create an assessment form for your organisation to use to inform programme design from a child protection perspective.

Notes

- List each of the programming areas your organisation is involved with.
- A sectoral checklist, which outlines the key factors which need to be considered in order to ensure that children are protected in different programming areas, can be used at this assessment stage. Using the sectoral checklist on the DVD as an example, create an assessment form for use by your organisation.

Programme design

When designing any programme make sure you follow the following guidelines, adapted from World Vision Zimbabwe and World Vision International:



- Include keeping children safe as a specific goal in all programme designs.
- All programme planning should include an assessment of children's vulnerability, resources and coping mechanisms. You should think about child protection issues and decide which ones specifically you need to incorporate into your programme design.
- Participatory processes used in programme design should be carried out by staff that have been trained in child protection. They should be aware of the reporting process for suspected child abuse.
- You should involve children in programme design to make sure and make clear that you are listening to them, and that you respect their hopes and aspirations. It will also give them some confidence to protect themselves. But ultimately adults are responsible for protecting children, and you shouldn't expect children to make adult decisions.
- You should include prevention and awareness activities on child protection in your programme plans, particularly where assessment has indicated that children are vulnerable.
- Keeping children safe must be the underlying principle of all programme design. The special protection needs of especially vulnerable groups must also be a priority in all programme design.
- The programme design should refer to the child protection standards that should be followed in programme implementation. Consequently, a programme proposal should:
 - specify exactly which child protection guidelines and standards are being followed in both design and implementation
 - specify how those standards will be monitored during the implementation phase of the programme.

Key question: How can these standards be incorporated into the way your organisation designs programmes?

Programme implementation

Child protection must be central to all areas of programmes implementation. The other standards in this guide provide important information on prevention, codes of practice and behaviour, and implementation, which will all be useful in the implementation process.

Activity 3.3: Good practice in implementation

(Adapted from Save the Children Alliance's Child Impact Checklist)

Aim

To evaluate how a project proposal encourages good practice in child protection at the implementation stage.

Notes

Choose a programme you are familiar with in your organisation and answer the following questions in relation to the programme proposal:

- What standards must be followed in implementation relating to safety, staffing and supervision of children?
- How are these standards going to be implemented and monitored, according to the proposal?

Standard 3: Preventing harm to children

Key question: How can you change your programme proposal template to give more space to consider child protection standards in programme implementation?

Programme evaluation

Evaluation will help you to establish how programmes fail or succeed to meet their goals, learn lessons about the programme design and implementation and suggest improvements. This will help your current project and make future projects more effective as well.

If you are committed to keeping children safe, child protection should be a key component of programme evaluation. Considering how far you have achieved the child protection objective stated in the original plan should be central to your evaluation. The evaluation should also consider whether the programme activities have led to any unforeseen negative impacts on the protection of children.

Activity 3.4: Monitoring and evaluation (M&E)

(Adapted from Save the Children Alliance's Child Impact Checklist)

Aim

To evaluate current systems of monitoring and evaluation from a child protection assessment

Notes

Assess your current monitoring and evaluation systems by using the following criteria (you can find copies of this evaluation tool on the DVD):



Statement	Yes	No
Children and young people of different ages are involved in the monitoring and evaluation process		
Children identified as the most vulnerable in the programme design are involved in the monitoring and evaluation process		
<p>The M&E system considers the ways in which the programme promotes and protects the health and welfare of children and young people of different ages, i.e.:</p> <ul style="list-style-type: none"> – Birth-4 years old – 5-7 years old – 8-12 years old – 13-15 years old – 16-17 years old 		
<p>The M&E system considers how a programme enhances the protection you offer children and young people of all ages against:</p> <ul style="list-style-type: none"> – physical and mental harm and abuse – sexual abuse or manipulation – exploitation in employment – drug abuse – restriction of liberty 		
<p>The M&E system considers how a programme impacts upon the access of all children and young people to:</p> <ul style="list-style-type: none"> – good schools and education that meet their individual needs – good-quality, appropriate, accessible health care services – play, leisure and cultural facilities that meet their own expressed needs 		
The M&E system takes into account the impact of programmes on children not included in the programme (eg in a programme to increase access of girls to education, what is the impact upon the boys in the community?)		

Key question: If you answered no to any of these statements, how can you incorporate these considerations into your current monitoring and evaluation systems?

Standard 3: Preventing harm to children

PREVENTING HARM TO CHILDREN IN CHILD SPONSORSHIP

On the DVD that accompanies this guide there is a specific section on Child Protection and Sponsorship. There is an outline of a mini-audit to use in child sponsorship organisations and a couple of other activities to help those organisations do all they can to prevent abuse and protect the children they support. You will also find on the DVD a training workshop on child protection for those working in child sponsorship in Keeping Children Safe: Training for Child Protection (Tool 3) Workshops.



PREVENTING HARM TO CHILDREN – KEEPING CHILDREN SAFE IN EMERGENCIES

Why and how are children vulnerable in emergencies?

Increasingly, most INGOs and other organisations have to respond to emergencies, locally and nationally. Although there are exceptions, such as the Asian tsunami in 2004, and south Asian earthquake in 2005, most emergency situations are in some way predictable. Relief organisations know that every year, monsoons, droughts and flooding regularly devastate different parts of the world at certain times, as do unstable governments and political situations.

However, there is no doubt that child protection is low on the agenda in most emergency situations. Although ensuring survival and meeting basic needs is always the priority, it's very important to recognise that in emergencies all children are vulnerable, particularly those who are displaced, and without their parents or close family members. It is hard to ensure the protection of these children when the problems are so complex or large scale, and the usual social protections are not in place or are no longer functioning. As the Inter-Agency Standing Committee (IASC) report recognised:

“The lack of economic options for displaced populations may result in commercial and exploitative sex being one of the few options for income generation to meet basic needs.”

“Beneficiary communities often come from an environment where sex and gender-based violence is common and community structures may collude to ensure that it continues.”

“Where women and children are displaced, do not have options to supplement their basic requirements and are also excluded from involvement in community decision making or education, then it is very easy for situations to develop where they become extremely vulnerable to abuse and exploitation.”

In addition to this, it is important to recognise the additional vulnerability in emergencies of unaccompanied/displaced and orphaned children. Without clear and simple precautions it is very easy for displaced and unaccompanied children to disappear at the hands of organised crime which targets vulnerable children.

Reducing the risks

Protecting children in emergencies should be a top priority and we need to recognise that traditional community-protection mechanisms may be absent or breaking down. To reduce the increased risks that children face in emergencies, Save the Children suggest the following:

- All separated children should be registered and monitored.
- Separated children and infants should be reunited with their families using family tracing kits and databases.
- Further harm to children and young people should be prevented through child protection activities and by providing places for children to play and rest in the areas where displaced families are sheltering. Play is also a critical part of recovery from trauma.
- Support should be given to family members so that they can continue to care for the children. Child protection should be an integral part of the first phase of every humanitarian response by including it alongside food, shelter, health, water and sanitation.
- Work with other charities, the UN and local authorities to ensure procedures and guidelines are in place to make sure that children are kept safe.
- Support and monitor children in the community, rather than in separate camps or shelters, to avoid institutionalising children, and to prevent further separations. This requires rigorous screening mechanisms.
- Develop long-term solutions for children whose family cannot be traced.
- Work with an inter-agency group for separated and unaccompanied children to support co-ordination and implementation of appropriate procedures and policies across the region.

If your organisation does not regularly work in emergency contexts consider the following activity.



"In emergencies all children are vulnerable, particularly those without parents or close family members."

Standard 3: Preventing harm to children

Activity 3.5: Working with children in crisis situations

Aim

To identify some of the differences between working with children in a development context and during emergency/ humanitarian crises.

Notes

This activity can be done on your own or with others.

What sort of things get missed out, forgotten or bypassed in emergency situations?

List the things that come to mind. For example, do any of the following apply?

- Fast-track recruitment without checking credentials, taking up references.
- Use of consultants and other staff who have not been vetted.
- Use of national staff or refugees who have not been vetted.
- Media interest not in the best interests of children.
- Lack of supervision.
- Difficult working environments.
- Lack of supervision and support for staff.
- Isolated working, and long hours.
- Poor living arrangements, lack of clean water and food etc.

What else is different?

What are the additional risks to children and to organisations, when things are missed out, forgotten etc?

What could your organisation do practically to reduce these risks?

It is vital to be clear about what other risks exist and what you are protecting children from. Attention is often focused entirely on the immediate events but the risks to children can be from the aid workers and/or community responses.

Activity 3.6: Emergencies – being prepared

Does your organisation have a child protection policy? If yes, how does it apply to emergency situations? It may have not been written with this in mind. It is useful to review your organisation's child protection policy in relation to emergencies and the 11 standards to keep children safe. Use the table below to help you, a sample to use is on the DVD.



Standard 1: A written policy to keep children safe	<p>Is the policy relevant/useful for responding in an emergency?</p> <p>Are the principles applicable in emergency response scenarios and are they informed by international humanitarian codes?</p> <p>If you have already responded in an emergency, how relevant was the policy, what did you learn?</p>
Standard 2: Putting the policy into practice	<p>What would need to change in your current procedures and systems in order to keep children safe in an emergency? How will this be decided and explained to staff?</p> <p>Have you mapped local resources? Who could help you and how you can work together to develop a reporting structure and a complaints procedure? Who would develop it and how would it be implemented?</p> <p>How would you ensure staff, volunteers, children and the community know about the procedures?</p> <p>How would information in a child protection investigation be kept confidential in, for example, a camp?</p>
Standard 3: Preventing harm to children - safe recruitment	<p>How could the speed of recruitment be increased but remain safe?</p> <p>How would you ensure new staff understand the policy and procedures?</p> <p>If hiring at the location of the emergency, do staff know what is required?</p> <p>Standard 3: Preventing harm to children – abuse</p> <p>Do you have child-safe places?</p> <p>Are there child-safe areas in the layout of camps?</p>
Standard 4: Written guidelines on behavior towards children	<p>Do the guidelines apply effectively in emergency situations?</p> <p>How would they be publicised in an emergency so children and adults would know what to expect?</p> <p>Do media protocols and guidelines (contact with press and images of children) address protection in emergencies?</p>

Standard 3: Preventing harm to children

Standard 5: Meeting the standards in the different locations	<p>Have you considered the implications of different cultural contexts in your scenario/building?</p> <p>Do you and/or potential partners understand the different risks present in an emergency and how they can be reduced?</p>
Standard 6: Equal rights of all children to protection	<p>Do data collection systems have information on particularly vulnerable groups such as disabled, minority ethnic groups, girls, child headed households?</p> <p>Have you considered integrating child protection in all your assessment activities to ensure equal distribution of food rations and non-food relief items?</p>
Standard 7: Communicating the 'keep children safe' message	<p>How will children know about your child protection policy and what they can expect from your staff?</p> <p>How will adults and children know what your reporting system is and where there are child-safe places?</p> <p>Have you got named, designated people to act as focus/ contact points to whom children and adults can report concerns?</p>
Standard 8: Education and training for keeping children safe	<p>Are systems identified to enable newly recruited or relocated staff to be trained in the onset of an emergency?</p> <p>Is there a focal person who has responsibility for understanding particular protection risks identified in the scenario building?</p>
Standard 9: Access to advice and support	<p>Have you discussed with other agencies their child protection response in emergencies and whether resources can be shared eg focal points?</p> <p>Have you identified external psychological support and resources for staff working in an emergency?</p>
Standard 10: Implementing and monitoring of the standards	<p>How you will assess child protection in your emergency response?</p> <p>What did you learn about your child protection response from your last emergency response?</p>
Standard 11: Working with partners to meet the standards	<p>What essential child protection measures would you require of new partners in an emergency?</p> <p>Do you have alternatives if it is not possible to implement these measures?</p>

Activity 3.7: Action planning

Aim

To focus on and review your organisation's emergency response plan.

Notes

The list below gives top tips for emergency response and keeping children safe. Use the list to assess current practice and make an action plan of things that might need to be reviewed and changed.

Before you go into the field

1. Review your recruitment practices for workers on short-term contracts and consultants. Do you hold a register, and have you carried out adequate checks to verify people's identities and skills?
2. Plan, brief and train staff on child protection emergency response prior to going out to emergency situations.

In camp situations

1. Provide training for staff.
2. Ensure codes of conduct are implemented.
3. Reassess recruitment practices, including for security staff.
4. Develop a Keep Children Safe plan in camps that addresses:
 - secure sleeping arrangements
 - safe play areas
 - well-lit washing and toilet facilities
 - focal points where children can receive support, make complaints
 - designated trained staff who are responsible for child protection in the camp and can link into camp-management committees
 - medical and educational needs
 - guidelines on 'fostering' or placement with extended/ surviving family members, or other adults
 - de-mobilisation programmes that also address the needs of girls.

The DVD has a sample of Guiding Principles of best practice in a disaster situation. You will also find a special workshop in Tool 3, Keeping Children Safe in Emergency Contexts which explores these issues in more depth. Tool 3 and Tool 5.



Standard 3: Preventing harm to children

SUMMARY: PREVENTION AND GOOD PRACTICE

Good practice in planning a project for work involving children means, from the beginning:

- doing a risk assessment, and monitoring risk throughout the project
- identifying the people with designated protection responsibility
- effective recruitment, including appropriate vetting and checks of staff and volunteers
- knowing how to get in touch with local /national services, in case you have to report a concern to them.

Good practice in a physical environment where there is contact with children means:

- always ensuring that someone from the school/educational establishment, youth organisation or camp/care setting is present and therefore meeting their responsibility for ensuring the safety of those in the setting
- monitoring risks throughout the project.

Good practice in physical contact means:

- maintaining a safe and appropriate distance from children
- only touching children when it is absolutely necessary in relation to the particular activity
- seeking agreement of the child prior to any physical contact
- making sure you inform disabled children of any necessary physical contact and that they are comfortable with it.

Good practice in interpersonal dealings means:

- treating all children equally, and with respect and dignity
- always putting the welfare of each child first, before achieving goals
- building balanced relationships based on mutual trust which empower children to share in the decision-making process
- giving enthusiastic and constructive feedback rather than negative criticism
- being an excellent role-model for dealings with other people
- recognising that disabled children may be even more vulnerable to abuse than other children.

Good practice in managing sensitive information means:

- having a policy and set of procedures for taking, using and storing photographs or images of children
- careful monitoring and use of internet-based materials and activities
- agreed procedures for reporting any suspicions or allegations of abuse
- ensuring confidentiality in order to protect rights and to include safe handling, storage and disposal of any information provided as part of the recruitment process.

Good practice in professional development means:

- keeping up-to-date with health and safety, and general child protection awareness
- being informed about legislation and policies for protection of children
- undertaking relevant development and training.

(Taken from NSPCC guidelines 2004)



"All organisations should have a named person responsible for making sure the child protection policy is implemented and followed."

Standard 4: Written guidelines on behaviour towards children

INTRODUCTION

What is the standard?

Written guidelines exist that describe what is appropriate behaviour, such as codes of conduct or codes of practice, towards children.

Why should agencies meet this standard?

Children should experience a safe, positive and encouraging atmosphere. Written standards should define for everyone what the acceptable and unacceptable behaviour towards children is. These guidelines can help minimise opportunities for abuse and help prevent false allegations being made against staff and other representatives.

DEVELOPING CODES OF CONDUCT

A code of conduct is a clear and concise guide of what is and is not acceptable behaviour or practice when working with children. A code of conduct is an essential element of an organisation's child protection policy and all staff should agree to it when they are employed and start their job. When implemented properly, a code of conduct should reduce/limit the risk of child abuse occurring. It should make clear what action you should take if the code is broken or not followed correctly.

A code of conduct should be concise and clear, and fit the needs of a particular organisation. Although we have some samples of what other organisations have done it is important that these are just used as a reference or starting point. *Each organisation needs to develop its own code.*



Many organisations will already be familiar with (and may have adopted) the United Nations IASC (Inter-Agency Standing Committee) Task Force Core Principles and Code of Conduct. See www.humanitarianinfo.org/iasc and the International Red Cross code of conduct www.ifrc.org

UNITED NATIONS IASC TASK FORCE CORE PRINCIPLES AND CODE OF CONDUCT

- Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- Sexual activity with children (person under the age of 18) is prohibited regardless of the age of consent locally. Mistaken belief in the age of the child is not a defence.
- Exchange of money, employment, goods or services for sex, including favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes the exchange of assistance that is due to beneficiaries.
- Sexual relationships between (AGENCY NAME) staff members and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a (AGENCY NAME) member of staff develops concerns or suspicions regarding sexual abuse or exploitation by a fellow member of staff, whether in (AGENCY NAME) or not, s/he must report such concerns via the prescribed procedure.
- (AGENCY NAME) workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of this code of conduct.
- Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.
- IASC (Inter-Agency Standing Committee)

However, these only relate to the issue of sexual abuse and exploitation and therefore a more practical do's and don'ts code of practice is also needed that addresses:

- physical contact and touching
- environment and work space
- language and equality
- good practice when working directly with children
- contact arrangements
- transport
- safe and open culture
- sleeping arrangements
- discipline.

Standard 4: Written guidelines on behaviour towards children

Activity 4.1: Developing a code of conduct

Aim

To identify the appropriate steps to developing a code of conduct for staff and volunteers in your agency.

Notes

You may wish to do this activity on your own or in consultation with others.

1. Establish if your organisation has any codes of behaviour or conduct that apply to work with children already. If they exist, are they:
 - known about
 - relevant
 - appropriate
 - clear
 - complied with?
2. Are there any elements missing? Does it help staff feel protected or are they ambiguous and open to interpretation? Could they assist you if you suspected or observed poor practice or behaviour with children?
3. List what you think is acceptable and unacceptable behaviour and what places children at risk, summarise what is missing or needs to change.
4. Consult/ask children – devise a session with children you are working with to assist in developing codes of practice/behaviour. It will help if you can ask them to design their own code too. It may be a general one on behaviour or it could be on prevention of bullying. Ask children to identify what behaviour makes them feel safe about adults they come into contact with and what sort of things they feel uncomfortable about. Standard 7 of this guide has a number of additional activities designed to encourage children's participation on things that help protect them and keep them safe.
5. Using the information you have collated now, preferably with a group of others from your organisation, begin to write your own code of conduct. In the **Phase 1 Activity 1.1** there is an exercise to help you identify where and how much contact you have with children. **If you have not done this yet, do it now.** Consider the areas which may be risky (eg activities where you are working alone with children, communicating with them via email, or in isolated places or unsupervised).
6. Draft a list of **Do's and Don'ts** that might help clarify what is and is not acceptable practice. Consult/ask others – circulate a draft code to key people requesting feedback and comments.
7. Once formally agreed, you should tell others about the code of conduct in briefing sessions, child protection training, and/or team meetings. Ensure that awareness of the code is built into recruitment and induction packs. New staff and existing ones should be asked to sign that they have read and understood the code.
8. Set a timescale to review the impact of the code and monitor its effectiveness. Include children in the process of review.

Note: The DVD includes sample codes of conduct from two INGOs – Terre des hommes and Tearfund.



"Many children are resilient to abuse and have a huge capacity to survive even the most difficult events."



"Children need someone to turn to when they are being abused."

Standard 5: Meeting the standards in different locations

INTRODUCTION

What is the standard?

Clear guidance exists on how the organisation's guidelines will be adapted in different locations to fit with local circumstances.

Why should agencies meet this standard?

NGOs and other agencies work in a variety of settings with great variations in understanding and arrangements for child protection. There are sometimes different understandings of what 'child abuse' means. The agency needs to give clear guidance to staff, partners and other organisations (including funding organisations) on how the child protection policy will be adapted and applied practically in these different circumstances. The guidelines must be applied in ways that are sensitive to different cultures but without condoning practices that are harmful to children.

ADAPTING TO THE COUNTRY AND LOCAL CONTEXT

Clear guidance is needed on how, and how far, an organisation's policy can be adapted in different country and local contexts. There are sometimes different cultural understandings as to what constitutes abuse. The organisation needs to consult at a local level with national staff in order to give clear guidance on how to respond when external child protection concerns are raised and how the child protection policy will be adapted and applied in different circumstances. The policy must be sensitive to the culture it operates in, but must not condone or accept acts of maltreatment that are abusive.

Keeping Children Safe: Training for Child Protection (Tool 3) also builds on this standard and provides some training exercises to help define abuse, increase awareness and understanding of different cultures, traditions, faiths and contexts. It also has a number of exercises that help identify some of the positive aspects of local practice and tradition in relation to child care. If you can, have a look through those training exercises before you do any further work on this standard. These exercises can be found in **Module 2** of Tool 3. You can also find the Trainers' Notes from this module on the DVD; these notes give more information about definitions.



Activity 5.1: Local practices that may cause harm to children

Aim

To establish local definitions of child abuse/child maltreatment.

Notes

This activity will:

- give a brief description of different types of child abuse
- identify prevalent types of abuse in the participants' local area.

A more detailed description and extension of this activity is outlined in the *Tool 3 – Keeping Children Safe: Training for Child Protection* **Module 2, Exercises 2.2-2.5.**



Using the questions below try to identify:

- What kinds of behaviour are seen in the local area that may cause harm to children?
- Who causes the harm?
- Are there any common practices or traditions that could harm children?
- How do they affect children?
- What laws exist that might be used to protect children?

ACTIVITY 5.2: IDENTIFYING LOCAL RESOURCES

The next step after consulting on what local faith, traditions, practices and situations exist for children in the local area, is to map out what legal and community social resources exist. Either through discussion, or as a task set within a timeframe, you need to find out as much information as possible about the local environment/context, including:

- local environment, political situation etc
- legal and social context and structures
- links to local community
- any existing guidance or child protection protocols
- resources (medical, education, community leaders, resident committees, individuals).

The checklist should help you gather the information you need locally. A copy is on the DVD.



“A code of conduct is a clear and concise guide of what is and is not acceptable behaviour or practice when working with children.”

Standard 5: Meeting the standards in different locations

Checklist for gathering local information

Legal resources	
Details of any government bodies or agencies with statutory authority for the protection of children.	
Summary of legislation governing welfare/protection of children. Identify international conventions to which the country is a signatory or has ratified (eg UN Convention on Rights of the Child).	
Brief analysis of implementation/enforcement of legislation as far as this is known.	
Criminal Investigation/Prosecution – Police and Judiciary	
Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences.	
Legal age of consent in country and legislation covering this.	
Other Agencies – Health Services, NGOs, Inter-agency Forums	
Details of health and other services that may be accessed as part of victim response.	
Details of NGO's, other agencies, other relevant bodies and professional networks, including any local joint arrangements for dealing with child protection issues, HIV, women's centres/refuges or safe housing.	
Community	
Details of informal/community based justice and protection mechanisms and how these function.	
Identify and establish contact with locally-based NGOs/INGOs and other organisations working on child protection/rights or aid programmes that affect children.	
Gather information about community resources such as local advocacy groups, community and faith groups, or organised children's activities which could support the child protection work.	
Establish contact with any academic institutions working on children's rights.	
Identify and document harmful traditional practices such as early marriage, initiation ceremonies, and female circumcision.	

DEVELOPING LOCAL PROCEDURES

Once you have done the mapping activity (see above), it is a good idea to collate the information. This will help you to write a local procedure making clear:

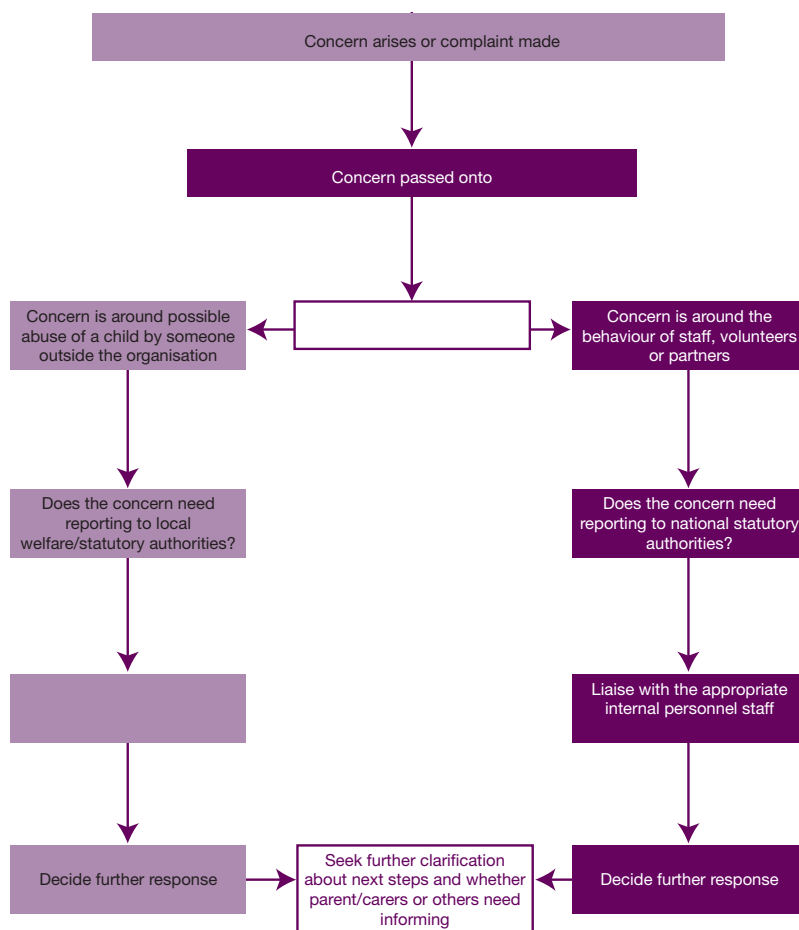
- how possible abuse of children should be reported, and
- what and who may help you to make sure the concern is dealt with in the best possible way.

You will need to identify those concerns that are internal to the organisation and should fit with the child protection policy, and those which are external and may need a broader community response. *Keeping Children Safe: Training for Child Protection* (Tool 3) **Module 3 Exercises 3.6 or 3.7** will help you think through these issues in more detail. Using a blank flow chart (see below and on DVD) map out a reporting process that fits with your local situation. This should clearly illustrate how child protection concerns will be managed at a local level as well as within your organisation.



Child Protection Reporting Procedure (blank sample)

Use the chart to fill out the gaps and decide on your organisation's process; add in names where there are gaps. The procedure for responding to reports of concern is as follows:



Standard 5: Meeting the standards in different locations

Activity 5.3: Child abuse or cultural tradition and practice?

Aim

To explore acceptable cultural tradition and practice, and child maltreatment.

Notes

Faith, culture and tradition play a key part in keeping children safe from abuse and harm. However, in some parts of the world it can be very difficult to maintain the balance between respecting local custom and the rights of a child and addressing any practices that are harmful and abusive to children. The following activity should help you deal with this issue.

1. First of all identify the strengths of the local community and the traditions, faith and practices that help protect children and keep them safe.
2. Next read the scenarios. Use them to start a discussion with colleagues, partners, teams, community workers, and leaders etc. The scenarios are also on the DVD – please use them as a guide only and develop other ones that fit the context you are working in.
3. Discuss whether or not you think they constitute child abuse and, if so, what action you think could be taken.

After the discussion – useful questions

- What issues or differences do the scenarios focus on?
- Was there agreement on what the response to the scenarios should be?
- What differences were there in attitudes and values?
- Were other traditions or practices identified in the discussion?
- Did you agree on what was culturally acceptable or not?
- How does this impact on the work your programme or organisation is undertaking?

Use this information to move on to the next activity which explores some practical ways of addressing any conflict between cultural understanding and child protection.

Scenarios

Scenario 1

During a debrief, a consultant mentions that at a visit to a childcare programme of a partner agency she observed children with swollen hands and marks on their bodies. She said it seemed they had been beaten. When she asked the director of the programme she told her that the bible says “*Spare the rod and spoil the child.*”

Scenario 2

It is common practice that for children with learning difficulties to be cared for by the village, they are not given access to any sort of education or independent living skills.

Scenario 3

In this country when disabled children are born, it has always been acceptable for the children to be taken by their parents to state institutions to be cared for – it is not expected that families should have to carry the ‘burden’ of caring for these children.

Scenario 4

It is common practice for boys to be circumcised when they reach puberty, it is a symbol of them becoming a man.

Scenario 5

It is still common practice for girls to be circumcised (female genital-mutilation) even though the country law forbids it.

Scenario 6

If a young girl is raped then the traditional remedy for this is for her to marry her to the man who raped her.

Scenario 7

In order to support the extreme poverty in the rural areas girls as young as 12 are sent to the city to earn money through prostitution. Without this money, their families would starve.

Scenario 8

It is common practice for adults to pull the shorts down of small boys and pull their penises. This is just something that happens to young boys, it is not considered to be abuse and staff in this organisation will not be disciplined for this.

Scenario 9

Working to support you family in this region is not child labour, it is reasonable for children to work as servants for the wealthy.

Activity 5.4: Cultural beliefs and child protection**Aim**

To explore practical ways to address the conflict between cultural beliefs and child protection policies. (Based on an exercise developed by Save the Children UK at a workshop in Sierra Leone)

Notes

1. You should do this activity in a group or as a team. Ask the group to describe cultural practices that exist in their areas of work and which:
 - cause cultural tension
 - are in conflict with standards aimed at keeping children safe.

The previous activity should have helped identify which ones cause the most tension.

2. On a large piece of paper, draw two columns – on the left, write “Practice”, on the right, “Underpinning belief”. Ask the group to identify cultural practices that are prevalent in the local community or country and the underpinning belief related to it.

Some examples are given below.

Standard 5: Meeting the standards in different locations

Practice	Underpinning belief
Early marriage	Maturity determined by the development of physical features
Children earning money	Children considered as financial assets
Corporal punishment	“Spare the rod and spoil the child”
Male initiation ceremonies	The rite of passage of a boy into a man

3. When the group have identified the practices and beliefs, lead a discussion about why these practices and beliefs exist, where they come from and why they are maintained. How much does faith and religion influence the practice and beliefs?
4. **Ask the group to think about what needs to happen**
 - what are the priorities?
 - What can they do to reduce abusive, neglectful or exploitative practice with children?
5. Now ask the group to think about the barriers that they may find to changing abusive cultural practices.
 - Why might the community be sensitive about this?
 - Will it cause tension? If so, why? How can you work with the community to succeed?
 For example:

Cause of tension	Work with community
Source of power and control which people who practise it want to maintain	Work with community to break some of the negative myths
A culture deeply rooted in the society's social, political and economic roots	Help children identify dangers of practice
Corporal punishment is accepted as the norm both in home and in educational institution	Find positive ways of managing behaviour



"All children have a right to information and help when they have a problem."



"Where agencies work through partners they must develop child protection policies and procedures too."

Standard 6: Equal rights of all children to protection

INTRODUCTION

What is the standard?

Steps are taken to address the needs of all children to be protected from abuse.

Why should agencies meet this standard?

Abuse happens to male and female children of all ages, race, gender, age, religion or disability, sexual orientation, social background or culture. Some children, such as disabled children, are particularly vulnerable. Prejudice and discrimination can prevent some children getting the help they need and agencies should take steps to ensure that all children are protected and receive the support they require.

DIFFERENT NEEDS, EQUAL RIGHTS

Individuals, groups and organisations have a duty and responsibility to ensure that the welfare of children from minority groups and communities are appropriately addressed. Children and young people who have a disability, or come from a different ethnic or cultural group or tribe can easily become victims of systematic discrimination and prejudice. Obviously, this discrimination and prejudice can be harmful to a child's wellbeing. It may mean that they don't receive essential services that can protect them and promote their welfare.

Some children and young people are more vulnerable because of their differences; organisations must ensure they have effective strategies that maximise access to their services. Organisations should consider some of the following:

- Child protection policies, strategies and action plans reflect a commitment to equality and diversity (difference) ensuring the needs of children from minority groups are met.
- All agencies providing services to children should demonstrate competence in assessing the needs of children in a culturally diverse setting.
- All agencies providing accessible services should ensure that information materials are made available to diverse groups.
- All agencies should provide communication support and interpreter services to children and their families whose communication needs are different.
- Local partnerships exist with minority groups to ensure they participate fully in decisions on how to keep all children safe.

In developing a strategy or organisational plan to protect all children, the first stage is to ensure that it reflects the actual needs of children from the minority groups and communities they are working in. These needs will vary enormously.

Examples could include:

- a strategy for developing and promoting accessible services responsive to the needs of disabled children
- HIV and Aids programmes specifically targeted at the needs of children and young people
- reaching children who are victims of domestic violence
- reaching children who are victims of war
- structures for safeguarding and protecting girls and young women who are victims of gender violence and subjected to customs and practices that harm their emotional and physical wellbeing.

PUTTING YOUR PROTECTING-ALL-CHILDREN STRATEGY INTO ACTION

Just publishing a commitment to keep all children safe is unlikely to inspire or remove barriers

Organisations must be committed to the long-term aim of eradicating discrimination that puts children at risk. You will need clear leadership and a commitment from your senior management staff to implement the strategy.

Key elements

- Make sure that objectives are clear, and linked to outcomes relating to the protection of all children.
- Make sure that roles and responsibilities, and particularly the expectations of senior management, are well defined.
- Provide enough training to support staff in their duty to keep all children safe.
- Set realistic deadlines.
- Ensure that activities are adequately resourced.
- Ensure participation of the community including children.

MONITORING AND EVALUATION

Monitoring and evaluation are integral parts of how services are delivered. This means that you will have to measure how your service provision reaches different children. When monitoring you should:

- make sure you have monitoring arrangements and performance indicators
- explicitly make reference to ethnicity, disability, gender, HIV status, sexuality, age, and any other identified differences of children, in any audit tools
- monitor, review and evaluate the progress made in your strategy to keep all children safe
- make specific reference to your commitment to protect all children in your reporting mechanisms, for example; your quarterly or annual reports
- publicise and celebrate achievements widely ensuring all minority groups receive information, sending out a strong message that your organisation is committed to addressing inequalities.

Standard 6: Equal rights of all children to protection

Activity 6.1: Ensuring the rights of all children to protection from abuse

Aims

- To identify gaps in provision for children within your organisation who are difficult to reach or socially excluded.
- To make an action plan so that you can support these children in future.

Notes

The following activity may help you to apply this standard to your own environment. It is probably best to do it with at least one other person, ideally with other people from your organisation and from your partner agency. The exercise works best as a discussion between partners working together, or in a small group. You'll need plenty of paper and pens, or a blackboard and chalk for this activity.

1. Identify a child in your programme

Begin by thinking about what you mean by 'all children' in your agency or programme and think of a specific child who might easily be overlooked because they are different in some way, and may be at risk of harm or abuse. Draw or make a pen-picture of the child by answering the following questions:

- What is his or her name?
- How old are they?
- Where do they live?
- Who looks after them?
- How do they communicate?
- How mobile are they?
- Are they able to understand their carers, their family or the volunteers?
- Do they have friends?
- In what way might their needs be overlooked?
- How might they be vulnerable to abuse?

Your answers to these questions, or in fact any difficulty you have in answering them, might indicate how well you are able to identify potentially excluded children and their needs. Keep this work on a separate sheet and then use another sheet for the next part of the activity.

2. Mapping

Having identified one such child or young person in your organisation or programme, think about whether there are other children who might be described as 'different' and who might also be subjects of discrimination. Conduct a mapping exercise within your programme by identifying harder-to-reach children or young people and draw them as faces on a large piece of paper. You may want to think about them as individuals and give them an accurate expression that conveys how you think they generally feel about things in their life.

3. Needs for protection

Next, to each face, identify what you consider their needs for protection might be, or what are the current risks to their safety in terms of abuse. Write these in a different colour.

Example Activity 6.1*Needs for protection**Safe carers**Access to education**Safe intimate care**Risks to Safety**Lots of different people caring**Living in state institution**Isolated from family and community**No means of communicating verbally***4. Stakeholders**

Around each face on your map, identify who you consider to be the stakeholders in that child's future – is there a parent or carer, a volunteer, religious leader, health worker, or friend? Which organisation has a stake in their future – is it yours? Which partners are also involved – or could be? Again, use a different colour for this and leave a space between the face (of the child) and the stakeholder. If there is no stakeholder then this needs to be clear.



“Prejudice and discrimination can prevent some children getting the help they need.”


Standard 6: Equal rights of all children to protection

5. Services or barriers to receiving services

Now, fill in the gap between the child and the stakeholder by identifying what services they already receive that give them protection from harm. This part of the exercise may be difficult, which is obviously going to give you an important message about how the needs of vulnerable children are responded to. If there is still a gap or barrier, try to identify what might be the barriers. These could include:

- communication difficulties
- resources – both financial and people
- the children are not considered as important
- competing priorities and so on.

6. Responding

The final stage of this activity is action planning. Ideally it should be conducted with partners, either within and/or outside your organisation. Using the material you have generated above, translate this into the action sheet that follows. Make the individuals you focused on anonymous. You are identifying the unmet needs in your agency or programme and this should assist you in developing an overall strategy. This chart is on the DVD for you to reproduce.  **Tool 5**

This activity should ideally be conducted with the full support and involvement of senior managers. It should be linked to any other equality policies that your organisation has.

Use the suggestions at the beginning of this standard (page 61) to help you to monitor and review how your organisation is doing. Consider using the mapping activity regularly, with the same faces or children, to see how you achieve your desired outcomes for keeping them safe from harm or abuse.

Action Planning Tool

Unmet need for protection	Proposed action	By whom	By when	Resources	Possible barriers	Overcome by	Review

Standard 7: Communicating the ‘keep children safe’ message

INTRODUCTION

What is the standard?

Systems and processes are put in place to ensure that everyone in the agency knows about how to keep children safe, are asked their opinion on keeping children safe and have their opinions listened to.

Why should agencies meet this standard?

Policies and procedures put in place by organisations to keep children safe are only effective if people are aware of them, can contribute to their development and have the opportunity to express their views on how they are working.

ENSURING EFFECTIVE COMMUNICATION – SYSTEMS AND PROCEDURES

To successfully implement the standards you must have:

- effective communication **systems**, and adult staff and volunteers who are motivated to listen to children, and
- staff who are skilled in **methods** of communicating with children in difficult circumstances.

The difficult circumstances may be because of chronic need for humanitarian aid or in acute emergency situations, or may be due to specific and individual situations that are affecting particular children, such as HIV, abuse or harm.

This section will therefore deal with both systems and methods to ensure effective communication.

The systems that need to be put into place in your organisation should ensure that staff, partner organisations, parents/carers and children, are all equally aware of the child protection policy and the principle of keeping children safe. This means making sure that Standards 1-4 are in place; and this section links closely with them. Developing a partnership approach to parents or carers, the local community, children and young people will be very important.

Activity 7.1: What methods of communication exist already?

Aim

To identify the different communication methods you already use.

Notes

1. Make a list of the methods you use to tell people about your organisation’s work, for example: telling people, recommendations from other people, posters, adverts, leaflets etc.
 - How effective are these methods of communicating what you want people to know?
2. To improve communication methods it is important to work in partnership with others. Below are some ways of developing a partnership approach.

DEVELOPING A PARTNERSHIP APPROACH TO COMMUNICATION

- Encourage the involvement of parents/carers/children/community as much as possible through, for example, membership on committees or steering/planning groups as well as involvement in day-to-day activities.
- Make sure you know who has responsibility for the care of a child in any programme or project and have a record of their contact details.
- Ensure that staff are easily identifiable when at work, for example by wearing a T-shirt or badge.
- Obtain parental consent for activities whenever possible.
- Make sure that communications between the organisation and parents/carers/children/community leaders take account of language or communication differences.
- Make sure that parents, children and relevant others know about your child protection policies and reporting procedures.
- Devise a complaints procedure and make sure it is publicised and that everyone knows about it.
- Involve parents, as well as children, in developing codes of good behaviour eg about anti-bullying etc.
- Devise ways of obtaining feedback from parents/carers/children/the community to find out what you are doing well, what's not working and to check what people know about the organisation and how it works.

PARTNERSHIP WITH CHILDREN AND YOUNG PEOPLE

It is very important to establish an open culture within your organisation whereby children feel they can have open and honest discussions about anything that is worrying them, when they are with you. This only happens if you actively introduce this to them and regularly ask how they feel and what is happening in their lives.

Giving children the confidence to speak out

One of the sad facts of abuse or harm to children is that it silences them and stops them telling even the adults they know and trust. The reason for this is that adults are generally more powerful physically than children, and can use threats or fear, or take away something from a child to stop them from speaking out.

If you really want your organisation to promote a safe culture and environment then you have to be very clear to children that they can speak out. You can do this in several ways. Don't forget that for very young or disabled children you may need to make extra effort to ensure that they understand the same messages. These are some things you can do:

- Encourage children to get involved by including them in management committees.
- Openly discuss your child protection principles and policy with them.
- Really listen and take account of what they say – make sure it is not tokenistic – and make sure that they know you are listening.
- Display posters or have information leaflets especially for new children who join, that talk openly about the need for children to feel secure and safe.
- Make sure that each child has a named person or a focal point they can turn to if they have concerns about anything.

Standard 7: Communicating the ‘keep children safe’ message

- Make sure that your posters or leaflets make it clear that certain behaviour is totally unacceptable, such as bullying, racist language or threatening behaviour etc. They should also state what will happen if the behaviour does not stop.
- Conduct short questionnaires or run focus groups occasionally to check on how things are going.

Don't forget that communication systems and practices do not just lie within the organisation. It is important that your own organisation has established links with other organisations in the locality in order to promote the notion of a safe and caring community and to share good practices. Links should be established across territories both within the wider organisation and across and between other organisations or community groups. It is very important that you see your organisation as part of a wider country network, all playing a vital role in safeguarding children and young people.

METHODS OF COMMUNICATION

Communicating with children

Organisations create a safer and more respectful environment for children when they consult and talk to them, and create time and opportunities to listen to them.

By allowing children and young people to have a say in the decisions that affect them, taking their ideas seriously and respecting and valuing their views, an organisation is contributing to building a child or young person's self-esteem and confidence. It also strengthens their relationship with your organisation.

Child-focused communication systems create a safer environment as children become more empowered to speak up about what makes them feel safer, and when they are concerned for their safety and wellbeing.

Supporting children's rights

In support of these concepts, Article 12 of the United Nations Convention on the Rights of the Child (CRC) states that the *“child has a right to express an opinion and to have that opinion taken into account in any matter or procedure that affects the child”*.

Article 13 of the CRC states the child's right to *“obtain and make known information and to express his or her views, unless this would violate the rights of others”*.

Practical tools and strategies for consulting with, and talking to children

If you want to keep children safe, it is important to make sure the lines of communication are open, that children know their rights, and know how to speak out for what they need and want. The following seven tools should help you to make children safer.

1. Listening
2. Finding out what makes children feel safe
3. Creating safe areas
4. Identifying safe behaviour
5. Empowering children and young people
6. Encouraging children to speak out and make complaints
7. Recognising they are sometimes vulnerable, making sure children recognise that they may be targeted by abusers and helping them to protect themselves

Now let's look at each of these suggestions in more detail.

1. *Listening*

Discuss with and train staff and volunteers about communicating with children. The following lists some of the best ways you can make sure you are listening to children and young people.

- Allow time for children to talk.
- Give children an opportunity to talk in private but make sure the space is safe and not intimidating to them.
- Ensure the physical environment is welcoming to children and young people – ask the children and young people themselves what would make the physical environment more inviting to them.
- Listen carefully to what children and young people are saying.
- If a child or young person discloses abuse, take them seriously, do not be judgemental and explain carefully what will happen next. Do not make promises you cannot keep.
- Use language that is appropriate to the age of the child or young person.
- Discuss ways to effectively communicate with and listen to children with disabilities.

2. *Feeling safe*

Look at ways to allow children and young people to discuss what makes them feel safe, and use this information to direct your activities and programmes. For example:

- For young children: ask them to draw pictures, write stories or act out what makes them feel safe. You could do this in a group. Use their drawings as posters in the organisation – this will make them see that they are contributing to the organisation, even the building that it is in, and should make it feel like a child's place, not just a place for adults.
- For older children: hold workshops and ask them to describe what makes them feel safe. This could be done in many ways including art, role plays, music or dance.
- Gender differences: provide opportunities to talk separately to girls and boys on their particular concerns regarding feeling safe.
- Peer abuse and bullying: provide safe places for children to talk with an adult about the difficulties they face when they are being bullied or abused by other young people.

3. *Safe areas*

Ask children and young people what they feel are safe and friendly areas. Have them design a safe area. Include ideas on:

- how chairs and desks are positioned
- private yet still observable spaces
- open doors
- decorating the walls with child-friendly posters, toys, furniture etc
- where the space is located, such as being in a safe and accessible part of town
- familiar people on reception or the kind of people they feel comfortable with
- young people as peer workers present and available.

4. *Safe behaviour*

There are lots of ways to involve children and young people in creating their own safe environment. One good way is to involve older children and young people in drafting a Code of Conduct for children.

A Code of Conduct/Behaviour for children helps to explain their rights and responsibilities when taking part in your organisation's activities or programmes. It can be written in simple

Standard 7: Communicating the 'keep children safe' message

language, should be widely advertised and should address issues that are important to children and young people in your organisation such as:

- how bullying behaviour will be dealt with
- what the policy is on the use of drugs and alcohol
- how dangerous or abusive behaviour will be managed.

5. Empowering children and young people

Hold workshops on the UN Convention on the Rights of the Child (UNCRC). Educate children and young people on the Convention, ask them what it means to them and how it can apply in their lives.

- Train young people in the Convention so they can become peer advocates and educators.
- Involve children and young people in developing policies and procedures for your organisation. Ask them for their feedback.
- Include young people on interview and selection panels for staff and volunteers. Support them through this process and include their opinions and feedback in selection.
- Involve children and young people in the planning of activities and programmes.
- If appropriate in your organisation, educate young people on sexual development, forming consensual and equal sexual relationships and being empowered to determine their own sexual experiences.
- Provide awareness of the different types of abuse, abusers and risks.
- Have young people represented on your Board or Committee for your organisation.

6. Speaking out: making complaints

Your organisation should discuss ways to let children know that they can complain if they are not happy, and encourage and support children and young people who wish to make complaints.

In any organisation, large or small, it is important to have a clear complaints or reporting procedure where disclosures, concerns, suspicions or allegations of child abuse can be raised. A complaints procedure can be developed with the participation of staff, volunteers, young people and families. A clear complaints system makes sure that everyone, including children and young people know where and who they can go to for help in your organisation. A complaints procedure should include the following:

- what to report
- when to report
- who to report to
- how to report
- follow up.

You can appoint one or two people in your organisation who are designated child protection/safety officers – all concerns, complaints or incidents of harm or abuse can be reported to them. **Standards 1 and 2** have more details on the role of the designated or named person for child protection.

The complaints system should be widely promoted and explained and you should give a copy of it to everyone involved with the organisation. A child-friendly version could be developed to give to children and young people.

When children report any harm or abuse it is essential that they are supported through

the process and are kept informed of what will happen. They should be referred to local counselling, welfare or health services that may assist and support them.

You can also think about other strategies – a few are suggested below.

- Have a copy of your code of conduct and complaints procedure on display in the organisation and as brochures available to all staff, volunteers, children and young people, families, visitors and partners.
- Have a suggestion box. This provides a confidential or less intimidating way for children and young people to make suggestions or complaints about your organisation and the activities or programs they participate in.
- Consider how disabled children can communicate their complaints especially if they have verbal communication difficulties. Remember how vulnerable disabled children are to abuse. It is especially important that their communication needs are not forgotten.

7. Recognising they are sometimes vulnerable

So that they can protect themselves, children need to recognise that they may be targeted by abusers.

- Talk to children about what makes them feel safe and unsafe and that they should always talk to someone if they feel unsafe or have been harmed.
- In times of crisis, natural disaster or an emergency, make sure children know where safe areas or child-friendly spaces have been set up, so they are with someone they can trust if they are displaced from parents or family, and know who to contact if they want to report a concern.
- The development of local child protection action plans and reporting systems for an emergency situation helps to keep children safe in times when they are more vulnerable and to ensure they are not targeted by abusers.
- Your organisation could provide education or information sessions for young people, families, and members of the community on children's rights, child abuse and empowering children and young people to speak out.

Standard 8: Education and training for keeping children safe

INTRODUCTION

What is the standard?

There are learning opportunities for staff to develop and maintain the necessary attitudes, skills and knowledge to keep children safe.

Why should agencies meet this standard?

Everyone in contact with children has a role to play in their protection. They can only do this confidently and effectively if they are aware of the issues and have the necessary understanding and skills to keep children safe. Agencies working with children have a responsibility to provide training and development opportunities for their staff and to ensure that children are also included in programmes to learn more about keeping children safe.

Why education and training is essential

Education and training are very powerful ways to improve practice. It is essential that all those involved with working with children or advocating on their behalf must have access to training that helps maintain the skills and understanding they need to ensure that children are protected and the risk of harm is reduced. Training also provides a way of making sure that lessons learnt are fed back into the organisation's system and structure.

Keeping Children Safe: Training for Child Protection (Tool 3) – the training pack that accompanies this guide – has some core training modules and specialist workshops to help organisations train staff, partners and managers. Please refer to the training pack for more information. However, the identification of training needs and the development of a training strategy are steps you must take to make sure that training is proactive, organised and relevant to all staff. The following activities will help those responsible for organising training do this.

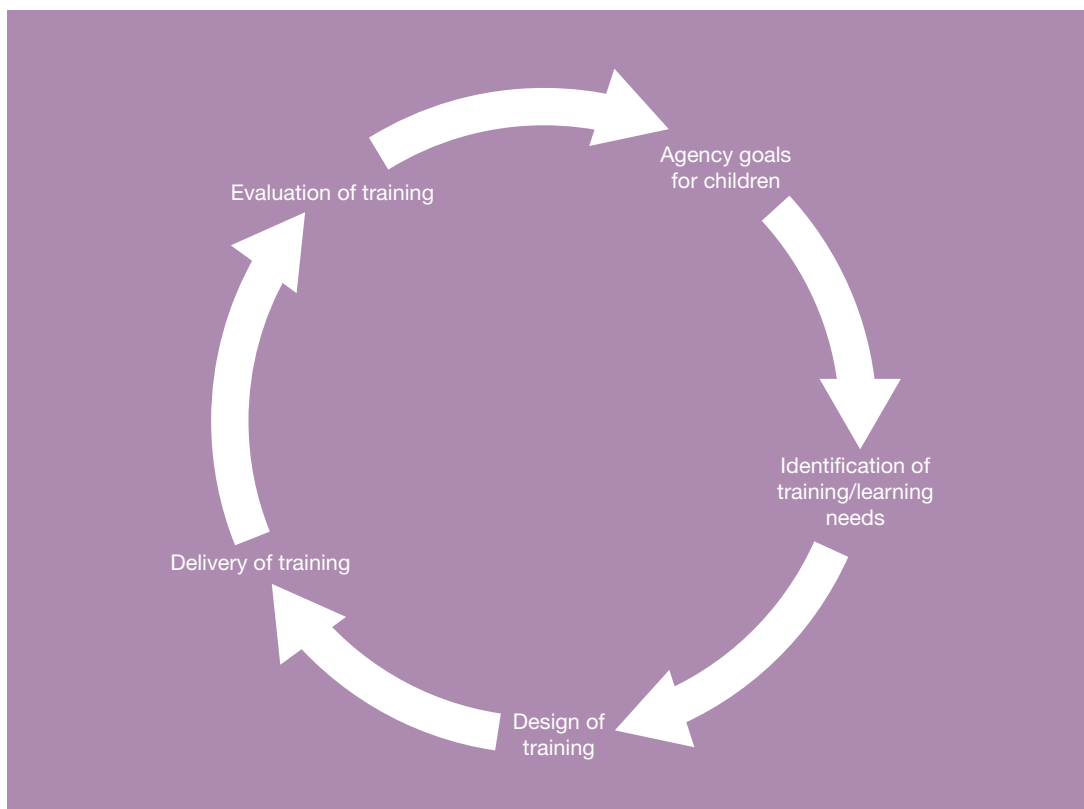


Any effective training strategy has to be delivered within a framework that includes:

- agreement and support from senior managers
- standards of practice
- policies and procedures
- practice guidance.

If you do not have these things in place, do not just compensate by having training. Training outside this framework will have no long term benefit to an organisation or, more importantly, to protecting children. For example, it is no good raising the awareness of staff to poor practice with children if there is no procedure for reporting concerns onto someone. The diagram on the next page shows how identifying training needs fits with the planning and design of training events. They should not be separate processes.

THE TRAINING-PLANNING CYCLE



The first stage is to identify training/learning needs. You can find a sample grid to help identify training needs on the DVD. Once you have identified these needs, the next stage of the cycle is to formulate a training strategy or programme.

Activity 8.1: identifying training needs

Aim

To identify and prioritise child protection training needs.

Notes

1. Before you try to identify the training needs in child protection in your organisation, consider the questions below:
 - How are training needs currently identified in your organisation?
 - Is training an organised activity or a random event?
 - Does anyone have a designated responsibility to coordinate it?
 - How does the organisation prioritise training requests?
 - Is there a budget for training?
 - What resources does your organisation have?

If you don't know, or are unsure of the answers to these questions, then it is important to find someone else in your organisation who can help answer the questions.

Standard 8: Education and training for keeping children safe

- Now look at the table below. Use it to help you list the different needs that training might address. It may be helpful to reproduce it for yourself or copy the one on the DVD.
- Use this to identify the need and priority then begin to map out how to put this into a training strategy for approval and endorsement by management.



Identification of priority training needs – sample grid

Subject area	Staff numbers	How to meet them (you may be able to join up with other NGOs to reduce costs)	Priority High = 4 Low = 1	Resources/ costs
Basic child protection awareness	All	Induction Staff briefing Training events	4	Met by head office
Policy and procedures	All	Induction Staff briefing Training events	4	Out of annual training budget
Recruitment and selection	Managers and HR staff	Briefing/training at head office	4	Met by organisation
Good practice in communicating with children	Specific partner programme staff	Local providers	3	Met locally by charging partners for event
Induction of new staff	40	Manager Induction Organisational literature Contracts	4	Low

The principles of training

All training/education strategies should be based on the following principles. Training should:

- meet the needs of children – good training for staff means that they will be better able to help children
- reflect the values, goals and mission of the organisation
- be prioritised according to need
- ensure equality of access – make sure that the training is accessible to the people who need it

- make sure you have enough resources to run the training effectively
 - be evaluated properly.
- If you have followed these principles you should now have a clearer idea of:
- what training you need in your organisation
 - how to meet those needs
 - the resources that might be available
 - who can help and support you in developing the training.

Once this is agreed you are ready to move on to plan a training programme using the core modules and special workshops in *Keeping Children Safe: Training for Child Protection (Tool 3)*. The cycle can be completed by the planning and design of the training programme, delivery, and of course, evaluation so that you can feed back any further learning or training needs.



Standard 9: Access to advice and support

INTRODUCTION

What is the standard?

Arrangements are made to provide essential information and support to those responsible for keeping children safe. Children who are being abused are assisted to get help.

Why should agencies meet this standard?

Child abuse is distressing and can be difficult to deal with. Organisations have a duty to ensure advice and support is available to help people to play their part in protecting children. Children need someone to turn to when they are being abused. Often they do not know where to turn for help.

ENSURING CHILDREN HAVE ACCESS TO INFORMATION AND SUPPORT

All children and young people have a right to information and help when they have a concern or problem or when they have been abused or harmed. It is important that additional resources are developed to make sure that children who are disabled or who have communication difficulties also get the help they need.

- One way to achieve this is to develop lists for children and young people, giving information about how and where they can get help and support in the local community or region. Find people who are experienced in working with disabled children and who can help develop alternative information, in Braille or audio, for example.
- Research what services, authorities or organisations there are in your community or region that provide assistance to children and young people who have been abused. This list can be used by workers to assist children and young people have access to advice and support.
- The lists should be kept up-to-date and include only high-quality services, that have been assessed by your organisation as safe and whose priority is the best interests of children.
- Seek feedback from the children and young people about the services and whether there are any concerns with the services on the list.
- Educate staff and volunteers on how to help children and young people to find the best support and advice by providing them with these lists and what each service can provide.
- Educate children and young people that they have rights to seek help, to be listened to and taken seriously, and who they can turn to when they need help or have been abused.
- Make children and young people aware that they should seek advice and support for a range of issues not just when they have been abused. Children and young people should know where they can find someone to talk about issues such as:
 - problems with a teacher
 - problems with a parent/carer
 - bullying
 - sexual education
 - relationship problems
 - confidential medical advice
 - legal advice.



Standard 10: Implementing and monitoring of the standards

INTRODUCTION

What is the standard?

A plan of action is developed to monitor the effectiveness of the steps being taken to keep children safe.

Why should agencies meet this standard?

To keep children safe, policies, procedures and plans have to be implemented across all parts of the organisation. Checks are needed to ensure this is happening consistently. The views of those involved inside and outside the organisation can help to improve the effectiveness of any measures taken.

BEING PREPARED – IMPLEMENTING THE POLICY

One of the keys to success is to be clear about how to implement the policy and what might block you doing it successfully. Are policies ‘dead documents’ that no one ever looks at? Or are they ‘live’ and helpful guides to organisational practice? Core Workshop 1 in *Tool 3 – Keeping Children Safe: Training for Child Protection* includes an exercise that helps you identify the ‘barriers to implementing a child protection policy’. Have a look at this before you proceed.

It is helpful to think about what other policy changes there have been and how these have been introduced by your organisation.

- What worked well?
- Why?
- How was it presented?
- How are things communicated across the organisation?

Many policies are implemented but very few are monitored to see how successful they have been. Implementation and monitoring are essential to putting child protection standards into practice.

Implementation

The key to successful implementation is to develop an **implementation strategy**. Ideally, this should be part of the whole project to develop the child protection standards; you should think about it at the beginning, not at the end!

There are four stages of implementation:

1. Developing the policy
2. Implementing the policy – when, where to whom
3. Disseminating the policy – how it gets to people, telling people about it
4. Review and evaluation

Activity 10.1: Developing an implementation strategy

Aim

To develop an implementation strategy.

Notes

1. On a blank piece of paper think about, and make notes, on the following questions:
 - What issues do you need to think about?
 - Who are the key stakeholders?
 - What are the possible difficulties or barriers? Is anyone resistant to the process of developing child protection standards?
 - What training might people need? Who will make sure training takes place?
2. Set some implementation objectives:
 - What are you trying to achieve?
 - What do you want people to understand, feel and do differently as a result of the child protection standards?
3. Consider these key questions:
 - Who can help me with information, specialist skills, and resources?
 - What resources might we need?
 - Who is doing work already that might be linked/ useful to the development of child protection practice?
 - Who might disrupt my project or be resistant to it?
 - Who needs to be involved at a more senior level?
4. Summarise the answers and notes you have made:
 - Try to write some implementation objectives – don't feel you should write a lot, one piece of paper should be enough.
 - By considering the possible difficulties as well as who can help you, it should help you decide on some realistic objectives.

Objectives should be **SMART**:

- Specific
- Measurable
- Achievable
- Realistic
- Time-scaled

Standard 10: Implementing and monitoring of the standards

Activity 10.2: Implementation – how to make it happen

Aim

To identify the different ways to make implementation easier.

Notes

There are two different and effective ways of implementing policy – formal and informal. See the table below for some examples:

Formal	Informal
Briefings/meeting	Networks
Newsletter	Listening/talking
Memos	Sharing
All staff emails	Discussion
Conferences	Training
Policy documents	Internal intranet discussion sites

1. On a large piece of paper draw two columns, with the headings below. Think about your own organisation. What kinds of communication already exist – are they formal or informal?

Formal	Issues raised

2. Summarise what you have thought about and look at the questions below – this should give you an outline of a strategy for implementation, including:
 - clear implementation objectives
 - formal and informal ways of communicating
 - know who can help you
 - what resources you need
 - what timescale is realistic
 - what difficulties or barriers there might be.

Evaluation and review

The next essential element in the process of successful implementation is **evaluation and review**.

Activity 10.3: How are you going to know if it is working?

Aim

To identify the management tools that will help to ensure implementation.

Notes

There are a number of different ways of identifying the management tools you need to ensure implementation of policy.

Some are formal, such as:

- management tools to make sure people follow the policies and procedures
- collation of any complaints or child protection concerns
- analysis of practice and any failures to follow procedures, codes of practice etc.

Some are more informal, and involve checking people's understanding, awareness, feelings, perceptions, behaviour and attitudes.

There is a variety of measurement tools that might help you, including:

- questionnaires
- focus groups
- interviews
- audit
- observation.

It is essential that your strategy includes a plan and timescales of who, how and when you are going to evaluate and review.

On the next page you will find a sample of a management tool, Child Protection Policy Implementation Action Planner. This gives an example of how to plan the implementation of the policy in your organisation. The DVD also features blank copies of this template so that you can print further copies if you need them. In addition the DVD has a child protection implementation tool for managers. This is a checklist on keeping children safe and management responsibilities.



Often, organisations that implement child protection standards/policies find that they have more referrals/complaints/incidents. This sounds bad, but it's actually a good sign. It shows that staff and children are more aware and recognise their responsibility to report their concerns. It does not necessarily mean that an organisation has problems. It means that the organisation has developed some effective ways of revealing and dealing with risky or bad practice that was hidden (previously).

Standard 10: Implementing and monitoring of the standards

Standard 10

CHILD PROTECTION IMPLEMENTATION ACTION PLANNER					
Name of country programm etc:					
Implementation area	Priority activities	By whom	By when	Support/resource needs	
Dissemination/awareness					
Local procedures					
Management systems					
Risk assessment					
Learning & development					
Additional comments					

Completed by

Date:..



Standard 11: Working with partners to meet the standards

INTRODUCTION

What is the standard?

Where agencies work with or through partners that are in contact with children, those partners have or develop child protection policies and procedures, which are consistent with these standards.

Why should agencies meet this standard?

When working in partnership with others, organisations have a responsibility to make sure that children are kept safe by the partner organisation as well. Most partners working with children will already be concerned for child protection and may have good policies and procedures in place. A discussion between partners based on these standards should allow for mutual learning and development of agreed good practice.

What do we mean by working with partners?

We often talk about working with partners, or partnership working. Partnerships vary greatly but generally fall into the following broad categories:

- working with local communities and small organisations – eg children's groups, local community structures, Community Based Organisations (CBOs) to plan and deliver programmes
- working through larger and more established organisations (NGOs, coalitions, INGOs) which act as 'implementing partners', ie delivering programmes and projects and managing these on a daily basis
- a hybrid category, i.e. working with a larger, established partner organisation (eg government ministry, UN agency, other NGO), normally described in terms of 'collaboration' and governed by formal written agreements.

Variations and combinations exist, but these categories describe most partnership arrangements. It is important to analyse the nature of your partnership relationship so that you can develop realistic expectations and an appropriate approach to working with them on child protection.

For example, working with a small CBO should still require a joint agreement on child protection – the INGO may brief the CBO on its policies and procedures and agree some basic rules on ways of working together so that child protection is a priority. These agreements may be quite simple and only agreed verbally, after initial discussion.

However, an INGO/NGO should build child protection into the contract when creating a formal relationship with a local implementing partner, and develop formal, written agreements on how, together, both agencies will ensure the protection of children.

Implications for child protection

Some basic principles of partnership working mean that a commitment to the protection of children from abuse and exploitation must be an essential element in the partnership relationship. Values and operating principles should essentially be the same between partners; partners must incorporate a common approach to meeting children's rights to be kept safe.

Equally, issues of accountability and transparency have traditionally applied to governance, finance and other operational matters. But they must also apply to how we work with children. INGOs must be reassured that their partner's work or contact with children demonstrates

integrity and appropriate ethical and good-practice standards, including clear commitments to keeping children safe.

Partners and child protection – what are we trying to achieve?

You and your partners should agree a commitment to keep children safe. The practice and management arrangements of an INGO's partners should reflect this common commitment to protect children and respond to issues of abuse.

The most effective way of keeping children safe is to have a positive, supportive approach to work with partners. Briefings and other information sharing activities will be key. Locally managers should consider how best to inform partners of their child protection commitments and what they mean in terms of working in partnerships. They should also think about the best way to get partners' commitment.

In practical terms this means making sure that:

- INGOs are clear about the nature of the partnership relationships that they enter into
- there is a sound assessment of the partner agency in terms of their work with children and how they keep children safe
- further steps required in this area are identified
- you reach agreement on how the partner agency will be supported by the INGO to achieve compliance/competence around child protection.




Activity 11.1: Working with partner organisations

Aims

- To work with existing partners to review existing arrangements for child protection.
- To identify the level of compliance with the Keeping Children Safe child protection standards.

Notes

This process could be undertaken with individual partner agencies, but you could also have a workshop with representatives from a number of partners:

- Review current practice using the Keeping Children Safe self-audit tool (DVD)  **Tool 5**
- It is very important to make sure that you and partners are talking about the same thing when you use the term 'child protection'. Establishing a common language and meaning for the term is an essential part of ensuring that partnership agreements make sense. The information and exercises in *Keeping Children Safe: Training for Child Protection (Tool 3)* may help you to do this. See **Modules 2 and 3** for ideas on how to establish local understanding of abuse.
- Risk assessment – you may want to look at where potential risks exist in the partner agency and its work, possibly using the risk analysis tools contained in Phase 1 of this guide, in **Activity 1.4.** 
- Once you have reviewed current practice, understanding of abuse, and risk issues, then it is important to map out what might need to change and develop an Action Plan.
- The DVD includes a sample of a partner agreement developed by Save the Children – you might like to use this as a basis for developing your own partnership working agreement.  **Tool 5**

Standard 11: Working with partners to meet the standards

Activity 11.2: Promoting child protection with partners

Aim

To establish what steps are needed in your agency to help managers and staff to promote and support the implementation of child protection policies with partners.

Notes

1. This is a group activity – assemble a small group of colleagues and allow a couple of hours to work together. Think about the following questions:
 - How do you currently work with partners in your programme?
 - What are the key concerns about child protection and partners?
2. Talk about current practice and identify key concerns on a piece of flipchart paper. Group together any common themes.
 - Are there any surprises?
 - Where are the areas of good practice, and areas of risk?
3. Consider the nature of the partnership arrangements:
 - Are your partnership arrangements formal or informal?
 - Are you working with, or through, these agencies?
 - Are there written agreements or contracts or simple, verbal understandings between the parties, and so on.
4. Now think about what the guidelines with partners need to include, based on your analysis. The list below gives some suggestions.
 - selection of partners
 - clarity of roles and responsibilities
 - contracts and agreements
 - briefing
 - ongoing support
 - monitoring
 - measuring of impact
 - reporting on implementation of child protection policies and procedures
 - specific action required
 - succession planning, continuity exit strategies and implications for child protection.
5. Does this raise any internal issues about capacity and resources to support the process?

INGOs or other agencies have a responsibility to support their partners in an area that is identified as a priority. For that reason, it is important for all agencies to think about the resources that they will need to support partners to meet the standards.

Activity 11.3: Developing minimum standards for partners

Aim

To decide on some minimum standards on child protection and work with partners.

Notes

Think about the gaps you have identified – either from the audit exercise or from elsewhere. Work together to decide how you can fill the in the gaps and decide what minimum standards you should expect from partners?

These might include standards specifically about:

- how staff are recruited and vetted
- the provision of staff training
- the development of a code of conduct
- the development of partner reporting procedures
- communication with children
- complaint procedures.

See the DVD for a sample partner agreement form.  **Tool 5**

SUMMARY

This guide should have helped you and your agency begin the process of implementing the KCS Standards for Child Protection. The task will always be challenging and never easy but by formalising the process and having organised systems in place, children who come into contact with your agency, will have a greater chance of being kept safe. Keeping Children Safe: Training for Child Protection (Tool 3) offers a range of training exercise and materials to ensure all staff are supported and trained to carry out the implementation of the standards further.

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The Author

Jenny Myers, Senior Consultant, NSPCC (National Society for Prevention of Cruelty to Children) 2002.

Website resources

ARC Action for Rights of Children

A child rights based training and capacity building initiative. www.savethechildren.net/arc

Child protection policies and procedures

E, Jackson and M, Wernham (2005) Child Protection policies and procedures toolkit- how to create a child safe organisation: Child Hope UK www.childhope.org.uk

Child Exploitation and Online Protection Centre

The Child Exploitation and Online Protection (CEOP) Centre works across the UK and maximises international links to tackle child sex abuse wherever and whenever it happens. Part of the strategy for achieving this is by providing internet safety advice for parents and carers and children and young people themselves (www.thinkuknow.co.uk).
www.ceop.gov.uk

Child Wise ECPAT Australia

Child Wise is a charity working to prevent and reduce the sexual abuse and exploitation of children in Australia and overseas. Child Wise is the Australian representative of ECPAT International which is a global campaign existing in over 70 countries committed to ending the commercial sexual exploitation of children (CSEC).
www.childwise.net

Child Protection in Sport Unit

Has lots of information about protecting children from abuse in sport and leisure.
www.thecpsu.org.uk

Child Rights Information Network

www.crin.org

Department for Children, Schools and Families

This website of the UK Department for Children, Schools and Families contains lots of information on child protection. Though written for a UK based audience, many of its resources are relevant to those outside of Europe too.
www.dcsf.gov.uk

EduCare

A series of online child protection distance learning awareness training courses are available and have been developed in partnership with the NSPCC.
www.debrus-educare.co.uk

ECPAT

A network of organisations and individuals working together for the elimination of child prostitution, child pornography and trafficking of children.
www.ecpat.net

The Football Association

The English Football Association has a useful website for any agency involved in sport. Look for the learning web site (Goal child protection section) which has some useful advice on child protection and children in sport.
www.thefa.com

The Humanitarian Accountability Partnership (HAP)

HAP is the humanitarian sector's first international self-regulatory body. HAP's mission is to make humanitarian action accountable to its intended beneficiaries through self-regulation, compliance verification and quality assurance certification. In addition HAP champions beneficiaries access to give complain and feedback to humanitarian organisations. In April 2007, the Building Safer Organisations Project moved from the International Council of Voluntary Agencies (ICVA) to HAP. The Building Safer Organisations (BSO) project assists humanitarian agencies to develop the capacity to investigate allegations of abuse or exploitation of persons of concern by members of staff. The project provides training, support and advice on receiving complaints and conducting investigations. The BSO project brings humanitarian organisations around the world together with the goal of making humanitarian organisations safer for beneficiaries. Information on the Building Safer Organisations Project and the training events and materials can be found on www.hapinternational.org or www.icva.ch or by contacting bsoworkshop@hapinternational.org

International Red Cross Code

The international code of conduct can be found on the web site.
www.ifrc.org

International society for the prevention of child abuse and neglect

www.ispcan.org

Internet Watch Foundation

A useful website for advice and guidance on internet child abuse crimes www.iwf.org.uk

National Society for Prevention of Cruelty to Children (NSPCC)

Largest UK charity working for the ending of child cruelty. Has many child protection training and resources.
www.nspcc.org.uk

Office of the United Nations High Commissioner for Human Rights

www.ohchr.org

People In Aid

You can download a copy of the Role of HR in Child Protection from the People in Aid website
www.peopleinaid.org

UNICEF

The website has a range of resources and information about the protection of children.
www.unicef.org

United Nations IASC (Inter-Agency Standing Committee)

Task Force Core Principles and Code of Conduct
www.humanitarianinfo.org/iasc

United Nations Secretary General's Study on Violence Against Children

www.violencestudy.org

Virtual Global Task Force

An international alliance of law enforcement agencies working together to make the internet safe, can be contacted for further advice in this area.

www.virtualglobaltaskforce.com

Viva

Exists to connect and unite Christians working with children at risk. Viva helps projects work together, they form 'networks', where knowledge, skills and experience are shared. This means that individual project workers are able to more fully realise their potential, their projects increase their capacity, and ultimately more children benefit.

www.viva.org

World Health Organization (WHO)

Has information on injuries and violence prevention and definitions of child abuse.

www.who.int/en/

A list with suggested internet resources and publications on child participation in child protection can be found on the DVD.

Additional information on child protection can be found on the web sites of the members of the Keeping Children Safe Coalition.

Catholic Agency for Overseas Development (CAFOD) – www.cafod.org.uk

Childhope – www.childhope.org

Consortium of Street Children – www.streetchildren.org.uk

EveryChild – www.everychild.org.uk

International Federation Terre des hommes – www.terredeshommes.org

NSPCC (National Society for Prevention of Cruelty to Children) – www.nspcc.org.uk

Oxfam – www.oxfam.org.uk

People In Aid – www.peopleinaid.org

Plan International – www.plan-international.org

Save the Children UK – www.savethechildren.org.uk

SOS Children's Villages – www.soschildrensvillages.org

Tearfund – www.tearfund.org

Viva – www.viva.org

World Vision UK – www.worldvision.org.uk

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WHO (World Health Organization) 1999, 2002 World Report on Violence and Health Chapter 3, *Child Abuse and Neglect by Parents and Other Caregivers*.

