

# Safeguarding children in emergencies

*Toolkit 2 : How to ensure the implementation  
of the minimum standards*



Keeping  
Children  
Safe

# Toolkit 2: How to ensure the implementation of the minimum standards.

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# Introduction

All children, whoever they are and wherever they are, have a right to be protected from harm and have their welfare promoted. While it has been known for some time that children are especially vulnerable to natural disasters and armed conflicts, lessons learned from the past have shown that too often organisations do not prioritise the safeguarding needs of children when emergencies strike. Yet children suffer the consequences in the absence of such measures. Abuse is likely to occur every time an emergency happens.

The Safeguarding in Emergencies: a Training Tool is designed to help organisations ensure that they are keeping children safe during emergencies by providing standards, requirements, guidance and exercises which can be readily understood and implemented.

## STRUCTURE

- **Toolkit 1 Safeguarding Standards** – outlines the minimum standards for safeguarding children in emergencies and provides indicators for mainstreaming safeguarding initiatives in emergency programming
- **Toolkit 2 How to implement the standards** - provides practical guidance on how to ensure the appropriate implementation of these standards.
- **Toolkit 3 Safeguarding References** – a set of documents provided by organisations that offer practical examples of tools, policies and procedures which can be replicated or adapted by organisations wishing to strengthen their own measures.

# 1. How to assess the risks

## Getting a picture of your organisation

In this section you will see:

- 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

### 1. CHILDREN AND YOUR ORGANISATION

**A.** In order to get a picture of the amount of contact your organisation has with children, think about the key activities / services that your agency provides for children, or the ways your organisation comes into contact with children.

**B.** 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.

**C.** 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?

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

### 2. GOOD PRACTICE WITH CHILDREN

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

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 safeguarding 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.

**A.** 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 the 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.

**B.** 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.

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### 3. THE SELF-AUDIT TOOL

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

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

#### Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all agencies committed to safeguard 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

Tick the A, B or C box as appropriate.

		In place	Partially done	Not in place
	<b>Children and the organisation</b>	A	B	C
	<b>Policies and procedures that help keep children safe</b>	A	B	C
1.	The agency is very clear about its responsibility to protect children at all times (incl. during emergencies) 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 safeguarding 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 and that during emergencies they require greater attention.			
6.	The agency manages children's behaviour in ways which are nonviolent and do not degrade or humiliate children.			
1.	The agency has a written child safeguarding policy to make sure that children are kept safe from harm during emergencies.			
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 and updated child safeguarding procedures in place that provide step-by-step guidance on what action to take during the emergency if there are concerns about a child's safety or welfare.			
5.	There is a named child safeguarding person/s with clearly defined role and responsibilities.			
6.	The child safeguarding procedures also take account of local circumstances.			

		In place	Partially done	Not in place
	<b>Preventing harm to children</b>	A	B	C
1.	There are policies and procedures for recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are some 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.			
7.	All projects have included child safeguarding considerations at all stages of the project management cycle (assessment, development, implementation, M&E, closure).			
	<b>Implementation and training</b>	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 safeguarding 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 safeguarding when they join the organisation which includes an introduction to the organisation's child safeguarding 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.			

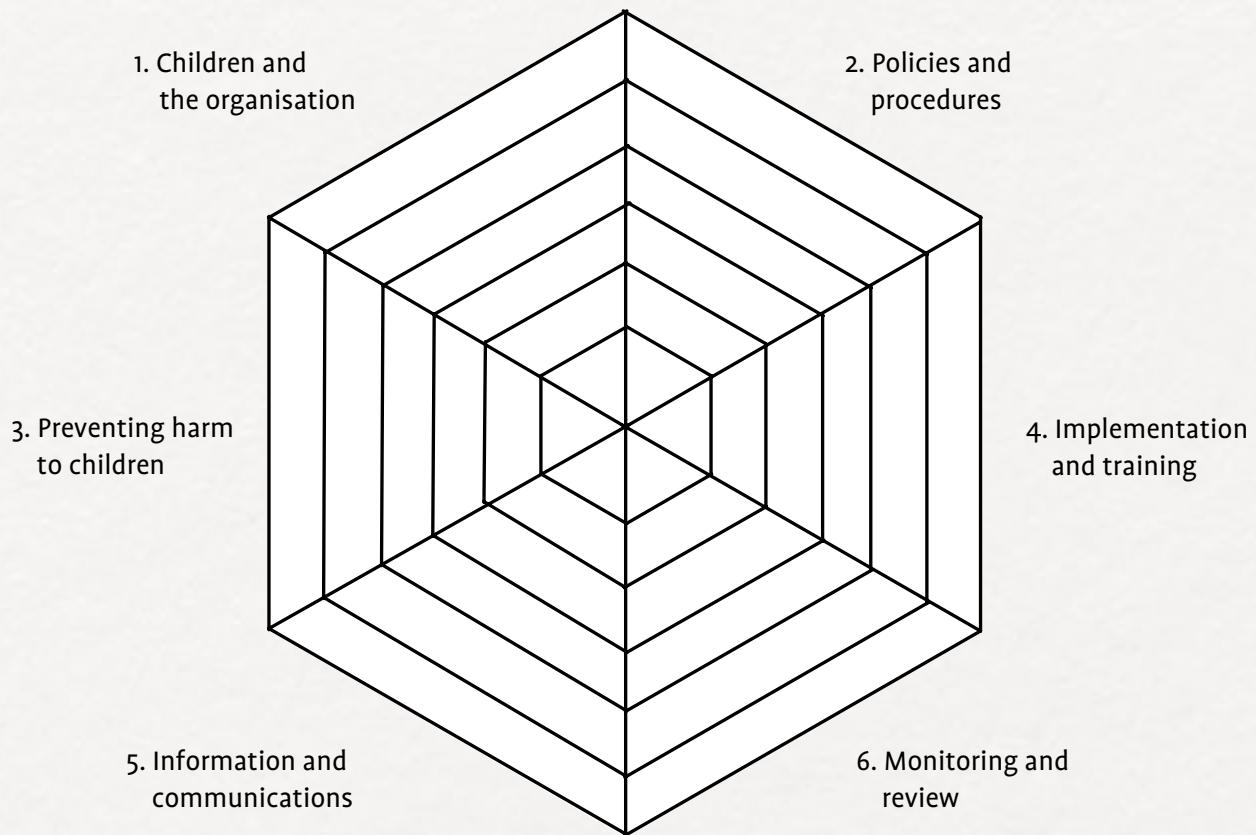
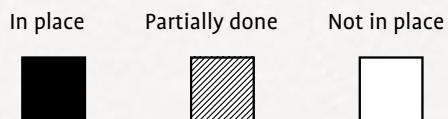
		In place	Partially done	Not in place
<b>Information and communication</b>		A	B	C
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the organisation knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child safeguarding 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 safeguarding / welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			
<b>Monitoring and review</b>		A	B	C
1.	Arrangements are in place to monitor compliance with child safeguarding 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 safeguarding 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.			

## 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 Keeping Children Safe 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.



## 4. Risk assessment and risk management

Now we will try to identify the current child safeguarding risks within your organisation.

Now that you have used the audit tool to identify and map out the type of contact your organisation has with children, the things your organisation already does well and the gaps, or areas for improvement, 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.

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 the safeguarding 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?

- 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 safeguarding.

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 Six Stages of Risk Assessment

1. Identify who / what is at risk.
2. Identify the factors that might put them at risk.
3. Identify how they are at risk.
4. Identify what is currently in place to reduce the risk.
5. Calculate the level of risk.
6. Consider additional actions needed to reduce the level of risk.

Please refer to  **Exercise 1.1: Risk Assessment and Management**

## 2: How to develop a child safeguarding policy

### DEVELOPING A CHILD SAFEGUARDING POLICY

#### Who do you need to consult?

Before starting to develop a policy to keep children safe, think about who you are going to consult. Make sure you involve selected key people to acquire the needed buy-in, which will facilitate its implementation.

Think about senior management, and then other people who reflect or represent the different parts of the organisation and its activities. **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.**

If the policy was not developed prior to the emergency and you need to develop a policy whilst faced with an emergency, one person can lead the process and to gain time:

1. Structure the overall work needed to be done with the guidance provided here
2. Subsequently convene a meeting with key selected people to present the options and key points can be discussed / decisions taken.

A policy is a crucial document which commits the entire organisation to the fulfilment of certain standards so it is expected that a series of short meetings will be required.

Please refer to  **Exercise 2:1 Who to talk to about child protection policy**

#### Getting started<sup>1</sup>

Developing a child safeguarding policy is an important and usually a first step in organisations beginning to implement child safeguarding measures. This policy should set the tone for the organisation and its representatives when it comes to safeguarding. It should make clear, strong and positive statements of commitment to safeguard children and should in effect, stand as a public declaration of the organisation's intention to keep children safe. As such, it should be developed in a way that reflects the seriousness of the messages it contains.

Taking an existing child safeguarding policy and adapting it to fit the needs of the organisation concerned is not the worst route to take, and reviewing existing examples is a useful task to undertake in preparation for policy development.

Do not forget that the policy developed can be reviewed at any given time in the future and it may therefore be best during an emergency to ensure that a first version of the policy is done in a timely fashion, knowing that changes can be done subsequently.

Additionally, in order for the document to have meaning, significance and relevance for the organisation and for it to have legitimacy and credibility with staff and other stakeholders, the policy should be developed out of a process of reflection, discussion and consultation.

### The following is a suggested structure for your policy:

#### INTRO / PURPOSE / BACKGROUND / RATIONALE / SCOPE

This section should provide a brief introduction to the document and explain why it is being developed and who is covered by the policy (this should include all paid and unpaid staff whatever their status, as well as consultants and other providers of contracted services). It should state why child safeguarding is important in general and why it is important to your organisation.

<sup>1</sup> Adapted from CAFOD – toolkit for partners, V2, 2 Feb 2010, Appendix III.

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## POLICY STATEMENT / COMMITMENTS / VALUES / PRINCIPLES

### What do we stand for?

This is where the agency should make its statement of commitment to promote the well-being and development of children and to keep them safe from harm. It is helpful to identify or reference the overall guiding vision, mission, values, principles, philosophy, aims, objectives, strategies and approaches of the organisation so that safeguarding children is linked to the fundamental purpose and/or principles of the organisation. This will help staff and others see safeguarding children as relevant and meaningful for them. It will encourage their acceptance and support. For faith-based agencies this is likely to include a passage that describes the special position that children hold in the teachings of the relevant faith.

It is also helpful and important in this section to identify the links to other relevant external instruments, codes, standards and guidelines, especially if the organisation has also signed up to or endorses these.

 **Tool 3** Legal framework and humanitarian principles, provides a background on the legislative frameworks which guide child protection

The Sphere Standards [www.sphereproject.org](http://www.sphereproject.org), provide a useful set of standards on delivering emergency aid.

Please consult  **Exercise 2.2:** Designing and writing a policy statement

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## PROBLEM OF ABUSE/DEFINITIONS

### What is the problem we are trying to address?

This is where the organisation should outline its understanding of safeguarding children, the problem of child abuse and of child protection. Definitions are also helpful to include here so everyone is clear about the issues covered by the policy. It is helpful to include special considerations here, especially if they are relevant to the organisation and its programme activity. Examples include child-to-child abuse and harmful traditional practices.

The section *Definitions and concepts* in  **Tool 3** provides information you can include in your policy.

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## SPECIFIC PROVISIONS

### WHAT ARE WE INTENDING TO DO ABOUT IT?

This will form the bulk of the content and is the organisation's considered response to safeguarding issues and problems it has identified and which it defines and describes above. Many of these measures should relate to prevention and encouraging good practice in work with children and should include:

- Safe recruitment – steps to ensure the recruitment of good quality staff who will help to safeguard children and not pose a risk to them. These could include reference and background checks, but where these are not possible then specific child safeguarding questions at interview and probationary periods could also be used.
- Behaviour protocols / CP Code of Conduct – specific requirements in relation to acceptable and unacceptable behaviour towards children
- Education / training – how staff and others will be supported to develop their knowledge, attitudes and practice on child safeguarding.
- Communication guidelines – how children will be safeguarded when their images, stories and other details are used and/or published
- Management responsibilities – ensuring managers are clear about the critical role they play in ensuring the policy is implemented, staff and others are supported and children are kept safe

- Reporting / responding – what to do if a child safeguarding issue or incident arises
- Implementation and review – how will the policy be put into practice and progress and effectiveness monitored

The remaining sections of this toolkit will help you to ensure that your policy is appropriate for the local circumstances and that you have in place the requisite procedures to support the policy.

 **Exercise 2.3** Sample Child Safeguarding Policy

 **Toolkit 3, Tool 2.4** Sample Child Safeguarding Policy, from Save the Children

 **Toolkit 3, Tool 2.5** Sample policy on the use of visual images from Everychild

As well as developing the policy as described above, an organisation will need to develop the procedures required to ensure the implementation of the policy.

Please consult **section 5**: How to develop clear procedures to ensure that incidents and complaints are recorded, dealt with appropriately, referrals are done and information is stored safely

Staff will need to be assigned specific responsibilities to ensure that the policy is appropriately implemented.

Please consult **section 7**: How to ensure an appropriate division of responsibilities.

Last, to measure whether or not the policy is well implemented and adequately ensures the safety of children it will be crucial to ensure that a monitoring mechanism is developed and implemented.

Please consult **section 10**: How to monitor and evaluate the safeguarding measures adopted and implemented

### 3: How to ensure the policy is adapted to the local context

#### ADAPTING POLICIES AND PROCEDURES TO THE LOCAL CONTEXT

The standards have been written in a way that makes them relevant and achievable. It should be recognised that there may be some difficult or challenging factors in some countries. There are enormous variations in local practice and circumstances and so it is important that agencies adapt the standards and guidelines to fit the local context in which they will be applied.

However, the principles that support these standards should always be adhered to and the standards should not be changed so much that children are not safeguarded as a result.

The agency needs to give clear guidance to staff, partners and other organisations (including funding organisations) on how the child safeguarding 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 ignoring practices that are harmful to children.

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 safeguarding concerns are raised and how the child safeguarding policy will be adapted.

The policy must be sensitive to the culture it operates in, but must not accept acts that are abusive. Keeping Children Safe builds on this standard and provides some training exercises to help define abuse and to 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.

 **Toolkit 3** Legal Framework and humanitarian principles

#### LOCAL PRACTICES THAT MAY CAUSE HARM TO CHILDREN

It may be difficult to establish a definition of what child abuse is in certain contexts. This section will provide you guidance on:

- How to explain the different types of abuse
- How to identify the prevalent types of abuse in your local area

NGOs and other agencies work in a variety of settings with great variations in understanding and arrangements for child safeguarding. 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 safeguarding policy will be adapted and applied practically in these different circumstances.

You should work through definitions in  **Toolkit 3** with your staff.

Please consult  **Exercise 3.1:** Local practices that may cause harm to children.

Please refer back to  **Toolkit 3** - Definitions and concepts to consult the definition of abuse provided.

With the tools above and using the questions below try to identify the following and, if possible, do that with a group of colleagues or partners in a brainstorming session:

- 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 safeguard children?

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## IDENTIFYING LOCAL RESOURCES

After identifying the local factors (faith, traditions, practices and situations) that affect children, the next step is to map out existing legal and community social resources. 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 safeguarding protocols
- Resources (medical, education, community leaders, resident committees, individuals).

The checklist should help you gather the information you need locally.

Once you have done the mapping activity, it is essential that you collate the information, as this will help you to develop the right local procedures. Guidance on developing procedures is included in the next section.

Please consult  **Exercise 3.2** Checklist for gathering local info.

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## DEVELOPING LOCAL PROCEDURES

Once you have done the mapping activity, it is essential that you collate the information as this will help you to develop the right local procedures.

Please consult **Section 5:** How to develop clear procedures to ensure that incidents and complaints are recorded, dealt with appropriately, referrals done and information stored safely

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## CHILD ABUSE OR CULTURAL TRADITION AND PRACTICE?

Let's try to understand together the difference between acceptable cultural traditions and practices, and child maltreatment.

Faith, culture and tradition play a key role 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 safeguard 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.

Please consult the sample scenarios in  **Exercise 3.3.** Not all scenarios may be relevant to your context and you may want to adapt them accordingly.

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?

The next activity explores some practical ways of addressing any conflict between cultural understanding and child safeguarding.

### CULTURAL BELIEFS AND CHILD SAFEGUARDING

1. You should do this activity in a group or as a team in a brainstorming session as it is the best way to ensure that you will come up with a comprehensive list of cultural beliefs. 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.

Please consult  **Exercise 3.4:** Practice, belief and the impact on the child.

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 practices 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 behaviour educational institution	Find positive ways of managing behaviour

The language used need to be simple enough to be understood by all (whilst still being precise). It needs to be translated adequately into the required local languages and where illiteracy is commonly found, we need to ensure that efforts have been made equally to guarantee the required dissemination. For instance, someone could be tasked by the organisation to verbally explain to the community members concerned (community leaders, women's group, children, etc) the content of the policy.

Be aware of the fact that whilst it may be very difficult in your country to talk about issues such as for example gender-based violence – this in no way means we should not cover these matters within the policy. The policy may also be used an awareness-raising tool – it's the manner in which these messages will be carried which counts as well to be clear about what will be done with cases brought to your attention.

## 4. How to ensure the implementation of the policy.

Once you have developed a Child Safeguarding Policy for your organisation, it is vital to ensure that the policy is put into practice. Clear procedures and guidelines will help to make sure there is a prompt response to concerns about a child's safeguarding. They also help an organisation to meet any legal or practice guidance requirements.

When you develop the procedures required to ensure the implementation of the policy, it is really important that you involve the right people. Too often, one person is given the responsibility for developing the policy on their own. It is very important that everyone in the organisation is involved – you will need agreement, money, resources, staff and someone senior to approve the policy to make sure it works and is effective.

### Step 1 Getting started

The following tools may be of use during your efforts in ensuring the implementation of the policy

 **Exercise 4.1.** Child safeguarding implementation tool for managers

In the above tool, several sections are identified: 1) Dissemination/awareness raising; 2) Developing local procedures; 3) Building keeping children safe into management systems.

#### Guidance on how to complete the above can be found:

In **section 9** How to ensure the dissemination and understanding of the Child Safeguarding Measures.

In **section 5** How to develop clear procedures to ensure that incidents and complaints are recorded, dealt with appropriately, referrals done and information stored safely

In **sections 6, 7, 8** and **10** How to recruit safely / How to ensure the appropriate division of responsibilities / How to work with Partners / How to mainstream CSM.

 **Tool 4.2** Sample Implementation action plan

 **Tool 4.3** Action Planning Tool

### Step 2 – Who do you need to consult?

Make sure you involve selected key people to acquire the necessary support and guidance from the ones who will be directly involved in the implementation of the process. This will enable you to better understand how processes work in the given local context and differentiate what is implementable from what is not.

### Step 3: The designated Child Safeguarding staff member

All organisations should have a designated person who is responsible for making sure that the child safeguarding policy is implemented and followed. There should be one central focal point at global level, regional level and country level. This role should reflect the nature and structure of the organisation and the person should be senior enough to carry out the role. At each appropriate level there should be a named individual/s who people can talk to about child safeguarding 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:

1. Act as a focal point to receive information
2. Act quickly and rapidly to child safeguarding concerns brought to his/her attention and, when required, ask for additional information and seek guidance from senior management
3. Consult and advocate with others including local stakeholders, and community leaders
4. Make a formal referral if appropriate and if systems exist
5. Assess risks

6. Ensure that all information is recorded on Incident Record of Concern forms.

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 safeguarding 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 put 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 safeguarding policy and procedure.

## 5. How to develop procedures to ensure that incidents are recorded, dealt with appropriately, referrals made and information stored safely

This document gives an overview of the procedures that should be followed by staff and associates when reporting and/or responding to a child safeguarding concern. We will also include a list of the procedural responsibilities that must be adopted by the organisation's managers to ensure that child safeguarding procedures are in place in compliance with the child safeguarding policy.

### Step 1: Understanding the importance of reporting

At some stage, staff and associates will inevitably be confronted by child safeguarding issues of one kind or another. In the main these will be external to the organisation, but children may sometimes be at risk or be harmed by adults employed by or associated with agencies<sup>1</sup>.

It should be a **mandatory requirement** of all staff to immediately report any child safeguarding concerns they have in accordance with applicable local office procedures. Failure to do so should result in disciplinary action for staff.

### Step 2 : Understanding the need for processes

It may appear simple to respond to a child safeguarding concern and we often underestimate the attention that needs to be given to processes. To get an idea of the steps to be considered:

» **Exercise 5.1** Responding to a child safeguarding concern

» **Exercise 5.2** Steps to consider

### Step 3: Understanding what needs to be reported

There is often confusion about what needs to be reported and what may not require it.

» **Tool 5.3** Reporting grid developed by Plan International<sup>2</sup>

### Step 4: Ensuring that you have clear reporting procedures in place.

The following tools provide guidance on reporting procedures:

» **Exercise 5.4** Example child safeguarding reporting flowchart / procedure

» **Exercise 5.5** Field level reporting process from Plan International.

### Step five: Ensuring that your processes are adapted to the local context.

You will need to identify which concerns that are internal to the organisation and should fit with the child safeguarding policy, and which are external and may need a broader community response.

Please consult **section 3**: How to adapt to the local context. This will help you understand how child safeguarding concerns will be managed at a local level and within your organisation.

<sup>1</sup> Detailed guidance on reporting and responding to child protection concerns can be found in the document 'Reporting and Responding to Child Protection Issues in your organisation.'

<sup>2</sup> From Plan International, Child Protection Policy, Appendix VI "What to Record and Report".

## **Step six: Knowing what to do if a child safeguarding concern is brought to your attention**

### **When a child safeguarding concern is brought to your attention- ACT**

**A**ct on your concerns. If in doubt, SPEAK OUT!

**C**hild-Centred. The safeguarding of children is the most important consideration.

**T**ime counts. Ensure timely, effective, confidential and appropriate responses to child safeguarding issues.

From Plan International, Child Protection Policy, "Reporting and Responding to Child Protection issues in Plan".

1. Always make sure the child is safe. Address the immediate health and welfare needs of the child.
2. Report any concerns in accordance with applicable local office procedures. A report may be made to the relevant director (Country, Regional, National, IH) depending on the location of the abuse, or your line manager or designated Child Safeguarding Focal Point immediately (but within 24 hours maximum).
3. An allegation of child abuse is a serious issue. In following the child safeguarding policy and local procedures, it is essential that all parties maintain confidentiality. You should share information purely on a 'need to know' basis. In addition unless abuse has actually been proven, you must always refer to "alleged abuse".
4. Cooperate fully in any investigation of concerns and allegations.
5. All offices should have written procedures in place related to reporting and responding to child safeguarding issues. These should also be available in the local languages and staff should be familiar with them. Ask the Child Safeguarding Focal Point in your office for a copy of the local procedures.
6. If you are uncertain of what to do, you can speak to the Child Safeguarding Focal Point or your senior manager.

### **What will happen after you report a concern?**

Once you have reported your concern, it is the responsibility of senior management to decide on an appropriate response.

Your manager can help you to deal with distress or safety concerns arising from a child safeguarding incident. It is the responsibility of management to protect you from potential reprisals caused by reporting a child safeguarding concern.

### **Step seven: How to ensure that the right processes are in place.**

We need to ENSURE that all child safeguarding concerns within the organisation are reported through the management reporting line and responded to quickly and in a manner which safeguards the best interests of the child.

1. Have clear local reporting and responding procedures in place for use in the emergency. These procedures MUST be updated for each emergency. Pay particular attention to ensuring that there is clear guidance on confidentiality, the welfare and safety of all parties involved, external reporting and referral, and local resources responsible for dealing with child safeguarding. There should be clearly-defined roles and responsibilities for those raising or receiving complaints and a reporting process should be put in place for each geographic location (e.g. at each programme unit).

 **Toolkit 3, Tool 5.6** Example child safeguarding reporting procedures from Plan International .

2. Have the details of local inter-agency child protection/safeguarding working groups or any local provision that can be called upon in an instance of child abuse or exploitation. It will be crucial to ensure that a mapping of the services available is done to guarantee that children in need will be adequately and promptly referred.

 **Tool 5.7** Save the Children on Local Safeguarding Procedures, Mapping Process and Mapping Template

 **Tool 5.8** Mapping tool from Plan International .

3. Reporting routes, procedures and contact details. The reporting process must be simple and effective with as few links as is practically possible in order to minimise the opportunity for breaks in communication and breaches of confidentiality.
4. A shorter version of the local procedures must be made available to all staff, partners, children and communities, in a format they can understand, and which includes in summary form: reporting routes, procedures and contact details; copies of relevant information and documents; and a simple flow chart setting out procedures.

5. Where internal child safeguarding concerns are investigated, particular attention should be paid to ensuring that local personnel responsible for investigating concerns are identified, confidentiality is maintained by all parties and that those involved in the investigation are regularly informed of the process.

 **Tool 5.9** Investigation planning tool for when staff members are suspected to have perpetrated child abuse.

6. Recommendations for improvements to child safeguarding practices should be an outcome of the investigation.
7. If a child is to be interviewed as part of an investigation, the interview should be conducted by a trained interviewer of the right gender, with an interpreter if needed and in an environment where the child feels reasonably safe to talk.

 **Tool 5.10** What to do if someone tells you they have been abused

Frequently, abuses are not being reported and you will therefore need to be attentive to the possible signs and indicators of abuse. The signs and indicators provided in the tool below are indicative as they may also be the result of other circumstances – however designated child safeguarding focal points may wish to approach the children concerned to better understand their situation.

 **Tool 5.11** Possible Signs and Indicators of Abuse

8. Suspected criminal offences should be reported to relevant local authorities in line with local reporting procedures and any interagency agreements. The office should maintain a good understanding of legal frameworks and requirements.
9. Immediate action should be taken, if necessary, to safeguard the child(ren) and the safety of the

victim/reporter/witnesses. The safety of the child(ren) is paramount.

10. There should be a process for formally recording, storing and disposing of reports on child safeguarding issues.

 **Tool 5.12** Child safeguarding reporting procedure form

11. Children and communities you work with should be involved in the development of a complaints mechanism (where and how they can raise concerns against the organisation's staff, associates and/or visitors) which is user-friendly for them and widely publicised.

 **Tool 5.14** How to set up a complaints mechanism

12. When a new relationship (e.g. sponsorship, grant) is made between a national office and country office, the Directors of the country and national offices should ensure their respective child safeguarding procedures on reporting complement one another. Any inconsistencies should be identified, resolved and confirmed in writing.
13. Complaints and reporting processes should be regularly reviewed and updated to take into account any significant changes.

 **Tool 5.13** Model complaints referral form (sexual exploitation and abuse).

Additional resource material, including model Reporting Protocols, can be found on the HAP website [www.hapinternational.org](http://www.hapinternational.org) under the Building Safer Organisations project.

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](http://www.iwf.org.uk) and Virtual Global Taskforce [www.virtualglobaltaskforce.com](http://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.

**It is vitally important to ensure that the treatment of any suspected cases is dealt with confidentially and professionally. Staff and communities need to be able to trust in the procedures and any leak might risk discrediting the process.**

## 6. How to ensure the safe selection and recruitment of staff

Organisations should introduce a strict system of checks when recruiting new staff and before they start work. Many organisations have good recruitment procedures that:

1. Match candidates to a list of clear criteria for a job e.g. what qualifications and experience they need etc,
2. Try to find candidates whose values and attitudes are the same as the organisations.

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 or her with locally, in the host country.

### Safer recruitment

Below, you will find a list of recommended safe recruitment practices. When recruiting new staff, you should follow each point below as far as you can, within the constraints of the context you are working in.

#### Recruitment table

 **Exercise 6.1** Recruitment Survey and Staff Recruitment Table

#### 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, think about child protection issues and risk in that role:
  - 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 contract staff or 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. Ask for consent to check past convictions and pending disciplinary proceedings in your application forms.
6. Ask for documentation to confirm identity and proof of relevant qualifications.
7. Make sure you have a well-planned interview process, and that 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?  
See  **Tool 6.2** Questions for recruitment, which provides examples of questions to ask during the recruitment process .
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.

☞ **Toolkit 3** has lots of useful resources to support your safe selection and recruitment:

- ☞ **Toolkit 3, Tool 6.3** Police check form
- ☞ **Toolkit 3, Tool 6.4** Guidance on how to request a police check.
- ☞ **Toolkit 3, Tool 6.5** Sample child protection character reference from CSC, a way of asking people who know a prospective employee to comment on their suitability to work with or have access to children.
- ☞ **Toolkit 3, Tool 6.6** Sample child protection declaration form (a way of asking prospective employees to self declare that they have not been investigated for child protection abuses).

12. Consider the use of probationary periods of employment to ensure suitability once in post.

☞ **Exercise 6.7** Checklist for recruitment and selection.

**Further relevant resources include:**

☞ **Toolkit 3, Tool 6.8** A tool developed by Save the Children for safeguarding children via a careful recruitment and selection process. For each measure identified, guidance on how to ensure their implementation is provided.

☞ **Toolkit 3, Tool 6.9** Human Resource processes developed and adopted by World Vision International, ensuring that attention is paid to safeguarding children. Specific measures for the recruitment during emergencies have also been identified.

☞ **Toolkit 3, Tools 6.10 & 6.11** Codes of conduct have also been shared by other organisations (Terre des Hommes, Tearfund).

☞ **Tool 6.12** A compliance check list will help you evaluate your readiness to implement the standard. Thanks to this tool you will be able to see whether or not you have the appropriate checks and procedures are in place to screen out anyone who may be unsuitable to work with children.

## 7. How to ensure the appropriate division of responsibilities

The following guidance will help you divide responsibilities amongst the team within your organisation. You will need to adapt the advice to the particular structure of your organisation.

### 1. RESPONSIBILITIES OF MANAGERS

Managers are responsible for ensuring that the child safeguarding policy is well implemented. Here is a list of the responsibilities of managers at all level in the organisation (HQ, Regional, Country level) and the actions that they should take.<sup>3</sup>

Responsibility	Action
All Country, Departmental, Regional and National Directors and Senior Managers	1. Must ensure that all new employees receive a copy of the child safeguarding policy, prior to or at the time of issuing an employment contract. They must read, sign and return a copy of the policy to show that they are aware of and agree to act in accordance with the policy. The signed copy must be placed in their personnel file.
All Country, Departmental, Regional and National Directors and Senior Managers	2. Must ensure that all staff receive child safeguarding training which is relevant and appropriate to their engagement with your organisation.
Boards and all Country, Departmental, Regional and National Directors and Senior Managers	3. Must ensure that all associates in their area of responsibility are informed of and have signed up to the child safeguarding policy and applicable local procedures while working for your organisation.
All Country, Regional and National Directors	4. Should ensure that each country office has in place local procedures to respond to incidents of child abuse that are consistent with the global child safeguarding policy. Local procedures should be developed with the assistance of local advisers in accordance with the local law. Any deviation from the global policy must have prior formal approval from the relevant Regional Director or National Director.  Local procedures should be made available in local languages.

<sup>3</sup> Adapted from From Plan-International, Child Protection, Say 'Yes!' To Keeping Children Safe Procedure Overview.

Managers	<p>5. Must ensure that all visitors in their area of responsibility, who are in contact with children through the organisation, are provided with and have signed and returned a copy of the child safeguarding policy. Visitors should be informed that they must comply with the policy in all contacts and communications with children during their visit.</p> <p>6. Must ensure that children and families with whom we work are aware of the child safeguarding policy and applicable local procedures, so that they know what behaviours they can expect from staff, associates and visitors and who to report any concerns to.</p> <p>7. Must ensure that safeguarding measures from the child safeguarding policy are fully implemented within their areas of responsibility.</p> <p>8. Must ensure that any breach of the child safeguarding policy is investigated in accordance with local procedures and the organisation's disciplinary procedures.</p> <p>9. Must be guided by the principle of 'the best interests of the child' when reporting or responding to child safeguarding incidents.</p> <p>10. Must ensure that those who have reported concerns are given appropriate care, support and protection in dealing with the distress, safety concerns and potential reprisals which may arise from the incident or from reporting such concerns.</p>
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In addition to the above responsibilities, managers have a responsibility to create an environment where child abuse and concerns are reported and responded to efficiently. This includes<sup>4</sup>:

- ensuring that the local context has been mapped out so that the global procedures are properly implemented locally. Ensuring that reports are made according to local laws and using the local child safeguarding systems and services.
- being aware that, should child safeguarding issues of a possible criminal nature arise, there will be a need to involve the national authorities as part of the response
- ensuring staff and associates trust the organisation to take reports seriously, and protect them from potential reprisal
- ensuring that all staff are inducted, appropriately trained and aware of their responsibilities under the child safeguarding reporting procedures
- ensuring that staff who have been allocated specific responsibilities under local child safeguarding reporting procedures receive appropriate training
- ensuring that systems are in place to report issues internally and externally so that possible abuse is properly investigated as soon as it is reported
- ensuring that reporting mechanisms are in place, are accessible, and address the needs of children
- ensuring that contact details for reporting possible incidents are displayed at all places of work
- ensuring that there is a system in place whereby staff who have reported issues are appropriately informed of actions to be taken in response to those issues

<sup>4</sup> Adapted from From Plan-International, Child Protection, Say 'Yes!' To Keeping Children Safe Procedure Overview.

- ensuring that there are effective mechanisms in place to review and feedback the lessons of each case so that local procedures for reporting and responding to incidents are subject to continuous monitoring and review
- building relationships with partner and other organisations, including national statutory agencies in order to develop or promote the development of inter-agency child safeguarding procedures, practices and response.

## **2. RESPONSIBILITIES OF CHILD SAFEGUARDING FOCAL POINTS<sup>5</sup>**

Child safeguarding focal points may have a range of responsibilities that could potentially be allocated to them, depending upon the staff member's position within the organisation and their other roles and responsibilities.

### **2.1 Purpose of child safeguarding focal points within a country programme**

- a) Receive and manage concerns and complaints at appropriate geographical/operational unit levels, in accordance with the child safeguarding policy and the procedures adopted by your organisation.
- b) Provide overall support to the wider implementation of policies and procedures to safeguard children.

**A survey conducted by Keeping Children Safe to better inform the development of this training package revealed that, unless there was a staff member within an organisation with clear safeguarding responsibilities, either the Child Safeguarding Policy was not in place or it was not satisfactorily implemented.**

### **2.2 Criteria for selection of Child Safeguarding Focal points**

Child safeguarding focal points should be appointed by the country director at project, local field area, regional area, office or country levels depending on size, scope and nature of the operation, and the assessment of how best to make the system effective.

There are a range of criteria that can be used in the selection process, but a general rule is that the focal point should be of sufficient seniority in the respective field or country office to give weight to the seriousness of a report that is received, to be able to direct the management of the report, and to direct, lead, or influence decisions regarding the implementation of any interventions. Criteria therefore might include, a staff member who:

- Has overall management responsibility for the field office in which he/she is stationed
- Has strong co-ordination and proactive leadership style and is able to bring about positive behaviour changes
- Has good skills and proactively identifies opportunities for networking with UN, national and international NGOs as well as government ministries and local authorities
- Ideally has general child safeguarding expertise or who has had exposure to child safeguarding initiatives, but at minimum has an interest in this area and shows willingness to develop his or her capacity

**It is vital that staff expected to interview children possess the appropriate expertise to do so.**

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<sup>5</sup> From Save the Children draft Child Safeguarding Policy.

## **2.3 Activities and responsibilities for all child safeguarding focal points**

Note – it is recognised that the designated child safeguarding focal point, who generally should be the most senior staff member within a field office, may not always have the required child safeguarding expertise to carry out some of the activities that are being suggested. It is therefore recommended that where necessary and possible, a staff member with specific child safeguarding expertise within each respective field office also be identified, for the purpose of providing technical support to the child safeguarding focal point.

### **1. In relation to receiving child safeguarding concerns and complaints**

- Attend all local strategy meetings / discussions held under these procedures.
- Make reports, as per local child safeguarding procedures (including completion of child safeguarding incident report forms).
- Discuss subsequent action required, to ensure the safety and welfare of individual children (in cases of internal abuse); and to the extent that is appropriate and practical, for cases of external abuse (as outlined in local procedures).
- Make appropriate referral to organisations that can provide emergency and ongoing support to child abuse cases.
- Monitor the progress of all cases, with the possible exception of those of internal abuse (where the need for confidentiality may require this task to be undertaken by the country director or designate).
- Attend or initiate regular e.g. monthly, review meetings with country director / national level child safeguarding focal point, to examine all open cases.

### **2. Provide overall support to the wider implementation of the child safeguarding policy**

- Ensure that all new recruits have had a thorough child safeguarding policy induction (i.e. half day or longer) prior to commencing any field work.
- Report / discuss any concerns (human resources department / country director) that may not be adequately taken into consideration by individual staff members or recruitment process in general.
- Facilitate regular opportunities to discuss concerns about practice within teams or with other colleagues to help develop a safe working environment and an open and supportive management culture.
- Work with programme managers / staff to ensure that programmes at operational sites are integrating child safeguarding into all activities so as to prevent (or address) situations where children may be put at risk of harm, abuse or exploitation because of the way the project / programme is designed or implemented.
- Work with programme managers to develop community-level complaints mechanisms that make it easy for beneficiaries to report their concerns. (Note - programme managers have the prime responsibility for this task, but focal points can co-ordinate and help facilitate the process)
- Arrange for ongoing capacity building of staff in general child safeguarding issues, through formal training, discussion of case studies, refresher sessions, etc.
- Work with programme managers to ensure that awareness is regularly raised amongst beneficiaries including children, about the child safeguarding policy, code of conduct, complaints mechanisms, etc

- Work with programme managers in their operational area to ensure that M&E activities are incorporating a specific child safeguarding component, for example monitoring for:
  - child safeguarding risks associated with the design and implementation of the project
  - beneficiary (especially children's) knowledge of the child safeguarding policy and mechanisms for raising concerns / complaints about staff or safeguarding risks
  - staff conduct with beneficiaries.
- Provide child safeguarding advice locally.

#### **2.4 National level child safeguarding focal point additional responsibilities**

##### **1. Receiving child safeguarding concerns and complaints**

- Maintain basic management and statistical information to give a local picture of the extent and nature of reported abuse and exploitation and liaise with the Director of Global Child Safeguarding at head office, on this.
- Initiate regular e.g. monthly, review meetings with country director and local level child safeguarding focal points, which examine all open cases.
- Monitor whether reporting procedures are followed.
- Identify training needs or disciplinary issues where reporting procedures are not being followed.
- Initiate and maintain strong links with external agencies in relation to specific reports of abuse
- Maintain an overall picture of reports and issues.
- Ensure that all staff, representatives and staff of partner agencies are made aware of the contact details of their respective focal points for receiving concerns / complaints.

##### **2. Providing overall support to the wider implementation of the child safeguarding policy**

- Undertake (or arrange for) periodic independent reviews of staff conduct with beneficiaries. This process must include getting direct feedback from children.
- Provide technical and co-ordinating support to the team of focal points to ensure standardised approaches are taken, lessons learned are documented and disseminated, and child safeguarding expertise is built.
- Provide child safeguarding advice locally.
- Work closely with the human resources department to ensure all representatives and new recruits are given appropriate and adequate child safeguarding policy induction prior to being sent to the field.

##### **2.5 Additional activities of the national child safeguarding focal point or country director**

- Liaise with external statutory and non-statutory organisations regarding child safeguarding matters and child abuse cases
- Identify and address training needs of staff in relation to keeping children safe.
- Lead the mapping process to identify and develop local child safeguarding procedures for reporting and responding to child abuse.
- Build and maintain relationships with partners and other organisations, including national statutory agencies, to promote the continuous development and monitoring of inter-agency child safeguarding practices.
- Support or lead the inter-agency collection and management of information about the reported occurrence of child abuse and exploitation.
- Make decisions or support the decision-making process in individual external reports of incidents, in line with local child safeguarding procedures.

- Train and support child safeguarding focal points and managers to undertake their child safeguarding responsibilities.
- Appoint child safeguarding focal points.
- Work with the human resources department to ensure that job descriptions clearly reflect the specific child safeguarding responsibilities of the post-holder, especially those in management positions and child safeguarding focal points.

For more guidance on the responsibilities of all staff in the organisation to ensure the appropriate implementation of the child safeguarding policy please consult  **Toolkit 3, Tool 7.1** Child safeguarding responsibilities for JDs

During emergencies, staffing changes rapidly - employees are given additional responsibilities or new staff are brought in locally or from abroad. It is therefore crucial to ensure that all staff are made aware of each other's responsibilities in the organisation to ensure the appropriate implementation of the safeguarding policy and its procedures. It is also crucial to ensure that regular updates are done every single time there is a staff change which impacts on the division of responsibility. This update will need to be dated and widely circulated.

For example:

- Print it and place it on the message board of the office as well as delivering it to concerned partners and communities.
- Send it to all by email

## 8. How to ensure that partners adhere to the policy

### 1. WHAT DO WE MEAN BY WORKING WITH PARTNERS?

Partnerships vary greatly but generally fall into the following broad categories:

Working with local communities and small organisations – e.g. 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', i.e. delivering programmes and projects and managing these on a daily basis

A hybrid category, i.e. working with a larger, established partner organisation (e.g. government ministry, UN agency, other NGO), normally described in terms of 'collaboration' and governed by formal written agreements.

Your organisation should include child safeguarding measures into the contract when creating a formal relationship with an implementing partner. A formal, written agreement should be developed explaining how, together, both agencies will ensure the safeguarding of children.

### 2. PARTNER ORGANISATION PROFILE<sup>6</sup>

When working in partnership with others, organisations have a responsibility to make sure that children are kept safe by the partner organisation as well.

When agreeing to work with partners to share / delegate part of the activities needing to be conducted – your organisation will remain entirely accountable for the overall performance of the project – whether implemented directly or via partners.

In that sense, you will need to review:

1. What systems of accountability (for example policies, procedures and guidelines) exist within the partner organisation for safeguarding children, including any code of conduct governing behaviour towards children

2. In addition to the safeguarding children systems of accountability, what other organisational measures designed to safeguard children do they use, including:

- Child safeguarding induction/training for staff and volunteers;
- Specific safe recruitment procedures to minimise the risk of employing someone unsuitable to work with children;
- Confidential reporting;
- Complaints mechanisms to allow staff and children to raise child safeguarding concerns

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. The Keeping Children Safe self-audit tool is useful for this. Please consult the self audit tool **section 1**.
- It is very important to make sure that you and your 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.
- Risk assessment – you may want to look at where potential risks exist in the partner agency and its work, possibly using risk analysis tools<sup>7</sup>;

<sup>6</sup> CAFOD – safeguarding children

<sup>7</sup> Keeping Children Safe toolkit [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk) .

- 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<sup>8</sup>.

See  **Keeping Children Safe: Training for Child Protection, Toolkit 3** The information and exercises in Keeping Children Safe: Training for Child Protection may help you create a common language when referring to child safeguarding measures. See Modules 2 and 3 for ideas on how to establish local understanding of abuse.

See  **Tool 8.1** Partnership agreement sample, you might like to use this as a basis for developing your own partnership working agreement .

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### 3. REQUIREMENTS WHEN WORKING WITH PARTNERS<sup>9</sup>

#### 3.1 WRITTEN AGREEMENTS

All written agreements between your organisation, its partners, alliances and/or agencies should reflect a strong commitment to safeguarding children. The policies and procedures adopted by your organisation should be reflected in all partnership agreements and a copy of your policy should be included as an addendum to the agreement. The written agreement should list minimum child safeguarding standards that the partner must comply with and an assessment of how these requirements will be met. All child safeguarding concerns must be reported to your organisation's child safeguarding focal point immediately and necessary steps undertaken to address these concerns and any potential long-term effects on the child concerned.

##### **General rule**

If partners do not have their own policy or their policy is inadequate then the terms of your organisation policy will apply until partners develop their own robust policy with your support.

Ensure also that risk assessments and risk management strategies for grant funded projects include child safeguarding implications and resources for improving child safeguarding practices.

Please see the parts on Risk assessment and risk management in **section 1**.

#### 3.2 VISITS TO PARTNERS

Any visitors to your organisation – intending to visit partners who may be working with children or communities where children are present should:

- Be aware and agree to abide by this policy, particularly the code of conduct
- Sign an acknowledgement of receipt of this policy
- Always be accompanied by a staff member, either from your organisation or the partner.

##### **General rule**

All representatives from your organisation should avoid actions or conduct which may constitute poor practice or potentially abusive behaviour, as described in the child safeguarding policy.

Please consult **section 9** on how to ensure the dissemination and understanding of the Child Safeguarding Measures adopted by your organisation.

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<sup>8</sup> See the Action Plan format in the section “How to ensure the implementation of the policy”.

<sup>9</sup> Inspired by Tear fund Child Protection Policy summary

## 9. How to ensure that the policy and relevant processes are disseminated and understood

The child safeguarding policy, the code of conduct and local procedures must be made widely available to all staff and stakeholders and their distribution supported in ways that mean that your organisation's approach is understood by everyone.

In order to assess the work that your organisation has already done in ensuring that the policy and relevant processes are disseminated, as well as to identify the gaps, please refer to the tool below.

Mark the boxes (C=compliant, N=noncompliant, Partial/planned) to identify implementation work already completed and gaps. Each requirement is accompanied by indicators describing what needs to be completed or put in place to achieve compliance. Criteria in shaded boxes represent minimum requirements and must be met in order for programmes to qualify as 'Child Safeguarding Policy compliant'.

	C	P	N
<b>Internal</b>			
1.1 Child Safeguarding Policy, Local Procedures, Safeguarding Statement disseminated to staff at all levels <ul style="list-style-type: none"><li>• Distribution process should be systematic. Check distribution process, confirm with staff and others.</li><li>• Ensure staff receive these three documents in a language they understand</li><li>• Consider using pictures etc if staff have low level of literacy</li></ul>			
1.2 Staff at all levels briefed / trained on Child Safeguarding Policy appropriate to their roles <ul style="list-style-type: none"><li>• A standard induction programme is developed</li><li>• All staff receive induction briefing at time of recruitment</li><li>• Key issues arising from training are documented for inclusion in future discussions / meetings</li><li>• System in place to ensure all staff receive full training within 3 months of induction / recruitment</li><li>• System in place to track and review induction and training sessions attended by individual staff</li><li>• Process in place to ensure ongoing training</li><li>• System in place to test awareness</li></ul>			
1.3 Commitment to Children document displayed in offices <ul style="list-style-type: none"><li>• Displayed in a prominent place in all main and sub-offices</li><li>• Statement translated into local language</li><li>• Poster-size copies developed and displayed in appropriate language(s)</li><li>• Statement of commitment visible</li></ul>			

<p>1.4 Local Child Safeguarding Policy materials developed e.g. local language version / summary / guidance</p> <ul style="list-style-type: none"> <li>• Child Safeguarding policy</li> <li>• Commitment to Children</li> <li>• Joint Safeguarding statement</li> <li>• Local Procedures developed in relevant language</li> </ul>	
<b>External</b>	
<p>1.5 Child Safeguarding Policy &amp; local materials disseminated to partners and other key actors</p> <ul style="list-style-type: none"> <li>• Develop list of partners and key actors who should receive</li> <li>• Disseminate condensed version in relevant language(s) accompanied by covering letter of explanation (which should indicate plans for subsequent training sessions)</li> </ul>	
<p>1.6 All partners fully briefed / trained / supported on Child Safeguarding Policy</p> <ul style="list-style-type: none"> <li>• Develop checklist of formal and informal partners who require briefing</li> <li>• Develop and implement work plan to carry out training</li> <li>• Develop system to track and document all training / briefing sessions</li> <li>• Identify support required beyond training / briefing (if any)</li> <li>• Develop plan to provide support to partners through dissemination and training on basis of Keeping Children Safe standards and materials</li> <li>• Implement and document</li> <li>• System in place to test awareness</li> </ul>	
<p>1.7 Child Safeguarding Policy publicised widely, including to children</p> <ul style="list-style-type: none"> <li>• Identify key groups of children and beneficiaries who need to be informed</li> <li>• Develop and implement plan for informing these groups</li> <li>• Hold separate information-sharing meetings with spouses, children of staff</li> <li>• Put system in place to track all sessions</li> <li>• Ongoing process is in place for newly identified groups</li> <li>• System in place to test awareness</li> </ul>	

## **MEASURES TO BE TAKEN AND GUIDANCE ON HOW TO IMPLEMENT THEM.<sup>1</sup>:**

The following are suggested measures for tackling the gaps that may have been identified.

Measure	How to implement
<b>Internal</b>	
1.1 All staff must receive: <ul style="list-style-type: none"> <li>• Child Safeguarding Policy</li> <li>• Local Procedures</li> <li>• Child Safeguarding Joint Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution process should be systematic. Check distribution process, confirm with staff and others.</li> <li>• Ensure staff receive these three documents in a language they understand</li> <li>• Consider using pictures etc if staff have low level of literacy</li> </ul>
1.2 Staff at all levels are briefed / trained on child safeguarding appropriate to their roles	<ul style="list-style-type: none"> <li>• A standard induction programme is developed</li> <li>• All staff receive induction briefing at time of recruitment</li> <li>• Key issues arising from training sessions and team meetings are documented for inclusion in future discussions / meetings</li> <li>• System in place to ensure all staff receive full training within 3 months of induction / recruitment</li> <li>• System in place to track and review induction and training / briefing sessions attended by individual staff</li> <li>• Process in place to ensure ongoing training. Check training records.</li> <li>• System in place to test awareness</li> </ul>
1.3 Commitment to Children document displayed in all offices	<ul style="list-style-type: none"> <li>• Displayed in a prominent place in all main and sub-offices</li> <li>• Statement translated into local language</li> <li>• Poster-size copies developed and displayed in appropriate language.</li> <li>• SOC visible</li> </ul>
1.4 Local child safeguarding materials developed & produced in local language e.g. guidance	<ul style="list-style-type: none"> <li>• Child Safeguarding policy</li> <li>• Commitment to Children</li> </ul>

<sup>1</sup> Taken from the draft Save the Children – Child Safeguarding Policy.

<b>External</b>	
1.5 Child Safeguarding materials disseminated to partners and other key actors (including Child Safeguarding Policy, Child Safeguarding Local Procedures and Child Safeguarding Joint Statement)	<ul style="list-style-type: none"> <li>• List of partners and key actors who should receive child safeguarding material developed.</li> <li>• Condensed version in relevant language(s) accompanied by covering letter of explanation (which should indicate plans for subsequent training sessions) disseminated.</li> </ul>
1.6 All partners fully briefed / trained / supported on Child Safeguarding Policy	<ul style="list-style-type: none"> <li>• Checklist of formal and informal partners who require briefing developed.</li> <li>• Work plan to carry out training developed and implemented</li> <li>• System to track and document all training / briefing sessions developed.</li> <li>• Support required beyond training / briefing (if any) identified and plan to provide support developed, documented and implemented.</li> <li>• Check process as above, review training notes, workshop reports etc, partners should demonstrate awareness of Child Safeguarding Policy and show evidence of own Child Safeguarding Policies</li> <li>• Dissemination of 'Keeping Children Safe' standards based training materials for partners e.g. through workshops</li> </ul>
1.7 Child Safeguarding Policy and Commitment to Children publicised widely, including to children. Beneficiaries, including children, are aware of their rights under the policy and the organisation's responsibilities to them.	<ul style="list-style-type: none"> <li>• Key groups of children and beneficiaries who need to be informed are identified.</li> <li>• Plan for informing these groups is developed and implemented.</li> <li>• System is in place to track all sessions.</li> <li>• Ongoing process is in place for newly identified groups.</li> <li>• System in place to test awareness</li> </ul>

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## EVALUATING THE TRAINING NEEDS IN YOUR ORGANISATION

Everyone in contact with children has a role to play in their safeguarding. 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.

You must identify training needs and develop a training strategy 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.

Please consult  **Exercise 9.1**, the identification of priority training needs grid.

Refer to  **Keeping Children Safe: Training for Child Protection (Tool 3)** – this 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 keep in mind that this tool does not focus on emergencies and that it may therefore require adaptation in some instances.



## 10. Mainstreaming child safeguarding measures across the organisation and its programmes

Referring back to the minimum standards in the “Standard 5: Child safeguarding measures developed are understood and adhered to by all sectors in the organisation”, we are now going to go through *key indicators* – signals that determine whether or not minimum requirement have been attained, and can be monitored to measure progress towards achieving the standards.

*Guidance notes* provide additional information to identify specific issues and suggest activities to implement the requirements.

### REQUIREMENT 1: AGENCIES PRIORITISE THE SAFETY AND DIGNITY OF DISASTER-AFFECTED POPULATIONS, PARTICULARLY CHILDREN.

#### Key Indicator

1. The safety and security of children is included in the initial rapid assessment and cover issues such as identification of threats of violence, any forms of coercion and denial of basic human rights.
2. Any immediate threats to safety and security are the first issues addressed by humanitarian programming and advocacy (see Guidance Note 1).
3. Any immediate threats to safety that are identified are communicated with urgency to the responsible government agency, relevant UN body, and/or other protection actors (see Guidance Note 2).
4. In displacement contexts, agencies report, and where possible respond to, any forcible return or movement of child refugees and/or IDPs to any place where their life, safety and/or liberty would be at risk.
5. No agency contributes in any way to increasing the threats to safety and dignity of children (see Guidance Note 3).
6. Agencies have a code of conduct applicable to all staff that has been translated into the local language and made available to the disaster-affected population. All staff have been trained in and agree to abide by the code of conduct. Additionally, all agencies that work directly or indirectly with children (people under the age of 18) have a written child safeguarding policy (see Guidance note 4).

#### Guidance Notes

1. These threats include the abuse, neglect, exploitation or violence perpetrated against children. If these threats exist agencies must prioritise prevention and improve safety as a basis for response. This may involve direct programming interventions, reporting or referral and collaboration with agencies that have specific expertise to address the threats.
2. All identified safeguarding threats should be communicated to the government as the duty-bearer unless there is reason to believe that the government may be involved either directly or indirectly in the protection threat, or that reporting may put individuals or communities at greater risk. UNICEF is normally the sub cluster lead for Child Protection however in certain circumstances INGOs might take the lead.
3. A ‘Do No Harm’ assessment should be completed to ensure that the planned projects do not expose the communities or individuals to secondary protection threats or have unintended consequences. For example when interviewing children the interview responses should not put that child at risk<sup>1</sup> or by further marginalise certain group<sup>2</sup>.

See the section in the introduction on *the legal framework and humanitarian principles*, which has more information on “do no harm” as well as in section two the parts on *Risk Assessments* and on

<sup>1</sup> For examples if a child is asked in front of his parents about the situation in his community or in his family, the answers may be a trigger for retaliation.

<sup>2</sup> For instance if food or NFI distribution take place and have not targeted child-headed households this places them in a greater vulnerability position and places them at higher risk of exploitation and abuse.

*Mainstreaming of Child Safeguarding measures into other programmatic areas* for more information on assessments aiming at identifying risk factors for children.

4. The child protection policy should be translated and distributed widely. All staff or other representatives are required to comply with the policy. The policy needs to cover child protection in all types of work undertaken: humanitarian programming, advocacy and work with partners. The policy should also clearly describe the agency's understanding and definitions of abuse.

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## REQUIREMENT 2: HUMANITARIAN RESPONSE PROJECTS ARE BASED ON A COMPREHENSIVE ANALYSIS OF THE CONTEXT.

### Key Indicators

1. The needs assessment is underpinned by analysis of the rights of those directly and indirectly affected, as defined by international law (see Guidance Note 1).
2. The demographic, cultural and religious context is understood and respected (see Guidance Note 2).
3. An analysis of context includes an examination of current protection risks and root causes of protection risks. Where possible programming and advocacy should target both.
4. The assessment analyses existing and potential threats to children using a structured safeguarding risk assessment of threats, vulnerabilities and capacities (see Guidance Note 3).
5. The assessment indicates the number of internally displaced and refugees children and their situation (see Guidance Note 4).
6. An actor map provides an overview of the key political and legal actors in the local and national context. This includes the significant administrative institutions and individuals with responsibility for safeguarding children (see Guidance Note 5).
7. Existing community protection capacities and strategies are identified (see Guidance Note 6).
8. Protection strategies and programmes by UN agencies and other NGOs have been researched and strategies are adopted that complement existing work (see Guidance Note 7).

### Guidance Notes

1. A review identifies relevant international and regional legal instruments which the country has ratified, as well as the relevant national legislation.

### See the section in the introduction on the legal framework and humanitarian principles.

Gathering information on community by-laws and/or codes of conduct that govern behaviour in communities is also important. An understanding of the legal context will be crucial in understanding what advocacy options are likely to be available and most effective.

2. The assessment and analysis of the context should take account total population, male/female ratio, number of children (absolute and percentage) and a breakdown of vulnerable groups (unaccompanied minors, injured, separated children, child-headed households, HIV-infected children, ethnic, religious or racial minorities).
3. An assessment must consider all aspects of the situation that may affect the health and safety of all vulnerable groups and in particular children. The assessment should include a list or table of risks (a 'risk matrix'), which should document gender, age and vulnerable groups and the risks associated with factors such as natural disasters, environmental hazards, land mines or unexploded ordnance, safety of buildings or other infrastructure, child protection and security threats, threats to mental and physical health, sexual and gender-based violence. It should also document children involved in exploitative labour, children living and working on the streets, children associated with fighting forces, children in detention and in institutions, children using drugs, alcohol and other substances

and pregnant children and child mothers.

4. Assessment of the situation of refugees and IDPs children should include their location, living conditions, relations with surrounding communities and access to basic services.
5. An actor map will help to identify who is responsible for safeguarding children, and which other influential stakeholders could be involved. The extent to which protection actors are sufficiently fulfilling their responsibility to protect and the potential role of influential stakeholders will affect agency protection strategies. If protection actors are unwilling to provide protection then your strategy may be one of advocacy through persuasion and mobilisation in partnership with other stakeholders. If the actors are willing but unable, the strategy may focus more on capacity building and support activities.
6. Protection programming should seek to support and strengthen positive community-led protection capacities and strategies wherever possible. A participatory technique is recommended to elicit this detailed type of information from the community.
7. Complementary programming. Normally UNICEF will lead the child protection sub-cluster except in the absence of UNICEF, or where UNICEF's capacity is insufficient, in which case an INGO might take the lead instead. It is important to establish contact with that agency early on in operations. Find out what other agencies are doing and make sure that planned protection integration in sector programmes will support and not undermine the work of other agencies. Investigate opportunities for joint agency assessments and response.

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### **REQUIREMENT 3: HUMANITARIAN ASSISTANCE AND SERVICES ARE PROVIDED EQUITABLY AND IMPARTIALLY, BASED ON THE VULNERABILITY AND NEEDS OF CHILDREN AFFECTED BY THE DISASTER.**

#### **Key Indicators**

1. Agencies consult representatives of all groups in the community (incl. children) during the assessment (see Guidance Note 1).
2. Delivery of aid is based on the needs identified in the assessment (see Guidance Note 2).
3. Targeting criteria are clearly defined and widely disseminated. Clear justification is provided to the disaster-affected population and where appropriate neighbouring communities, for any targeting of aid to a specific group.

#### **Guidance Notes**

1. Dignity may be unintentionally undermined and the needs of specific groups overlooked as a result of improper targeting criteria and mechanisms. To ensure disaster-affected populations are properly consulted and in agreement with the needs assessment and targeting decisions, the consultation process should include a representative group of women and men, boys and girls, parents, elderly, people with disabilities and people from vulnerable groups. If necessary specific groups may be consulted separately to ensure that their opinions are heard and taken into account. Child protection policies and standards must be adhered to when consulting children, for example in obtaining parental consent.
2. In certain circumstances aid agencies may be requested to provide aid to authorities or other stakeholders in order to access populations in need. Decisions regarding whether or not to provide this aid will be context-specific and should be taken in consultation with the disaster-affected population, other aid agencies and the UN. Any decision, particularly those that deviate from humanitarian principles, should not expose disaster affected populations to greater risks and must consider the sustainability of such action including impact on agency perception and practice.

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## **REQUIREMENT 4: DISASTER-AFFECTED COMMUNITIES (INCLUDING CHILDREN) ARE INTENTIONALLY ENGAGED AS INFORMED PARTNERS WHEN RESPONDING TO PROTECTION CONCERNs.**

### **Key Indicators**

1. Communities (including children) and key stakeholders are involved in assessing, prioritising and planning protection activities in sector programmes (see Guidance Note 1).
2. Communities (including children) and key stakeholders are involved in the design, implementation, monitoring and evaluation stages of protection activities (see Guidance Note 1).
3. Communities (including children) have access to a safe and confidential mechanism to file reports, complaints, queries or comments about programmes in the field and are given information about the process (see Guidance Note 2).
4. Mechanisms are designed to ensure that vulnerable groups include children (see Guidance Note 3).
5. Information on rights and responsibilities relevant to the agency programme are accessible and made available in a language or medium which reaches all economic, social, political, ethnic and language groups, including those who do not read or write (see Guidance Note 4).
6. Agencies take steps to make communities (including children) aware of potential threats and risks, including those posed by humanitarian workers, traffickers, child abusers and institutions.

### **Guidance Notes**

1. The community has valuable knowledge and insight into protection threats: what or who the threat is, and when or where they occur. Therefore disaster affected populations should be involved in the prioritising and planning of protection activities, as well as the implementation of the programme. It is critical that the process includes the most vulnerable (often the victims of protection threats) e.g. child-headed households, children with disabilities, children from minority groups in the community – although the approach used for their participation should consider issues of confidentiality and cultural norms. Key stakeholders may include religious institutions, national associations, and professional associations that have the capacity to contribute to addressing protection concerns.
2. Feedback mechanisms can be established in a number of ways. A strong monitoring system may include focus group discussions or semi-structured interviews with targeted and representative informants to obtain feedback and consider the necessity of individual and confidential mechanisms. Feedback mechanisms should include an appropriate complaints system. A complaints box may be located in the community where individuals or groups can anonymously post concerns or complaints, or where the community is largely illiterate a confidential complaints desk may be more appropriate. Whatever mechanism is established the following components are essential:
  - All members of the disaster affected population must be given information about how to complain and that it is their right to do so;
  - The complaints process must be accessible and fair;
  - Procedures for gathering, tracking and responding to the complaints must be clear and transparent;
  - People must be given a response to complaints and the organisation must learn from complaints and adapt programmes according to the complaints received;
  - Community members, including children, must understand mechanisms for reporting abuse by humanitarian aid workers or others in the community.
  - Please consult  **Exercises 5.1** and onwards in this guide to develop clear procedures which ensure that incidents and complaints are recorded, dealt with appropriately, referrals done and information stored safely – and there is also detailed guidance on how to set up a complaint mechanism.

- To allow vulnerable groups to participate you might need to change consultation locations or timings so that they are able to attend. In some circumstances, and if culturally appropriate, house visits may need to be made to ensure representation for individuals that lack mobility for cultural, security or physical reasons. It may also be necessary to find out the views of groups through one-to-one confidential discussion, so that they do not have to discuss their protection concerns in a public forum.
- 3. In societies with low literacy levels you might need to get your message across in other ways, such as film, drama and pictures. Often these forms of media are effective regardless of the literacy levels. Consideration should be given to people with hearing and sight impairment, and appropriate communication mediums provided e.g. audio messaging.

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## REQUIREMENT 5: AGENCIES RECOGNISE THE STATE AS THE PRIMARY ACTOR RESPONSIBLE FOR SAFEGUARDING CHILDREN

### Key Indicators

1. The capacity and willingness of the State to provide effective safeguarding to all children in its jurisdiction (children in conflict with the law, children from minority groups, etc) is assessed and relevant gaps are identified (see Guidance Note 1).
2. Agencies take opportunities to support the safeguarding role of the government through capacity building at all levels of government where appropriate.
3. Proposals and sector projects build strong linkages with relevant and appropriate government structures to address child safeguarding concerns.

### Guidance Notes

1. States are the primary actors responsible for the safeguard of children. If they are adequately providing this protection then little external support is required. If safeguarding measures are not being provided by the State it is important to assess why they are not being provided. If the State is unwilling to provide safeguarding measures then agency strategy may be one of advocacy through persuasion and mobilisation in partnership with other stakeholders. If the State is willing but unable to provide safeguarding measures, the strategy may focus more on capacity building and support activities such as training.

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## REQUIREMENT 6: THE RIGHTS, NEEDS AND CAPACITIES OF VULNERABLE CHILDREN ARE CONSIDERED IN ALL STAGES OF AN AGENCY RESPONSE

### Key Indicators

1. Agencies recognise that children may be more exposed to protection risks and may experience them differently. Agencies reflect this understanding in their programme design and implementation (see Guidance Note 1).
2. Agencies promote as far as possible the active participation of children in decision-making and representational committees (see Guidance Note 2).
3. Programmes are designed to ensure equal access to resources and information for all groups (see Guidance Note 3).
4. Agencies are aware of children that are vulnerable to sexual and gender-based violence and ensure that their programmes minimise risks for these groups (see Guidance Note 4).
5. Agencies design structural interventions to minimise protection risks for children (see Guidance Note 5).

### **Guidance Notes**

1. Agencies should not limit their understanding of vulnerability only to the listed groups, but should be aware that any children's group may be increasingly vulnerable as a result of displacement, material deprivation, religious, ethnic, political affiliation or family situation. Children may experience specific vulnerabilities as a result of their special requirements and evolving capacities to protect themselves. Particular issues during a disaster may include: malnutrition, abduction and recruitment into fighting forces, violence including sexual violence, and a lack of opportunity to participate in decision-making. Programme design and implementation should reflect these specific issues through documentation of children's rights, needs and capacities. Design adaptations to reduce vulnerability and support capacities should be clearly articulated in programme documentation and reflected in practice.
2. Community committees and leadership structures are often the main mechanisms for disaster-affected populations to provide input on issues regarding assessments, planning, distribution of relief items or food, monitoring and evaluations. It is critical that all vulnerable groups are proportionally represented on these committees, for example, if a community population is 80% girls and women then the community committees should be made up of 80% women and girls. However, even when vulnerable groups participate in committees and leadership structures, discriminatory attitudes often continue to marginalise their role. They may be provided with few opportunities to speak and their input may not be listened to or taken seriously. This must be monitored by agencies and appropriate interventions made if the role of vulnerable groups needs to be supported and enhanced.
3. Vulnerable groups may face physical, cultural and social barriers in accessing services and support that they are entitled to. Agencies need to identify these barriers and make efforts to diminish them. Agencies should also provide clear information to vulnerable groups regarding their right to assistance and how they can access it.
4. Sexual and gender-based violence (SGBV) includes physical, sexual, emotional and psychological violence and harmful traditional practices. Sexual violence includes battering, rape or attempted rape, sexual abuse, sexual exploitation, sexual harassment and intimidation, trafficking and forced prostitution and sexual violence as a weapon of war. Agency staff should seek to obtain information on: type(s) and extent of SGBV, high risk areas (locations where sexual violence occurs), factors in the situation that put women, children and people with disabilities at higher risk of harm and also particularly vulnerable individuals. If agency staff are not trained to safely and competently obtain this information from the population they should gather secondary information from mandated agencies.
5. The structural design of the camps can lead to discrimination in access, violence and SGBV. For example, when latrines and water points are located far from dwellings, women and girls are more vulnerable to assault and rape. Relevant considerations include proximity of facilities, security and lighting for water and sanitation facilities, and separation of male and female facilities.

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## **REQUIREMENT 7: AGENCIES HAVE POLICIES AND PROCEDURES TO GOVERN ADVOCACY RESPONSES TO SAFEGUARDING CONCERNs.**

### **Key Indicators**

1. Agency policy and procedures clearly identify when an agency will adopt an advocacy approach to respond to protection concerns (see Guidance Note 1).
2. Agencies that lack the skills and capacity to respond appropriately to safeguarding concerns take responsibility for sharing that information with skilled or mandated agencies/actors where informed consent has been obtained from the witness or victim/survivor (see Guidance Note 2).

3. You may be able to maximise the effectiveness of your advocacy work by working with other agencies concerned about the same protection issues. Explore the possibility of forming a consortium for advocacy work (see Guidance Note 3).
4. You must respect the confidentiality of your sources of information – both staff and community sources – and always work on the principle of informed consent regarding statements that are made for the purposes of advocacy.
5. The accuracy and credibility of information should be verified, ensuring advocacy is based on real violations and threats.
6. Agency staff identify opportunities for advocating on issues related to safe and equitable access to sector services and facilities.

#### **Guidance Notes**

1. Guidance should be provided regarding appropriate levels of advocacy and appropriate advocacy approaches in different circumstances. Advocacy can take place at different levels: local, regional, national and international. Different approaches can be adopted including: persuasion, mobilisation and denunciation.
2. Appropriate agencies or actors to share information with may include: mandated agencies (UNICEF/ ICRC); field and global level protection cluster; national human rights institutions; human rights groups; special rapporteurs; and other human rights bodies.
3. Agencies may be able to work together where they have common concerns and agreement on the level and approach of advocacy.

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## **REQUIREMENT 8: AGENCIES RESPOND APPROPRIATELY TO CHILD SAFEGUARDING INCIDENTS IN CONFORMITY WITH THEIR MANDATE AND RECOGNISED GOOD PRACTICE.**

#### **Key Indicators**

1. A policy and processes are in place to guide agency response to threats or abuses witnessed or heard about during work (see Guidance Note 1).
2. Agency staff have clear guidance on what to do when a child safeguarding incident or concern arises (see Guidance Note 2).
3. All agency staff have received information on the agency policy and processes and they are clear on the limits and capacities of the agency's ability to respond (see Guidance Note 3).
4. Agency staff know about, and access, the appropriate agency and service providers to refer cases to when the case falls outside the mandate and capacity of the agency (see Guidance Note 4).
5. The principle of 'Do No Harm' is central to all agency response to threats and abuses and recognises that action or inaction should not jeopardise the safety of survivors, witnesses or other individuals staff come into contact with (see Guidance Note 5).
6. Confidentiality of information is respected by all agencies that have access to sensitive information relevant to protection issues (see Guidance Note 6).
7. Steps are taken to find out the views of disaster-affected populations and vulnerable groups on policies and procedures and how they are working.

#### **Guidance Notes**

1. Response can focus on agency intervention or referral, or a combination of both. Processes may include representations to the authorities; referral to a specific protection or UN agency; assisting the individual in accessing information and services; and documenting and recording the incident.

Each agency will take a different approach to dealing with witnessed abuses in line with their mandate and policy which should be clearly based on a realistic assessment of their mandate and capacity.

2. The guidance should be available to everyone including children, parents, staff and consultants. All guidance is consistent with international standards and good practice in the protection of children. There should be a person identified in the organisation who has clearly defined responsibilities for child protection.
3. Agencies that do not have staff trained in monitoring human rights violations or established monitoring systems in place should clearly communicate that staff are not expected to be involved in systematic monitoring and reporting of violations of International Human Rights law and International Humanitarian Law and should therefore not conduct witness interviews, verification or independent reporting. However, it is essential agencies identify ways to alert appropriate agencies of threats and violations that they become aware of.
4. A clear referral system should be in place so the victim/survivor can access the most appropriate legal and medical help as soon as possible. This includes ensuring that any survivor or witness that chooses to report a violation has relevant information on the implications of reporting violations so they can disclose information with informed consent. This will require all agencies to have the contact details and referral mechanisms to the relevant government, UN, human rights and medical agencies in the area, and a clear understanding of what information needs to be communicated in what timeframe.
5. Where there is a conflict between the need to obtain information and the safety of any child, the safety of the child is the paramount consideration.
6. Any staff working with witnesses or survivors / victims of violations should assure them that any information they communicate will be treated as strictly confidential, and this commitment must be upheld. Information should only be passed on to other agencies or actors if informed consent is obtained. Special measures should be taken by any agency that stores confidential documentation to keep it safe. Use of coded language and passwords as well as keeping documents that identify a person separate from facts about those persons are important measures.

#### **Factors to consider per programmatic area.**

For more information on the factors to be identified when designing programmes please find a checklist ordered by programmatic area. Please note that this checklist is not exhaustive but simply provides a guide for you to build on.

See  **Exercise 10.1** Checklist for keeping children safe in different programme areas

# 11. How to monitor and evaluate child safeguarding measures

## 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 overall action plan to keep all children safe
- Ensure that your commitment to protect all children is reflected in the activities conducted in the field and identify the efforts that have been made to reach the most vulnerable children

## WAYS OF MONITORING

There are a number of different ways of ensuring the implementation of a policy. Some are formal, such as:

- The existing management processes within your organisation
- 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
- Audits
- Observations
- Lessons learned meetings

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

Please refer to  **Tool 4.2** Child Protection Policy Implementation Action Planner. This can also be used to plan your monitoring and evaluation activities.

Please refer to the  **Tool 4.3** Tools for Managers: How to ensure the implementation of the policy.

Please refer to the  **Tool 11.1** How to conduct an individual interview, How to conduct a focus group, How to hold a lessons-learned meeting

## HOW TO START USING INDICATORS

Your agency may have its own approach to indicators. If not, this introduction can help you start to develop indicators with people affected by an emergency.

Indicators are numbers or statements that help measure, simplify, and communicate changes and impact.

You will need both qualitative and quantitative indicators. For example, a quantitative indicator may tell you the number of children that have received information on the Child Safeguarding Measures - a

qualitative indicator can tell you how well children have understood the Child Safeguarding Measures.

**When thinking about indicators:**

- Find out if the project already has some indicators
- Don't develop too many new ones: use as few as possible
- Try to have a balance of quantitative and qualitative indicators
- Collect only the information you need most
- Check that a preferred indicator really will measure the change desired
- After using your indicators to track changes, analyse and use this information in decision-making

**Known indicators**

Refer to widely accepted standards in your area of concern e.g. child safeguarding. They create a 'common language' and enable comparison between projects. You could ask other organisations what indicators they use.

## KEY CONSIDERATIONS WHEN MONITORING AND EVALUATING

Assess how your current monitoring and evaluation activities take into account the following key considerations:

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		
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: <ul style="list-style-type: none"><li>• Birth–4 years old</li><li>• 5–7 years old</li><li>• 8–12 years old</li><li>• 13–15 years old</li><li>• 16–17 years old included.</li></ul>		
The M&E system considers how a programme enhances the protection you offer children and young people of all ages against: <ul style="list-style-type: none"><li>• Physical and mental harm and abuse</li><li>• Sexual abuse or manipulation</li><li>• Exploitation in employment</li><li>• Substance abuse</li><li>• Restriction of liberty</li></ul>		
The M&E system considers how a programme impacts upon the access of all children and young people to: <ul style="list-style-type: none"><li>• Good schools and education that meet their individual needs</li><li>• Good-quality, appropriate, accessible health care services</li><li>• Play, leisure and cultural facilities that meet their own expressed needs.</li></ul>		
The M&E system takes into account the impact of programmes on children not included in the programme (e.g. 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, think about how you can incorporate these considerations into your current monitoring and evaluation systems.**

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## HOW TO MONITOR THAT YOUR POLICY IS WELL IMPLEMENTED

- Identify gaps in your organisation's provision for children who are difficult to reach or socially excluded.
- Have an action plan ensuring that specific steps are taken to support these children in future.

In order to apply this standard to your own environment, it may be beneficial to go through the items mentioned here with a group of people from your organisation and any partner agency.

- When you refer to "all children" in your agency or programme, pro-actively try to identify the ones that may be overlooked and may be at risk of harm or abuse.

It is sometimes difficult to identify the children who may be overlooked as, by definition, they tend to be less visible. Try to think out of the box:

**Have working children (domestic servants, in industries, etc) been included? What about minors in detention? Children in health facilities? What about street children or child-headed household? Children with disabilities? Children in remote villages?**

- Once you have identified groups of children that may be overlooked try to answer the following: What age group are they in? Where do they live? How do they communicate? Who looks after them? How mobile are they? 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.

- Try to identify for each group what are the current risk to their safety and what their safeguarding needs may be
- Identify who you consider to be the stakeholders in that child's future – is it a parent or carer, a volunteer, a religious leader, health worker, local authorities? Which organisation has a role to play in his or her future? Which partners are involved?

Fill in the gap in between the groups of children identified and the stakeholder by identifying what services are already in place to provide them with a safe environment. This may be difficult to identify – in which case it also gives 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.

## What to monitor

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### RISK ASSESSMENT AND DEVELOPMENT OF CSP

1. The organisation has a child safeguarding policy.
2. The policy is adapted to emergencies and to the local context(s).
3. The policy is written in a clear and easily understandable way.
4. The policy is publicised, promoted and distributed widely.
5. The policy is approved and signed by the relevant management body (e.g. Senior Management

Board, Executive, Committee).

6. All staff or other representatives<sup>1</sup> are required to comply with the policy –there are no exceptions.
7. The policy will need to be reviewed every time an emergency occurs to ensure that it is still well adapted to the situation you will be facing. The policy may also need to be reviewed if there are significant changes in your organisation or any legal changes affecting your policy. Otherwise, it is advised to review it approximately every three years.
8. The policy covers child safeguarding in the different types of work undertaken: emergency relief; working with partners; child sponsorship; advocacy, and so on.
9. The policy clearly describes the agency's understanding and definitions of abuse.
10. The policy is appropriately translated into local languages
11. Signed statements by staff, partners and other representatives<sup>2</sup> stating that they have read and understood the policy (specify which version of the policy was read and understood – to ensure that all staff have read and understood the most updated version of the policy)
12. Examples of ways the policy has been promoted, including to communities and to children
13. A copy of the policy signed by the management board or minutes of the meeting where the policy was signed by the management board
14. Written evidence of how abuse is dealt with in the organisation, and a timetable for review.
15. Advice is available on how to establish local understanding and definitions of abuse and child safeguarding.
16. Ensure that **everyone** is clear on the fact that a child is someone under the age of 18.
17. You have an updated map of legal, safeguarding / protection, community infrastructure and other services (incl. health, psychosocial) provided by other local authorities and humanitarian actors
18. You have an updated map of risk factors for children in your local context and considered the fact that it is affected by an emergency
19. Processes described are simple, straight-forward and easily usable during emergencies.
20. An updated map of the services available to address child safeguarding concerns.

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### IS POLICY PUT INTO PRACTICE?

1. There are clear child safeguarding procedures in place that provide step-by-step guidance on what action to take during the emergency if there are concerns about a child's safety or welfare.
2. The child safeguarding procedures are accessible<sup>3</sup> to everyone (including children, parents / carers and consultants) and are actively promoted. Consideration should be given to language, different ways of communicating and making sure that everyone can find the information easily.
3. The child safeguarding are consistent with international standards and good practice in child safeguarding. They should also take account of issues that arise as a result of different country contexts.
4. There is a person or person(s) with clearly defined responsibilities for child safeguarding, at each level of the agency.
5. There is a process for recording incidents, concerns and referrals and storing these securely, so that confidential information is locked away.
6. There is a process for dealing with complaints by parents / carers and by young people about

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<sup>1</sup> See a detailed list of the staff and other personnel that this covers in Toolkit 1, Standard 1, "This policy applies to whom?".

<sup>2</sup> See a detailed list of the staff and other personnel that this covers in Toolkit 1, Standard 1, "This policy applies to whom?".

<sup>3</sup> By accessible we mean available and presented in a manner which can be understood by them

unacceptable and/or abusive behaviour towards children, with clear timescales for resolving the complaint.

7. There is guidance on confidentiality and information-sharing which makes clear that the safeguarding of the child is the most important consideration.
8. Staff and associates know how to respond to a child who says they, or another child, are experiencing abuse
9. Staff and associates know how to respond to allegations against a member of staff, volunteer or another young person
10. A copy of the policy
11. Staff and associates know how to respond to concerns about a child's welfare where there are concerns but no specific allegation has been made
12. Updated contact details for local child safeguarding services are widely available
13. Definitions of abuse are available widely

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### **ARE PARTNERS ADHERING TO SAME STANDARDS?**

1. There is a process of engagement with partners on child safeguarding issues to ensure common agreements, mutual learning and development of good practice.
2. A written agreement provides minimum standards for an agency's work with and through partners.
3. The existence or development of a child safeguarding policy and procedures forms an essential part of partnership agreements.
4. Agencies consider capacity-building work or grants for the purpose of developing child safeguarding policies and procedures in partner agencies.
5. Where the partner does not have its own policy or where his policy is not up to standards – you need to ensure that your MOU with the partner makes mention of his obligation to adhere to *your* child safeguarding policy, make a copy of your policy available to the partner and explain it as necessary, and ensure that the partner concerned signs a statement to the effect that they have read, understood the policy and commit themselves to adhere to it. File this acceptance form in the partner's file.
  - Partnership agreements should reflect a commitment to child safeguarding and to putting safeguarding measures in place in line with these standards
  - Keep a copy of the partner's own child safeguarding policy
  - Acceptance form signed by the partner.

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### **THE APPROPRIATE DISSEMINATION OF THE CSP**

Monitoring and evaluation visit should show that children and communities know who the focal points are, where they can be found when they have a concern, and how to contact them<sup>4</sup>.

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<sup>4</sup> Ideally, these focal points should be different from the ones dealing with complaints from adults.

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## THE CORRECT UNDERSTANDING OF THE CSP

1. All members of staff, volunteers and other associates at all levels undertake this 4 hours training on Child Safeguarding in Emergencies when they join the agency and include an introduction to the organisation's child safeguarding policy and procedures.
2. Children are provided with advice and support on keeping themselves safe.
3. Staff members and volunteers with special responsibilities for keeping children safe have relevant training and regular opportunities to update their skills and knowledge.
4. Training is provided to those responsible for dealing with complaints and disciplinary procedures in relation to child abuse and inappropriate behaviour towards children.
5. Training and written guidance on safer recruitment practice is provided for those responsible for recruiting and selecting staff.
6. You regularly identify staff training needs and provide refreshers on the CSP
7. Managers place budget aside for training staff on child safeguarding
8. The organisation has an internal qualified person experienced in child safeguarding and can provide training and guidance
9. Where staff have specific child safeguarding responsibilities this is accurately reflected in their job profiles, reviewed and evaluated within the performance management process of your organisation against clear standards / key performance indicators. In particular, senior management is assessed on their ability to foster a working environment where employees feel able to raise their concerns on child safeguarding issues. Development needs identified through this process are addressed.
10. Children and communities we work with understand how to respond to child safeguarding concerns.
11. All CSM training, workshops and other information sharing events are evaluated to review whether the level of understanding and practice has improved and to monitor attitudes and perceptions. Evaluations inform future events.
12. Children are provided with information on where to go to seek help and advice in relation to abuse, harassment and bullying.
13. Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information on child safeguarding.
14. Contacts are established at a national and/or local level with the relevant child safeguarding / welfare agencies that can provide information, support and assistance to children and staff.
15. Arrangements are in place to provide support to individuals – both the people the agency works with and staff members, during – and after – an incident, complaint or allegation of abuse.
16. Staff able to provide advice and guidance have been identified and their names communicated
17. An effective working relationship has been established with local staff and other organisations that can offer support to children.

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## SAFE RECRUITMENT MEASURES ARE IN PLACE

1. All associates and visitors to the organisation are informed of, fully briefed on and (where relevant) sign up to, the Child Safeguarding Policy, Code of Conduct and applicable local procedures whilst engaged with the organisation<sup>5</sup>;

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<sup>5</sup> It is the responsibility of the engaging office to ensure that associates and visitors are informed of, briefed on and sign up to the child safeguarding policy. It is the responsibility of the receiving office to check that incoming associates and visitors have signed the policy and ensure that they are briefed on relevant local procedures and local norms.

2. There are clear policies and procedures on recruiting staff, volunteers (including community representatives), consultants and contractors and assessing their suitability to work with children. These policies and procedures include the following:
  - The standard statement of the organisation commitment to keeping children safe is included in all job advertisements, job profiles and pre- and post-interview documentation;
  - All jobs are assessed to identify the level of contact with children, or access to child data, and the level of prevention checks needed for the post-holder;
  - A range of appropriate selection measures and pre-employment checks<sup>6</sup> are carried out on all successful candidates or potential staff and associates (where relevant);
  - For roles involving direct contact with children and/or access to children's data these checks are completed before the person takes up the post. In addition where roles involve direct working with children, consideration is given to involving children in the recruitment process<sup>7</sup>.
3. All staff receive, read and sign a copy of the Child Safeguarding Policy and Code of Conduct prior to, or at the time of, signing an employment contract
4. Contracts for consultants, contractors, suppliers, vendors and corporate agreements include a clause on child safeguarding, non-disclosure and data protection plus the consequences of a breach.
5. Third parties having access to and/or managing children's sensitive data are assessed appropriately to ensure their credibility and ability to guarantee the security of data held, before being covered by a contract. .
6. Child safeguarding guidelines appropriate to the type of engagement form part of the contract (e.g. global media guidelines on the use of children's images).

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### **MAINSTREAMING OF CHILD SAFEGUARDING CONCERNS IS DONE THROUGH ALL PROJECTS.**

1. Agencies prioritise the safety and dignity of disaster-affected populations, particularly children
2. Humanitarian response programmes are based on a comprehensive analysis of the context which includes an analysis of the child safeguarding risks
3. Humanitarian assistance and services are provided equitably and impartially, based on the vulnerability and needs of children affected by disaster
4. Disaster-affected children and communities are pro-actively engaged as informed partners when responding to safeguarding concerns
5. Agencies recognise the State as the primary actor responsible to ensure the safeguarding of children
6. The rights, needs and capacities of vulnerable children and communities are reflected in all stages of agency response
7. Agencies respond appropriately to child safeguarding incidents according to their mandate and recognised good practice. An organisation MUST refer the case – in the best interest of the child – if their organisation lacks the mandate or expertise for dealing with such incidents.

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### **AN APPROPRIATE MONITORING AND EVALUATION SYSTEM IS IN PLACE**

1. For future monitoring purposes, there is a written plan showing:

<sup>6</sup> These may include: criminal records checks where available and disclosure of previous convictions; reference enquiry forms with specific reference to suitability for working with children; verification of identity; and questions at interview which are specifically designed to identify behaviour and attitudes that would be of concern.

<sup>7</sup> Children may not necessarily spot a potential risk however they could provide feedback on whether the individual will work well with them.

- what steps will be taken to keep children safe
  - who is responsible for implementing these measures
  - the selected indicators against which progress will be measured
  - when the tasks will be completed.
2. Regular monitoring and evaluation visits will be conducted in all projects sites (including those of partners organisations)
  3. The necessary human and financial resources for monitoring and evaluation efforts are made available.
  4. During emergencies, child safeguarding measures will need to be monitored and evaluated frequently, as the fast-changing situation will mean you need to make constant adjustments.
  5. Processes are in place to ask children and parents / carers about their views on policies and procedures for keeping children safe.
  6. All incidents, complaints and allegations of abuse and are recorded and monitored.
  7. Arrangements are in place to monitor compliance with child protection policies and procedures
  8. A summary is made of the number of incidents of abuse and the number of complaints;
  9. Monitoring and evaluation visits verify that the child safeguarding measures are known and understood by concerned partners and communities; records of these visits are kept
  10. Monitoring and evaluation visits verify that the procedures for reporting and responding to cases are updated and functional; records of these visits are kept
  11. Adjustments are made in light of monitoring and evaluation results; records are kept of steps taken
  12. A record is kept of all monitoring and evaluation visits, including who conducted them and what future visits are planned.

## **WHAT HAPPENS AFTER?**

Once you have identified the shortfalls in your implementation of child safeguarding measures, it will be crucial to plan actions to be taken to ensure that weaknesses will be immediately addressed.

### **Exercise 4.3 Action planning tool.**

**Monitoring and evaluation efforts MUST be conducted with the participation of partners as well as children and communities. Only they know whether or not your safeguarding measures have been well implemented and are adequate.**

Whilst you are developing the action plan, ensure that you have the full support and involvement of senior managers. They will need to assign specific responsibilities to appropriate staff members to ensure proper implementation of the policy.

# Tools & exercises

# Tools & exercises : Module 1, Risk Assessment

## Six Steps to Risk Assessment

### Definitions

**Risk factors:** To be considered when assessing the level of child safeguarding risk.

**Likelihood:** Used has a description of probability or frequency.

**Impact/Severity:** The consequences if a risk leads to an incident.

**Risk:** The likelihood of harm occurring from the risk factors, weighted according to the severity of impact if it did. The risk, once assessed, will be either, high, medium or low.

**Control measures:** These are actions that have already been taken or that could be taken to reduce risk to the lowest possible level.

A risk assessment should be carried out as soon as possible after addressing the immediate health and safety concerns of the child and any necessary reports made to local authorities where allegations suggest a crime may have been committed. As far as possible, the risk assessment should be undertaken prior to or at the time of responding to a CP incident and be signed off by senior management.

### Stage 1 – Identify who is at risk.

Consider who could be harmed:

- Child and/or other children in the family or community
- Adults in the family or wider community
- Staff
- Reporter of the CP incident
- Alleged perpetrator
- The organisation (country, region and/or global).
- Other

### Stage 2 – Identify the factors that might put them at risk.

Table 1, below, provides a list of some factors to consider when identifying what might put the parties identified in Stage 1 at risk. Please note that this list is not exhaustive and there may be many other factors that should also be taken into account.

Who	Risk factor
Child and/or other children in the family or community	Age, gender, social/cultural mores, religion, dislocation (if a refugee), poverty, disabilities, health, perpetrator access to child, police intervention, child safeguarding networks in country, security, type of CP issue,
Reporter of the CP incident	Age, gender, social/cultural mores, religion,
Adults in family	Gender social/cultural mores, financial stability, dislocation (if a refugee), family relationships, religion, dependence on organisation, disabilities, health,
Alleged perpetrator	Gender, social/cultural mores, sexual orientation, financial stability, police intervention, security
Community	Social values, poverty, dislocation, dependence, staff security
Organisation	Country located in, reputation in country, income, accountability mechanisms, procedures

### **Stage 3 – Identity how they are at risk.**

Using this list and any other relevant information available, identify the specific risks relating to this CP incident. It may help to identify the risks under the different people and/or parts of the organisation that have been identified in Stage 1. Table 2 Part A (next page) gives some examples of risks.

### **Stage 4 – Identify what is currently in place to reduce the risk.**

For each risk identified at Stage 3, identify what control measures are currently in place/or actions that have already been taken that may reduce that risk.

For example: current controls in place to reduce the risk of an alleged perpetrator gaining access to a child victim may consist of informing the police and ensuring that the child's family remain watchful over the child's movement .

Record these findings on the child safeguarding risk register.

### **Stage 5 – Calculate the level of risk?**

In order to calculate the level of risk it is necessary to consider two elements:

- a) The likelihood of the risk occurring: Three measures are used: certain or near certain to occur, reasonably likely to occur, unlikely or never to occur
- b) The severity/impact of the risk if it occurs: Three measures are used: high impact, medium impact or low impact

LIKELIHOOD	IMPACT / SEVERITY		
	Low	Medium	High
High : Certain / near certain	Medium Risk	High Risk	High Risk
Medium: Reasonably likely	Low Risk	Medium Risk	High Risk
Low: Unlikely / never	Low Risk	Low Risk	Medium Risk

Table 2 Part B, overleaf, provides guidance on the severity/impact of the risk listed. (Note this is not set in stone and it would very much depend on a case by case basis).

### **Stage 6 – Consider additional actions needed to reduce the level of risk.**

Once all the identified risks have been calculated, it is necessary to prioritise the risks and consider any additional actions that can be put in place to eliminate, isolate or mitigate the risks further.

Following on from the example in Stage 4, perpetrator access to the child may be further reduced by deciding to relocate the child and their family to an undisclosed safe location. Another example might be that the risk of a PR crisis in the country in which the CP incident has occurred may be calculated as high with no control measures in place. However if a media plan is developed including a media statement, key personal briefed, Q&A's etc. the likelihood of a PR crisis occurring may be calculated as medium.

The child safeguarding risk register should be used as tool to support the management of the CP incident action plan. All decisions and additional actions taken by management should be recorded and dated.

When any circumstances change or any further information is made available the risk assessment should be updated and the existing risks identified should be reviewed in light of this further information.

**Table 2 – Examples of risk and potential impact**

Part A	Part B	Low Impact	Medium Impact	High Impact
	Risk			
The risk that the alleged perpetrator/s has access to child victim(s).	<ul style="list-style-type: none"> <li>Alleged perpetrator has no access to child victim(s)</li> <li>High level of police intervention or investigation of criminal assaults against children within country.</li> </ul>	<ul style="list-style-type: none"> <li>Alleged perpetrator has supervised access to child victim(s)</li> <li>Some police intervention or investigation of criminal assaults against children within country.</li> </ul>	<ul style="list-style-type: none"> <li>Alleged perpetrator has access to child/ren (victim or otherwise)</li> <li>Low level of police intervention or investigation of criminal assault against children within country</li> </ul>	<ul style="list-style-type: none"> <li>Alleged perpetrator has access to child/ren (victim or otherwise)</li> <li>Low level of police intervention or investigation of criminal assault against children within country</li> </ul>
The risk that the abuse will continue to happen to the child.	Child/ren is no longer at risk of continued abuse.	The is low risk of continued abuse to child/ren;	Child/ren currently at risk of continued or further abuse.	Child/ren currently at risk of continued or further abuse.
The risk that there will be reprisals from child/ren/family/ community against child/ren/ family/ reporter/staff/alleged perpetrator	No reaction to the incident from the child/ren/ family/community	Some reaction to the incident from the child/ren/ family/ community	Severe reaction to the incident from the child/ren/ family/community	Severe reaction to the incident from the child/ren/ family/community
Damage is caused to the organisation's reputation/ income by some aspect of the case e.g.	<ul style="list-style-type: none"> <li>Perpetrator's affiliation to the organisation</li> <li>Ineffective case management</li> <li>Press coverage</li> </ul>	<ul style="list-style-type: none"> <li>Very little or no reputational/ income impact e.g.</li> <li>Perpetrator has no links with your organisation</li> <li>Very little or no press coverage at national level</li> </ul>	<ul style="list-style-type: none"> <li>Some reputational/ stakeholder/income impact e.g.</li> <li>Some press coverage at national level</li> </ul>	<ul style="list-style-type: none"> <li>Significant reputational/stakeholder/ income impact e.g.</li> <li>Perpetrator is staff/volunteer/contractor/ sponsor works in partner agency/ organisation associate/represents your organisation in some way/has links with your organisation</li> <li>Critical/significant press coverage at national level/ Any press coverage at international level.</li> </ul>

## **Identifying and assessing risks to individuals / groups / agencies impacted by child safeguarding issues**

Child Safeguarding Risk Register: CP Case no:

Date of risk assessment: / / .

## **EXERCISE 1.1 RISK ASSESSMENT AND MANAGEMENT FORM**

Risk Assessment	Risk Management		
	By When	By Whom	
Stage 1 : Who is at risk?	Stage 2: Factors which put them at risk	Stage 3: What are the risks	Stage 4: What are the control measures currently in place
Risk No.			
			Stage 5: Impact Analysis
			Risk Measure
			Likelihood
			Impact
			Stage 6: What are the agreed additional controls / actions to be put in place to mitigate the risk

Prepared By: \_\_\_\_\_ Print Name \_\_\_\_\_  
Management Sign off: \_\_\_\_\_ Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Note: the stages are explained in the preceding section. From *Plan International, Child Protection Policy*

# Tools & exercises : Module 2, Policy Development

## EXERCISE 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 are doing? Who might be able to help you or share expertise? Write a list of people you think should be part of the working group; it may include community members or partner organisations too.

Then organise your first meeting or teleconference.

## EXERCISE 2.2 DESIGNING A POLICY STATEMENT

With your working group:

- Explain the issues, what is needed and why – what are policy and procedures for; why they, and the standards, are 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, expertise and 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 & safety and complaints / disciplinary.

## EXERCISE 2.2B 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.

1. Present your prepared paper on what the policy should cover. Provide participants with the sample child protection policy statement.
2. Ask participants in smaller groups to draft an initial policy statement for your organisation. Remind them of the following:
  - 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).
  - Recognise the needs of all children to be protected including those who are disabled, minority ethnic / faith groups, and regardless of gender, sexuality, culture.
  - 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.

- Make clear the status of the document, for example, is it mandatory? Has the Board or Committee approved it?

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## TOOL 2.3 SAMPLE CHILD PROTECTION POLICY

(This sample policy should only be used as a guide. Each agency who comes into contact with children must develop their own policy to fit in with their organisation.)

The agency believes that all forms of abuse and exploitation suffered by children are unacceptable. The agency accepts that steps must be taken to protect families from those adults who might seek to gain trust and access to young children through the agency's work. The possibility of staff, donors or partners abusing children is one which the agency takes seriously and is committed to working to prevent.

Child protection is a corporate and an individual responsibility. All staff will be made familiar with the need for a child protection concern in all that we do. Associations with anyone found to be engaging in abusive and exploitative relationships with children will be broken.

### 1. Recruitment & training

1.1 All prospective employees, volunteers and board members will be informed of the agency's child protection policy. They will be asked to sign a declaration of criminal convictions as part of the application process.

1.2 All applicants will be subject to police checks.

1.3 For all applicants a reliable character reference will be obtained, and particular attention will be given to any area of concern relating to child protection. During the interview process applicants will be asked about previous work with children.

1.4 All applicants for overseas posts or work involving overseas travel will also be interviewed by a child protection officer as part of the selection process.

1.5 All staff, volunteers and board members will receive training about the agency's child protection policy. They will be given a copy of the policy and will be required to sign a declaration that they have received and understood it.

1.6 Individuals who are hired as independent contractors will be given a copy of the agency's child protection policy and required to sign a declaration that they have received and understood it.

1.7 Volunteers with the agency will be monitored by the Team Leaders to whom they are assigned to ensure that confidential information concerning children is not misused. Where there are concerns managers should inform the Director of Human Resources, who will investigate further.

1.8 Any member of staff, volunteer or board member travelling abroad for the first time, for whatever reason, will be interviewed by a child protection officer, to ensure his or her suitability for the trip.

1.9 Staff visiting the field for prolonged periods, including overseas contract staff, will be given briefing by a child protection officer on the incidence and indicators of child abuse.

### 2. Behaviour protocols

2.1 Behaviour protocols are rules of appropriate and proper behaviour, which are designed to protect children but are also intended to protect adults from false accusations of inappropriate behaviour or abuse. These protocols apply to employees, volunteers, board members, contractors, sponsors and any visitors to the agency's projects.

2.1.1 Agency personnel and visitors must not stay alone overnight with one or more children or minors, whether in staff accommodation, project premises or elsewhere.

2.1.2 Agency personnel and visitors should not hire minors as "house help" or provide shelter for minors in their homes. A minor is defined as a child under the age of 18 years.

2.1.3 Agency personnel and visitors must not fondle, hold, kiss, hug or touch minors in an inappropriate or culturally insensitive way. To avoid misunderstanding, it is recommended that a child be asked for permission before holding hands.

2.1.4 Where possible and practical, the “two-adult” rule, wherein two or more adults supervise all activities where minors or children are involved and are present at all times, should be followed. If this is not possible, Agency staff members are encouraged to look for alternatives such as being accompanied by community members on visits to children.

2.1.5 Agency personnel need to be aware that they may work with children who, because of the circumstances and abuses they have experienced, may use a relationship to obtain “special attention”. The adult is always considered responsible even if a child behaves seductively. Adults should avoid being placed in a compromising or vulnerable position.

2.1.6 Inappropriate behaviour towards children is grounds for discipline.

2.1.7 Agency personnel must be concerned about perception and appearance in their language, actions and relationships with minors and children.

### **3. Procedures for reporting suspected or actual abuse of children**

3.1 Should a member of agency staff receive any information about, or observe, actual or suspected abuse at a project site he or she must immediately inform the agencies director. Where appropriate the matter will be referred for further investigation.

3.2 Any member of staff who has knowledge or suspicion that a child is at risk must report this to the Director of Human Resources, who will determine what action to take.

### **4. Communications about children**

4.1 Communications about children should use pictures that are decent and respectful, not presenting them as victims. Children should be adequately clothed and poses that could be interpreted as sexually suggestive should be avoided. Language that implies a relationship of power should also be avoided. However, we also recognise there are times when children are in reality victims, for example, of famine. In such cases the child's dignity should still be preserved whilst presenting the reality.

4.2 Web sites and other promotional materials should not use photographic images of children without formal permission of the agency office responsible for the project and the parent(s)/guardian(s) of the child. This permission should be in writing.

4.3 Personal and physical information that could be used to identify the location of a child within a country should not be used on agency web sites or in any other form of communication about a child.

4.4 Individuals or organisations requesting the use of agency resources such as videos or photographs should be required to sign an agreement with the agency as to the proper use of such materials. The agreement will include a statement that any use of such materials for purposes other than what is agreed upon could subject the borrowing individual or organisation to legal action. Furthermore, failure to adhere to the agreed upon use of the material will result in the immediate termination of the agency's permission to use the subject materials and/or require immediate return of all materials provided by the agency as well as any copies of such materials.

### **5. Partner organisations**

5.1 Any agreement between the agency and partner organisations which provide services to children will require assurance that child protection policies and procedures are in place, acknowledging that lack of such policies can place children and the agency at risk.

## Tools & exercises : Module 3, Local Context

### EXERCISE 3.1 LOCAL PRACTICES THAT MAY CAUSE HARM

What kinds of behaviour are seen locally that cause harm to children?		
Who causes the harm?		
Are there any common practices, or traditions that could harm children?		
How does it affect children?		
Are there any laws that exist to protect children?		

## **EXERCISE 3.2 CHECKLIST FOR GATHERING LOCAL INFORMATION**

<b>Legal resources</b>	
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 (e.g. UN Convention on Rights of the Child).	
Brief analysis of implementation /enforcement of legislation as far as this is known	
<b>Criminal investigation / prosecution – police and judiciary</b>	
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.	
<b>Other agencies – health services, NGOs, interagency forums</b>	
Details of health and other services that may be accessed as part of victim response.	
Details of NGOs, 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.	
<b>Community</b>	
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, children's 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.	

### EXERCISE 3.3 SCENARIOS

1.	Children are seen during a visit to child care programme of partner agency to have swollen hands and marks on their bodies. The children looked as though they had been beaten. The director of the programme says that the bible says “spare the rod and spoil the child”.
2.	Children with learning difficulties are left to be cared for by the village, they are not given access to any sort of education or independent living skills.
3.	Disabled children are given up by parents at birth when very young to be cared for by state institutions, it is not expected that families should have to carry the ‘burden’ of caring for these children.
4.	When boys reach puberty they are circumcised.
5.	Girls in many regions continue to be circumcised (Female genital mutilation) even though the country law forbids it.
6.	If a young girl is raped then the traditional remedy for this is for her to marry the perpetrator.
7.	It is acceptable for a girl of 14 to be married if the male partner is working and able to provide for her.
8.	It is ok for children in this area to work as domestic servants instead of going to school; members of their family are dependant on them for food.
9.	Because of the extreme poverty in the region, girls as young as 12 are sent to the city from rural areas to earn money through prostitution.
10.	Children are taken to the village priest to remove evil spirits. Parents believe that this will stop bad behaviour. Women have been known to leave a baby or child to die if it is thought to possess evil spirits.

### EXERCISE 3.4 PRACTICE, BELIEF AND THE IMPACT ON THE CHILD

Look at the following table which shows some practices that affect children, and the underpinning belief that makes them possible.

Practice	Underpinning belief
Early marriage	Maturity determined by the development of physical features
Children as bread winners	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

Now look at the following table. Working with the other people in your group, try to complete the table, filling in the empty boxes. The last few rows have been left blank for you to complete with examples relevant to your country context.

Practice	Underpinning belief maintaining the practice	Impact on children
Corporal punishment		
Disabled children left unattended or given up at birth		
Adolescent boys circumcised		
Girls circumcised (FGM or cutting)		
Young female rape victim asked to marry the perpetrator		
Child marriage approved because male partner can provide for her		
Children sent to work rather than attending school		
Children living on the streets		

## Tools & exercises : Module 4, Implementation

### EXERCISE 4.1 CHILD SAFEGUARDING IMPLEMENTATION TOOL FOR MANAGERS

(Self-audit checklist adapted from Save the Children UK)

Tick the boxes – Yes, No or Partial/Planned – to identify stage of completion for each area of implementation. Each implementation requirement is accompanied by a set of criteria that describe the detailed activities contributing to compliance.

#### 1. Dissemination and awareness raising

The child safeguarding policy (CSP) is made widely available to all stakeholders and its distribution is supported, so that can be understood by everyone.

Internal	Yes	Partial	No
<p><b>1.1 CSP disseminated to staff at all levels.</b></p> <p>Ensure all staff receive at least a condensed version of the CSP in a language they understand.</p> <p>Designated member/s of staff has responsibility for distribution.</p> <p>Supporting documents and materials that explain the CSP to staff are developed, and in local language/s as necessary.</p>			
<p><b>1.2 Staff at all levels briefed/trained on CSP appropriate to their roles.</b></p> <p>A standard induction programme is developed.</p> <p>All staff receive initial induction briefing at time of recruitment.</p> <p>System in place to ensure all staff receive follow up CSP training within three months of induction / recruitment.</p> <p>Key issues arising from training are documented for inclusion in future discussions / meetings.</p> <p>Training records are kept to track which staff have attended induction and training sessions and to help review their outcomes.</p> <p>Ongoing CSP-related training is scheduled as appropriate.</p>			

External			
<p><b>1.3 CSP and local materials disseminated to all partners and other key actors.</b></p> <p>Develop list of partners / key actors who should receive CSP etc.</p> <p>Disseminate condensed version in relevant language(s) accompanied by covering letter of explanation which should indicate plans for subsequent activity as appropriate.</p>			
<p><b>1.4 Reach agreements with those partners you decide must implement CSP on how they will meet the requirements .</b></p> <p>Develop checklist of formal and informal partners who require briefing.</p> <p>Meetings held with partners to brief and develop action plans.</p> <p>Develop and implement work plan to carry out training and support.</p> <p>Develop a system to monitor, and document, the implementation of action plans (eg, through checklists, progress meetings).</p>			
<p><b>1.5 CSP publicised widely, incl. to children you are working or in contact with.</b></p> <p>Identify key groups of children and others who need to be informed, eg, other beneficiaries; spouses and children of staff.</p> <p>Develop and implement a plan for informing these groups.</p> <p>Put in place an ongoing process for newly identified groups and refresher sessions.</p>			

## **2. Developing local procedures**

The CSP is discussed and developed by staff and other relevant stakeholders so that it takes account of and can be operated within the local context. Clear local guidance is also developed that explains how the CSP will apply and especially how child safeguarding issues and incidents will be notified and responded to, both internally and externally.

Developing local procedures	Yes	Partial	No
<b>2.1 Discuss CSP and adapt it to fit the local context.</b>  Meet with staff to identify elements that need to be adapted and how best to put the policy in operation. Focus on statement of commitment, code of conduct, local reporting process.			
<b>2.2 Develop local guidance on CSP and reporting.</b>  Develop practical guidelines to help staff in the reporting process eg, what to report and to whom, step-by-step guide of what will happen, information about the capacity of local support mechanisms, principles of confidentiality, what to do with anonymous reporting.  Develop guidance on external reporting where there are possible criminal breaches.			
<b>2.3 Publicise the reporting process to all staff and others.</b>  Develop a reporting process for both internal and external reporting, document, distribute and post it in relevant language(s).  Make sure the reporting process is discussed and addressed in induction, training, etc.			
<b>2.4 Assign clear roles and responsibilities for those raising and receiving reports.</b>  Document roles and responsibilities in the relevant language(s), for internal and external reporting.  Put a system in place to monitor understanding by staff and others, including children.			
<b>2.5 Map local resources able to provide advice or assistance with safeguarding incidents (agencies/community/individuals etc.) together with contact information.</b>  Identify individuals, agencies or local groups with expertise (legal, social, religious, etc) who can provide help/guidance to the process.  Compile a list of specific contacts - ensure names, addresses, phone numbers are available for easy access by staff.			

### **3. Building keeping children safe into management systems**

Standard: The CSP is incorporated into all existing and new systems and processes and is reflected in relevant documentation associated with these. The way you recruit and select staff and others should reflect your commitment to child safeguarding by ensuring checks and procedures are in place to screen out anyone who may be unsuitable to work with children.

CSP is integrated into:	Yes	Partial	No
<b>3.1 Recruitment and selection processes.</b>  Job adverts carry statement about child safeguarding. Applicants receive CSP summary.  Interview questions should be developed to determine attitudes, perceptions, behaviours of candidate about children / child safeguarding issues (should be general but also specific to the position).  Reference checks should include questions about candidate's previous professional or personal conduct around children (and any concerns).  Police background checks are carried out wherever possible.			
<b>3.2 Staff development systems – induction, supervision, appraisal etc.</b>  The standard induction process should include CSP briefing.  One-to-one meetings are used to discuss CSP issues and develop knowledge/skills.  Performance appraisal systems include reference to CSP (training needs, conduct, etc).			
<b>3.3 JDs, TOR, contracts, partnership/grant agreements etc.</b>  CSP is reflected in all of the above.			
<b>3.4 Disciplinary procedures.</b>  Make specific reference to breaches of CSP.			
<b>3.5 Management culture – open, responsive, supportive of CSP.</b>  Managers assess the local management culture and ensure an environment exists in which the CSP can be operated effectively.			
<b>3.6 Monitoring mechanisms.</b>  System in place for regular review of CSP implementation.  System in place for regular review of staff understanding of CSP and associated local materials / guidance.  Systems in place for external review of staff conduct with beneficiaries including children.  Regular programme visits and meetings with beneficiaries / partners include exploring CSP-related issues (staff conduct, etc).			

## TOOL 4.2 CHILD SAFEGUARDING POLICY IMPLEMENTATION ACTION PLANNER

Name of country programme, etc: \_\_\_\_\_

Implementation area	Priority activities	By whom	By when	Support / resource needs
Risk assessment				
Child Safeguarding policy development				
Procedures to be developed				
Complaint mechanism to be established				
Additional comments				

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

### TOOL 4.3 ACTION PLANNING TOOL

Unmet need for protection	Proposed action	By whom	By when (date)	Resources	Possible barriers	Overcome by	Progress Review

# Tools & exercises : Module 5, Developing Procedures

## EXERCISE 5.1 RESPONDING TO A CHILD SAFEGUARDING CONCERN

### Aim

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

### Activity

With the whole group or in pairs if the group is large, use one or more of the following scenarios.

#### 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 or 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. 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.

#### Note

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

1. Discuss the scenarios 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 which will be helpful in developing your own agency child protection procedures.

Please read on to see the other tools and exercises in this section on how to develop clear procedures to ensure that incidents and complaints are recorded, dealt with appropriately, referrals done and information stored safely.

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## **EXERCISE 5.2 STEPS TO CONSIDER**

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?	

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## **TOOL 5.3 WHAT TO RECORD AND REPORT**

*from Plan International*

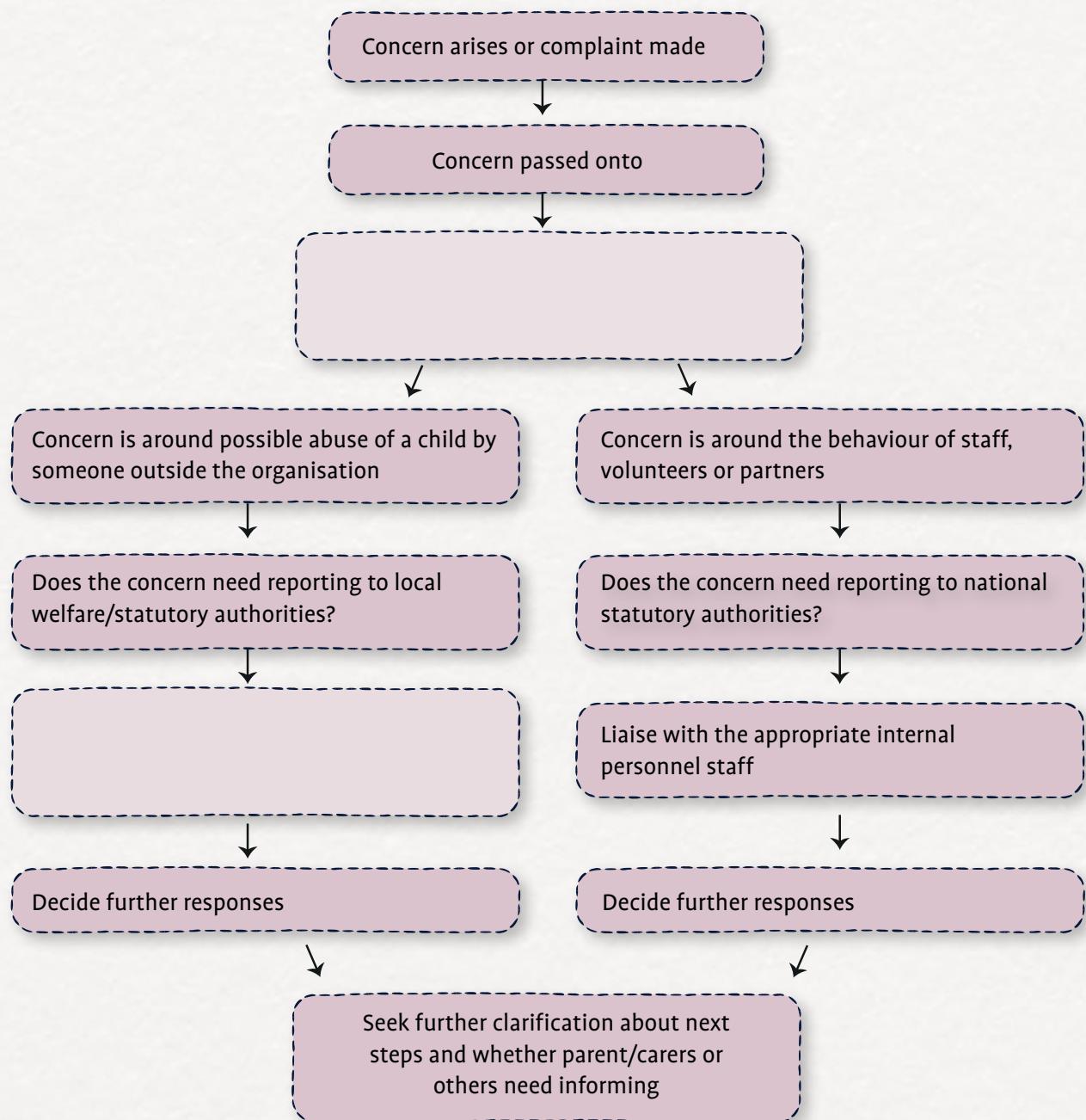
The following scenarios and guidance aim to clarify what situations need to be recorded and reported in line with your organisation's child safeguarding procedures. These scenarios are only illustrations and there are many more situations that may arise where judgements need to be made on recording and reporting.

Nature of concern	Recording/reporting action
A minor incident is witnessed or reported to a staff member – e.g. a teacher is seen delivering a mild slap to a child's leg, a father is reported to have shouted harshly at his son in a village	This is a minor incident / low level abuse and the alleged perpetrator is outside the scope of the Child Safeguarding Policy (CSP). Therefore no formal reporting required under the CSP, unless in-country / local legislation considers this behaviour to be abusive. Note: The office may decide to record such incidents for its own monitoring purpose as such incidents may in time give rise to patterns of behaviour that may require some form of intervention, either with an individual or as part of a programme / advocacy response to an identified protection issue that appears to be prevalent. If this is the case then this decision should be detailed in the local reporting and responding procedures.

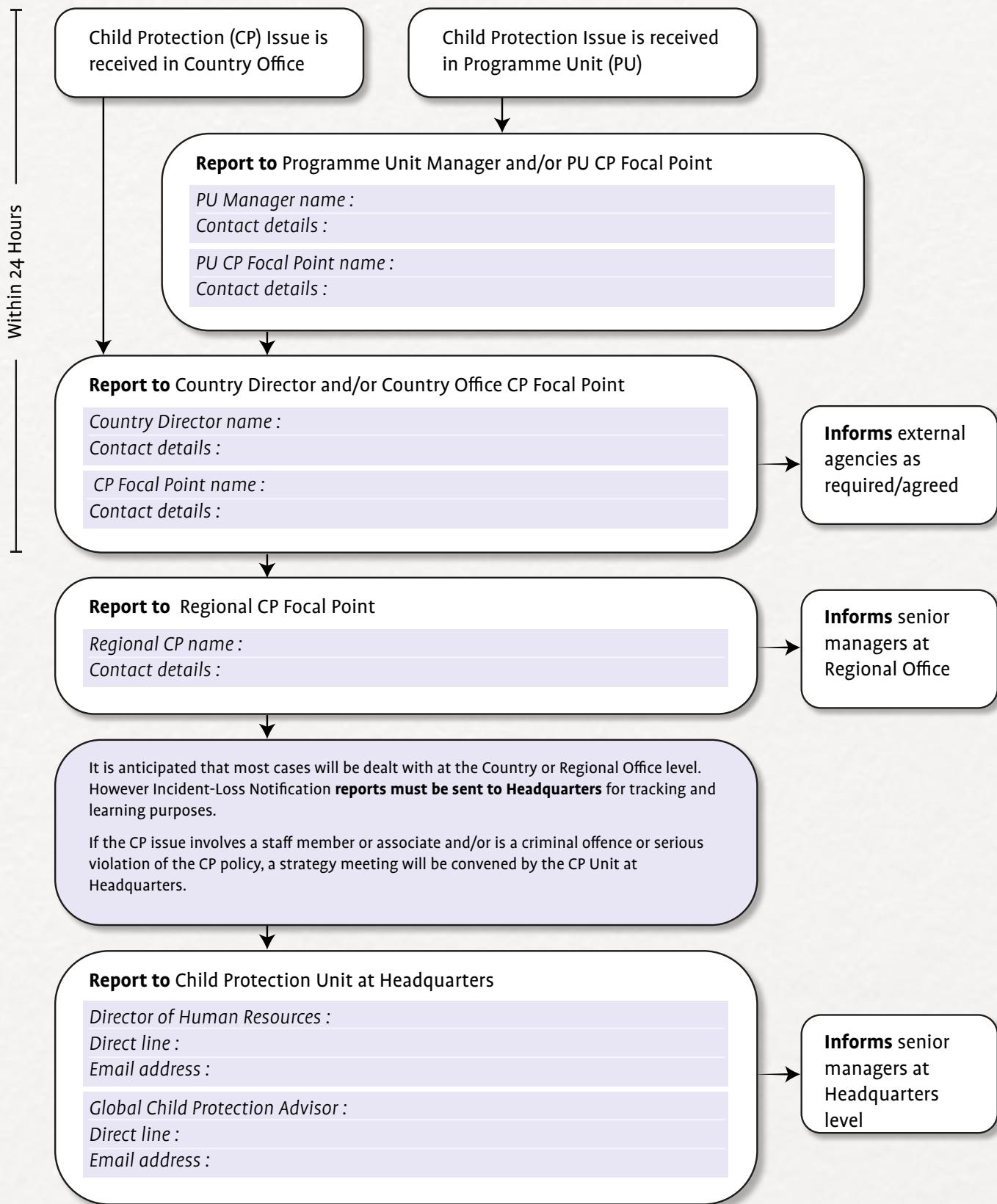
<p>A serious incident is witnessed by a staff member – e.g. a teacher in a school with no association to your organisation hits a child in his class resulting in the child receiving a broken arm</p>	<p>The alleged perpetrator is outside the scope of the CSP, but the scenario here represents a serious physical assault and quite probably a criminal matter.</p> <p>Therefore reporting under the CSP is required:</p> <p>This incident should be reported to the police and within the local office in line with local procedures.</p> <p>The incident should be recorded using the Incident / Loss Notification Form and a notification made to the Regional Office (RO) and International Headquarters (IH).</p> <p>Annual data on cases dealt with is collected by IH.</p>
<p>A serious incident external to your organisation (i.e. the alleged perpetrator and victim have no formal relationship with your organisation) is reported to a staff member of your organisation. The staff member is therefore aware of a case of serious physical or sexual abuse in the community and ensures that this is reported to the local statutory agencies responsible for dealing with child protection cases. Your organisation may be active in making or supporting this referral.</p>	<p>The alleged perpetrator is outside the scope of the CSP but the scenario is a serious abuse / crime which has been reported to staff. We need to ensure and track that we have correctly referred the matter on, be aware of and monitor any other level of involvement</p> <p>Therefore reporting under the CSP is required:</p> <p>This incident and referral / support action taken should be reported within the local office in line with local procedures.</p> <p>The incident should be recorded using the Incident / Loss Notification Form and a notification made to the RO and IH.</p> <p>Details on your organisation's involvement, support / advice given should be recorded.</p> <p>Annual data on cases dealt with is collected by IH.</p>
<p>Any incident / concern, serious or minor, reported / witnessed / suspected / rumoured / alleged against a staff from your organisation, associate, visitor.</p>	<p>Alleged perpetrator falls within the scope of the CSP. All incidents whether minor / serious should be reported under the CSP:</p> <p>Incidents should be reported in line with the local office in line with local procedures.</p> <p>The incident should be recorded using the Incident/ Loss Notification Form and a notification made to the RO and IH.</p> <p>Annual data on cases dealt with is collected by IH.</p>

## EXERCISE 5.4 CHILD PROTECTION REPORTING PROCEDURE (BLANK SAMPLE)

Use the chart to fill out the gaps and decide on your organisation's process. The procedure for responding to reports of concern is as follows:



## EXERCISE 5.5 – LOCAL REPORTING PROCESS – FIELD OFFICE EXAMPLE



**NOTE:** If a staff member in the reporting route is unavailable or a step in the reporting route is compromised, the report must be made further up the line or can be made directly to the Child Protection Unit at Headquarters.

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## **TOOL 5.7 LOCAL SAFEGUARDING PROCEDURES, MAPPING PROCESS AND MAPPING TEMPLATE**

from *Save the Children*

### **Introduction**

**1.1** The effective implementation of our global child safeguarding policy requires procedures which are specific to local or country contexts. Whilst there are common principles and values that apply in cases of sexual exploitation and abuse, many practical aspects are very much context-specific. If our staff, and others, are to make an appropriate and effective response, it is essential that all local procedures are developed and maintained and that these are based upon up-to-date and relevant information on the child safeguarding or child protection environment / infrastructure as it exists locally. This information should be gathered, understood, and developed into local procedures which are made available to all staff.

**1.2** Country programmes and others are therefore required to develop local procedures which :

- Can be used to raise awareness of child safeguarding amongst our staff, partner agencies, other agencies and communities
- Map existing local systems and resources by:
  - a) identifying any local infrastructure for investigating, (including criminal investigation, ) and resources for dealing with and responding to child abuse concerns and allegations, including any inter-agency forums
  - b) Identifying appropriate circumstances and routes for reporting cases to national authorities such as the police or social welfare or child protection agencies.
- Identify specific risks to children in that area in relation to issues such as FGM or child labour
- Provide practical guidance on how to lodge a concern, allegation or referral
- Identify staff with designated roles (focal points) within the referral system
- Identifies methods of reviewing these procedures
- Provide popular/concise summarised versions that are sufficiently portable to be carried in most circumstances

**1.3** These local procedures are essential to ensure that:

- staff know both what immediate action they must take when a concern or allegation arises and their likely role in any subsequent child protection investigation
- head office, regional and country managers have the necessary knowledge of local context and child safeguarding arrangements on which to base their advice, discussions and decision-making
- all have knowledge of the local legal situation and what will and will not be investigated and prosecuted by national authorities
- responses do not damage an abused child's welfare further, or interfere with a successful investigation and outcome

**1.4** A mapping proforma has been developed to assist and guide the process.

**1.5** It is recommended that the country director assume overall accountability for the establishing and maintaining the local procedure as well as commissioning the mapping exercise.

**1.6** A full record should be kept of all dates, names and discussions held between agencies as part of the mapping.

**1.7** On completion of the local procedures, copies should be made available to all staff within the country programme. It should also be sent to and held by key staff at head office and regional level. Copies of the mapping exercise should also be sent to regional offices and head office

**1.8** The local procedures and mapping should be updated regularly or when there is significant change.

**1.9** The local procedures should include the following sections:

- Summary of specific / high risk issues for children (where possible or relevant)
- Summary of the mapping exercise outlining, legal / judicial; statutory child protection authorities; NGOs INGO or other health / welfare services; community infrastructure
- Summary of agreed local management policy and procedure (if relevant) on if, what, when and how to report to national authorities
- Identity of focal point(s) and contact details
- Practical contact details including fall back contacts details
- Reporting arrangements / route
- Flowchart
- Referral form proforma
- Procedures for reviewing and revising the procedures

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### MAPPING EXERCISE PRO-FORMA

Country: .....

Country Director: .....

Contact Details: .....

Mapping completed by: .....

Date signed off by Country Director: .....

Date forwarded with Local Procedures: .....

to Regional Director: .....

to Director of Global Child Safeguarding at Head Office: .....

Summary of Local Policy in relation to referral of cases of suspected abuse and sexual exploitation to National Authorities (Police and Welfare Departments): .....

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### THE MAPPING PROCESS

This document should be read in conjunction with Global Procedures for Dealing with Suspected Abuse and Sexual Exploitation<sup>1</sup>.

NB It is recommended that where local procedures have been developed previously, those procedures be re-examined prior to commencing this pro-forma and used :

- to inform the following process
- for staff to identify any practical problems they have experienced in following them.  
i.e. in reporting child abuse incidents and in any subsequent investigation.

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<sup>1</sup> [http://www.un.org/en/pseataskforce/docs/sea\\_model\\_complaints\\_and\\_investigation\\_procedures\\_and\\_guidance.pdf](http://www.un.org/en/pseataskforce/docs/sea_model_complaints_and_investigation_procedures_and_guidance.pdf)

### **Criminal investigation/prosecution of child abuse – police and judiciary**

To establish the police position on investigation of criminal assault against children and the likelihood of prosecution of such offences- nationally and locally.

**1.1** Please identify and arrange to meet with the most senior police officer in your area with special responsibility for child protection to discuss local child abuse investigation arrangements and to obtain the following information

Name: .....

Position, rank and location: .....

Contact details: .....

Date of meeting: .....

**1.2** If there is no-one with special responsibility, who did you go to to discuss child protection investigation procedures?

Name: .....

Position, rank and location: .....

Contact details: .....

Date of meeting: .....

**1.3** Do the police force investigate:

- Sexual and physical abuse of children?
- Sexual exploitation, where it involves sexual activity with children?
- Other child abuse?  
Specify. ....
- If yes, how many child protection investigations have there been in the last 12 months?
- What specialist training have officers had in child protection investigation?

**1.4** What is the legal age of consent to sexual activity and marriage?

**1.5** What legislation covers this?

**1.6** If police investigate child abuse, are perpetrators prosecuted?

- If yes, how many prosecutions have there been in the last 12 months?
- How many convictions have there been in the last 12 months?

**1.7** Have you ever reported an allegation or concern about child abuse or exploitation?

In your view, how competently was this investigated by police?

**1.8** Would police be willing to work in conjunction with other agencies in investigation of abuse and protection of children?

**1.9** Have you negotiated with police their agreement to passing evidential information from any child protection investigation of allegations against a staff member to Country Director at completion of police investigation, such material to be used in disciplinary proceedings?

**1.10** Obtain and attach list of names, geographical areas covered and contact details of police units to

whom child abuse and sexual exploitation allegations/concerns should be reported

**1.11** Contact details of senior officer with whom you should discuss strategic or operational problems:

Name: .....

Position, rank and location: .....

Contact details: .....

**1.13** Details of particular difficulties experienced in obtaining the above information.

**2 Government bodies or agencies with statutory authority for the protection of children**

**2.1** Identify which government body has statutory responsibility for child protection e.g. The Ministry for Social Welfare, Gender and Children's Affairs.

**2.2** Arrange to meet with the Minister or most senior representative, together with most senior operational officer with special responsibility for child safeguarding, to discuss local child protection/safeguarding arrangements and to obtain the following information.

Name of Minister .....

Location and contact details.....

Date of meeting .....

Name of Senior Social Welfare Officer.....

Position, location and contact details.....

Date of meeting .....

**2.3** If there is no officer with special responsibility who did you go to?

Name .....

position .....

location .....

contact details .....

**2.4** Are Ministry social workers or officers based in communities across the country?

**2.5** What roles do they undertake with regard to children? Categories of risk dealt with?

**2.6** What is the legislation governing the welfare and protection of children?

**2.7** Is the country a signatory of, or has ratified, any international conventions e.g. UN Convention on the Rights of the Child?

**2.8** What specific training have Ministry officers received in child protection/ investigating child abuse?

**2.9** Has the Ministry undertaken the protection of children as in the following example?

Following the rape of a child by someone living in the same household, has

- the alleged perpetrator been removed from the household and, if yes, by whom?
- Where the alleged perpetrator remained in the home, has the child been moved from the home to

prevent further abuse or harm? If yes, by whom?

- If yes, where has the child/ have other such children been placed?
- In such situations has this generally been on a voluntary basis or have statutory powers been used?

**2.10** Number of child protection cases taken to court under statutory powers in the last 12 months.

**2.11** Does any other agency undertake this child protection role, possibly alongside Ministry provision but on a voluntary basis?

**2.12** Are there places e.g. residential, foster placements or families in the communities, where an abused child can be placed for protection?

If yes, identify the nature of the resource/s and the organisation/person providing it.

**2.13** Obtain and attach list of names, geographical areas covered and contact details of ministry managers and workers to whom referrals should be made with regard to:

- a specific child protection concern or allegation about sexual or physical abuse
- other child protection issues.

**2.14** Does/would the ministry be willing to work together with other agencies in child protection investigations, and in meeting the protection and support needs of child victims, at national and local level?

- With police?
- With NGOs?

**2.15** Brief analysis of implementation / enforcement of child protection / safeguarding legislation as established in this process

**2.16** Details of particular difficulties in obtaining the above information.

### **3 Other Agencies- Health services, NGOs, Interagency forums**

It may be helpful to the Country Director to use his/her professional networks and interagency child protection forums to aid the mapping process and the identification of agencies, both nationally and locally, who currently (or who would be able to) assist:

- in developing interagency child protection/safeguarding arrangements or
- in meeting the child abuse victim's health and support needs.

**3.1** What interagency forums are in place to deal with child abuse and sexual exploitation issues?

- Please list names of committees, and membership, identifying whether national and statutory agencies (Ministries of Health and Social Welfare, Magistracy and Judiciary, Police Authority) attend and regularity of meeting.
- State whether these are at national, at town and community levels, including IDP and refugee communities.
- What type of child abuse matters are dealt with at each forum
- Are individual cases of abuse considered by any of these committees?  
If yes, what action is taken and by whom?
- Is your organisation represented on each committee?  
By whom and what role do staff take in the matters considered?

**3.2** Establish detail of any national / local joint arrangements for dealing with:

- child sexual exploitation and abuse concerns regarding, or alleging abuse by, someone within the community
- child sexual exploitation and abuse concerns regarding, or alleged abuse by, an employee of any agency, (whether government or NGO)

Obtain and append any relevant agreed protocols regulating this joint work between agencies

**3.3** Identify health agencies or individuals who could provide, as part of a multi-agency response, the following input to child abuse investigations and/or to the welfare and safety of the abused child:

- Emergency medical treatment of abuse victims, available on a 24 hour basis?  
This should ideally be by specialist trained doctors or nurses in sexual assault referral centres, in hospitals, or in the community. Where not available, or out-of-hours, untrained individuals in communities who can provide first aid should be identified.
- Forensic examination of a child victim, when appropriate and required by police investigators
- Ongoing medical input with regard to pregnancy, STD and HIV issues?
- Counselling services to child abuse victims?

**3.4** An organisation should be identified, whose trained staff would be able to meet the ongoing protection and support needs of a child victim, both during and after a local joint child protection investigation,. These NGO workers would undertake the continuous assessment of the child's welfare and safety, either alongside or instead of the Ministry (see section 2), and take action to prevent further abuse to the child where necessary.

The role would be subject to negotiation with police investigators or, where abuse by a member of staff is being investigated, an agency's internal investigators and should not contaminate the evidence collected in either type of investigation.

**3.5** Details of NGO resources, or individuals within communities, where a child can be placed when considered unsafe from further abuse if remaining in his or her home. (See section 2.12)

Details of women's centres / refuges and safe housing, which a mother with an abused child can access.

**3.6** Details of particular difficulties in obtaining the above information.

## **4 Community**

**4.1** Details of informal / community based justice and protection mechanisms and how these function

- Using links with local communities identify if, and how, the following are dealt with under customary law, by community leaders at chiefdom, town and community levels
  - Sexual abuse or "sexual exploitation / sex for favours" of children
  - Serious physical abuse
  - Other forms of child abuse. Specify.
- What are the roles of Camp Welfare Committees or other community based forums in dealing with incidents of child abuse and in the subsequent protection and medical care of children? Identify examples.
- Explore the perception of community members as to which informal / community-based justice and protection mechanisms, e.g. financial settlement between abuser and victim's family, are effective:
  - in acting as a deterrent to the abuser from further abusing, either the same victim or further children
  - in protecting the child / other children from further abuse
  - in providing appropriate medical treatment and emotional support for the abused child
- What community resources, e.g. local families who provide care for an abused child or nurses providing out of hours first aid, can be or have been identified and harnessed into local child protection mechanisms?

**4.2** Identify and establish contact with other locally-based NGOs/INGOs and other organisations, who are

not members of the above interagency forums (See 3.1), but are working on child protection/rights or aid programmes that affect children

**4.3** Gather information about community resources such as local advocacy groups, community and faith groups, or organised children's activities which could support child protection development work.

**4.4** Identify and document harmful traditional practices such as early marriage, initiation ceremonies and female circumcision.

**4.5** Details of particular difficulties in obtaining the above information.

## **5 Developing local child protection procedures**

**5.1** Following completion of the mapping pro-forma, the information collected should then be analysed.

**5.2** It may be that a formal inter-agency system for the investigation of child abuse allegations and concerns is already established within the country in which your staff are working. This may be based on criminal investigation by police authorities. The mapping process conducted under previous Child Protection Procedures may have identified an effective route for the reporting of such concerns which may still be the most appropriate way of reporting and dealing with child abuse incidents in-country. This will need reviewing and updating with the additional information requested.

**5.3** Where this is not the case, the information obtained through the mapping process should enable the Country Director to lead local agencies in planning the response to child protection incidents and concerns by establishing:

- how possible abuse of children should be reported and investigated locally
- how the protection, medical and support needs of the victim can best be met.

**5.4** The mapping process and the information obtained should be summarised at 6.1 and should be used to determine:

- how alleged abuse by, or concerns arising about, someone outside SC(UK) should be reported by SC(UK) staff and others to national/ local statutory and welfare authorities for investigation
- whether alleged abuse by, or concerns arising about, an SC(UK) staff member, volunteer or partner (or someone otherwise connected with the organisation), should be referred to national statutory authorities i.e. police and/ or ministry for child protection investigation, instead of any internal SC(UK) child protection investigation and prior to any investigation held under SC(UK) disciplinary proceedings. And if not, why not?

*NB Any internal disciplinary investigation resulting from the findings of a police investigation would, (subject to negotiation with local police), then be able to use evidence supplied by police to support the disciplinary process i.e. to terminate employment or contact with the alleged abuser, where appropriate.*

**5.5** In developing local procedures, which will meet the requirements of both of the above situations, it is important to determine the most effective method of agencies working together to secure:

- a timely and valid investigation
- that the protection, medical and support needs of the victim are met
- the protection of other potential child victims
- a deterrent effect preventing the abuser from continuing to abuse (including loss of liberty and/or employment)
- the establishment and sustainability of an infrastructure for investigating and managing child protection allegations and concerns following withdrawal of NGOs.

**5.6** With the above objectives in mind, it may be considered that a local multi-agency infrastructure, well constructed and implemented, could deliver these outcomes. However, in contrast, the potential weaknesses of conducting an internal child protection investigation process, may be the potential for a delayed

investigation, a consequent difficulty in tracing victims and alleged abusers in meeting victims' needs and, as the only sanction available to a humanitarian organisation is dismissal, the failure to protect other potential victims when the abuser moves on to another NGO. Thus, whilst the objective of ceasing to employ an abuser may be met, those of the child, other potential victims and of the community may remain unaddressed.

**5.7** The mapping process and analysis of the information obtained should be conducted at appropriate levels to make it an useful resource in the field.

## **6. Summary of Mapping Process Findings and Proposed Local Procedures**

Country: .....

Location: .....

**6.1** The mapping process has identified the following:

**6.2** Please insert a brief answer to each. Please state where you have been unable to reach a conclusion or identify a potential provider. Ensure that, where the identified services are to be used as part of local procedures, names and contact details are clearly displayed under the answer or, if a list of contacts, appended on the following page.

- Do police investigate child sexual exploitation and abuse and what is the likelihood of prosecution? Have they have expressed a willingness to investigate? (Section 1)  
Is local police investigation recommended? If not, why not?
- Does the Ministry of Social Welfare (or equivalent), take action to protect child victims and prevent their further abuse (as at 2.9)?  
Have they expressed willingness to, and does the Ministry have the statutory power, to protect child abuse victims from further abuse? (Section 2)
- Which agencies or individuals provide, or have the potential to provide, as part of a multi-agency/ team of individuals response (Section 3):
  - emergency medical treatment of abuse victims, available on a 24 hour basis?
  - ongoing protection and support of the child, during and after the child protection investigation? (See 3.4)
  - ongoing medical input with regard to injury, pregnancy, STD and HIV issues?
  - counselling services to child abuse victims?
- Government or NGO resources, or individuals within communities, for safe placement of child victims (see 3.5)
- where police investigate, the forensic examination of a child victim. (This should only be conducted where appropriate and at police request).

## **7 Implementation**

**7.1** The Local Procedure should specifically include whether an in-principle decision on whether allegations or child protection concerns against a staff member, volunteer, partner (or someone in another way connected to your organisation), should be reported to local police for investigation.

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## **TOOL 5.8 MAPPING TOOL: ASSESSMENT OF EXTERNAL CHILD PROTECTION CONTEXT AND RESOURCES**

*From Plan International<sup>2</sup>*

This tool should be used as a framework to guide and to ensure recording of the CP mapping process. The aim is to identify the local CP context, including arrangements and resources for the protection of children, lodging a concern and the investigation, including criminal investigation, of child protection concerns/allegations.

A mapping template to aid you in compiling this information is provided at the end of this tool, but please adapt to suit your purposes. The template should be reviewed / updated on a yearly basis with copies submitted to your regional child protection focal point and the global child protection policy advisor at international headquarters.

Details to be recorded should include:

### **1 Summary**

- 1.1 Summary and brief analysis of main protection risks and issues facing children locally inc. details of commonplace / culturally accepted practices that may be harmful (e.g. FGM, child labour)
- 1.2 Local attitudes towards child abuse (e.g. possibility of reprisals towards victim, perpetrator, reporter and witnesses and what forms they might take etc)

### **2 Statutory child protection – government ministries etc.**

- 2.1 Details of any government bodies or agencies with statutory authority for the protection of children – include names and contact details of Senior Officers
- 2.2 Brief assessment of the effectiveness of protection resources
- 2.3 Summary of legislation governing welfare / protection of children
- 2.4 Brief analysis of implementation / enforcement of legislation as far as this is known

### **3 Criminal investigation / prosecution – police and judiciary**

- 3.1 Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences
- 3.2 Legal age of consent in country and legislation covering this
- 3.3 Name and contact details of senior police officer spoken to regarding above

### **4 Other agencies – health services, NGOs, interagency forums**

- 4.1 Details of health and other services that may be accessed as part of victim response
- 4.2 Names and contact details of NGO's, other agencies, other relevant bodies and professional networks, including any local joint arrangements for dealing with child protection issues

### **5 Community**

- 5.1 Details of informal / community based justice and protection mechanisms and how these function

#### **NOTES**

- It is recommended that the local manager (e.g. Country Director) assume overall responsibility for the mapping exercise and completion of the analysis.
- As this task is detailed and somewhat technical, it may make sense to ensure the work is wholly, or in part, delegated to / supported by other staff, for example the CP Focal Point.
- It may be useful to carry out some of the mapping as a team exercise.

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<sup>2</sup> Tool developed by Lorraine Wilson, Independent Consultant and Plan International Headquarters' Child Protection Unit

- The CP Regional Focal Point and the Child Protection Manager may be in a position to assist with the mapping process.
- Please ensure a record is kept of all dates, names and discussions held between agencies as part of the completion process.
- On completion, copies should be made available to all staff within the country program. It should also be sent to and held by key staff at Regional and IH level.
- The results should be updated annually or when there is significant change with copies being sent to offices based at the Regional and IH Level.

## MAPPING TEMPLATE – ASSESSMENT OF EXTERNAL CHILD PROTECTION CONTEXT AND RESOURCES

Plan Office	Country Director (CD)	Contact details
Mapping completed by	Date signed off by CD	Copy sent to RO & IH?
<b>1. Child Protection Risks and Issues</b>		
Definition of a child		
Legislation covering legal age (give age and legislation)	Sexual consent :	
	Marriage :	
	Criminal responsibility:	
	Other (please specify)	
Legislation and Policies governing welfare/protection of children (also include any international conventions to which the country is a signatory or has ratified e.g. UNCRC)		
Detail whether this legislation is implemented and/or enforced.		

## 2. Child Protection Risks and Issues

List of main protection risks and issues facing children (examples given below)	Is this a common-place / culturally accepted practice?	What is the local attitude towards this form of abuse/ protection issue? (also detail any form of reprisals towards victim, perpetrator, informant, witness etc)	Detail any legislation governing this type of issue and a brief analysis of implementation/ enforcement as far as is known?	Detail the police position on this type of issue including the likelihood of investigation and prosecution?	Detail any other provisions for this type of risk/issue (e.g. community based /informal protection, faith groups, provisions for victim etc)	What are the gaps in the provisions?
sexual abuse						
corporal punishment						
FGM						
child labour						
trafficking						
early marriage						
neglect						

### 3. Child Protection Network

### **3.1 Statutory Child Protection**

### 3.2 Criminal issues – reporting, investigation and prosecution

Is local police investigation recommended for criminal issues? If not, why not?

### 3.3 Other country/local agencies for victim response

Name of agency / service	Type of agency / service (medical, health, safe housing, child centre, refugee centre, etc)	Location	How effective is this agency / body?	Detail any local joint arrangements for dealing with child protection issues.	Can this agency be contacted in the event of an issue? If yes please give Name, position, telephone and email contact of the Senior Officer/s who may be contacted.

### 3.4. NGOs (local and international), professional networks etc for victim response

Name of NGO, professional network etc	Type of agency/service offered	Location	How effective is this agency/body? <sup>1</sup>	Detail any local joint arrangements for dealing with child protection issues.	Can this agency be contacted in the event of an issue? If yes please give Name, position, telephone and email contact of the Senior Officer/s who may be contacted. .



**Based on information gathered above you may list here a summary of the key contacts for each type of Child Protection (CP) Issue. Please complete one for each location / office.**

	Agency/Office Name	CP Function	Senior Officer/ Staff	Title	Contact details
<b>External reporting of abuse</b>					
<b>Responding</b>					
<b>Emergency medical treatment of abuse</b>					
<b>Ongoing protection and support of child, during and after the CP reporting and/or investigation.</b>					
<b>Ongoing medical input with regard to injury, pregnancy, STD and HIV Issues</b>					

Footnotes

- 1 For example: Provision of CP services based on national/local legislation or regulation; adequately resourced; staff capacity; outreach/accessibility for children and families; formal/informal partnerships/collaboration with others or work in isolation; overlap or duplication with other services providers; other obstacles for effective provision of CP services.

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## **TOOL 5.9 HOW TO RESPOND TO A COMPLAINT - AN INVESTIGATION PLANNING TOOL**

Consider the following:

**1. What are the issues to be considered?**

Complaints and allegations the investigation needs to address.

Is further information required to decide whether the complaint is appropriate within procedures?

Prioritise the issues the investigation needs to address.

Immediate and long term safety needs of children and other witnesses.

Complete the following form.

---

### **Time frame**

---

When the abuse occurred? .....

When was it first reported?.....

When the investigator received it?.....

What bearings do these time frames have on the investigation?

---

### **Availability of witnesses**

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Are there available witnesses?

---

### **Documents**

---

What written material is available?

**What are the issues to be considered?**

Complaints and allegations the investigation needs to address	Preliminary investigation needed	Resolve within different process	Priority
1.			
2.			
3.			
4.			
5.			

**2. What rule(s) is / are violated by the alleged misconduct or wrong doing?**

- Host country
- Illegal act
- Country of origin
- Staff code of conduct
- category and reference
- disciplinary process
- What has to be proven to establish violation?
- Identify specific elements of the rule that have to be shown to have occurred to state the rule has been violated.
- What rule(s) is / are violated by the alleged misconduct or wrong doing?

Rule of alleged violation	Law	Procedure	Specific elements to be proven
Eg, 1. Rape of child			

**3. What documents will the investigating team need to gather to:**

**Inform the process of investigation?**

- E.g: Contract of service
- Description of project
- Alleged subject of complaint job description
- Correspondence between agencies

**As evidence?**

- E.g: Work logs / rosters
- Emails

- Photographs
- Stockpiles of rations

#### **4. Who will have to be interviewed?**

##### **Compiling evidence**

Consideration needs to be given as to who is to be interviewed and in what sequence. A degree of flexibility will be required as interviews might reveal the identities of others who should be approached. As a general rule the sequence should be:

- Complainant
- Victim(s) - if different from above
- Witnesses - if any exist
- Subject.

Consideration also needs to be given as to whether other forms of evidence might exist and as to how to access them. Evidence might include work logs / rosters, stockpiles of rations, photos, emails, photographs and so on.

In planning the compiling of evidence, investigators should bear in mind the need to seek and evaluate evidence which might support the complaint and evidence which might refute it. Investigators should conduct interviews in a neutral frame of mind, i.e., they should neither assume guilt nor innocence on the part of the subject.

The list in 4.1 gives an immediate way to view and organise who needs to be interviewed. For each witness complete the following as part of the plan:

##### **4.1 Compiling evidence checklist**

###### **Confidentiality**

It is essential that the plan addresses how confidentiality, with respect to the identity of the witness and the subject, is to be preserved. This includes:

- Only disclosing identities to those who need to know
- Accessing interpreters in such a way as to maximise the preservation of confidentiality
- All records and reports being made anonymous - via the removal of names and substitution of witness A, witness B, subject A etc.
- All records being kept within a locked filing cabinet accessible only by investigators.
- Careful consideration needs to be given to how the confidentiality of the complainant in particular, is to be preserved when informing the subject of the nature of the complaint. There are potential conflicts of interest in such situations. The subject needs to know the details of the allegation if he / she is to have an opportunity to respond. However, paramount consideration must be given to ensuring the safety and security of the complainant and the victim / survivor - this must take precedence. This may entail the investigators exercising great care in the presentation of evidence.

###### **Interviewees**

Name:

Role in complaint:

Child / adult age if known:

###### **Use of interpreters**

- Is an interpreter required?
- How to access someone?

- Who will it be?
- How can the confidentiality of witnesses and the subject be maintained?
- Any other communication needs?

#### **Witness protection**

- Is witness protection needed?
- What are the risks?
- What resources are available to meet these needs?

#### **Health needs**

- Is urgent medical attention indicated?
- What other health needs are there?
- Is a forensic medical examination possible/ needed?

#### **Other witness needs**

- Additional support or counselling?
- Help to understand the criminal justice implications and make an informed view as to whether he/she wishes to make a complaint?
- How will this interviewee be kept informed of the progress and outcome of the inquiry?

#### **Subject of complaint needs**

- What duty of care responsibilities does the agency have?
- Have disciplinary procedures been implemented?
- Should the subject be suspended, with or without pay, or moved to other duties, while the investigation is underway?
- The plan also needs to consider how he will be kept informed of the progress and outcomes of the inquiry and the expected timeframe.

#### **Time frames**

The plan needs to set time frames for each stage of the investigation to ensure completion (without prejudice of quality) at the earliest opportunity.

#### **Location of interview**

Interviews need to be conducted in a location which is suitable and protects confidentiality.

### **5. Who will be the investigating team?**

Can you conduct this investigation by yourself?

Manager:

Interviewer 1:

Interviewer 2:

Others:

### **6. Resources**

What will the investigation cost in terms of:

- People
- Money

### **7. Strategy discussions and meetings**

- Who needs to be involved?
- How will this happen?

### **8. Who will have to be interviewed?**



Name	Role in complaint	Child/adult age	Language	Interpreter needed	Health needs	Protection needs	Location	Priority order
John Smith	Victim	12 years	English	No			School, Leicester	

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## **TOOL 5.10 WHAT TO DO IF SOMEONE TELLS YOU THEY HAVE BEEN ABUSED**

The guiding principle when responding to any concerns around child protection is that the safety and welfare of the child should always come first. No child should be put at more risk by any action you take.

If a young person informs you that s/he is concerned about someone's behaviour to them or makes a direct allegation you should:

- react calmly
- reassure them that they were right to tell but do not promise confidentiality
- take what they say seriously, even if it involves someone you feel sure would not harm them. We know from experience that we must listen to what we are told even if it is difficult to believe
- avoid leading questions (say "Then what happened", don't say, "Did he touch your leg?"). Try to get a clear understanding of what the person is saying to you
- ensure the safety of the child or young person. If they need urgent medical attention make sure doctors or hospital staff know that this is a child protection issue
- only contact parents and carers once you have advice and guidance from the organisation's designated child protection staff, manager or external agencies.

### **Recording information**

- The use of a standard reporting form is a sensible way of making sure that you gather all the relevant and important information.
- Any concerns, allegations or disclosures should be written down as soon as possible. Records should be signed and dated. It is very important that staff and others never promise confidentiality either to a child disclosing abuse or to an adult disclosing concern about another adult or information about their own behaviour. Staff and others must make it clear that they are obliged to follow this policy and explain the possible outcomes that will result from information being given to them.
- Records should be detailed and precise. They should focus on what you and the other person said, what was observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting.
- Any concern, disclosure or allegation is alleged rather than proven at this point.
- All such records should be treated as confidential. They should be passed only to the persons specified in the reporting model above. It is the responsibility of each individual in possession of the information to maintain confidentiality. In certain instances, there will be the obligation for staff and others to report concerns to the appropriate external bodies. This will usually occur as a consequence of the reporting procedure, however if urgent action is required in order to protect children then it may be prior to the reporting procedure.

### **Allegation concerning possible abuse or exploitation of child by a member of staff**

There are particular issues and procedures to consider if the complaint concerns possible exploitation/abuse of a child by a staff member. *Keeping Children Safe: A Toolkit for Child Protection* contains some specific guidance and sample investigation planning tool for organisations to adapt in these situations - <http://www.keepingchildrensafe.org.uk/toolkit>. Additional resource material can be found on the ICVA website [www.icva.ch](http://www.icva.ch) 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 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](http://www.iwf.org.uk) and Virtual Global Taskforce [www.virtualglobaltaskforce.com](http://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.

### **Receiving complaints in general**

React calmly and listen carefully to what is being said.

- i) Reassure the complainant that s/he was right to raise the concern.
- ii) Take what is said seriously - the ‘unthinkable’ is possible.
- iii) Address any immediate protection / health needs: Before you undertake any reporting take proper steps to ensure the physical safety, psycho-social needs and medical needs of the complainant are addressed. A mapping tool should help identify health agencies and other services that could be contacted to provide an appropriate response to the complainants needs.
- iv) Create trust with the informant but DO NOT promise to keep secrets
- v) Gather information in the concern or incident. Record information on an incident form if not immediately then as soon as possible:
  - This section relates to the basic gathering of information regarding what may have taken place and which may be used to make a decision on further referrals or the undertaking of a formal investigation. The undertaking of formal investigations should be undertaken by appropriately trained staff/individuals.
  - Avoid asking too many questions: Ask only the number of questions required to gain a clear understanding of the complaint so that it can be passed on via the appropriate reporting procedures. The best questions to help do this are the “W” questions:
    - “What (happened)?”
    - “Where (did it happen)?”
    - “When (did it happen)?”
    - “Who (did it/was there)?”
    - Asking “why?” something took place is discouraged as is “How?”
    - Remember to establish and record age and details of all who are/may be at risk
    - Record the actual words used (this is important especially where the allegations are around sexual abuse and exploitation)
- vi) Address issues of confidentiality: Explain that there are limits to ensuring confidentiality, that information will only be shared on a “need to know” basis and it is in their best interest that the abuse is reported. You may wish to obtain a written consent from the complainant for the information to be made available to others within the case management system.
- vii) Explain to complainant what will happen next - who in the organisation will be told, and externally who will be told e.g. parents/guardians, health agencies or social services. Inform him/her that you will let them know what happens.
- viii) Record the information: If not already done, make a written record of what has been said and any initial response taken by completing an incident form. Complete as many sections as is possible. At a minimum, a signed and dated record of the complaint should be made at the earliest opportunity.

Report on the complaint, as per the reporting procedure, at the earliest opportunity.

### **Extra precautions in receiving complaints from a child**

In addition to points listed in the on the previous page:

ix) Address any immediate protection/health needs (including points listed in previous page): Make sure the child is safe and has any urgent psycho-social needs and medical needs attended to. If you believe a child is in immediate danger (for example, they have just described a serious physical assault by their step-father and are due to go home) make arrangements for the child to go to a place of safety temporarily. If as a result of the assault the child needs emergency medical treatment, make sure s/he gets the necessary treatment.

x) Gather information in the concern or incident (including points listed on the previous page):

- Facilitate a discussion with the child to clarify the allegation rather than adopting an interviewing style.
- During the discussion try not to repeat the same questions to the child, as this may give the impression to the child that they did not give correct information the first time and that they are not fully believed.
- Remember that the child has taken a risk in telling, reacting in a positive and empathic manner will encourage the child to talk more readily and openly to others involved in later investigations.
- Try to avoid questioning the child unless what he/she is saying is unclear. If you have to ask questions avoid leading questions instead use open and nonspecific questions for example “Can you explain to me what you mean by that”.

xi) Explain to the child what will happen next (including points listed on the previous page): Bear in mind that the child may have been threatened and/or at this stage may be experiencing negative reactions for reporting and thus feel very vulnerable. Try and address any fears and concerns he/she may have.

When interviewing children consideration should be given to the gender of the interviewee selected.

## **Do's and don'ts when receiving complaints**

### **DO**

- **React calmly** and **listen carefully** to what is being said.
- **Reassure** the complainant that s/he was right to raise the concern.
- Take what is said seriously - the ‘unthinkable’ is possible.
- Address any immediate protection / health needs. Before you undertake any reporting take proper steps to ensure that the physical safety, psycho-social needs and medical needs of the complainant are addressed. The mapping tool should help identify health agencies and other services that could be contacted to provide an appropriate response to the complainants needs.
- Create trust with the informant
- Gather information on the concern or incident.
- Explain to complainant what will happen next - who in the organisation will be told, and externally who will be told e.g. parents / guardians, health agencies or social services. Inform him / her that you will let them know what happens.

**DO NOT**

- panic or show any extreme reaction (e.g. shock, distaste, disbelief) to what is being said
- speculate or make assumptions
- make negative comments or judgmental statements against the person whom the allegation is made. Remain objective.
- approach or inform the alleged abuser of the complaint made
- make promises or agree to keep secrets. Explain that there are limits to ensuring confidentiality, that information will only be shared on a “need to know” basis and it is in their best interest that the abuse is reported.
- permit personal doubt to prevent you from reporting the allegation(s)
- ask too many questions – ask only the questions required to gain a clear understanding of the complaint.

---

**EXERCISE 5.11 POSSIBLE SIGNS AND INDICATORS OF ABUSE***From Plan International*

<b>Physical Abuse</b>	<b>Sexual Abuse</b>
<p><b>Possible physical signs:</b></p> <p>Bruises, bruising which looks like hand or finger marks, burns, cigarette burns, scalds, sprains, dislocations, human bites, cuts</p> <p>Injuries that the child cannot explain or explains unconvincingly</p> <p>Untreated or inadequately treated injuries</p> <p>Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen</p> <p><b>Possible behavioural signs</b></p> <p>Becoming sad, withdrawn or depressed</p> <p>Having trouble sleeping</p> <p>Behaving aggressively or being disruptive</p> <p>Showing fear of certain adults</p> <p>Fear of returning home or of parents being contacted</p> <p>Showing lack of confidence and low self-esteem</p> <p>Being very passive and compliant</p> <p>Using drugs or alcohol</p> <p>Chronic running away</p>	<p><b>Possible physical signs</b></p> <p>Pain, itching, bruising or bleeding in the genital or anal areas.</p> <p>Genital discharge or urinary tract infections</p> <p>Stomach pains or discomfort walking or sitting</p> <p>Sexually transmitted infections</p> <p><b>Possible behavioural signs</b></p> <p>A marked change in the child’s general behaviour. Unusually quiet and withdrawn, or unusually aggressive.</p> <p>Showing unexpected fear or distrust of a particular adult(s).</p> <p>Child starts using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.</p> <p>The child may describe receiving special attention from a particular adult, or refer to a new “secret” friendship with an adult or young person.</p>

<b>Emotional Abuse</b>	<b>Neglect / Negligent Treatment</b>
<p><b>Possible signs:</b></p> <p>Physical, mental and emotional development is delayed</p> <p>Highly anxious</p> <p>Showing delayed speech or sudden speech disorder</p> <p>Low self-esteem</p> <p>Inappropriate emotional responses to painful situations</p> <p>Extremes of passivity or aggression</p> <p>Drug or alcohol abuse</p> <p>Chronic running away</p> <p>Compulsive stealing</p>	<p><b>Possible signs:</b></p> <p>Dressed inappropriately for the season or the weather (exposure symptoms might include recurrent colds, pneumonia, sunburn, frostbite, etc).</p> <p>Poor personal hygiene</p> <p>Is inadequately supervised or left in the care of an inappropriate care giver.</p> <p>Untreated medical problems</p> <p>Frequently hungry</p> <p>Is malnourished (this may be seen as being under-sized, having low weight and a sallow complexion, lacking body tone, and being constantly tired).</p> <p>Frequent lateness or non-attendance at school</p> <p>Untreated medical problems</p> <p>Compulsive stealing</p> <p>Drug or alcohol abuse</p> <p>Low self esteem</p> <p>Poor social relationships</p>

**Note** • A child may be subjected to a combination of different kinds of abuse  
 • It is also possible that a child may show no outward signs and hide what is happening

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## **TOOL 5.12 - CHILD SAFEGUARDING REPORTING PROCEDURE FORM**

### **Confidential**

Case number:

Child's name:

---

#### **Referral details**

Time:

Date:

Place:

---

#### **Referrer's details**

Name:

Address:

Contact:

Occupation:

Relationship to child:

---

#### **Child's details**

Name:

Age:

Date of birth:

Gender:

Ethnicity:

Address:

Household structure:

School:

Class:

Teacher:

Religion:

Any disability:

---

#### **Changes in child's behaviour?**

---

#### **Any other information:**

---

**Details of concern: (including child's words if possible)**

---

**Alleged perpetrator's details:**

---

**Current safety of child:**

---

**Emergency medical?**

---

**Who else knows?**

---

**Actions taken to date?**

---

**Completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

**Signed off by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **TOOL 5.13 - MODEL COMPLAINTS FORM - (SEXUAL EXPLOITATION AND ABUSE)**

**Name of complainant:**

### **Ethnic origin/nationality:**

**Address/contact details:**

**Identity no:**

**Age:** \_\_\_\_\_ **Sex:** \_\_\_\_\_

**Name of victim (if different from complainant):**

### **Ethnic origin/nationality:**

---

**Identity no:**

**Age:**    **Sex:**

**Name(s) and address of parents, if under 18:**

**Has the victim given consent to the completion of this form?  YES  NO**

**Date of incident(s):**

**Time of incident(s):**

**Location of incident(s):**

**Physical and emotional state of victim (describe any cuts, bruises, lacerations, behaviour, and mood):**

#### **Witnesses' names and contact information:**

---

**Brief description of incident(s) (attach extra pages if necessary):**

---

**Name of accused person(s): Job title of accused person(s):**

---

**Organisation accused person(s) works for:**

---

**Address of accused person(s) (if known):**

---

**Age:** \_\_\_\_\_ **Sex:** \_\_\_\_\_

---

**Physical description of accused person(s):**

---

**Have the police been contacted by the victim?  YES  NO**  
**If yes, what happened?**

---

**If no, does the victim want police assistance, and if not, why?**

---

**Has the victim been informed about available medical treatment?  
 YES  NO**

---

**If yes, has the victim sought medical treatment for the incident?  
 YES  NO**

---

**If yes, who provided treatment? What is the diagnosis and prognosis?**

---

**What immediate security measures have been undertaken for victim?**

---

**Who is responsible for ensuring safety plan (name, title, organisation):**

---

**Any other pertinent information provided in interview (including contact made with other organisations, if any):**

---

**Details of referrals and advice on health, psychosocial, legal needs of victim made by person completing report:**

---

**Report completed by:**

Name: \_\_\_\_\_ Position/organisation: \_\_\_\_\_

Date/time/location: \_\_\_\_\_

---

**Has the complainant been informed about the organisation's procedures for dealing with complaints?  YES  NO**

---

**Signature/thumb print of complainant**

Signalling consent for form to be shared with relevant management structure<sup>3</sup> and SRSG/RC/HC:

---

**Complainant's consent for data to be shared with other entities  
(check any that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Police                    | <input type="checkbox"/> Camp leader (name)   |
| <input type="checkbox"/> Community services agency | <input type="checkbox"/> Health centre (name) |
| <input type="checkbox"/> Other (Specify)           |   |

---

**Report forwarded relevant management structure\*:**

Date:

Received by relevant management structure\*:

Name: Position:

Signature:

**All information must be held securely and handled strictly in line with applicable reporting and investigation procedures.**

---

**Brief description of incident:**

---

<sup>3</sup> Relevant management structure is the official(s) responsible for sexual exploitation and abuse issues in the headquarters of the organisation where the accused person works

## **EXERCISE 5.14 COMPLAINTS MECHANISM**

*From the Good Enough Guide<sup>4</sup>*

### **How to set up a complaints and response mechanism**

Feedback can be positive or negative: complaints mean that things may have gone wrong. Receiving complaints and responding to them is central to accountability, impact, and learning.

#### **Information**

- Tell people how to complain and that it is their right to do so.
- Use staff and notice boards to give information about complaints processes
- Be clear about the types of complaint you can and can't deal with
- Know your agency's procedures on abuse or exploitation of beneficiaries
- Explain details of the appeals process

#### **Accessibility**

Make access to the complaints process as easy and safe as possible. Consider:

- How will beneficiaries in remote locations be able to make complaints?
- Can complaints be received verbally or only in writing?
- Is it possible to file a complaint on behalf of somebody else (owing to their illiteracy, fears for their personal safety, inability to travel, etc.)?

#### **Procedures**

- Describe how complaints will be handled.
- Develop a standard complaints form
- Give the complainant a receipt, preferably a copy of their signed form
- Enable an investigation to be tracked and keep statistics on complaints and responses
- Keep complaint files confidential. Ensure discussion about the complaint cannot be traced back to the individual complainant
- Know your agency's procedures for dealing with complaints against staff

#### **Response**

Give beneficiaries a response to their complaint.

Make sure each complainant receives a response and appropriate action

- Be consistent: ensure similar complaints receive a similar response
- Maintain oversight of complaints processes and have an appeals process

#### **Learning**

Learning from complaints and mistakes.

- Collect statistics and track any trends
- Feed learning into decision-making and project activities

#### **Example of a complaints and response mechanism in action**

Medair responded to the Kashmir earthquake in October 2005 with emergency shelter and non-food items. The team soon realised it needed a mechanism to address constant queries and complaints. One

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<sup>4</sup> The Good Enough Guide, <http://www.ecbproject.org/GoodEnoughGuide>

hour a day was dedicated to dealing with complaints at the main project base. This was the only time Medair would receive complaints. A complainant could speak to the Administrator or Office Manager. If possible, complaints were resolved informally. Otherwise, office staff completed a complaints form and passed this to an Assessment Team in the field. Complaints about staff members were investigated by the Project Manager at each base.

Most complaints came from earthquake survivors who had not received a shelter. They also came from people outside Medair's own project area. In those cases Medair lobbied the responsible agency. Sometimes, if nothing happened, Medair provided help itself. If a complaint investigated by an Assessment Team was upheld, the beneficiary received assistance, depending on Medair's resources.

A spreadsheet recorded the numbers of complaints from each village, and how many complaints had been dealt with. This enabled project staff to assess progress and to integrate complaints into project planning.

By the end of the emergency phase, Medair had dealt with approximately 1600 complaints, 70 per cent of all those it had received. Not all complaints could be investigated because by March 2006 Medair had used up its project funds. Checking more households would raise false expectations. Also, five months after the earthquake, most homes had been rehabilitated. Of the complaints investigated 18 per cent were upheld. Complaints about staff led to dismissal for three who had given preferential treatment to their tribal or family members.

The complaints mechanism saved Medair teams significant time in field and office and in identifying gaps in coverage.

**By using this mechanism Medair helped 290 families whose needs would otherwise have been overlooked.**

Medair was new to Pakistan and the complaints and response mechanism helped compensate for limited local knowledge. By the end of the project, communities would contact Medair about any discrepancy they saw in its distributions, confident that the agency would take appropriate action.

## Tools & exercises : Module 6, Recruitment

### EXERCISE 6.1 RECRUITMENT SURVEY AND STAFF RECRUITMENT TABLE

#### 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



**Staff recruitment table**

Answer <b>yes, no or sometimes</b> to the questions below, for each type of employee.	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 police background checks?							
Do you ask candidates to sign self-declaration form about any previous convictions?							

---

## TOOL 6.2 EXAMPLES OF CHILD PROTECTION QUESTIONS FOR THE RECRUITMENT PROCESS

The following is taken from guidance developed by Terre des Hommes for use in interviewing. The example questions should not be seen as the only questions to ask, rather they should be seen as ideas for lines of questioning to follow during interviews.

What should be noted is that often it is not what is said during questioning on child protection but more the reactions to the questions. Take note of how questions are answered and any nonverbal responses.

Make it standard practice to:

- Ask questions about extended unemployment breaks on résumés.
- Ask questions about people's motivation to work in youth organisations.
- Ask questions about their relationship with referees – this has often revealed that the referee only has a small amount of knowledge about the person.
- Ensure reference checks are done and contact at least two people
- If the referees are not suitable, get more.
- Always check and / or secure referees from children's organisations.
- Check with other referees or managers in an organisation given by the candidate. Often the better person to check, along with the referee given, is the senior manager or director.
- Ask referees about the suitability of the candidate to have direct contact with children. Another good question is – “does the referee know of any issues or incidents involving the candidate and his / her contact with children?”
- Make notes of the referee's comments and place them on the personal file of the candidate.
- Keep the resume (bio-data) of the person in their personal file, if recruited, along with any notes made during the interview.
- Have two international staff and a national staff member at each interview to allow for each person to contribute their feelings about the candidate's suitability to have access to children.

### **Some suggested questions about child protection:**

- Do you like working with children? Or, do you feel comfortable working directly with children? Be aware of people who overly use the word love when referring to their relationship with children. Listen carefully to the candidates response to this question – avoid a 'yes' or 'no' response and encourage candidates to explain why they like being with children.
- Can you give an example of your work with children?
- Have you been in trouble with the police at all? Look out for nonverbal indicators
- Have you worked / volunteered in an organisation with children before? If yes, why did you leave? Who is a reference from the organisation we can contact?

---

## EXERCISE 6.7 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:
  - 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 (e.g. via email, telephone, letter, Internet)?
2. Develop clear job descriptions, terms of reference / role briefs for all posts including where short-term contracts, or where 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 on 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.

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### **EXERCISE 6.12 RECRUITMENT CHECK LIST**

*From Save the Children Draft Child Safeguarding Policy.*

A recruitment check list will help you evaluate whether or not you have the appropriate checks and procedures are in place to screen out anyone who may be unsuitable to work with children.

Mark the boxes (C=compliant, N=noncompliant, P=partial/planned) to identify implementation work already completed and gaps. Each requirement is accompanied by indicators describing what needs to be completed or put in place to achieve compliance.

**Measure:** Recruitment and selection of staff and others must reflect our commitment to safe guard children by ensuring checks and procedures are in place to screen out anyone who may be unsuitable to work with children.

Measure	How to implement	C	N	P
2.1 Job advertisements contain reference to Child Safeguarding Policy	<p>Put child safeguarding statement in any advertisement for post</p> <p>Child safeguarding statement and specific responsibilities of the post holder should be included in the job description</p>			
2.2 Information to candidates includes reference to child safeguarding (CS) and CS recruitment and selection procedures	<p>Information to applicants includes:</p> <p>summary of Child Safeguarding Policy</p> <p>disclosure of convictions form</p> <p>consent to criminal records check form</p>			
2.3 Employment interviews pay attention to CS factors and suitability of candidate to work with children / within CS policies	<p>Develop interview questions to determine attitudes, perceptions, behaviours of the candidate about children / child safeguarding issues (should be general but also specific to the position)</p> <p>Employment interview:</p> <p>Identification and resolution of employment gaps</p> <p>Questions on convictions / disciplinary record</p> <p>Questions on child safeguarding issues relevant to role</p>			
2.4 Successful candidates are subject to thorough background checks prior to employment being confirmed	<p>Pre-employment vetting:</p> <p>Criminal record checks</p> <p>Reference enquiry form to include specific reference to work with children</p> <p>Sight check on qualifications claimed on application form</p> <p>Employment history checked through</p> <p>Passport requested as proof of identity, where available</p> <p>Reference checks include questions about candidate's previous professional or personal conduct around children (and any concerns)</p>			
2.5 Any employee who has access to children's data must have the same background checks as those employees who have direct contact with children	<p>Review of staff who have access to child data</p> <p>Procedures in place to undertake checks</p>			

## Tools & exercises : Module 8, Partners

### EXERCISE 8.1 SAMPLE PROJECT PARTNERSHIP AGREEMENT FORM

This contract is between \_\_\_\_\_ and \_\_\_\_\_ to carry out the assignment to the requirements of \_\_\_\_\_.

#### **Terms of reference**

The assignment will be carried out in accordance with the Terms of Reference attached.

#### **Timescale**

The assignment will be carried out between \_\_\_\_\_ and will involve organising the logistics for a participatory evaluation of \_\_\_\_\_.

#### **Accountability and support**

During the assignment the point of contact with \_\_\_\_\_ will be \_\_\_\_\_.

Ultimate accountability rests with the Director of CSC.

#### **Ownership of findings and acknowledgment**

Any documents produced will be the property of \_\_\_\_\_ and \_\_\_\_\_.

#### **Fees and receipts**

An overall flat fee of \_\_\_\_\_.

It is required that \_\_\_\_\_ presents a financial and narrative report outlining expenditure of funds by \_\_\_\_\_.

#### **Child protection policy**

\_\_\_\_\_ has a comprehensive child protection policy in place which covers the activities of all \_\_\_\_\_ staff and consultants.

\_\_\_\_\_ agrees to comply by these child protection procedures and guidelines on behaviour with children in any activities it undertakes with children.

#### **Signatures**

Before signing please ensure that you have read and agree to the terms of reference and contract conditions (please keep one copy for yourself and return the other copy to the partner)

Signed in agreement \_\_\_\_\_ (AB) Date \_\_\_\_\_

Signed in agreement \_\_\_\_\_ Date \_\_\_\_\_

## Tools & exercises : Module 9, Dissemination

### EXERCISE 9.1 IDENTIFICATION OF PRIORITY TRAINING NEEDS – SAMPLE GRID

Subject area (the ones below are examples, please add in others relevant to your agency)	Number of staff requiring training	How to meet the training needs (Existence of ToT, Existing guidance materials, etc)	Priority High=4 Low=1	Resources / costs (you may be able to join up with other NGOs to reduce cost)
Eg, basic child protection awareness				
Policy and procedures				
Recruitment and selection				
Good practice in communicating with children				
Induction of new staff				

## Tools & exercises : Module 10, Mainstreaming

### EXERCISE 10.1 CHECKLIST FOR KEEPING CHILDREN SAFE IN DIFFERENT PROGRAMME AREAS

Adapted from World Vision International

This checklist tries to ensure that children are protected in different programming areas by identifying factors which need to be considered for keeping children safe when designing a programme. The checklist can be used at the assessment stage.

N.B. This checklist is not exhaustive but simply provides a guide for you to build on. For the full list see Tool 4

Risk assessed	Action needed?
<b>Employment</b>	
Cash for work programmes do not include children under the legal age for employment.	
The age at which work is legal for children is known	
Micro credit staff have training in child protection and know what to do if they have concerns when visiting a family.	
There is a clear definition in-country of exploitative child labour	
<b>Health</b>	
Children who are admitted to clinics and hospitals are tagged with their name.	
Children who are admitted to clinics and hospitals have a parent or carer with them.	
<b>Environmental Health</b>	
Women's and children's views on design and safety aspects (where they do and don't feel safe) have been sought and taken into account in design of latrines, washing facilities and waste disposal areas.	
Community committee is functioning and represents the whole community including children and is consulted on environmental health issues.	
Any contracts have included the NGO's behaviour protocols and other core child protection principles.	
The community knows how to report any infringements of these codes and principles.	
Sanitary provision takes into account women's and children's need for safety and privacy.	

Any communal / shared toilets have locks which can be opened from the outside.	
<b>Food</b>	
Children are involved in school feeding programmes.	
Children who cannot attend school for whatever reason are still able to access a balanced diet Children in wet feeding programmes have name tags	
<b>Shelter</b>	
Consultation with whole community, including separate groups by gender and for children has been held to plan settlement.	
Steps have been taken to avoid exploitative child labour in shelter construction and site preparation	
Where tents are used, larger families can have 2 or larger tents	
Community committees develop a security system where that provided locally by authorities is inadequate.	
<b>School Construction</b>	
Children are involved in the design of the school	
There is a designated safe space for children to play, with equipment if possible.	
Any playground equipment is well-maintained and someone specifically checks it every day, reporting damage to a designated person	
The needs of children with special needs are taken into account..	

# Tools & exercises : Module 11, Monitoring

## EXERCISE 11.1 HOW TO CONDUCT AN INDIVIDUAL INTERVIEW<sup>5</sup>

Individual interviews can be used during assessments or monitoring activities. An individual interview can mean a ten-minute conversation during an informal visit or a longer and more structured discussion, using a series of questions on a particular topic.

Is strongly advised to have a series of questions on a particular topic ready which will enable you to compare results from one site to another.

Focus on essential information and build your interview around current concerns, for example, profiling and needs assessment, tracking changes, or seeking feedback. Aim to interview people at times that are safe and convenient for both staff and interviewees. The time your interviewee has available should determine how long your interview lasts. Make sure that people understand why you wish to talk to them and what you will do with the information they share. Never use people's names when using information without their express permission or that of their guardian.

Start with questions that are factual and relatively straightforward to answer. Move on to more sensitive issues, if necessary, only when the person you are interviewing is more at ease.

Make sure people know that you value their time and participation. Don't end the interview too abruptly. Take responsibility for the effect on your interviewee if sensitive issues are discussed. Record, store, and use information safely.

### Some 'Do's' for interviews

- Do try to make sure you have a good translator.
- Do locate care givers first, explain who you are and what you are doing, and ask their permission to interview.
- Do ask individuals' permission to interview them; for example, 'Is it OK if I ask you a few questions about the conditions here?'. Thank them afterwards.
- Do try to prioritise discussions with children likely to be experiencing particular difficulties.
- Do try and interview at least three children in each location in order to cross-check / triangulate the information you are receiving.
- Do make sure that you include people at the edge of a camp or site where you may find the poorest families living, quite literally, on the margins.
- Do avoid large crowds following you around if possible, since this is likely to intimidate interviewees and interviewers.

## HOW TO CONDUCT A FOCUS GROUP

If possible, conduct a few focus groups and compare the information you are collecting from these and other sources. Is important to ensure that specific vulnerable group who may be stigmatised or discriminated against are also involved in this process.

### What is a focus group?

Six to twelve people are invited to discuss specific topics in detail. The focus group can bring together people who have something in common. They may share a particular problem, or be unable to speak up at larger meetings (for example, younger people, women, or minority groups), or are people only peripherally involved in the community, such as nomads. It is best not to have leaders or people in authority present – interview them separately.

Why only six to twelve people?

<sup>5</sup> The good enough guide – impact measurements and accountability 2007

In a larger group:

- Speaking time will be restricted and dominant people will speak most
- The facilitator will have to play more of a controlling role
- Some members of the group will become frustrated if they cannot speak
- Participants will start talking to one other rather than to the group as a whole
- The group may stop focusing and start talking about something else

#### **What do you need?**

- An experienced facilitator: a native speaker who can lead, draw out the people who are not talking, and stop others from talking too much
- Time to prepare open-ended questions and select focus-group members
- One, sometimes two, people to note in writing what is said
- A common language
- A quiet place where the group will not be overheard or interrupted
- To sit in a circle and be comfortable
- Shared understanding and agreement about the purpose of the discussion
- Ground rules, for example: everyone has a right to speak; no one has the right answer; please don't interrupt
- Permission from the group to take notes (or maybe use a tape recorder)
- About one to one-and-a-half hours and some refreshments What happens?
- The facilitator makes sure everyone has a chance to speak and that the discussion stays focused
- The note-taker writes notes
- At the end of the session, the facilitator gives a brief summing up of what has been said in case someone has something to add
- The facilitator checks that the written record has captured the main points and reflected the level of participants' involvement in the discussion.

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## **HOW TO HOLD A LESSONS-LEARNED MEETING**

#### **Purpose**

- For project staff to meet and to share project information
- To build agreement on the activities you are carrying out
- To build agreement on the changes you aim to make
- To document key information and decisions and act on them

#### **You will need**

- Your accountability adviser, if you have one
- One person to act as facilitator
- Another person to record in writing key findings, comments, and decisions

**Questions for project staff**

1. Who are you working with?
2. Which of these people are particularly vulnerable?
3. Who have you spoken to since the last meeting?
4. What have you learnt from them?
5. Who have you cross-referenced findings with?
6. How do findings compare with your meeting records and/or baseline data?
7. What needs are beneficiaries prioritising?
8. How does this relate to your current activities?
9. What is working well?
10. What is not working well?
11. What results are / should you aim to achieve and how?
12. What do you need to do to improve impact?

When meetings are held regularly, with key findings, comments, decisions, and dates noted, this can help you update project information and measure project impact. It is particularly important to try to do this during the early stages of an emergency when you are busy responding, when staff turnover may be high, and when teams have little time to set up systems.

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Ms. Solveig has worked for over 15 years in the humanitarian sector with the United Nations, governmental agencies and INGOs. She specialises in child protection in emergencies and is an expert on children's needs assessment, programmatic strategy development, programme implementation, monitoring and evaluation as well as capacity building.

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All children,  
whoever they are  
and wherever they  
are, have a right to  
be protected.

Lessons learned from the past have shown that too often organisations do not prioritise the safeguarding needs of children when emergencies strike. Yet children suffer the consequences in the absence of such measures and abuse is likely to occur every time an emergency happens.

*Safeguarding children in emergencies Toolkits 1-3 provide a reference to safeguarding standards, helpful checklists, guidance notes, exercises tools and examples – specially selected and adapted to help you safeguard children during emergencies.*