fhi360
THE SCIENCE OF IMPROVING LIVES

CHILD PROTECTION TOOLKIT | MANUAL 3

Becoming a Safe Organization for Children

Acknowledgments

Becoming a Safe Organization for Children

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ACRONYMS

AIDS	acquired immunodeficiency syndrome
CBOs	community-based organizations
CP	child protection
CPO	child protection officer
CRC	Convention on the Rights of the Child
CPPP	child protection policy and procedures
CPSA	child protection self-assessment
CSOs	civil society organizations
CPWG	child protection working group
HR	human resources
INGO	international nongovernmental organization
IPs	implementing partners
M&E	monitoring and evaluation
NGO	nongovernmental organization
OVC	orphans and vulnerable children
SOPs	standard operating procedures
QI	quality improvement

KEY TERMS

Following is a list of the main concepts and terms used throughout this manual and their definitions. Additional concepts and terms related to child protection can be found in Manual 1 of this toolkit (*Child Protection Basics*) and Manual 2 (*Guidelines and Programming Options for Protecting Vulnerable Children in Community-based Care and Support Programs*).

Child: The United Nations Convention on the Rights of the Child defines a child as a human being younger than 18, unless under the law applicable to the child, majority of age is attained earlier.

Child abuse: Child abuse is any deliberate behavior or action that endangers a child's safety, well-being, dignity and development.

There are three types of child abuse: physical, emotional, and sexual. Neglect is also considered a form of child abuse.[1]

Child exploitation: Child exploitation is the use of children for someone else's economic or sexual advantage, gratification or profit, often resulting in unjust, cruel and harmful treatment of the child.[2]

1. A Save the Children definition. From: Long S. Protecting children affected by HIV against abuse, exploitation, violence and neglect (technical report); Arlington, VA: United States Agency for International Development AIDSTAR-On; July 2011.

2. Long S; July 2011.

Child neglect: Child neglect is the persistent failure of a parent or adult caregiver to provide appropriate care to a child despite being able to do so. There are different types of neglect: physical, medical, emotional and educational.[3]

Child protection: This term refers to preventing and responding to violence involving children and exploitation and abuse of children, including commercial sexual exploitation, trafficking, child labor and harmful traditional practices such as female genital mutilation (cutting) and child marriage.[4]

Child safety: Safety refers to the condition of being safe from undergoing or causing hurt, injury, or loss.[5] Children can be considered safe when they are not at risk of harm or when the protective mechanisms around them are adequate to manage threats to their safety.

Child violence: This term refers to all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, or maltreatment or exploitation, including sexual abuse.[6]

Child well-being: Child well-being can be understood as the quality of a child's life. It can be considered as a dynamic state that is enhanced when a person can fulfill his or her personal and social goals. A wide variety of domains and measures are used to assess levels of childhood well-being. The United Nations Children's Fund uses six dimensions: material well-being, health and safety, education, peer and family relationships, behaviors and risks, and children's own subjective sense of well-being.[7]

Community: A community is a group of people living in an identifiable geographical area who share a common culture, and are arranged in a social structure that allows them to have a common identity as a group.[8]

Stakeholder: This term refers to a person, group or organization having a direct or indirect interest in an organization because they can affect or be affected by the organization's actions, objectives, and policies.[9]

Vulnerable child: In the context of HIV programming, a vulnerable child is a person under 18 years of age whose well-being is jeopardized by a combination of health and socioeconomic risk factors that are created or exacerbated by HIV, poverty, lack of adult care and protection, lack of access to basic services and stigma and discrimination. These factors can, in turn, increase children's (and especially adolescents') risk of acquiring HIV. The term "vulnerable child" includes but is not restricted to orphans.[10]

3. Butchart A, Harvey A; 2006.

4. Child protection information sheets. New York: UNICEF; 2006. Available from: http://www.unicef.org/publications/files/Child_Protection_Information_Sheets.pdf

5. http://www.merriam-webster.com/dictionary/safety

6. A definition from the Office of the U.N. High Commissioner for Human Rights 1990, Article 19. From: Long S. Protecting children affected by HIV against abuse, exploitation, violence and neglect [technical report]. Washington, D.C.: United States Agency for International Development, AIDSTAR-One; July 2011.

7. Child poverty in perspective: an overview of child well-being in rich countries. Florence: UNICEF Innocenti Research Centre; 2007.

8. UNICEF Innocenti Research Centre; 2007.

9. Business Dictionary. Available from: http://www.businessdictionary.com/definition/stakeholder.html

10. United Nations Children's Fund. Enhanced protection for children affected by AIDS: a companion paper to the framework for the protection, care and support of orphans and vulnerable children living in a world with HIV and AIDS. New York: UNICEF; 2007: 28.

INTRODUCTION

Protecting children to ensure their safety and well-being is everyone's responsibility.

Purpose

This manual was developed by FHI 360 as a set of guidelines and tools that the organization's country offices and local implementing partners can use to develop and put into practice policies and procedures that will protect the children they serve from harm. It is intended for staff responsible for developing and implementing the organization's child protection policy and procedures.

This is the third manual in FHI 360's Child Protection Toolkit. The toolkit also contains:

- **Child Protection Basics.** This document aims to enhance understanding of fundamental child protection issues. It is intended for everyone involved in programming for vulnerable children, from senior management staff to community volunteers.

- **Guidelines and Programming Options for Protecting Children in Community-based Care and Support Programs.** This manual provides guidelines on programming strategies and interventions that can be implemented at the child, family, community and government level to protect children.

The toolkit as a whole aims to strengthen the capacity of FHI 360 and its IPs to integrate child protection measures in community-based care and support programs and other interventions on behalf of vulnerable children.

Reasons to focus on child protection

Children are naturally vulnerable, because of their physical, mental and emotional immaturity and developing capacities. Their natural vulnerability can be increased by such health and socioeconomic factors as poverty, diseases such as HIV and lack of adult care and protection.[11] Because of these vulnerability factors, millions of children around the world experience or are at high risk for violence, abuse, neglect and exploitation.

Protecting children to ensure their safety and well-being is everyone's responsibility. The primary responsibility to protect children lies with children's parents or legal guardians, followed by the state. However, civil society organizations serving children, such as international nongovernmental organizations, nongovernmental organizations and community-based organizations also have a moral, ethical and even legal responsibility to ensure children's safety and well-being.

The participation of civil society organizations in child protection is particularly important in countries with weak protection systems and in situations where parental care is lacking.

11. For more information on vulnerability factors, please consult Manual 1: Child Protection Basics.

Organizations working at the grassroots level whose staff, volunteers or visitors are in direct contact with children have an even greater responsibility to keep children safe. All such organizations need to have child protection systems in place.

At the organizational level, child protection systems consist of policies and procedures that aim to prevent intentional or unintentional harm from happening to children while they participate in the organization's programs, services or activities. Organizational child protection policies and procedures also ensure that children who are harmed receive adequate support and that perpetrators are reported to local authorities.

At FHI 360 we take seriously our responsibility to protect and ensure the well-being of the thousands of vulnerable children who are reached through our programs and research activities all around the world. We believe that every child, regardless of age, sex, nationality or ethnic background has the right to feel safe at all times. Having adequate policies and procedures to prevent and respond to cases of child abuse, neglect, exploitation and violence is of utmost importance to us.

Structure of the manual

This manual describes the concept of being a safe organization for children and the actions an organization needs to take to achieve this. The manual also describes in detail the steps for developing an institutional child protection policy and procedures.

How to use this manual

This manual was primarily designed as a guide to help FHI 360 country offices and local implementing partners develop their child protection policies and procedures. However, it can also be used as a reference for the design of child protection training.

Section 1:

WHAT IS A SAFE ORGANIZATION FOR CHILDREN?

A safe organization for children:

- Recognizes that children are vulnerable and responds to their special needs

- Has a strong focus on prevention

- Listens to what children have to say and invites them to participate in decision-making

- Carefully recruits and manages its staff and volunteers

- Educates staff and volunteers about child protection

- Ensures that the commitment to child protection is shared by all.

A safe organization for children is one whose commitment to protect children from abuse, neglect, exploitation and violence is deeply rooted in its culture and values and is understood and shared by all within the organization. A safe organization for children emphasizes prevention and does not just react to unfortunate incidents when they happen. It has an adequate policy and procedures in place to protect children from harm.

Organizations that are safe for children may operate within different contexts and cultures, but they always adhere to the following standard set of child protection (CP) principles:

- All children have equal rights to protection from abuse, neglect, exploitation and violence, as stipulated in the United Nations Convention on the Rights of the Child (CRC).

- All children should be encouraged to fulfill their potential.

- Everybody is responsible for the care and protection of children.

- Organizations have a duty to care for the children with whom they work and with whom their representatives work.

- Organizations that work through implementing partners (IPs) have a responsibility to ensure that those partners meet minimum child protection standards.

- The four core principles of the CRC will be taken into consideration throughout all stages of the program cycle: 1) the best interests of the child, 2) nondiscrimination, 3) the right to survival, well-being and development and 4) respect for the views of the child.[12]

Becoming a safe organization for children does not happen overnight. It is a dynamic and ongoing process that involves learning, doing, monitoring and improving. As organizations move along in this continuous process, their ability to protect children is strengthened.

Becoming a safe organization for children has many benefits. These include:

- avoiding the damage an incident of abuse would cause to children, their families and to the organization itself

- fulfilling the moral and legal obligation to protect the children being served

- enjoying the satisfaction of knowing that the organization is doing all it can to protect children

12. United Nations Convention on the Rights of the Child. Available from: http://www2.ohchr.org/english/law/crc.htm.

Section 2:

STEPS TO BECOMING A SAFE ORGANIZATION FOR CHILDREN

Organizations working with vulnerable children[13] vary widely in size, structure, resources and the types of interaction they have with children. Despite these differences, there are some fundamental steps an organization needs to take to protect the children it serves. They are:

- conduct a child protection self-assessment (CPSA)

- develop a child protection policy and procedures (CPPP)

- monitor and evaluate the implementation of and adherence to the child protection policy and procedures

- enable and promote participation by children

Here is a description of each of these steps.

Step 1: Conduct a child protection self-assessment

The very first step an organization[14] should take to become safe for children is to carry out a CPSA to review its existing policies and practices. The self-assessment will reveal the organization's strengths (good practices) and weaknesses (poor practices, service gaps and risks) in protecting children.

The results of the self-assessment will be the basis for implementing actions to improve.

The CPSA can be carried out using the sample activities listed in Appendix 1. Not all of the activities are necessary. Moreover, they can be adapted to the needs and local context in which FHI 360 and its local IPs are working. These activities help organizations think about:

- the amount of contact they have with children

- how safe their practices are and where these practices need to improve

- current threats to the implementation of the CPPP (and thus to protection of children) in the organization

- key players and stakeholders in the implementation of the CPPP

The CPSA is best carried out in a meeting with staff and volunteers. When staff and volunteers participate in the assessment their awareness of CP issues will increase along with their motivation to be proactive in reducing risks for children.

Once the CPSA has been completed, an action plan should be developed to

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13. For a description and definition of vulnerable children, please consult Manual 1: Child Protection Basics.

14. Whenever the terms ¨organization¨ or ¨organizations¨ are used, they refer to FHI 360 country offices and/or implementing partners.

improve the organization's CP practices. The action plan can be developed using the tool in Appendix 2. Because becoming a safe organization for children takes time, organizations are encouraged to reassess their CP capacity regularly — annually at least.

Step 2: Develop a child protection policy and procedures

The development of a CPPP is one of the most important actions an organization can take to become safe for children. A strong policy will make it easier for an organization to deal with difficult CP concerns and will make an organization less vulnerable to false or malicious accusations of abuse. The reputation of an organization that does not have any CPPP in place can be destroyed by allegations of abuse, true or false. This would have serious implications for fundraising. Moreover, donors are increasingly requiring organizations to have a CPPP in place as part of their funding criteria.

A CPPP is a document that explains the organization's commitment to protect children from harm and describes the organization's approach to protecting children. It provides a framework of CP principles, standards and guidelines in relation to areas such as personnel recruitment, personnel conduct, institutional communications and recognizing, reporting and reacting to allegations of abuse. A CPPP shows that an organization takes its CP duty seriously.

A short CPPP articulates the organization's commitment to CP and outlines briefly the response and reporting guidelines as well as management structures and consequences of misconduct. A longer, complete version describes all relevant procedures in key areas of operations (human resources and communications) and behavior protocols (usually called a code of conduct). Short or long, the CPPP must be written in clear, simple language so everyone can understand it and know what to do from day to day and when concerns arise.

If the policy is short, it does not stand alone but is supported by the policy and procedure documents of departments such as human resources and communications. The departmental policy documents should take into consideration the safety of children and include concrete protective actions.

The ideal situation for FHI 360 and its IPs is to develop a complete CPPP, but since this process takes time and resources that may be scarce, writing a policy statement and code of conduct are the most urgent priorities.

Depending on the situation of the organizations and the context of the country they work in, the other parts of the CPPP can then be developed over time, using this manual.

After the CPPP is developed (or the policy statement and code of conduct), the organization's board of directors, management committee or other leaders should review and approve the policy. After that, the organization should share the document with all of its stakeholders — especially board members, staff and volunteers new to the organization.

After review, approval and dissemination, the organization should make sure that the CPPP does not become a "dead document" that no one every looks at. It is therefore important for the organization to develop an implementation strategy in order to put the CPPP into practice. Effective monitoring will help ensure that the strategy is being implemented across all parts of the organization.

The CPPP should be reviewed and adapted whenever there is a significant change in the organization or when the results of the CPSA indicate the need for changes.

The paragraphs below describe the steps that FHI 360 and its IPs must take to develop a CPPP.

STEP 2.1: CONSULT

The right people need to be involved in the planning and development of a CPPP. One person cannot do the job, because it requires

staff input and agreement. A good start is to bring a small group of staff members together to discuss the project. The group might be called a child protection working group (CPWG)[15] to make its responsibility clear within the organization, but this is not a requirement. This group could consist of a program person, an HR person and someone responsible for communications, but it is up to the organization to decide on the appropriate people.

The small group should meet to design the policy and create a plan to shepherd it through to conclusion.

Thereafter, a good practice is for the small group to convene meetings to consult with as many people as possible, because the more who contribute and agree to the policy, the more effective the policy will be. If beneficiaries and stakeholders participate in these conversations, the organization will have an opportunity to share its CP values.

Topics for discussion are:

- the importance and objectives of a CPPP

- the benefits for the organization, its staff members and beneficiaries

- what the CPPP may look like

- existing policies (on recruitment, for example) that can be linked to the CPPP

These consultation meetings should take place before the CPWG writes a policy statement.

STEP 2.2: WRITE A POLICY STATEMENT
A policy statement should be brief and clear (one or two pages) and have the following elements:

- the philosophy, core principles and values of the organization regarding child protection

15. Whenever CPWG is used, the term refers to the group of people who are responsible for developing the CPPP.

- recognition of the right of all children to be protected, regardless of race, gender, religion or socio-economic status, including those with special needs such as children with disabilities

- how, in broad terms, the organization will protect children

- references to the international and national legislation, policy and guidance that underpin the policy

- broad but practical objectives and reasons for having a CPPP

- the scope of the CPPP (to whom it applies)

- how the organization defines child abuse and also such terms as staff member and volunteer (this element can be a simple reference to existing documents)

The policy statement should include the following core principles (in addition to any others appropriate to the organization):

- the rights of the child to protection from harm, abuse and exploitation as set out in the CRC

- the best interests of the child (that is, when there is a conflict of interest the needs of the child are always the most important)

- participation by children and respect for their views, acknowledging that children are individuals with their own needs, wishes and feelings

- recognition of the right of every child, without discrimination, to survival, well-being and development

- recognition of the importance of parents, families and other caregivers in children's lives

- recognition of the importance of working in partnership with other organizations to protect children

- recognition of the need to pay attention to local understandings of abuse, stage of development and environmental factors

- recognition of the need for measures that account for the specific needs of boys and girls and that promote equality between girls/women and boys/men.

Please refer to Appendix 3 for an example of a policy statement.

STEP 2.3: DEVELOP A CODE OF CONDUCT

The next step after writing a policy statement is developing a code of conduct. The code of conduct should be developed in consultation with various stakeholders, including children.

A code of conduct is a crucial CP tool for an organization. It describes the acceptable and unacceptable behaviors and practices of anyone who works for or is affiliated with the organization (for example, staff, volunteers and consultants). A code of conduct should be concise and clear enough for everyone in the organization to understand it. It should also be displayed prominently and be easily accessible to everyone associated with the organization, including beneficiaries.

The code of conduct can help minimize opportunities for abuse and help prevent false allegations from being made against staff and other representatives, as well as encourage staff and other representatives to act appropriately. If they don't, a code of conduct enables the organization to take disciplinary action, such as warnings, being fired or other consequences.

After listing what is acceptable and unacceptable behavior, the CPWG should look at any behavioral protocols already in place in the organization. Are they well-known, relevant, appropriate, clear and complied with? If they are, the code of conduct may simply refer to those existing protocols, or their standards may be incorporated in the code of conduct. Elements that are missing or unclear need to be identified.

Here is a list of principles or standards that should be integrated in a code of conduct:[16]

- Sexual exploitation and abuse constitute acts of gross misconduct and are therefore grounds for termination of employment.

- Sexual activity with a child (a person under the age of 18) is prohibited regardless of the age of consent locally. Mistaken belief that the child is 18 or older is not a defense.

- Exchange of money, employment, goods or services for sex, including favors or other forms of humiliating, degrading or exploitative behavior are prohibited. This includes the exchange of assistance that is due to beneficiaries.

- Sexual relationships between staff members and program beneficiaries are strongly discouraged, because they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of development work.

- Where a staff member develops concerns or suspicions regarding sexual abuse or exploitation by a fellow staff member, she or he must report such concerns following the prescribed procedure.

- FHI 360 and IP workers are obliged to create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of this code of conduct.

- Managers at all levels have the highest level of responsibility to support and develop systems that maintain this environment.

These standards relate only to the issue of sexual abuse and exploitation. Therefore a more practical list of Do's and Don'ts is also needed to address:
- environment and work space

- good practices when working directly with children
- contact arrangements
- transport
- safe and open culture
- sleeping arrangements
- discipline

Examples of a code of conduct can be found in Appendix 4.

STEP 2.4: DEVELOP HUMAN RESOURCES GUIDELINES
Human resources management is one of the key areas of operation through which an organization can make itself safe for children.

2.4.1 Recruitment, screening and selection
A thorough and standardized recruitment, screening and selection process for all employees, contractors, trustees, officers, interns and volunteers — whether paid or unpaid, full-time or part-time, temporary or long-term — who have direct or indirect contact with children will minimize the risks for children. A rigorous entry process will allow the organization to identify people who may have abused children in the past or who are at risk of committing abuse, and to choose the best possible candidates to work with children and youth. Even if a job does not involve working directly with children, the organization must consider the access to children that a job provides.

In collaboration with the HR staff, the CPWG should include guidelines on thorough and standardized recruitment, screening and selection in the CPPP. Alternatively, the guidelines could be incorporated in existing HR manuals or documents that the CPPP references. The following guidelines can be used:

- Job descriptions for staff, interns or volunteer positions need to accurately and clearly indicate the role and responsibilities of the position as well as qualifications, experience and attributes required. This is particularly important if the position involves working with children.

Sample Advertisement
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CHILDCARE ASSISTANT

Our community child care center is seeking a dynamic, experienced childcare worker. At our Village Childcare we are committed to excellence in child care and to ensuring the safety and well-being of children.

The application form can be accessed at our website and will need to include three referees. All applicants must have previous experience working with children and referees who can comment on this experience.

A current police check/ Working with Children check is essential.

We are a child-safe and equal employment opportunity employer.

16. See the United Nations Secretary-General´s Bulletin ST/SGB/2003/13 (available from http://www.un.org/en/pseataskforce/ overview.shtml); the United Nations Inter-Agency Standing Committee (IASC) Task Force Core Principles and Code of Conduct (available from www.humanitarianinfo.org/iasc); and the International Red Cross code of conduct (www. ifrc.org).

- Job descriptions for all staff, interns or volunteer positions will include the responsibility of complying with the CPPP.

- All advertisements for positions involving work with children and youth will reference the organization´s commitment to CP. This will discourage unsuitable people from applying (see sample ad).

- All applicants need to confirm identity and provide proof of relevant qualifications.

- Ensure that the designated child protection officer (CPO) is informed when a position becomes vacant in the organization so that he or she is able to input CP advice from an early stage.

- The designated CPO should advise the interview panel of the CP implications of the interview process, making them aware of possible questions that could be asked and warning signs to watch out for during the interview.

- At least two references from previous employers should be obtained and verified from potential staff, consultants and interns. References should attest to the individual's strong work ethics and good conduct with children and youth. See Appendix 5 for sample questions that can be asked during reference checks.

- Suspicious gaps or frequent changes in employment should be clarified during the screening process and references used to clarify concerns.

- Behavioral interviewing should be used to draw out attitudes and values in relation to the protection of children and to determine how the potential staff member, intern or volunteer would behave in, or manage, sensitive situations involving children and youth. See Appendix 6 for sample questions that can be asked to assess child safety risk factors.

- The interview panel should highlight and discuss the CPPP and its importance to the organization. Transparency is an important part of prevention: There will be fewer opportunities for child abuse in an open and aware organizational culture.

- Where possible and allowed by local law, a police background check will be conducted for staff, consultants and interns who will be in direct contact with children. Written permission will always be obtained from applicants before conducting a background check. The information obtained will be treated with strict confidentiality within the organization. See Appendix 7 for sample forms on police background checks.

Training in the organization's child protection code of conduct, policy and procedures is essential for all personnel. Training can comprise:

• initial, basic awareness raising and training for existing staff, interns and volunteers and as part of the induction of new staff

• general refresher training (perhaps once/twice a year) to remind personnel of the procedures and to bring them up to date on any new developments

• briefings for personnel who will travel overseas on site visits to review the code of conduct, communications guidelines and reporting procedures

• specialized briefings or training designed for particular audiences who are not in contact with children, such as for communications, media and fundraising staff on the protocols for publishing images of children

• In the best interests of children, the organization will not knowingly select or hire someone who has a history of violence, inappropriate behavior with children or youth, a conviction of child abuse or serious drug charges.

• All personnel will sign a statement of commitment to the organization's CPPP, which will be kept on file. For an example, see Appendix 8.[17]

• When selecting staff, interns and volunteers, the safety and well-being of children should be the primary consideration. At the same time, the selection processes should be fair and just; decision-making should be rigorous, defensible and transparent; and requirements of privacy legislation and laws relating to unlawful discrimination should be adhered to.

2.4.2 Induction and training

Training staff, interns and volunteers in CP and integrating CP in the induction of new staff or volunteers will increase awareness of the organization's commitment to CP as well as strengthen knowledge and skills in this area. Guidelines for induction and training in CP should either be included in the CPPP or in existing HR manuals or documents that the CPPP references. The guidelines should cover the following points:

• All staff and volunteers should receive training and resource material on CP. For new staff and volunteers, training should be provided, preferably within three months after they start working for the organization.

• It is useful to do a needs assessment to establish the types of training and orientation needed. (See the sidebar on this page.)

2.4.3 Supervision

Integrating CP into staff, intern and volunteer supervision, whether through officially

established performance evaluation or on-the-job monitoring, will allow FHI 360 and its IPs to prevent, recognize and respond to inappropriate and harmful behaviors and reinforce appropriate behavior. Human resources guidelines should include the following instructions:

• Supervisors will use the organization's CP code of conduct to determine what behaviors are inappropriate or harmful. Appropriate behaviors will be acknowledged, praised, encouraged and rewarded.

• Staff, interns and volunteers will be provided with regular opportunities to talk to a supervisor. This will allow them to share information on any problems they're experiencing or something they're concerned about, including unacceptable conduct.

STEP 2.5: DEVELOP GUIDELINES FOR COMMUNICATION AND INFORMATION DISSEMINATION

The organization needs to assess the possible ways that children can communicate with staff and decide what guidance they need to follow to prevent possible abuse through digital communication such as SMS text, email, internet chat rooms, photo phones, digital cameras and so forth. Furthermore, whenever the organization uses images of children — videos, photographs or pictures — for Web sites, leaflets or other communication materials, the strict guidelines listed below should be followed. These guidelines must be part of the CPPP, whether in the code of conduct, a separate section in the CPPP or in the general guidelines on communication.

• Organizations need to keep the best interests of children in mind in their information dissemination activities. The dissemination of information about children and images of children should be done in a way that respects children's physical and mental integrity, privacy and dignity.

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17. Note: The CP policy and code of conduct must be carefully read and explained to volunteers who are illiterate to ensure they understand the documents well. In such cases, volunteers will endorse the commitment forms with their thumbprints.

- Organizations must not use unknown photographers or filmmakers who have not been checked properly.

- Photographers and filmmakers should not be allowed to spend time with or have access to children without supervision.

- Children (and preferably also their parents or caretakers) will be asked for their permission before their photos are taken.

- Children will be accurately represented through words and images. The portrayal of children must not be manipulated or sensationalized in any way but rather, provide a balanced depiction of their lives and circumstances.

- All children must be appropriately dressed according to their country of origin. In countries where children wear few items of clothing, images must be chosen especially carefully.

- Recorded images should focus on the activity instead of the children and, where possible, feature groups of children rather than individuals.

- Language or images that could degrade, victimize or shame children will be avoided.

- Children will not be depicted in images or poses that might be regarded as sexually provocative.

- Images and text, which make inaccurate generalizations and/or discriminate in any way, will be avoided.

- Children are not to be depicted in images that might identify them as HIV-positive without their informed consent.

- Informed written consent will be obtained from parents or a responsible caregiver before any images of a child are used publicly, making sure they understand what, where and how the images will be used (see the consent form in Appendix 9).

- Children will be encouraged to give their own accounts as much as possible rather than having others speak on their behalf. Interviews should be done in the presence of a parent or guardian or trained counselor or CPO.

- Information that may be used to identify the location of a child and place him or her at risk will not be included in communications or on Web sites.

- Information about a child's life and photographs of children (including information stored on the computer) will be kept in secure files. Access to these files will be limited to those who need them for their work.

- Before images of children are published on a Web site, they should be right-protected or otherwise saved in a way that ensures they cannot be used inappropriately — for example, adapted or copied for use on child pornography Web sites.

- Any complaints or concerns about inappropriate or intrusive images should be reported and recorded like any other child protection concern.

STEP 2.6: DEVELOP GUIDELINES FOR PREVENTING HARM TO CHILDREN IN PROGRAM/PROJECT ACTIVITIES

For each activity that an organization plans, designs and implements, the key principle of keeping children safe should be observed. This principle should apply to every stage of the program cycle. To accomplish this, the organization should develop guidelines on how to plan to prevent harm to children in project activities. These guidelines should be part of the CPPP so that it is clear how the organization intends to make its activities as safe as possible for children.

For details on how to integrate CP into program or project activities, see the second manual of this toolkit: *Guidelines and Programming Options for Protecting Vulnerable Children in Community-based Care and Support Programs*.

For each activity that an organization plans, designs and implements, the key principle of keeping children safe should be observed.

Organizations need to make sure the program or project design, implementation and evaluation is carried out from a CP perspective. Good practices for each of these phases of an activity are listed below and should be followed.

2.6.1 Child protection in program design:[18]

- To maximize program benefits and minimize potential harmful impacts on children, FHI 360 and its IPs need to understand the current situation of children in the context in which they are planning to work before designing a program. The questions in Appendix 10 are useful in assessing the situation of children before program design takes place.

- Keeping children safe must be the underlying principle of all program design. The protection needs of especially vulnerable groups must also be a priority in all program design.

- Think about CP issues and decide which specific ones you need to address in a program's design.

- Involve children in program design to make sure they are listened to and that their hopes and aspirations are respected.

- Include CP prevention and awareness activities in program plans, especially where an assessment has shown that children are vulnerable.

- The design process should take into consideration the CP standards and guidelines that should be followed in program implementation.

2.6.2 Child protection in program implementation

- Child protection must be central to program implementation and all standards and guidelines from the CPPP must be adhered to.

- FHI 360 country offices should develop guidance for its IPs to eliminate the possibility of stigmatizing, or further stigmatizing, children and youth during program activities, such as identification, enrollment and service delivery. According to FHI 360's *Quality Improvement [QI] Guidelines for Care and Support of Vulnerable Children and Youth*, a child's HIV or orphanhood status should never be the only condition for enrolling a child or providing services and support. Rather, vulnerable children should be identified and enrolled based on comprehensive vulnerability criteria. When providing

18. For specific CP activities or tips on integrating CP into projects, see the second manual in this toolkit: Guidelines and programming options for protecting vulnerable children in community-based care and support programs.

When planning and implementing program activities for children, organizations should pay close attention to the staff and volunteers who will be involved. Risks can be minimized through effective recruitment, including appropriate vetting and checks of staff and volunteers — particularly those in a position of trust, and even those whose involvement with the organization is limited to a single event for children and young people.

The following principles should be followed:

- Every person who comes in contact with children in the activity or event should have some form of contract or written agreement and comply with the CPPP (and sign the code of conduct).

- For people who have not been vetted, adequate supervision must be in place to ensure that they are not in a position to harm children.

- People with a special designated protection responsibility should be identified.

- The number of adults needed to adequately supervise children should be determined. Aim to have enough adults to ensure a safe and sensible adult-to-child balance. There should always be a minimum of two adults with any group of children, to ensure that if an emergency with a child arises and one adult has to leave, another adult can stay with the remaining children.

Continued on page 14

services, organizations should also avoid singling out children for support based on their HIV or orphan status (e.g. distributing school supplies in a school only to orphans or HIV- affected children).

- When implementing activities for children, organizations should always keep the best interests of children in mind and avoid doing things that might put their physical, mental or emotional well-being at risk. Activities that involve risks for children should not be pursued.

2.6.3 Child protection in program evaluation

- In organizations that are committed to keeping children safe, CP is a key component of program evaluation. Considering how well a CP objective established during program design has been achieved should be central to evaluation. The evaluation should also consider whether program activities have led to any unforeseen negative impacts on children's safety. For more information and tools on monitoring and evaluation (M&E) of CP, please read the second manual in this toolkit: *Guidelines and Programming Options for Protecting Vulnerable Children in Community-based Care and Support Programs*.

2.6.4 Child protection when gathering information from children

- Information gathering refers to any contact made by adults with children for the purpose of collecting program or research data. Examples of information gathering activities are interviews, observations and focus group discussions. Although it is important for organizations to take into consideration the opinions and ideas of children, it is also important for them to adhere to strict ethical standards and procedures when obtaining information from children and youth to avoid unintentionally harming them.

- Any effort to obtain information from children in the context of an FHI

360-funded program or research activity should follow the guidelines in *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings*, a document developed with FHI 360's participation and support (Population Council, 2005; http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf). This instruction should be clearly stated in the CPPP. Please see Appendix 11 for a summary of the key guidelines and recommendations in that document on gathering information from children.

2.6.5 Protecting children in emergencies

The CPPP should be useful in responding to emergency situations. The principles and guidelines should apply to emergency response scenarios and be based on international humanitarian law and codes.[19] Here are some general guidelines to follow to ensure the CPPP's effectiveness in emergency situations:

- Designate people who understand the protection risks in a particular emergency situation to act as CP focal points.

- Assess the CP risks in the emergency situation and develop your implementation strategy or response plan accordingly. Make sure you take into account things like secure sleeping arrangements, safe play areas, well-lit washing and toilet facilities, medical and educational needs, and guidelines on temporary placement of children and family tracing and reunification.

- Map local resources in order to know who could help and with whom FHI 360 and its IPs can work to develop a reporting structure and complaint procedures in an emergency situation.

- Ensure that staff, volunteers, children and the community know about the CPPP.

- Keep CP investigation information confidential. This requires thorough

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19. For information on humanitarian law and codes, see "Understanding Child Protection" in the first manual in this toolkit.

Another way to minimize risks for children is through careful selection of the venue of an activity or event.

• Try to use open-plan venues, where children and adults can always be in sight.

• Make sure the venue is located in a safe area, without any security problems or local conflict issues.

• Maintain a culture of awareness among the adults and children present at the venue, by ensuring that everyone is clear about their roles and responsibilities and is encouraged to challenge and report any inappropriate conduct with children.

• Inform children present at the venue or location of the reporting mechanisms and how to make a complaint.

• Wherever possible, get the consent of the parents or guardians for children under 18 to come to the venue. Use a consent form to record their permission.

planning, because confidentiality is not easy to accomplish in emergency settings such as a camp.

• New emergency staff should also understand the CPPP, including staff hired at the location of the emergency.

• Coordinate with other agencies participating in the CP response in the emergency situation to share resources.

• Media protocols and guidelines (contacts with the press and images of children) should address CP in emergencies.

• Child protection should be integrated in all assessment activities to ensure equal distribution of emergency assistance, such as food distribution and non-food relief items.

• Ensure that children know about the reporting system in place and the location of child-safe places.

STEP 2.7: DEVELOP GUIDELINES FOR RESPONDING TO AND REPORTING CHILD PROTECTION CONCERNS AND VIOLATIONS

The decision to report a witnessed, suspected or alleged child abuse case and/or violation of the CPPP can be difficult for anyone associated with an organization to make. However, this decision can be easier if there is a clear written reporting process, on which the staff has been trained.

2.7.1 Designing the reporting process

The organization needs to create a clear and effective reporting process. The CPPP should either describe it or make reference to it. The process should outline the responsibilities of people within the organization (management structure) and ways of keeping records to ensure the confidentiality and protection of the child, any witnesses and the person who is making the report. Described below are guidelines on how to design a reporting process.

The need for an **internal reporting process** for child protection violations or concerns arises in the following instances:

• abuse is observed or suspected[20]

• an allegation of abuse is made

• a child discloses abuse

• concerns about the physical environment which may pose a risk to children (this includes health and hygiene issues)

• inadequate staff/child supervision ratios

• breaches of the code of conduct

Several scenarios can be used to discuss the possible steps to take, who should receive the report and who is responsible for managing the process. Following these scenarios, a grid can be filled out, detailing possible responses to a CP concern. From this grid, the best procedure and process for the organization can be designed. For examples of scenarios and grids, see Appendix 12. See Appendix 13 for a sample of a reporting (and referral) form and Appendix 14 for a sample of a CP reporting procedure.

Please note that there are special issues and procedures to consider in the reporting of possible exploitation or other abuse of a child by a staff member. The Keeping Children Safe Coalition offers specific guidance and a sample investigation planning tool in the CP toolkit on that organization's Web site.[21] HAP International's Building Safer Organizations project[22] helps organizations investigate cases. Resource materials — model reporting protocols, for example — can be downloaded from the organization's Web site. If a staff member is suspected or found with abusive (pornographic) images of children on a computer or is suspected of an Internet crime involving children, this should be reported to the police. [23]

20. For recognizing signs of abuse, please refer to the second manual in this toolkit: Guidelines and Programming Options for Protecting Vulnerable Children in Community-based Care and Support Programs

21. http://www.keepingchildrensafe.org.uk/toolkit

22. http://www.hapinternational.org/projects/complaints-handling/building-safer-organizations.aspx

23. The Internet Watch Foundation (www.iwf.org.uk) and Virtual Global Taskforce (www.virtualglobaltaskforce.com), which is an international alliance of law enforcement agencies working together to make the internet safe, can be contacted for further advice in this area. From: Keeping children safe: standards for child protection. London: Keeping Children Safe Coalition; September 2007.

When designing the reporting process, the organization should take into consideration the following elements and principles:

- The guiding principle should be the best interests of the child.

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

- The process must be designed so that confidentiality is respected and information is shared only with the appropriate people.

- The process should be clearly outlined and made available to everyone associated with the organization, including beneficiaries (children as well).

- Relevant contact details for CP services, the social services department, police, emergency medical help and help lines

should be readily available and easily accessible by everyone associated with the organization.

- Guidance on confidentiality and information sharing should be provided to everyone associated with the organization.

- A secure filing system must be established for all children's case histories and personal information. It should be available only to the minimum number of personnel who need to refer to such information.

- Everyone must report all concerns immediately to the CPO, who in turn may seek guidance from local social services or police.

- Appropriate steps must be taken within the organization's power to protect the child from further harm.

- A standardized management flowchart or structure for reporting must be developed and disseminated. Roles and responsibilities must be clearly defined.

- Guidelines should be developed and made available to deal with allegations made by a child (for example, to reassure; listen carefully and calmly; try not to repeat questions; not to promise secrecy; take steps to ensure the child's safety; distinguish between what the child actually said and your interpretation; not to allow doubt to prevent you from reporting; treat the child with respect).

- Arrangements to provide supervision and support to affected children during and following an allegation should be made. (See Appendix 15 for guidelines.)

In many countries the law states that concerns, allegations or suspicions of abuse must be reported to the relevant national authorities, such as local police and/or social services departments. However, some countries don't yet have formal external reporting systems. Organizations need to consider the local context in which they are working to decide if it is possible to report incidents externally. They should consider domestic legislation in relation to child abuse, support systems that exist (for example, medical, social and legal services) and actual engagement of authorities such as police officers. A risk assessment can be done to inform decisions about how to proceed and will enable the organization to analyze the consequences of failing to respond. Again, the principle of the best interests of the child should always prevail in decision making and the actions taken.

2.7.2 Adopting appropriate management structures
An important element of the reporting process is a clear management process to facilitate the implementation of the CPPP. This should define reporting lines and each person´s responsibility to ensure that the CPPP is fully implemented and acted upon.

A CPO should be designated to implement and monitor the CPPP. That person should be senior enough and have enough support to carry out the role. Furthermore, it is good practice to identify a CP representative at each level of the organization across different regions to whom people can talk about CP matters. This allows for several reporting routes and various lines of accountability. The role of these named CP representatives is to act as a focal point to receive information and gather more as appropriate; seek guidance from senior management (identified in the management structure in the CPPP); make a formal referral if appropriate and if systems exist; assess risks for individuals and the organization; and ensure that all information is recorded in a confidential way. Other tasks may be added as appropriate.

STEP 2.8: ESTABLISH CONSEQUENCES FOR MISCONDUCT
To signal that the organization takes CP seriously, to deter personnel from violating the CPPP, and to ensure that those who do violate the CPPP are held accountable for their actions, the CPPP must discuss the consequences of misconduct. Here are some suggestions:

- If an allegation of a violation of the CP policies, guidelines, principles or code of conduct is made by a named individual from a verifiable source against any staff member, intern or volunteer, that person may be suspended from all activity or association with the organization pending the outcome of an independent investigation.

- Depending on the outcome of the independent investigation, immediate disciplinary action and any other action that may be appropriate will be taken. This may mean, for example, dismissal (for staff members), withdrawal of support or funding (in case of a partner) or termination of the contract (for contractors).

- Depending on the nature, circumstances and location of the case, involving authorities such as the police will also be considered to ensure the protection of children and criminal prosecution where this is appropriate.

The principle of the best interests of the child should always prevail in decision making and the actions taken.

- Check job descriptions for new positions to make sure they include references to child protection.

- Check job advertisements to make sure they mention the existence of the CPPP.

- Check applicant information to ensure it includes a self-declaration of criminal convictions.

- Check to see that CP training has been undertaken according to schedule.

- Check that breaches of the code of conduct and cases of child abuse are being managed according to established procedures.

- It would be useful to include more specific information regarding the consequences of specific types of misconduct in relation to CP so everyone knows what the consequences of any type of abuse will be.

Organizations will need to decide the kind of responses or disciplinary action to be taken for different levels of offense. For example, if a staff member verbally humiliates a child (and depending on whether or not this is the first time they have committed this offense), the type of action taken may not necessarily be suspension but could be a verbal warning, followed by monitoring this staff member for a specific period.

Step 3: Monitor and evaluate the implementation of and adherence to a child protection policy and procedures

After the CPPP has been finalized, reviewed, approved and disseminated, an implementation strategy needs to be developed to ensure that the CPPP is put into practice. The implementation of the CPPP also needs to be monitored and evaluated. A separate M&E plan can be created or M&E can be integrated as part of the implementation strategy.

An M&E plan for the CPPP does not differ much from M&E plans for programs and project activities; the same format can be used. If staff who specialize in M&E are available, they are the ones to collaborate in developing the M&E plan for the CPPP. A few guidelines and ideas for developing the M&E plan for the CPPP are outlined below.

- It is good practice to make the M&E process participatory— that is, actively engage key stakeholders, including children, in the development and implementation of the M&E plan.

- Developing an M&E plan for the CPPP involves developing indicators; determining the monitoring methods to be used and the frequency of monitoring activities;

designating responsibilities; involving stakeholders; and determining who has the authority to react to the information collected.

- An effective M&E plan includes process monitoring: collecting information on a regular basis to find out if activities are being carried out as planned and if progress is being made towards the achievement of the objectives.

- An effective M&E plan also includes outcome evaluation: determining what changes or results have been achieved in CP in the organization. Outcome evaluation assesses the effectiveness of the CPPP in terms of helping the organization become safe for children and identifies changes that your CPPP have brought about for children in your care. For example, are there fewer risks for children than before the implementation of the CPPP?

Outcome evaluation also seeks to assess whether the CPPP effectively protects all children at all times, even if the program or work shifts into a new area such as child sponsorship; starting up a fostering/adoption scheme; and services for new groups of children (for example, sexually abused and exploited children, children with disabilities and children who have been involved in conflict situations. If an outcome evaluation suggests that the CPPP is ineffective, the CPWG will need to swing into action again.

Step 4: Enable and promote participation by children

A child-safe organization should take into consideration the views of those it is trying to protect: children. "Not only is child participation a right, but children have a lot to teach us. Hearing what they have to say often gives adults new understanding about their wishes and needs".[24] Moreover, ensuring active, ethical and meaningful child participation at each stage of developing, implementing and monitoring the CPPP will

24. Steinitz L. The way we care: a guide for managers of programs serving vulnerable children and youth. Family Health International; 2009:23.

empower children to protect themselves,
which is the best way to protect children.

There are a number of ways FHI 360 and
its IPs can encourage child participation. It
is recommended that FHI 360 and its IPs
consult pages 23 to 28 of *The Way We Care:
A Guide for Managers of Programs Serving
Vulnerable Children and Youth*, a 2009
publication by Family Health International.
The guidance on child participation in
programs offered there is applicable to child
participation in the CPPP process.

Here are some practical guidelines for
enabling children to participate in the
development, implementation and monitoring
of the CPPP:

- Set up child-friendly meetings[25] to elicit
children's views on issues such as behavior
guidelines, information dissemination
guidelines and mechanisms for feedback
on the implementation of the CPPP.

- Orient children on all relevant aspects of
the CPPP.

- Develop the code of conduct together
with the children, asking them, for
example, what they like and dislike
about behavior on the playground, in the
classroom, in a shelter, at meetings and

so forth. Ask them if these behaviors feed
into the code of conduct, how they think
breaches of the code should be dealt with
and how they think the information should
be written up and displayed.

- Involve children in the development of
communication guidelines. Seek children's
input on informed consent for the use
of information that relates to them. Do
this in a way that will be easy for a child
to understand. Clearly outline how the
information will be used and give a child a
true chance to opt out.

- Ensure children are aware of and
understand reporting procedures.

- Provide children with access to responsible
adult personnel with whom they might
develop relationships of trust. Train all of
these adults to listen to children and to
respond appropriately to allegations a child
might make.

- Encourage discussions of CP issues
between staff and children and among
children in order to create an open and
aware culture.

Appendix 16 provides examples of obstacles
to child participation in the CPPP process and
possible solutions to them.

25. These are meetings taking place where children feel at home — in a school or community youth center, for example. Children are seated
in the first row. During such a meeting children are given ample opportunity to express opinions and ideas (and also asked to speak), and
all adult participants listen carefully and take children seriously. Participants are to formulate their sentences in a child-friendly language —
clear, easily understandable, avoiding difficult wording. The same goes for any supporting documents or facilitation tools.

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Appendix 1
CHILD PROTECTION SELF-ASSESSMENT ACTIVITIES[26]

Activity 1: Children and your organization
Aim
To get a picture of the amount of contact your organization has with children

Notes
Think about the key activities/services that your organization provides for children, or the ways it comes into contact with children. Now imagine a normal day and identify how many children the organization (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 boys, girls, or both; living with their birth families, with their extended families or outside of family care (e.g., in an institution or in the streets); why the staff have to meet those children, etc.

It may help to draw a picture of a child on a piece of flipchart paper and have a series of lines coming out. You could use different colors to show whether the contact with children is regular or, occasional and whether it is direct (e.g., through household visits) or through other service providers.
• Does the organization have any other relevant information about children or young people with whom it has contact?
• Are there other ways you might have contact with children, such as by letter, phone and email?
• Are you surprised by how much or little contact you have?
• Through this activity, you will begin to identify who, and in what ways, people in the organization have contact with or access to children.

Activity 2: Good practice with children
Aim
To identify the things your organization does well in its work with children

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

1. Whether you're working with your own organization, or with a partner organization, make sure you identify positive practices. Begin to think about the strengths of your organization in its work with children. Think about:
• the way children are cared for and valued
• the contact with/involvement of the local community
• the staff's commitment and attitudes toward children
• the way the organization is managed (e.g., is there an open management culture with good HR and communication policies that facilitate respect and cooperation among staff and volunteers and a commitment to the improvement of children´s situation and well-being?)
• existing policies and procedures
• staff training
• how staff are recruited, oriented and trained.

26. Adapted from: Keeping children safe: standards for child protection. London: Keeping Children Safe Coalition; September 2007.

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

2. Either on your own or with others, think about the strengths that your organization or a partner organization 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 your organization brings.

Activity 3: The self-audit tool
Aim
To measure how far your organization is from keeping children safe (or how near to that goal), and where you need to improve

Description
The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all agencies committed to protecting children should be striving to meet. However, the questions are based on Keeping Children Safe's standards (http://www.keepingchildrensafe. org.uk/library/keeping-children-safe-tool-1-standards-child-protection), so depending on the nature of your organization'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 work and context (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 organization:
1. children and the organization
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 in place**   **C: not in place**

Check the A, B or C box as appropriate.

CHILDREN AND THE ORGANIZATION	IN PLACE	PARTIALLY	NOT IN PLACE
1 The organization is very clear about its responsibility to protect children and makes this known to all who come into contact with it.			
2 The way staff and other representatives behave toward children suggests that they are committed to protecting children from abuse.			
3 There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the organization.			

		IN PLACE	PARTIALLY	NOT IN PLACE
4	Managers and senior staff ensure that children are listened to and consulted and that their rights are preserved.			
5	The organization makes clear that all children have equal rights to protection.			
6	The organization manages children's behavior in ways that are nonviolent and do not degrade or humiliate children.			

	POLICIES AND PROCEDURES THAT HELP KEEP CHILDREN SAFE	IN PLACE	PARTIALLY	NOT IN PLACE
1	The organization has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm.			
2	The policy or arrangements are approved and endorsed by the relevant management body (e.g., senior management board, executives and committee).			
3	The policy or arrangements have to be followed by everyone.			
4	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.			
5	There is at least one named child protection person with a clearly defined role and responsibilities.			
6	The child protection procedures also take account of local circumstances.			

	PREVENTING HARM TO CHILDREN	IN PLACE	PARTIALLY	NOT IN PLACE
1	There are policies and procedures or agreed ways of recruiting staff/volunteers and for assessing their suitability to work with children, including (where possible) police and reference checks.			
2	There are written guidelines for behavior or some way of describing to staff and volunteers what behavior is acceptable and unacceptable, especially when it comes to contact with children.			
3	The consequences of breaking the guidelines on behavior are clear and linked to organizational 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 providing care, children are adequately supervised and protected at all times.			
6	There are well-publicized ways in which staff and volunteers can raise concerns, confidentially if necessary, about unacceptable behavior by other staff or volunteers.			

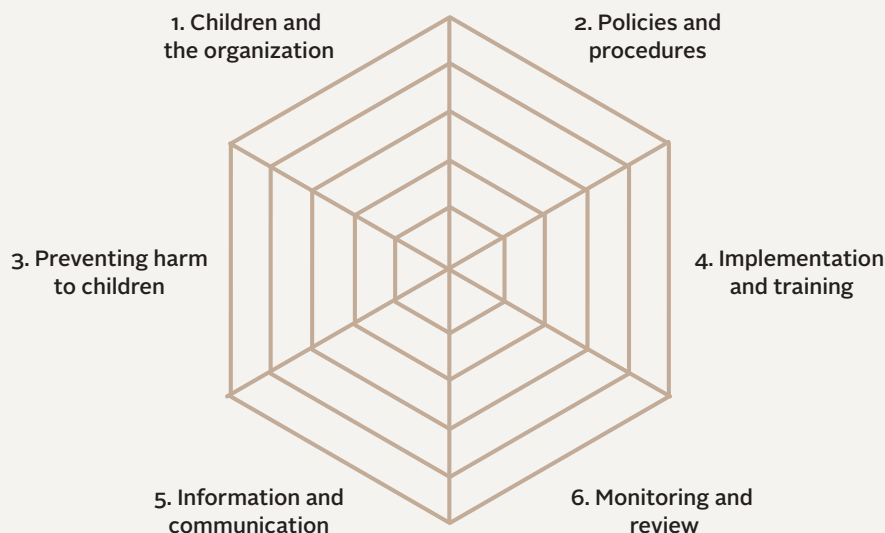|	IMPLEMENTATION AND TRAINING	IN PLACE	PARTIALLY	NOT IN PLACE
1	There is clear guidance for staff, partners and other organizations (including funding organizations) on how children will be kept safe.			
2	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			

		IN PLACE	PARTIALLY	NOT IN PLACE
3	There is a written plan showing what steps will be taken to keep children safe.			
4	All staff members and volunteers receive training in child protection when they join the organization, which includes an introduction to the organization's child protection policy and procedures where these exist.			
5	All staff members and other representatives of the organization are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.			
6	Work has been undertaken with all partners to agree on good practice expectations based on these standards.			

	INFORMATION AND COMMUNICATION	IN PLACE	PARTIALLY	NOT IN PLACE
1	Children are made aware of their right to be safe from abuse.			
2	Everyone in the organization knows which named staff member has special responsibilities for keeping children safe and how to contact that person.			
3	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
4	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.			
5	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
6	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			

The self-audit web

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

Please note that this web reflects the standards of the organization Keeping Children Safe. You can change them and adapt them to the needs of your own organization. The standards have been grouped into six categories to make the exercise 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 checked off as either **in place**, **partially in place** or **not in place**, transfer the results to the web using the shading key below. The web illustrates visually the stage reached by the organization in safeguarding children and highlights where further action needs to be taken. Please note that there is no intended hierarchical progression from 1 through 6. The aim of this exercise is to reveal any gaps.

1. Children and the organization
2. Policies and procedures
3. Preventing harm to children
4. Implementation and training
5. Information and communication
6. Monitoring and review

Activity 4: Risk assessment and risk management

Aim
To identify the current risks to the implementation of the child protection policy and procedures (CPPP) and thus to the protection of children in your organization

Introduction
Now that you have mapped out/identified
- the type of contact your organization has with children
- the strengths or things your organization does well and
- the gaps or areas for improvement through the self-audit tool
it is helpful to carry out a more detailed risk assessment.

Why do a risk assessment?
This risk assessment regarding the protection of children is a way to identify the possibility of things happening that will have a negative impact on your organization'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 a policy and procedures to protect children is so important.

Why is it important to implement policies and procedures to protect children?
Not implementing them could have very serious consequences for the organization. For example:
- some funding/grant bodies do not award money to organizations that cannot show clearly how they protect children and keep them safe
- an organization's reputation can be badly damaged if it is found to be negligent in its duty of care to children
- donors may not support those NGOs that do not take this issue seriously

Once you have assessed the risks to the protection of children and thus to the implementation of the CPPP, you then need to manage them – that is, to make sure that you are aware of the risks and take action to keep the risks small and under control.

What is a risk assessment regarding the implementation of a CPPP?
The risk assessment is a review to help you to think about:
- the practical details of the design and implementation of the CPPP
- things that could go wrong
- the likelihood/probability of these things going wrong
- the impact of these things going wrong

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 the implementation of the CPPP

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 organization.

You should assess the risks for the organization regarding CP and the CPPP. For each area of risk, write down what the area of concern may be. For example, in recruitment of staff and volunteers, you may identify that the area of concern is that recruitment within the organization is an informal process and that no reference checks are done. Then you need to determine if the risk for children is high, medium or low.

On a risk assessment form (see below), rank the risks Low (L), Medium (M) and High (H). Once you have done this, spend some time making an assessment of how to monitor this risk.

Sample Risk Assessment Form

AREAS OF RISK	AREAS OF CONCERN	H	M	L
Recruitment of staff/volunteers				
Management of staff/volunteers				
Policy and procedures that help protect children				
Relationship with partner agencies				
Project location				
Activities with children				
Induction/training or support of staff				
Context and environment in which the organization operates				
Organizational culture				
Communication and consultation with others				
Monitoring and evaluation				
Reporting and responding to concerns				

Activity 5: Stakeholder analysis

Aim
To identify the key players and stakeholders in the process of implementing the child protection policy and procedures (CPPP) to protect children and keep them safe

Introduction
Doing a stakeholder analysis will help you decide who can help and support your efforts to make your organization child-safe (and thus implement a CPPP) and who might block or sabotage it.

What is a stakeholder?
A stakeholder is a person or entity who will be affected by the project and therefore has an important interest — or "stake" — in the benefits of implementing the standards. A stakeholder is anyone who is involved in the project/program. All stakeholders have the right for their opinions to be heard. Using the chart below, identify your key stakeholders.

There are usually two or three main groups:
1. primary stakeholders are the people or entities (including children and institutions) who benefit directly from your organization
2. secondary stakeholders are those who have some influence over the program/activity/ project, have decision-making powers or benefit from the activities directly or indirectly
3. the wider community

Conducting a stakeholder analysis
1. Begin by identifying the key stakeholders in your organization. Some of these may be inside the organization; others outside. For example, your list might include partners, community leaders, managers and children.
2. Decide whether their level of influence is high, medium or low.
3. Predict their view of the standards and the need for the organization to change: Will they be for or against change or neutral?
4. After this, rank your stakeholders in the graph below.

ATTITUDE

For

Neutral

Against   **INFLUENCE**

Low   Medium   High
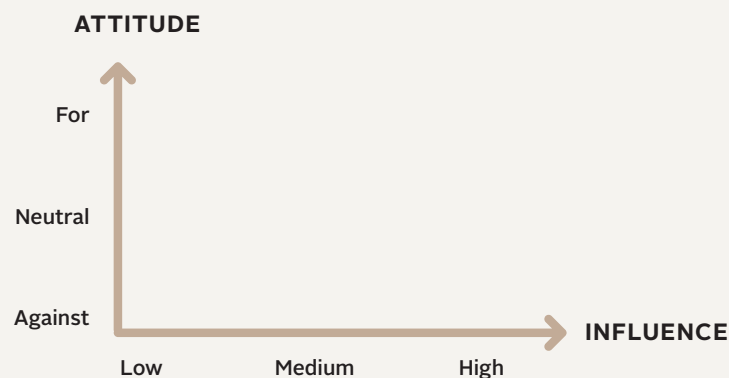
This graph will help you map out where you believe each stakeholder would be in terms of their attitude to implementing the CPPP and their influence. For example, if you think that donors have a lot of influence and power and will be supportive of the development of a CPPP, then you would mark them "high" on the graph. Staff may be against a CPPP, because they believe they are safe and that it is not necessary, so their influence may be "medium" to "high." Partner organizations might not actually understand the issues and so they would have little actual influence at this stage.

Finally, you need to think about your options for managing your stakeholders: for example, increase the influence of people who are for implementation, reduce the power of those against, win over negative stakeholders and so forth.

Appendix 2
THE ACTION PLANNING TOOL[27]

CHILD PROTECTION GAPS IN THE ORGANIZATION	PROPOSED ACTION	BY WHOM	BY WHEN	RESOURCES	POSSIBLE BARRIERS	OVERCOME BY	REVIEW

- Note the issues in the areas of:
  - children and the organization
  - policies and procedures
  - preventing harm to children
  - implementation and training
  - information and communication
  - monitoring and review

- Note the risks and actions: what needs to be done to reduce the risk?

- Note issues with stakeholders: what can be done to manage them?

27. Adapted from: Keeping children safe: standards for child protection. London: Keeping Children Safe Coalition; September 2007.

Being Kind to Children Charity (BKCC)
Child Protection Policy Statement

Core principles and values

BKCC recognizes the personal dignity and rights of children towards whom it has a special responsibility and duty of care and respect. We believe that all children have equal rights to protection from harm as set out in the UN Convention on the Rights of the Child. BKCC does not tolerate child abuse, neglect, violence or exploitation in any form. BKCC, and all of its staff, volunteers and representatives, are committed to create a safe environment for children and young people and to prevention their physical, sexual or emotional abuse. Given the vulnerability of children BKCC will ensure that the particular needs of children will remain at the forefront of our response.

Purpose

The primary goal of BKCC's Child Protection Policy is to ensure that all that we do serves the needs and protects the well-being of children to whom we have a special duty of care. BKCC demonstrates its commitment to serving the best interests of children under our care by designing and implementing programs that protect children from abuse, neglect, and exploitation and keeps them safe. BKCC recognizes children's right to participation and promotes respect of the views of the child in all our programs pertaining to them. The organization expects all staff to promote the core values of the organization and to uphold the dignity of all beneficiaries, particularly children, by ensuring that the conduct of staff is of the highest standard at all times and by collaborating with all relevant stakeholders to keep children safe from harm.

Definitions

Child or minor is any person under the age of 18, according to the United Nations Convention on the Rights of the Child. Minors are considered unable to evaluate and understand the consequences of their choices and give informed consent, especially for sexual acts.

Sexual exploitation means any act or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, sexually or politically from the sexual exploitation of another.

Sexual abuse means the actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions.

Physical abuse is actual or likely physical injury to a child, such as hitting, kicking or shaking, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Emotional abuse is harm done by persistent or severe emotional ill-treatment or rejection, such as degrading punishments, threats, bullying, and not giving care and affection, resulting in adverse affects on the behaviour and emotional development of a child or young person.

Neglect occurs when basic needs such as food, warmth and medical care are not met, or when there is failure to protect a child from exposure to any kind of danger, resulting in serious impairment of a child's or young person's health or development.

How we will protect children

- BKCC requires all programmes involving children to establish procedures to protect children. These will be routinely reviewed and monitored, to ensure they conform to current BKCC policies and standards regarding conduct.

- BKCC requires all staff, volunteers, visitors and representatives to sign and abide by the Code of Conduct.

- BKCC will address all allegations of abuse promptly and will deal properly with alleged perpetrators, as well as provide necessary assistance and support to the victim.

- BKCC will establish a comprehensive system (confidential and safe receipt of complaints, reporting, investigation, victim assistance, referral system to local/national child protection or child welfare systems) to address Code of Conduct violations.

- BKCC will support and accompany partners in the development of child protection policies and procedures.

Scope

These standards apply to all BKCC staff, as well as members of BKCC's Board of Directors, volunteers, interns, consultants, contractors, advisors, official guests of BKCC and representatives of partner organizations, as well as anyone brought into contact with children while working for or officially traveling on behalf of BKCC.

Consequences

BKCC Staff/representatives: Failure to comply with expected conduct/behaviours will result in disciplinary action up to and including termination.

BKCC Partners: Substantiated allegations of child abuse must be reported to BKCC Executive Vice-President for follow-up with relevant partner organization.

Example 1: ChildHope behavior code of conduct [an essential component of ChildHope's child protection policy]

The aim of ChildHope's Behaviour Code of Conduct is to protect children from abuse. By setting standards for appropriate behaviour it also protects people who come into contact with children from unfounded accusations of improper conduct.

It clarifies unacceptable forms of behaviour that will result in a formal enquiry and which could lead to disciplinary measures being taken, or criminal proceedings instituted. Additionally, the Code of Conduct gives guidance on expected standards of behaviour of adults towards children, and also of children towards other children.

This Code of Conduct applies to ChildHope staff and anyone acting as a representative of, or on behalf of, ChildHope who may come into direct contact with, or be responsible for, bringing children into contact with adults.

Minimising Risk Situations
Never
• Condone or participate in behaviour that is illegal or unsafe

Try not to
• Be alone with a single child, including in the following situations: in a car, overnight, in your home, or the home of a child
• Show favouritism or spend excessive amounts of time with one child

Try to
• Avoid placing yourself in a compromising or vulnerable position
• Be accompanied by a second adult whenever possible
• Meet with a child in a central, public location whenever possible
• Immediately note, in a designated ChildHope Child Protection Log Book, the circumstances of any situation that occurs which may be subject to misinterpretation by a third party
• Avoid doing something that could be misinterpreted by a third party

Sexual Behaviour
Never
• Develop physical/ sexual relationships with a child
• Behave physically in a manner that is inappropriate or sexually provocative
• Engage in or allow sexually provocative games with children to take place
• Do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming

Physical Behaviour
Never
• Hit or otherwise physically assault or physically abuse a child

Do
• Wait for appropriate physical contact, such as holding hands, to be initiated by the child
• Ask permission from children before taking photographs of a child/children except under

28. From: Jackson E, Wernham M, ChildHope UK. Child protection policies and procedures toolkit: how to create a child-safe organization, London: Consortium for Street Children; March 2005.

exceptional circumstances, based on the child/children's best interests, where this might not be possible or desirable
- The best way to protect children is to empower them to protect themselves

Psychosocial Behaviour

Do
- Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide

Do not
- Use language that will mentally or emotionally harm a child
- Suggest inappropriate behaviour or relations of any kind
- Act in any way that intends to embarrass, shame, humiliate or degrade a child
- Encourage any inappropriate attention-seeking behaviour, such as tantrums, by a child
- Show discrimination of race, culture, age, gender, disability, religion, sexuality or political persuasion

Peer Abuse

Do
- Be aware of the potential for peer abuse
- Encourage ChildHope partners to develop special measures/supervision to protect younger and especially vulnerable children
- Avoid placing children in high-risk peer situations (e.g., unsupervised mixing of older and younger children)

Do not
- Allow children to engage in sexually provocative games with each other

Physical Environment

Do
- Encourage partners to develop clear rules to address specific physical safety issues relative to the local physical environment of a project (e.g., for projects based near water, heavy road traffic, railway lines)

What to do if you suspect or witness an abuse/ potentially abusive behaviour
Immediately bring to the attention of the partner (this may not always be appropriate) and ChildHope any instance of witnessed or suspected abuse, and any action or behaviour that could be construed as poor practice or potentially abusive.

Example 2: Code of conduct from Mkombozi, Tanzania
Staff, volunteers, consultants and partners should always:
- Be aware of situations that may present risks to children and manage these
- Plan and organise their work and workplace so as to minimise risks
- As far as possible be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Empower children — discuss with them their rights, what is acceptable and unacceptable and what they can do if there is a problem
- Be a positive role model

- Be loving, caring and responsible
- Demonstrate encouragement and motivation
- Show equal treatment between girls and boys
- Try to involve boys and girls much as possible in decision-making. Allow them to make their own decisions, particularly about their own lives

The best way to protect children is to empower them to protect themselves:
- Be good role models of how to be with children both in our homes or working places
- Be sensitive to acts of abuse, and aware of children's concerns and complaints
- Respect children's dignity in homes, workplaces and centres
- Listen carefully to children
- Act on children's concerns, problems immediately
- Act fairly on matters that involve children and adults together
- Play a positive role in safeguarding children and promoting their safety
- Endeavour to provide advice and clear guidance to children. Offer appropriate advice and guidance

Staff / volunteers / consultants should never:
- Spend excessive time alone with children away from others
- Take children to their home, especially when they will be alone with you
- Hit or otherwise physically abuse children
- Develop physical or sexual relationships with children or any client of Mkombozi (sexual abuse)
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive
- Behave in a manner that is inappropriate or sexually provocative
- Have a child / children with whom they are working stay the night at their home unsupervised
- Sleep in the same bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves
- Condone or participate in behaviour of children that is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show different treatment or favour particular children to the exclusion of others
- Perpetrate psychological and emotional abuse
- Expose children to pornography
- Expose children to hazardous work
- Stigmatise children
- Exploit children through child labour, sex work and domestic work
- Discriminate between children of different genders, e.g., punishing pregnant schoolgirls, favouring boy/girl child
- Neglect children, e.g., not meeting children's needs, not offering adequate care to children
- Infringe children's rights, e.g., to privacy and confidentiality
- Employ children under the age of 18 or those who have not completed their primary school
- Involve children in harmful practices, e.g., female genital mutilation
- Involve children in sexual relationships
- Beat or otherwise assault children

Appendix 5
SAMPLE QUESTIONS FOR REFERENCE CHECKS[29]

- How would you describe the personal characteristics of the applicant?

- How does the applicant interact with children?

- Why would this person be a good candidate for working with children? Is there any reason this person should not work with children?

- Have you seen the applicant managing a child with a challenging behavior (other than his or her own children)?

- Are you comfortable knowing the applicant could be working alone with children at times?

- Would you hire this person again? [Yes or No] Justify your response. Would you want him or her in your organization in the future? [Yes or No] Justify your response.

29. Saul J, Audage N. Preventing child sexual abuse within youth-serving organizations: getting started on policies and procedures. Atlanta: U.S. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; 2007.

Appendix 6
SAMPLE QUESTIONS FOR SCREENING AND SELECTING EMPLOYEES AND VOLUNTEERS[30]

The following questions may be used in a written application or personal interview. A single answer should not determine whether an applicant is selected or rejected. Along with other forms of information, answers to these questions can help you build a complete picture of an applicant.

What type of supervisory situation do you prefer?
If applicants are very independent, they may not fit in an organization whose policies and procedures require close supervision.

What age/sex of beneficiaries do you want to work with? How would you feel about working with a different age/sex?
If an applicant seems fixated on one age/sex, be wary. However, it may be that the applicant has experience or is gifted with working with certain age groups. Asking follow-up questions about why an applicant has a strong preference can help you determine if there is cause for concern.

Is there anyone who might suggest that you should not work with youth or children? Why or why not?

Have you ever worked anywhere where a colleague abused a child? What happened and how was it handles? What did you think of the way it was handled? Would you have handled it differently?

Are you aware of our child protection policy and procedures? What do you think of them?

When do you think might it be appropriate and inappropriate to be alone with a child?

What sort of things do you think might make a photograph of a street child inappropriate for publication in our organization's annual report?
[The interview panel should be looking for things like: inappropriate clothing; if the photo depicts prostituted children / children in conflict with the law their faces should be blurred and their names changed; whether the photo was taken (and — in an ideal world — used!) with the child's permission.]

Why do you want the job?

What would you do in a particular situation?

Set up scenarios that involve potential concerns, boundary issues, or youth protection policies and interactions to gauge the applicant's response. Be concerned if applicants disregard the organization's policies and procedures or handle a situation poorly.

What makes you a good candidate for working with youth? What would your friends or colleagues say about how you interact with youth?

What other hobbies or activities do you enjoy?

Determine if applicants have mature, adult relationships — not just relationships with youth.

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30. Adapted from Saul J, Audage N. Preventing child sexual abuse within youth-serving organizations: getting started on policies and procedures. Atlanta: U.S. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; 2007, and Jackson E, Wernham M, ChildHope UK. Child protection policies and procedures toolkit: how to create a child-safe organization, London: Consortium for Street Children; March 2005.

What are police background checks?

The "background check" is a document from a government authority that states whether the person is recognized as a good citizen and if there is any history of the person having been arrested and found guilty of breaking a law related to child protection or violence towards women. In some countries the system for receiving such information may cover any offenses, and is not limited to issues of child abuse or gender based violence.

Who issues the police background check?

A government authority. Often the document issued by the police or another central government organization states if there has been any record of trouble with the police or justice system. Sometimes a local government organization will issue the document.

If police checks cannot be obtained in a country, what else can you do?

Most countries can fulfill the requirement for the local equivalent of a police background check; however, some organisations will not be able to obtain police checks. For example, the government may have no system to issue documents, it may be against the law to request the documents, or security risks to staff may increase if background checks are requested. In these cases, it is suggested that an alternative mechanism for reference checking is developed.

Who obtains the background check?

Normally the employing organization would obtain the certificate directly in order to reduce the risk of fraud. However, local privacy laws or justice systems may require that background checks be issued only to the individual and not to the organization. If your office must obtain police background checks from the individual, the alternative procedure can be approved.

What offenses are considered unacceptable?

All abuses against children:
- physical (assault, battery, murder)
- sexual abuse
- neglect
- abduction
- kidnapping
- trafficking
- child labour
- rape
- assault

Violence against women:
- assault/battery
- domestic violence
  Children who live in situations of domestic violence even if not experiencing the physical violence themselves are impacted significantly.

Any convictions for human trafficking

Convictions that need to be reviewed based upon judgment of the situation

Some convictions could be taken into consideration, if it is determined that the current risk to children is small. Here are some examples:

31. From: Keeping children safe: standards for child protection. London: Keeping Children Safe Coalition; September 2007.

Indecent exposure. If an adult has exposed private parts of the body in a local park or public place this would be a serious concern. Yet a conviction would be considered less serious if, for example, as a youth the person took off his/her clothes at a beach party and was caught by the police.

Drugs and alcohol. A conviction for trafficking of drugs as an adult would be of serious concern. If the person had been in possession of a very small amount of a drug at a party as a youth, the circumstances may be interpreted differently. Likewise, if an adult has had many drunk driving convictions this indicates a serious problem that could impact his/her work and relationship with children. If the drunk driving offense occurred when the person was a teenager the situation would likely be less serious.

Child endangerment. While this may seem to be an abuse, there may be occasions where the risk to a child in a project or community would be small. For example, a parent may have been charged with endangerment for insufficiently supervising a child who wandered out of the house and drowned while that parent attended to another child.

Exemption Procedures for Compliance with Child Protection Standards

Introduction
Most countries can fulfill the requirement for a police background check or a local equivalent. However, there are some countries where it is not realistic to fulfill this requirement. This may be due to:
- security risks for staff if this is requested
- the government simply has no system to issue such documents
- recent war/conflict/hostilities have resulted in the destruction of legal documents
- it is against the law to fulfill this required standard
- we are working in a part of the country that is controlled by an authority acting independently from the central government, so there is no access to official records.

Exemption procedure
In order to receive a formal approval for exemption, the following procedure is suggested.

1. A written document from the requesting office
a. The document is written on official paper from the office concerned using the template below.
b. The document provides legitimate and supportable reason/s why the exemption is requested, outlines what steps were taken to investigate the possibility of compliance, and indicates that full compliance is not available.
c. The document outlines alternative steps that will be taken in lieu of the police check. Example: A third reference check will be obtained following child protection reference-check standards. Where legally possible, this may include obtaining references from earlier positions.
d. If police checks can be obtained, but only by the individual, then Section B of the annex should be completed. The circumstances must be explained as shown.
e. Finally, the document is signed and dated by the senior person requesting exemption for the office concerned. There should be clear guidance on arrangements for where the documents are sent and how the information will be stored.

The exemption should be reviewed every 3 years.

Sample Child Protection Standard for Police Background Check
Template: Request for Exemption

Address of office
Date

SECTION A: Complete when full exemption is requested

To whom it may concern
_____ requests exemption from the police or background check for the following reasons:
[List the reasons]
1.
2.
3.
The following steps were taken to verify that it is not possible to obtain this information.
A third party _____ (e.g., name of lawyer) has investigated the possibility and has confirmed the above information.
In order to ensure due diligence and reduce risk, the following steps will be taken in lieu of the police- or government-issued record of conduct _____:
[insert specific actions]

OR SECTION B: If [name of organization] cannot obtain the background checks directly, the individual is required to obtain it.

_____ is not able to request police background checks directly. The checks must be obtained by the individual. Reasons for this include the following: (tick which applies)

- Privacy laws require that the individual applies. The law applying to this is (quote the actual law or regulation) _____

- The country is designated as operating in a restricted environment and while the law does not prevent applying there could be a risk to the organization if this system is applied. Please explain the risks. _____

- The law allows the organization to apply but there is no system other than an individual applying. _____

- Other [please explain] _____
_____

REQUESTED BY:
Name of requesting officer _____
Signature of requesting officer _____
Date _____

APPROVED BY:
Name _____
Signature _____

Original signed copy [each page initialed] to be kept in _____

Appendix 8
EXAMPLE OF A STATEMENT OF COMMITMENT

STATEMENT OF COMMITMENT to [name of organization's] child protection policy

Staff, contractors, trustees, officers, interns, volunteers & visitors

"I, [name], have read and understood the standards and guidelines outlined in this child protection policy and procedures. I agree with the principles contained therein and accept the importance of implementing child protection policies and practice while working with [name of organization].

Print name

Job title / role

Signature

[Date]

Appendix 9
CONSENT FOR USE OF QUOTES, PHOTOGRAPHS, AND VIDEOTAPED IMAGES

Except for the restrictions listed below, we give permission to the sponsoring organization/s to use my child's photograph, videotaped images, and quotes or information gathered during the activity or event in documents, published materials, and electronic presentations that may help improve the quality of services to vulnerable children:

Printed, audio, electronic, and internet-based materials produced by the sponsoring organization/s for documentation and awareness-raising during the activity or event
_____yes _____no

Printed, audio, electronic, and internet-based materials produced by other organizations who may be present at the activity or event
_____yes _____no

Printed, audio, electronic, and internet-based materials produced by newspapers, television, radio, and other public media
_____yes _____no

Use the real names of the child and the parent or guardian in materials produced

Child: _____yes _____no

Parent or guardian: _____yes _____no

AGREED TO BY

_____
Signature of parent/guardian

_____
Print name

_____
Date

_____
Signature of witness

_____
Print name

_____
Date

_____
Signature of child

_____
Print name

_____
Date

Appendix 10
USEFUL QUESTIONS TO ASSESS THE SITUATION OF A CHILD DURING PROGRAM PLANNING[32]

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

Education
- Is school compulsory? for what ages?
- What is attendance like?
- Are there differences between boys' and girls' attendance?
- What is the language of education?
- Is the curriculum determined by the government?

Health
- Is health care based on traditional or "western" practice, or a mixture?
- How widely is health care available throughout the country/target area?
- What are the traditional birth practices?
- Are there any female genital mutilation (FGM) practices?
- How widespread is vaccination and against which diseases?

Think about the factors that you need to consider to keep children safe in each of these program areas.

Appendix 11
PRACTICAL GUIDELINES FOR INFORMATION-GATHERING ACTIVITIES INVOLVING CHILDREN[33]

A. Make sure the information-gathering activity is necessary and justified.
- Before starting the activity, clearly define its intended purpose and audience, and make sure that there is sufficient staff and money to conduct it in an ethical manner.
- Only use direct methods with children if the required information is not otherwise available.
- If the information-gathering activity will not directly benefit the children and adolescents involved or their community, do not proceed.

B. Design the activity to get valid information.
- Develop a protocol to clarify aims and procedures for collecting, analyzing and using the information to which all partners agree.
- Apply community definitions to set clear criteria for inclusion. Use existing records when possible, and recognize social and cultural barriers to participation. For surveys, use the minimum number of respondents to achieve demonstrable results.
- All tools, such as questionnaires, should be developed through discussions with experts. These tools should then be translated locally, back-translated, and field-tested.
- The use of a comparison group totally deprived of services is inappropriate with vulnerable children. Alternative approaches should be explored to strengthen research findings. Comparison groups should be used only under careful ethical supervision.

C. Consult with community groups.
- Consult locally to determine who must give permission for the activity to proceed.
- Interviewers must be sensitive that they may be highly visible and a source of local interest. Clarify roles and expectations through community meetings and honor commitments.
- An independent local community stakeholder group should monitor activities.

D. Anticipate adverse consequences.
- In partnership with the community, anticipate all possible consequences for the children and adolescents involved. Do not proceed unless appropriate responses to potentially harmful consequences can be provided.
- Avoid stigma by holding community sensitization meetings and using community terminology.
- If the safety and security of children and adolescents cannot be assured, do not proceed.
- Interviewers should have experience working with children. They should be trained to respond to children's needs, and require ongoing supervision and support. If appropriately skilled interviewers are unavailable, do not proceed.
- In partnership with the community, determine what kind of follow-up is appropriate to respond to children's needs, recognizing age, gender, ethnicity and so on. If appropriate support cannot be assured to meet the children's needs, do not proceed.
- Prepare a reaction plan to anticipate serious needs. If support for the child cannot be assured, do not proceed
- Confidentiality should be breached to provide immediate protection to the child or adolescent. Staff should make sure that participants are aware of this before asking for any information.

E. Conduct consent and interviewing procedures with sensitivity to children's specific needs.

- Children must give their agreement to participate, but consent is required from appropriate adults.
- Interviewers should make sure that children know they can stop or withdraw at any time.
- Investigators must provide children and adolescents and their parent or guardian with information about the activity in a manner appropriate to their culture and education.
- Consent forms and informational tools should be developed with community members and field-tested.
- Use an independent advocate to represent the views of children if there is any doubt about the protection provided by their guardians.
- Avoid efforts to unduly influence participation by the use of incentives. If incentives are used, they should be in line with local living standards.
- Interview procedures should reflect the need to protect the best interests of children and adolescents. Consult with community members to determine appropriate practices.

F. Confirm that all stakeholders understand the limits to the activity and next steps.

- Use appropriate procedures to maintain the safety and security of participants.
- Share findings with community members in an accessible, appropriate format.

Appendix 12
CASE SCENARIOS FOR DISCUSSING THE REPORTING PROCESS[34]

Case scenarios
1. A staff member or volunteer sees a volunteer hitting a child who has been caught stealing in a village.

2. A member of staff/volunteer hears a rumor that a new member of staff left his previous job under suspicious circumstances. The rumors are about inappropriate behavior with underage boys in the village where he was based.

3. On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and is bleeding across the back and legs.

4. A girl who is head of household has been seen offering sexual favors in the street for food

5. On a visit to a residential home for disabled children, you notice that some of the children are in very dirty clothes and look unwashed. One child in a wheelchair is sitting in soiled and wet trousers.

6. Two children who are HIV-positive are living with members of their extended family. It has come to your attention that they are treated like servants and not allowed to go to school. Neighbors have seen these children being beaten.

7. You are the manager of a project. On one of your household visits, a teenage girl complains that her aunt's husband with whom she is living has been touching her inappropriately.

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

1. Discuss the scenario/s and draw out the issues raised. Who would or could they tell, how would it be managed now, and what is missing?

2. Discuss what the current situation is. It may demonstrate some confusion and lack of consistency about the actual procedure of what to do in these sorts of situations. Some people will feel more confident than others about what to do. However, experience has taught us that a policy and procedure that are 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 to agree on what might be the best practice if you were designing a procedure and process for your organization.

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?	

Draw together some of the key points and steps that will help with the design of an appropriate procedure.

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34. Taken from: Keeping children safe: standards for child protection. London: Keeping Children Safe Coalition; September 2007; and from: Jackson E, Wernham M, ChildHope UK. Child protection policies and procedures toolkit: how to create a child-safe organization, London: Consortium for Street Children; March 2005.

Appendix 13
MODEL CHILD PROTECTION REPORTING AND REFERRAL FORM[35]
Confidential

Case number:

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:

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

Has the child given consent to the completion of this form? _____Yes _____No

Incident details:

Time:

Date:

Place:

Physical and emotional state of child (describe any bruises, cuts, lacerations, behavior, mood)

Witnesses' names and contact information

Brief description of incident(s):

Alleged perpetrator's details:

Name:

Job title (if available/relevant):

Organization (if available/relevant)

Address (if known):

Age:

Sex:

Physical description:

Have the police been contacted by the child or anyone else? Yes   No

If yes, what happened?

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

35. Taken from: Keeping children safe: standards for child protection. Keeping Children Safe Coalition; September 2007.

Changes in child's behaviour?
Any other information:
Safety of child:
What is the current safety situation of the child?
Who is responsible for ensuring the safety of the child?
Medical information
Is emergency medical attention needed?
Has the victim been informed about the available medical treatment?
If yes, has the victim sought medical treatment?
If yes, who provided the treatment?
What is the diagnosis and prognosis?
Who else knows?
Actions taken to date?
Report completed by:
Name: Position / organization:
Date/Time/Location:
Has the victim been informed about the organization's procedure for dealing with complaints?
Signature/thumb print of victim signaling consent for form to be shared with relevant management structure
Date report forwarded to relevant management structure:
Received by relevant management structure:
Name: Position:
Signature:
Completed by:
Date:
Signed off by:
Date:

Appendix 14
SAMPLES OF THE CHILD PROTECTION REPORTING PROCEDURE[36]

The chart below provides an illustrative example of a process for responding to reports of child safety concerns. Use this chart to develop your organization's process.

Sample flowchart: child safety reporting process

Who can report	Parent / Child / Staff member or volunteer
What to report	Any child safety concerns, including: • disclosure of abuse or harm • allegation, suspicion or observation • breach of Code of Conduct • environmental safety issues
How	Verbal report, letter, email, telephone call, meeting
To whom	Child Safety Person, manager, supervisor
What next	The child safety person, manager or supervisor will: • offer support to the child, the parents, the person who reports, and the accused staff member or volunteer • initiate internal processes to ensure safety of the child, clarify the nature of the complaint, and commence disciplinary process (if required) • decide, in accordance with legal requirements and duty of care (see page 24), whether the matter should be/must be referred to the police or Child Protection and make referral as soon as possible if required.
Outcome	Investigation; outcome decided, relevant staff, volunteers, parents and child notified of outcome of investigation. Policies, procedures updated where necessary

36. Taken from: A guide for creating a child-safe organization. Melbourne, Victoria, Australia: Child Safety Commissioner, State of Victoria; July 2006.

Appendix 15
ENSURING CHILDREN HAVE ACCESS TO INFORMATION AND SUPPORT[37]

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

- One way to achieve this is to develop lists for children and young people, giving information about how and where they can get help and support in the local community or region. Find people who are experienced in working with disabled children and who can help develop alternative information — in Braille or audio, for example.

- Research what services, authorities or organizations there are in your community or region that provide assistance to children who have been abused. This list can be used by workers to help children gain access to advice and support.

- The lists should be kept up-to-date and include only high-quality services, that have been assessed by your organization as safe and whose priority is the best interests of children.

- Seek feedback from the children about the services and whether there are any concerns with the services on the list.

- Educate staff and volunteers on how to help children find the best support and advice by providing them with these lists and what each service can provide.

- Educate children that they have rights to seek help, to be listened to and taken seriously, and let them know who they can turn to when they need help or have been abused.

- Make children aware that they should seek advice and support for a range of issues, not just abuse. Children should know where they can find someone to talk about issues such as:
  - problems with a teacher
  - problems with a parent/caregiver
  - bullying
  - sexual education
  - relationship problems
  - confidential medical advice
  - legal advice

37. Taken from: Keeping children safe: standards for child protection. Keeping Children Safe Coalition; September 2007.

OBSTACLES AND SOLUTIONS IN RELATION TO CHILD PARTICIPATION IN CHILD PROTECTION

OBSTACLES	SOLUTIONS
Reluctance to talk about child protection issues at all, let alone with children	Break down taboos through the promotion of an 'open and aware' culture within the organisation where issues are discussed transparently. Discuss child protection with staff first so that they are comfortable before they speak with children on the issue.
Children not consulted in general, let alone in relation to organisational policy May be seen as disrespectful and / or a threat to organisational hierarchy In some organisations, not even the junior staff are listened to, let alone children	Organisational training for senior management on participation in general and staff empowerment / democratic decision-making. Training also for senior management and staff working directly with children on child participation, possibly with the assistance of partner organisations, and prioritising the exchange of information between organisations on the importance and benefits of participation in general and child participation in particular.
There may be strong cultural or religious beliefs which perpetuate children's low status in society	Sensitive discussions need to explore personal views and beliefs and how these impact on day to day work with children and whether these views ensure that the best interests of the child are being met. Involvement of cultural and religious leaders in information exchange, discussions and training opportunities.
It may be difficult to develop child participation due to lack of financial (and therefore human) resources	Child participation should be a core value of your work with children therefore all programme and organisational budgets need to reflect the real costs of child participation. International donors increasingly insist on evidence of child participation and are willing to fund such work.
Takes a long time and slows down the process of developing policies and procedures	An organisational action plan allows for additional time from the outset of the planning process. Remind stakeholders that children are central to the process of developing relevant and effective policies.
Staff may not have the appropriate skills to facilitate sensitive & meaningful child participation / organisations may lack experience in 'translating' policy information into child-friendly language	See training option above. Consider mentoring options with more experienced staff partnering those who are less experienced. Prioritise exchange of experience with other organisations through visits, workshops and information exchange.
Lack of understanding and skills to involve differently-abled children / children with communication challenges	Explore options for specialist support and training – i.e. information exchange with organisations that work with disabled children such as Action on Disability and Development: http://www.add.org.uk See also Appendix 20 and 30.
Concern for age-appropriate discussions / vocabulary – i.e. sex organs / parts of the body, etc.	Orient staff on different approaches to use with children of different ages, genders and education levels.
It is difficult to develop meaningful participation when working with constantly changing / itinerant children (e.g. street children) who come and go from shelters Difficult to orient all children on the organisation's policies and procedures – i.e. those who are only in contact with organisation for a very short time and/or who may be under the influence of drugs, etc.	Ensure that your stakeholder mapping accurately distinguishes between different sub-groups who are affected by the policy (i.e. children in the schools programme, children in longer term residential care, children accessing drop-in centres). Then ensure that your consultation approaches are appropriate with each group. For example, some can be involved in a series of ongoing / longer-term consultations while others may only realistically be able to participate in a one-off event. Display information as clearly / visibly / eye-catchingly as possible and use peer approaches to orient children. Adapt child protection orientation procedures to suit individual needs on a case-by-case basis.

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