

Creating Safe Environments for Children



**A Toolkit for Safeguarding Children and
Protecting them from Harm**

How to use this Toolkit

This Toolkit brings together material developed from Viva's work partnering with 35 networks worldwide, including Understanding Gods Heart for Children (UGHFC), the Celebrating Children Course (Viva Equip People) and the Quality Improvement System (QIS-Viva Equip Projects). It also includes material from the Keeping Children Safe Coalition of which Viva is a member (www.keepingchildrensafe.org.uk/toolkit). Further original material has been developed specifically for this Toolkit.

The Toolkit looks at creating safe environments for children (safeguarding) and protecting them from harm, from a Christian perspective. It seeks to be especially helpful to churches, ministries and Christian organisations which are looking to become safe and positive places for children.

The Toolkit is structured around 7 chapters which can take your organisation or church through a process of understanding the reasons for keeping children safe, the potential risks to children's safety, assessing where you are in keeping children safe, and putting in place policies and procedures which can ensure that we do all we can to protect children. The final chapter gives ideas of how organisations can also promote child protection more widely in communities and how networks can develop collaborative responses around keeping children safe.

Viva seeks to include children as much as possible and so each section includes a number of Child Participation exercises which are designed to help you to include children as you develop ways of keeping children safe.

It is not intended that every organisation or church uses every exercise; it depends on what kind of organisation you are and what stage you are at already in safeguarding children.

The explanations (right) indicate what you will find in each chapter, and the exercises can be structured into training sessions according to your needs.

Each Chapter Contains:



Trainer's Notes

Each chapter starts with a short introduction to the topic, to help the facilitator to understand the key points and be able to communicate effectively.



Spiritual Reflections

Each chapter includes a short Biblical reflection which can be used to introduce participants to the topic and to begin with a Biblical grounding in the topic.



Exercises

The core of this Toolkit is the training exercises which take participants through each topic.



Each exercise has an indication of the time in minutes it is likely to take, although this is only an estimate and depends on the participation of the group.

The trainer's notes give a background for understanding the exercises, and many exercises are linked with handouts found at the end of each chapter to support participants' learning.



Child Participation

Child Protection is much more effective when children themselves are involved in its design and implementation, and have the knowledge and skills to participate in their own protection.

Each chapter includes relevant exercises for children which can be done with groups of children. Smaller groups of less than 20 work more effectively.



Each exercise has a guideline of the suggested minimum appropriate age for children to take part.

Session 3 in the Toolkit includes exercises on equipping adults with understanding and skills to engage children in participation.

Case Studies

Some exercises are accompanied by case studies which illustrate the topic in a real-life scenario. The final chapter focuses on case studies of community-based child protection.

Sample Policies, Templates and Guidelines

The end of the Toolkit contains sample policies, templates and forms to support organisations as they translate their learning into formal policies and procedures.

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Session 1: Why should we keep Children Safe?



Trainer's Notes

Perceptions of Childhood

All of us have different ideas of what it means to be a child, based on culture, our family, and our own individual experiences. It is important that we understand and recognise our own views and beliefs about childhood and how they influence our work. It is also important to recognise that every child is unique and each child experiences childhood differently; some children will be deeply affected by difficult circumstances while in other cases children can be very resilient.

Use: Tools 1.1, 1.2

God's Heart for Keeping Children Safe

In the Bible, God reveals His heart for children. This is the foundation for a Christian approach to keeping children safe and Child Protection. The most important thing to grasp is that a Christian's attitude toward children should reflect God's own attitude and our actions should reflect his character.

Children are precious to God. Psalm 139:13-14 reminds us how God creates each child uniquely and Matthew 18:5 shows Jesus welcoming children. Our work must reflect this value for each individual child.

We also see that God acts on behalf of the vulnerable. Psalm 10 reminds us that God is the protector of the weak: 'The victim commits himself to you; you are the helper of the fatherless' (v. 14). He also calls to account those who harm the powerless: 'Break the arm of the wicked and evil man; call him to account for his wickedness that would not be found out' (v. 15). Because of his care for vulnerable children, God calls his people to protect and defend them (Isaiah 1:17, Psalm 82:3-4). Part of this means that we are to do all we can to see children receive justice for wrongs done to them (Deuteronomy 27:19). Jesus shows how seriously he takes the wrongs done to

children when in Luke 17:2 he says, 'It would be better for him to be thrown into the sea with a millstone tied around his neck than for him to cause one of these little ones to sin'.

In our work with children, we have a responsibility to make sure that they thrive and are safe from harm. It is important therefore for us to realise that some people pretend to be good but have evil intentions towards children. Proverbs 26:23-24 warns about people who hide their evil intentions under a good appearance. The Bible teaches us the principle that what is in a person's heart will be seen in his or her actions, whether good or evil (Matthew 7:15-20). We must be aware that this also includes children (Proverbs 20:11) and that children may need to be kept safe from harm by other children. Lastly, as Christians working with children, we must be accountable for our actions with children because 'nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account' (Hebrews 4:13).

Use: Tools 1.3, 1.4

What is Safeguarding and Child Protection and why is it important?

All children have a right to be protected from harm and to have their welfare promoted – whoever they are, and wherever they are. Anyone who works for an organisation or ministry that comes into contact with children has a responsibility to keep them safe and promote their welfare. However, many ministries and organisations are not aware of the risks and threats to these children, nor of steps which can be taken to prevent them from harm. One way that agencies working with children can keep them safe is by developing formal policies and systems to protect them.

Use: Tool 1.5, 1.6



Spiritual Reflection

Biblical Foundations for Child Protection

Aim: To understand what the Bible has to say about children and their protection

Key learning points: Jesus put a child in the midst in order to show God's way of doing things; Jesus taught that there are repercussions when children are mistreated and led astray

You will need: Bibles, flipchart paper and marker pens

Method: Explain how once, when Jesus was talking with his disciples he invited a child to come and stand in the middle in order to show them God's way of doing things. He used a child to show how God views us, and how we should view Him.

Ask people in the group to read Mark 9:33-37 and Matthew 18:1-6.

Ask people to get into small groups and to discuss, if they were to invite a child into the middle of their activities and planning, how would they do things differently from what they do now? What would they want to change, if anything? What do these passages tell us about how Jesus views children and their protection? Allow 10-15 minutes for this.

Draw people back together and ask for contributions to be shared. Write the answers on the flipchart paper and draw out any key themes.

Take time to pray together in response to what has been learnt and shared.

Adapted from UGHFC

Exercises

1.1 What does it mean to be a child?

Aim: To encourage people to reflect on their understanding of childhood and what it is to be a child

You will need: Pens and paper, flipchart paper and marker pens

Method: Ask people to write on a piece of paper the word 'child'. Ask them to reflect on their own and to write down the first 3 words or images that come into their minds when they think of this word. Allow 2-3 minutes for this.

Next, ask people to write down on their paper the word 'childhood'. Then ask them to write down the first 3 words or images that come into their mind when they think of this word. Again, allow about 2-3 minutes for this.

Taking each word in turn, get them to call out some of their responses and write these up on the flipchart paper under the relevant columns.

Ask them in relation to the word 'child': Where have those images come from? (Their own childhood, children they know, children they have seen today, children they have seen in pictures, children they have seen on TV?) Are their images mostly negative or positive, or are they neutral?

And in relation to the word 'childhood': Did people think in terms of a period of time? If so, when did it start and finish? Did they think in terms of activities or significant people? If so, what or who were these?

Draw out the important point that views and perceptions of children and childhood are not uniform. Explain how we are deeply influenced by our experiences, the culture in which we have grown up, our ethnic background, our social class, our gender, our family's wealth or poverty, and many other factors. In turn, these shape how we relate to, and work with, children.

1.2 Children's Experience

Aim: To identify different images of childhood

Key learning points: Children have a range of experiences as they grow and develop. Children are very resilient even when faced with the most difficult circumstances. It is important to focus on this, and not only on children's vulnerability. For many children, these experiences will not be harmful, but for others they could be abusive and have a bad impact on them. A child's happiness and security are very fragile at times.

You will need: Balloons (if possible different sizes, without air inside), marker pens

Method: Give participants a balloon, and ask each of them to inflate their balloon. As you inflate the balloons, think about how this could represent the way that children grow and develop physically, emotionally and spiritually.

Ask participants to draw a face, symbol or a sign on their balloon that they think communicates something about children's experiences. For example a happy face communicates happiness and fun, which every child should experience, whereas a sad face may represent the difficult situations some children live in.

Invite participants to share the image on their balloon, saying what it signifies to them. They can do this in pairs, small groups, or in the large group, depending on numbers. Lead a discussion to draw out any themes emerging from the feedback and connect to the theme of keeping children safe. Use the key learning points to give your summary about what the themes are for this exercise.

Play a game together trying to keep all of the balloons in the air, preventing them from falling to the ground. Explain that many people are involved in nurturing and developing each individual child.

Burst a balloon to show how vulnerable children are, and how quickly they can have their childhood destroyed by abuse. Discuss together: what kinds of things can hurt or break children?

1.3 Brainstorm about God's view of children 25

Aim: To understand how God views children

Key learning points: God cares about children and uses them in His plans and purposes to fulfil His will; God wants children to be protected and kept safe because He cares for them

You will need: Bibles, pens and paper, Flipchart paper and marker pens, copies of *Handout 1.1: Children God used in the Bible*

Method: Divide people into small groups and ask everyone to look for passages in the Bible that show how God views children, and how He uses them to bring about His plans and purposes. Allow 10 minutes for this.

Encourage group feedback and write the suggestions on the flipchart paper.

Draw out any significant themes that emerge from the selected list.

Take it further: Use *Handout 1.1: Children God used in the Bible* for further examples. You may choose to photocopy and give this out to participants to allow them to read more later.

Adapted from UGHFC

1.4 Our Feelings and God's 30

Aim: To think about God's view of children in the context of the way children are treated in reality

You will need: Copies of recent newspaper articles featuring stories where children have been mistreated or abused, paper heart shapes and pens

Method: Allow time for participants to read several of the articles and take time to reflect individually on how the stories make them feel. Give each participant a paper heart and ask them to write down their responses on one side of the paper.

Then ask participants to write a further reflection thinking about how God might view the stories they read, and how he might view what they have written about their own feelings.

Display the heart shapes around the training room, but allow participants to take them home at the end of the training session.

1.5 Defining Important Terms 20

Aim: To make sure everyone has the same understanding of some of the key terms used in the training

You will need: Copies of *Handout 1.2: Defining Important Terms*

Method: Write the words 'safeguarding' and 'child protection' on a sheet of flipchart paper, and ask participants for their ideas of what these terms mean. Write their ideas on the flipchart paper under each term.

Give out copies of *Handout 1.2* and talk through each definition, leaving time for questions and clarifications.

1.6 Comparing God's view of Children with the UN Convention on the Rights of the Child 45

Aim: To reflect on how the UN Convention on the Rights of the Child (UNCRC) compares with our understanding of God's view of children. This will help us to see how a right-based approach might be helpful to inform our work.

You will need: Flipchart paper and markers, copies of *Handout 1.3: The UN Convention on the Rights of the Child in Child-Friendly Language*

Method: Explain that it is not only Christians who are trying to ensure that children are cared for in the best possible way. Almost every government around the world has signed and ratified the UNCRC as a commitment to improving the lives of children. Originally conceived in the early 1900s by a visionary Christian named Eglantyne Jebb, the document went through many revisions before finally being adopted by the United Nations in 1989. This document has developed into the most influential global legal instrument for ensuring children are protected and have all they need to thrive and flourish, and achieve their God-given potential.

Explain that a rights-based approach does not mean that children take on a role of simply demanding what they want and stop respecting adults. In fact, Christian community is the ideal environment for recognising children's rights but also teaching them about the responsibilities that accompany rights. For example, where children have a right to be listened to, they also have a responsibility to listen to others; where they have a right to go to school, it is their responsibility to attend school and to do their best. We can give children a chance to express both their rights and their responsibilities in community.

As Christians we are able to view these rights in the context of God's deep love for children and the high value he places on their wellbeing, and the contribution they can make. When we understand the rights in this context they can become a useful tool as we care for and work with children.

Give out copies of *Handout 1.3*. Explain that children's rights can be divided into four categories:

Survival Rights: Children's basic needs are met

Protection Rights: Children are kept safe from harm

Development Rights: Education and experience that enable a child to grow up into an adult

Participation Rights: Children take part in society and have a voice in decisions

Divide participants into four groups, and give each group one of the categories. Each group should take 5-10 minutes to read through the UNCRC handout and write down examples of children's rights in their given category on flipchart paper.*

Next, remaining in the groups, each group should discuss together whether God's view of children, as discussed in previous exercises, is the same or different as the view of the UNCRC as shown by the rights identified in their category. Also note if there are any ways that the Biblical perspective improves on the UNCRC's view. Allow a further 10 minutes for this activity, and then invite groups to present their findings to the whole group. Allow time for discussion.

As a whole group, discuss the following questions together:

- How do you feel that the UN Convention on the Rights of the Child benefits our understanding of God's heart for children?
- How could it be useful to your work?
- How could you use the Convention on the Rights of the Child and the Bible to help empower and protect your children?

* Suggested grouping of UNCRC children's rights

Survival: Articles 6, 24a, 26 and 27

Protection: Articles 4, 11, 19, 22, 32, 33, 34, 35, 36, 37, 38, 39 and 40

Development: Articles 3, 5, 9, 10, 16, 17, 18, 20, 21, 23, 24b, 25, 28, 29, 31

Participation: Articles 1, 2, 7, 8, 12, 13, 14, 15, 30, 42

Includes material from UGHFC



Child Participation Exercises

1.7 God's heart for Children and keeping Children Safe



Aim: Children understand that they are very important to God and that he cares deeply about keeping them safe

You will need: Cards, pens, flipchart paper and markers

Method: Work with children to think of some of the important people in their community and draw or write them on separate cards. E.g. parent, pastor, policeman, doctor, nurse, teacher. On another card draw or write 'child'. As you call out different places in your community (e.g. 'school', 'church', 'home', 'community'), ask the children to arrange the cards in order of how important each person is (i.e. other people listen to what they think, they can make decisions about what happens, people respect them). Put the most important people at the centre. Add other places such as your own organisation if appropriate. Where was the child in most of these places?

Read Matthew 18:1-6 together. Ask the children what they learn about how God sees children. Point out that Jesus placed the child right in the middle—children are very important to him. Ask the children: What things can children do that adults can't do? Why do you think Jesus said this about children? Write the answers on a flipchart.

Then talk about what Jesus says about how adults should treat children (v.5-6). Do you think all adults in your community are doing this?

Explain that child protection is about keeping children safe—making sure that adults and children work together to do their best to prevent children from being harmed. This is very important to God. Adults play a big part in this, but children's role is really important too as we learn to keep ourselves and others safe.

1.8 Wants and Needs



Aim: Children understand the difference between wants and needs and learn that all children have rights.

You will need: Post-it notes, a large sheet of paper, markers

Method: Draw an outline of a child by drawing round one of the children on the large sheet of paper, or drawing freehand.

Explain that in this session children will be thinking about what things can help us as children to grow up well—the things we need and want.

Give each child some post-it notes and ask them to write down some ideas of things that children want and need which help them to stay safe and to grow up well. (Examples could be food, toys, shelter, mobile phone etc). Encourage them to think of all the things that children might want.

Next, ask children to sort the post-it notes into two categories, 'needs' and 'wants'. Place the 'needs' inside the drawing of the child, and the 'wants' on the outside. Explain that needs are things we must have to grow up well (e.g. food, healthcare), while wants are things we would like but we can manage without (e.g. phones, expensive clothes).

Explain that these 'needs' can also be called 'rights', and that they are things that children are entitled to by law.

I.9 Understanding Children's Rights 30 9+

Aim: Children understand their rights according to the UN Convention on the Rights of the Child (UNCRC).

You will need: Rights categories cards, simplified children's rights cards (created from the table below), copies of *Handout 1.3: The UN Convention on the Rights of the Child in Child-Friendly Language*

Method: Say that children's rights can be divided into four categories and show them on cards as below, explaining each category:

Survival	Protection	Development	Participation
<i>My basic needs are met</i>	<i>I am kept safe from harm</i>	<i>I have education and experience that allows me to grow up well</i>	<i>I take part in society and have a voice in decisions</i>

Place the cards in four different areas of the room. Divide the simplified children's rights cards (below) randomly between the children and ask them to try to match them with the correct rights category by putting their card next to it on the floor. Check that they have identified the correct categories (below) and discuss any questions or issues raised.

Survival	Protection	Development	Participation
To be alive	Not to work too much	To be cared for by my parents or those who will care for me best	To have a name
To have healthcare	Not to be hurt, neglected or abused	To have a good education	For people to listen to what I think
To have enough food	Not to be used as a soldier in wars	To play	To practice my religion
To have clean water	To be protected from danger	To special help and education if I have a disability	To know about my rights and responsibilities

Explain that each right also comes with a **responsibility**. Discuss with children what these might be (e.g. *education: the child should attend school and do her best; for people to listen to me: the child should also listen to others*).

Give every child a full copy of the UNCRC in child-friendly language (*Handout 1.3*) to take away.

Take it further: Discuss with the children which rights they feel are most important, or which they feel are most neglected by adults in your community. You could use flipchart papers for each category to enable children to write down their ideas. What do children think would need to change to improve children's access to their rights?

Children God used in the Bible

Ishmael (Gen 16) means ‘God hears’ – his mother **Hagar** had given up hope but God was concerned about this single mother and her future son.

Isaac (Gen 22) prefigured Jesus in the story of the testing of Abraham.

Joseph (Gen 37) was 17 when he received his dreams – He went on to be the one through whom his father and the Children of Israel were saved.

Benjamin (Gen 44 & 45) was the boy through whom reconciliation came between Joseph and his brothers.

Moses (Exodus 1) was saved from the murder of Jewish boys by the vigilance of his sister Miriam.

Samuel (I Samuel 3) was the child through whom God was able to reveal His will when adults failed – He is a model for human spirituality and obedience.

David (I Samuel 17) killed **Goliath**, revealing that God was not dependent on adult power or training.

Elijah & Elisha each brought a **widow's son** to life. (I Kings 17; II Kings 4)

A **young servant girl** was the means of the healing of **Naaman**, the army commander (II Kings 5).

Josiah was a boy-king who God used to reform politics & religion (II Kings 22).

Esther was an orphan girl but she was also the future queen who God used to save the Jewish people (Esther 2).

Jeremiah was ‘only a child’ when God chose him as a prophet (Jeremiah 1).

Jesus was born as a baby, later to be Saviour of the World (Matt, Mark, Luke).

The daughter of the Canaanite woman (Matt 15 & Mark 7).

The boy with a demon (Matt, Mark, Luke).

The official's son at Capernaum (John 4).

Jairus' daughter (Matt, Mark, Luke).

The son of the widow at Nain (Luke 7).

The ‘Feeding the 5000’ boy who offered Jesus 5 loaves and 2 fish (John 6).

Defining Important Terms

1. What is “safeguarding”?

Safeguarding is a term used to describe the ways of creating a safe environment for children to thrive and to prevent them from harm. Safeguarding includes child protection.

2. What is “child protection”?

Child protection is about keeping children safe – safe from abuse, exploitation, harm and neglect. Child protection is a term used to describe the actions that individuals, churches, organisations, and communities take to protect children from acts of mistreatment, abuse and exploitation.

It can also be used to describe the work that organisations or churches undertake in their communities, that protect children from the risk of harm due to the situation in which they are living.

3. What is a “child protection policy”?

A Child Protection policy is a written statement or a set of rules of how an organisation or church will protect the children it has responsibility for. It is a plan of action of how children will be protected. Everybody coming into contact with children in the organisation or church must agree to the Child Protection Policy and it can be referred to in the event of any disagreement.

The UN Convention on the Rights of the Child in Child-Friendly Language

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child.

Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5: Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6: You have the right to be alive.

Article 7: You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9: You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10: If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11: You have the right to be protected from kidnapping.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16: You have the right to privacy.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18: You have the right to be raised by your parent(s) if possible.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20: You have the right to special care and help if you cannot live with your parents.

Article 21: You have the right to care and protection if you are adopted or in foster care.

Article 22: You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25: If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26: You have the right to help from the government if you are poor or in need.

Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met.

You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28: You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30: You have the right to practice your own culture, language and religion - or any you choose.

Minority and indigenous groups need special protection of this right.

Article 31: You have the right to play and rest.

Article 32: You have the right to protection from work that harms you, and is bad for your health and education.

If you work, you have the right to be safe and paid fairly.

Article 33: You have the right to protection from harmful drugs and from the drug trade.

Article 34: You have the right to be free from sexual abuse.

Article 35: No one is allowed to kidnap or sell you.

Article 36: You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37: No one is allowed to punish you in a cruel or harmful way.

Article 38: You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: You have the right to help if you've been hurt, neglected or badly treated.

Article 40: You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41: If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54: These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Session 2: What makes Children unsafe?



Trainer's Notes

Definitions of Abuse

Child abuse can generally be described as any intentional act by an adult to harm a child. However, it takes many different forms. All leaders, staff and volunteers in churches, child-focused organisations and ministries need to understand child abuse so they are able to take effective steps to protect children. It is important to understand different forms of abuse, and to recognise the way that our own perspectives and views influence our attitudes to abuse.

Use: Tools 2.1, 2.2

Recognising Abuse

This session covers the importance of being able to identify child abuse concerns, including knowing what to look for and how to recognise when a concern is child abuse.

Obviously most indicators are not in themselves proof of abuse. But they should alert us to the possibility and help us to consider what the next steps are in trying to support or investigate concerns about a particular child.

Many children do try and tell or show they are being harmed but often they are not

listened to, believed, or have no one they can trust to turn to – so the clues they give are very important.

Children often display behaviours to communicate their distress about what is happening to them. Often this behaviour would be defined as “challenging”. Workers need to be able to recognise changes in behaviour and not punish the child.

Use: Tool 2.3

Abuse in Context

Understandings of abuse and forms of child abuse vary by context and culture, so we need to discuss how child abuse occurs in our context, and analyse local practices or ideas which may cause harm to children.

While most local traditions and cultural practices are helpful to children as they increase their understanding of history and identity, some are harmful and even abusive. Change in these areas usually takes a long time, but can be initiated through exploring Biblical perspectives of children, the rights and experiences of children, and the impact of harmful traditional practices. Harmful traditional or cultural practices may include female genital mutilation, corporal

punishment (in homes, schools, or other places), early marriage, child labour, and dangerous initiation ceremonies. While most Christian organisations and ministries are committed to children, any organisation can put children at risk of abuse.

Occasionally, Christian leaders may use their power to abuse children, or sometimes their high status mean that where a religious leader abuses a child, the blame is shifted to the child as it is believed that the adult could not possibly abuse children. Some Christian organisations are reluctant to take action when they find out about abuse, based on concerns about the reputation of the organisation. Some abusers have been given opportunities to continue to work with children as though they are no longer a risk.

Occasionally, passages from the Bible may be quoted to justify abuse. Children accused of being spiritually possessed may be forced to go through abusive rituals to ‘free’ them from the spirit. Many people quote the Bible to support corporal punishment. It is important to challenge these attitudes and behaviours.

Use: Tools 2.4, 2.5, 2.6



Spiritual Reflection

God's Vision for a World without Abuse

Aim: To join with God in imagining a child-friendly world without abuse

You will need: Bibles, flipchart papers, markers and colouring pens, pencils or crayons

Method: In groups, read the following passages, looking for the way God describes children.

Isaiah 65:17-20; Isaiah 11:6-8; Zechariah 8:4-5; Jeremiah 30:20

Talk about: What is life like for children in these passages? How are children protected from abuse, and which rights are they enjoying?

Using these verses or other ideas about God's heart for children, draw a picture together of a community which is safe for children and where abuse does not happen. Who is in this community? What buildings? What infrastructure?

Take time to come back together for each group to present their picture.

Pray together that this vision will come closer to reality in your community.

Exercises

2.1 Attitudes and Values towards Child Abuse

30

Aim: To enable participants to reflect on their own views and understand that child abuse is a complex issue

Key learning points: Our own views and preconceptions significantly influence the way we recognise and deal with child abuse. It is important to be aware of our own views and also to understand that child abuse is something that can happen to any child, and that a 'child abuser' may not fit into our stereotypical idea of what an abuser should look like or be.

You will need: Copies of *Handout 2.1: Attitudes and Values Towards Child Abuse*

Method: Give out copies of *Handout 2.1: Attitudes and Values Towards Child Abuse* to each participant. Allow 5-10 minutes for participants to fill in the survey individually, ticking a box for each statement to indicate how far they agree with each statement.

Ask the participants to talk with a partner about their answers and compare their views.

Back in the group, ask participants to share which questions they found most difficult or which they were unsure about, and discuss these together. Use the following questions:

- 1) Where does your belief about this statement come from?
- 2) Why do you believe this?
- 3) What does it mean for you to hold on to this belief?
- 4) How might this belief influence or affect how you respond to a child you are connected to?

Talk through the following information:

Who abuses children?

Children can become victims of abuse by parents, relatives, neighbours, family friends, acquaintances or strangers. Abusers may be male or female, and they may be adults, adolescents or other children. Surprisingly, *most violent acts against children are carried out by people they know and should be able to trust*: for example parents, boyfriends or girlfriends, spouses and partners, schoolmates, teachers and employers.

Child sex abusers come from all social and ethnic backgrounds, professions, and economic levels. Sometimes they hold positions of power and respect, or professional jobs. They can be married, heterosexual, homosexual or bisexual. They can be younger or older adults, or adolescents. Some abuse children in their own families, some abuse children that they know well, and some abuse children they do not know. They may be skilled at building trust with children, and also adults.

Which children are vulnerable to abuse?

All children could potentially be victims of abuse, both girls and boys and whatever their age.

However, some children who are particularly vulnerable to abuse are:

- Children with disabilities
- Children in institutions
- Child labourers
- Orphans
- Children living and working on the street
- Children affected by emergencies (especially separated or unaccompanied children)

2.2 Definitions of Abuse



Aim: To understand the different types of child abuse

Key learning points: Children may experience many different types of abuse. There are different types of child abuse and they each have agreed definitions; we should be familiar with these so we are able to recognise them.

You will need: Copies of *Handout 2.2: Definitions of Abuse* for each participant, flipchart and markers

Method: Write on a piece of flipchart paper the heading 'Child Abuse' and underneath the following definition:

'Child abuse is a general term used to describe where a child may experience harm, either by deliberate harmful acts, but more usually as a result of failure on the part of a parent / carer or organisation / community to ensure a reasonable standard of care and protection for that child, and where that care and protection is reasonably within the control of a parent or person in a position of responsibility, power or trust.'

Put the flipchart paper on the wall so that everyone can see it.

Talk to the group about why it is important to understand what we mean by the terms child abuse and child protection. Point out that it is very easy to become confused by what we mean. Knowing what constitutes abuse helps us to identify concerns and take action.

Read out the definition of child abuse that is written on the flipchart paper.

Explain that many children living throughout the world could easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through.

Ask people in plenary to brainstorm what types of abuse might be included in the general definition of 'child abuse'. Get people to call out their answers and write these up on the flipchart paper. Potential answers might include:

- Physical abuse
- Emotional abuse
- Sexual exploitation
- Neglect
- Negligence or negligent treatment
- Commercial exploitation or other exploitation
- Internet abuse
- Child pornography or abusive images of children
- Ritualistic abuse, including witchcraft
- Spiritual abuse
- Abuse of trust
- Bullying
- Cultural values and practices, which condone abuse

Highlight the types of abuse that have not been mentioned, and add them to the list. Explain that this list comprises the types of abuse that have been officially identified and defined. However, every culture has additional practices that may constitute child abuse.

Give out *Handout 2.2: Definitions of Abuse* to participants and talk through each definition.

In groups or in a whole group discussion, ask participants which forms of abuse they believe are common in their community, and why.

2.3 Recognising Signs and Symptoms of Abuse 40

Aim: To recognise the clues (signs/indicators) that children who are suffering abuse at home, in an organisation or in the community may give us that someone is abusing them

Key learning points: Obviously most indicators are not in themselves proof of abuse. But they should alert us to the possibility and help us to consider what the next steps are in trying to support or investigate concerns about a particular child.

Research from adults who experienced abuse as children shows that many children do try and tell or show they are being harmed but often they are not listened to, believed, or have no one they can trust to turn to – so the clues they give are very important.

Children often display behaviours to communicate their distress about what is happening to them. Often this behaviour would be defined as “challenging”. Workers need to be able to recognise changes in behaviour and not punish the child.

You will need: Copies of *Handout 2.3: Signs and Symptoms of Abuse*, flipchart paper and markers

Method: Explain that when we find out a child has been abused, sometimes we can look back and identify signs that the abuse was going on. It is important that we are open to those signs/clues. Give an example – you might find the following one useful:

A teenage boy was being sexually abused by his priest. He could not tell anyone about it. He brought attention to what was happening by stealing. He stopped going to church, feeling that he was a bad person. He was severely beaten over several months as no one had associated the change in his behaviour with unhappiness about abuse. The sign that this child was experiencing abuse was that he had begun to steal – something that was very out of character for him.

Divide participants into four groups and give each a sheet of flipchart paper. Give each group one category of abuse—physical, sexual, emotional or neglect. Ask them to write down what sort of behaviour a child might give as a sign that someone is abusing them in this way. They should divide their responses into ‘physical signs or symptoms’ and ‘changes in behaviour’.

After about 10 minutes, invite the groups to display their charts. The groups should walk around and read the other groups’ answers, adding ideas where they feel something has been missed.

Give out copies of *Handout 2.3: Signs and Symptoms of Abuse*.

Take feedback as a whole group on any learning points, and add any additional comments or observations.

Discuss whether signs and symptoms would be different for children with disabilities. For children with disabilities indicators of abuse may be masked or confused by their disability. People might say:

- Injuries are self inflicted
- Behaviour is symptomatic of the disability
- A disabled child’s allegation is false because they do not know what they are talking about
- They have to treat the child in that way for their own good, e.g. tying or chaining up, not feeding, locking up, not dressing etc.

It is therefore important to recognise that children with disabilities can be abused and harmed, and the effects of abuse may be more dangerous; for example not feeding a child who cannot feed themselves will ultimately lead to their death. The protection of children with disabilities may need extra thought and attention especially when a community or society does not recognise the human rights of children with disabilities.

2.4 Local Practices that may cause Harm 40

Aim: To identify the main types of abuse in participants' local areas

Key learning points: Some kinds of child abuse are a result of cultural practices that are harmful. It is important to agree what is and is not a harmful cultural practice and to understand how communities maintain the use of these practices. Often there are no appropriate legal systems or structures to go to for help when concerns about the abuse of children arise.

You will need: Flipchart paper and markers

Method: Explain that some aspects of child abuse can only be understood in our own country context and that this exercise is designed to clarify definitions in light of local contexts, as well as global contexts.

Divide participants into small groups of 3 or 4 people, and ask them to copy out this table with the following headings onto a piece of flipchart paper. Ask them to work together to complete the table. Allow 20 minutes for this.

What kinds of abuse/behaviour are seen locally that cause harm to children?	Who causes the harm?	Is this linked to a traditional or cultural practice?	How does it affect children?	Are there any laws that exist to protect children from this?

Ask each group to attach their flipchart paper results to the wall. Then take feedback from each group, asking the other groups to add any additional points that have been missed.

Discuss with the group what this information tells them about attitudes to children in their country. Include answers to the following questions as an integral part of the discussion: What aspects help protect children, and which put them at risk of abuse? What maintains the practices? Are all the abuses of children external to organisations or churches, or does some of it happen as a consequence or as a failure of the organisation or church to protect children?

Explain that answering these questions is really important, as trying to define what we mean by child abuse and child protection can become very complicated.

2.5 How could Christian organisations put children at risk? 20

Aim: To identify the potential for abuse in Christian organisations

Key learning points: Faith-based structures also have the potential to allow abuse and we need to be aware and prepared for this.

You will need: Flipchart paper and markers

Method: Explain that culture, tradition and faith all play a key part in keeping children safe from harm. However, sometimes culture, tradition and faith can be abusive and harmful to children. Child abuse can, and does, happen even within faith-based organisations and communities. Never let your own assumptions about people of faith put children at risk.

Brainstorm altogether a discussion around this issue, using the following questions:

- In what ways does the Christian community act to protect children?
- What assumptions are made about Christians who work or volunteer with children?
- What assumptions are made about Christian leaders in relation to children?
- What Christian beliefs and practices potentially put children at risk?
- What situations and practices might put children at risk and how might they be overcome?

Draw out common themes and make notes on flipchart paper as appropriate, or ask a volunteer to do so.

2.6 Case Scenarios 40

Aim: To demonstrate how the decisions and judgements we make about a situation can influence how a child is protected, and to explore how difficult it is to define child abuse

You will need: Flipchart paper and markers, copies of *Handout 2.4: Case Scenarios*

Method: Divide participants into small groups. Give each group a copy of *Handout 2.4: Case Scenarios*.

In their groups, participants should read and think about each of the scenarios. In the groups, they should use the following questions to help them decide how seriously they would rank each situation where **1** = least worrying and **8** = most worrying.

Allow 20 minutes for this part of the exercise.

Bring the group back together. Ask each group to feed back their number ranking for each of the scenarios and explain why they have given the scores/ranks they have.

You could use flipchart paper to create a table to record and compare different groups' responses:

Group	1	2	3	4	5	6	7	8
A								
B								
C								
D								

Emphasise that assessing child protection concerns in a complex area with a lot of tensions and uncertainties. There will always be differences of opinion on how severe the abuse is, however clear cut a situation appears. This is because everyone has different experiences, knowledge and skills. The best approach comes through being able to discuss all the issues which allow you to think through the possibilities for victims, witnesses, subjects of complaints, and staff.

Our own views and opinions influence our judgements about what constitutes abuse. Without a clear child protection policy and reporting procedures, we may respond differently to similar situations and potentially put children at greater risk.



Child Participation Exercises

2.7 What is Child Abuse?

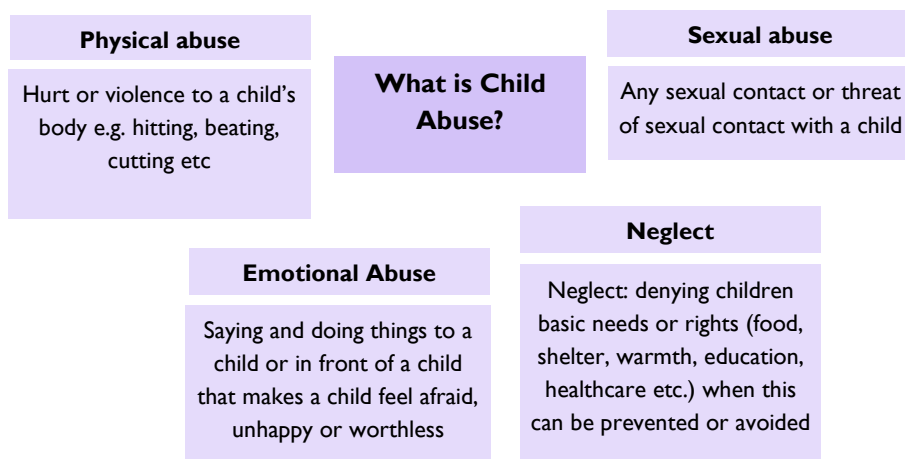


Aim: Children recognise and understand different forms of child abuse, and recognise examples of each type of abuse

You will need: Cards prepared with the categories and definitions of abuse, as below; flipchart papers and markers

Method: Write the 4 categories of abuse of and their definitions on separate cards. Ask the children to try to match the titles with the definitions.

Talk through each type of abuse with the children and ask for examples of each type. If you have more time, you may choose to divide children into four groups, and give each group of children one of the categories and a piece of flipchart paper. Ask the children to write down as many examples as they can think of, of abuse in this category. Groups can rotate around the papers and add any other examples they can think of.



2.8 Good Touch, Bad Touch



Aim: To raise children's awareness of sexual abuse to enable them to identify it and do something about it

Key learning points: To enable each child to think about what feels like good touch and what feels like bad touch to them

To make children aware that no-one is allowed to touch them in a way they do not like, not even their parents or others close to them, and to ensure that if someone is touching them in a way they do not like, they must tell someone.

You will need: Paper and pencils for each child

Method: Ask each child to draw a body map (right) on a piece of paper.

Ask the children to draw a criss-cross pattern to show the parts of the body they feel happy that some people in their family, friends and others close to them can touch for different reasons:

- to show love
- to get your attention
- to give them something

Explain to children that each body map may be different as we each have different situations and different experiences. Explain that it is not just where we are touched but how we are touched that matters too.

Ask the children to draw a shaded pattern to show the parts that friends or family do not touch. Some of these can be called our 'private parts'. (There may be surprising parts identified such as the back of the neck, ears, inside leg etc. It varies according to the situation and the kind of touch.)

There are places on our bodies that are private and not often touched, and this should never happen as a secret. Usually those parts are the ones we cover with underwear, or a swimsuit when we go to the beach.

When someone wants to touch us in an uncomfortable way or touch our private parts, we need to say NO and get away from the situation. We need to tell someone we can trust and NEVER keep it a secret.

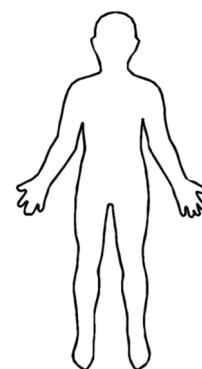
In the whole group, discuss what children should do or say if someone tries to touch them in a way they do not like. For example:

- I feel bad when you touch me like that – don't do it
- Stop touching me. It is not right
- Please do not touch me. Leave me alone
- My body belongs to me. It is not yours to touch.
- If you touch me like that, I will tell my...
- Stop that! I do not like it

Ask children to make finger puppets using a twist of paper on a finger and marking a face on the paper with a pen. In pairs, create a dialogue between two finger puppets in which one tells another about someone who tried to touch them in a way they did not like. They describe what they did or said and ask for advice from the other. They then swap roles and do this again.

In the whole group show the finger puppet dialogues and invite children to ask and answer each other's questions.

Tell the children that if someone tries to touch them in a way they do not like they must tell an adult about it. Explain that if all children are able to do this and if everyone in the community knows that children will speak up about child abuse, this will help prevent sexual abuse.



Attitudes and Values towards Child Abuse

Questionnaire

Read the following statements. Tick the box that best describes your feelings – strongly agree, agree, disagree, strongly disagree.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Hitting children is always wrong and is a form of child abuse.				
2	Sexual abuse is not a problem in this country.				
3	It is OK to hit children as a way of disciplining children in school.				
4	Reporting abuse is likely to make things worse for the child so it is better not to do anything.				
5	Disabled children are less likely to be abused than other children.				
6	There is no proper legal system for reporting abuse cases, so it is not worth reporting anything.				
7	I would not trust the police here to do anything.				
8	Staff employed to work with children are unlikely to abuse them.				
9	Children often make up stories about being abused.				
10	Boys cannot be sexually abused.				
11	A faith leader would never abuse a child.				
12	Only men abuse children, women are safer.				

1) Where does your belief about this statement come from?

2) Why do you believe this?

3) What does it mean for you to hold on to this belief?

4) How might this belief influence or affect how you respond to a child you are connected to?

Definitions of Abuse

Child Abuse

Child abuse is a general term used to describe where a child may experience harm, either by deliberate harmful acts, but more usually as a result of failure on the part of a parent / carer or organisation / community to ensure a reasonable standard of care and protection for that child, and where that care and protection is reasonably within the control of a parent or person in a position of responsibility, power or trust.

The following sub-categories of child maltreatment and their definitions were devised following an extensive review of different countries' definitions of child maltreatment and a 1999 World Health Organisation consultation on child abuse prevention:

Physical abuse

Physical abuse of a child is the actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents.

Child sexual abuse

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by an activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.

This may include but is not limited to the inducement or coercion of a child to engage in any unlawful sexual activity; the exploitative use of a child in prostitution or other unlawful sexual practices; the exploitative use of children in pornographic performances, internet pictures and materials (WHO, 1999).

The recent use of technology such as the internet by adults to entice children to meet or participate in virtual sex is also an abuse.

Neglect and negligent treatment

Neglect or negligent treatment is the inattention or omission on the part of the caregiver to provide for the development of the child in: health, education, emotional development, nutrition, shelter and safe living conditions, in the context of resources reasonably available to the family or caretakers and which causes, or has a high probability of causing, harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible.

Emotional abuse

Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can reach their full potential in the context of the society in which the child lives. There may also be acts toward the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power.

Acts include restriction of movement, degrading, humiliating, scape-goating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment.

Sexual exploitation

Sexual exploitation is the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another.

Child prostitution and trafficking of children for sexual abuse and exploitation is one example of this.

Commercial or other exploitation of a child

This refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labour. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development.

Children being recruited in to the army would also come under this category.

Internet abuse and abusive images of children

Abusive images of children (commonly known as child pornography) is defined as any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes. Technology has also meant that children are now subject to additional abuse through the Internet. There is a trade in the transmittal of abusive images of children. Digital and phone cameras have made it possible for some children's images to be distributed across the Internet without their knowledge. Children may also be at risk of coming into contact with people who want to harm them through their use of the Internet.

Witchcraft / Ritualistic abuse

Some communities believe strongly that adults and children may be in possession of evil spirits, which can bring bad luck on a family. This is sometimes known as *kindoki* or another term. Sometimes the tradition comes from a mixture of evangelical Christianity and traditional African spiritual beliefs. These beliefs can lead to practices that may be harmful to children e.g. fasting, beating, immersion in water, etc. These practices can lead to extreme cruelty and even death of children. Disabled children are rarely seen as a blessing and their behaviours are often interpreted as a sign of possession by evil spirits. Other communities or individuals may use and abuse children through ritualistic practices and ceremonies.

Spiritual abuse

Spiritual abuse occurs when a spiritual leader or someone in a position of spiritual power or authority (whether organisation, institution, church or family) misuses their power or authority, and the trust placed in them, with the intention of controlling, coercing, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse.

Abuse of trust

A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. An abuse of trust could be committed by, for example, a teacher, humanitarian or development worker, sports coach, scout leader, faith leader. It is important those in a position of trust have a clear understanding of the responsibilities this carries and clear guidance to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, could be made. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power this gives them over those they care for and the responsibility they must exercise as a consequence. This is particularly important in the context of humanitarian aid, when those in positions of power also control aid and resources.

Bullying

Bullying is now recognised as increasingly harmful to children and young people. This could take the form of physical intimidation, verbal intimidation – including racist and sexist remarks – or emotional intimidation – for example isolating or excluding someone. It is difficult to define but always involves a less powerful person experiencing deliberate hostility.

Signs and Symptoms of Abuse

	Physical Signs and Symptoms	Changes in Behaviour
Physical Abuse	Unexplained bruising, marks or injuries on any part of the body Multiple bruises - in clusters, often on the upper arm, outside of the thigh Cigarette burns Human bite marks Broken bones Scalds, with upward splash marks Multiple burns with a clearly demarcated edge	Fear of parents being approached for an explanation Aggressive behaviour or severe temper outbursts Flinching when approached or touched Reluctance to get changed, e.g. in hot weather Depression Withdrawn behaviour Running away from home
Sexual Abuse	Pain or itching in the genital area Bruising or bleeding near genital area Sexually transmitted disease Vaginal discharge or infection Stomach pains Discomfort when walking or sitting down Pregnancy	Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn Fear of being left with a specific person or group of people Having nightmares Running away from home Sexual knowledge which is beyond their age, or developmental level Sexual drawings or language Bedwetting Eating problems such as overeating or anorexia Self-harm or mutilation, sometimes leading to suicide attempt Saying they have secrets they cannot tell anyone about Substance or drug abuse Suddenly having unexplained sources of money Not allowed to have friends (particularly in adolescence) Acting in a sexually explicit way towards adults
Emotional Abuse		Neurotic behaviour e.g. sulking, hair-twisting, rocking Being unable to play Fear of making mistakes Sudden speech disorders Self-harm Fear of parent being approached regarding their behaviour Developmental delay in terms of emotional progress
Neglect	Constant hunger, sometimes stealing food from others Constantly dirty or 'smelly' Loss of weight, or being constantly underweight Inappropriate clothing for the conditions	Complaining of being tired all the time Not requesting medical assistance and/or failing to attend appointments Having few friends Mentioning being left alone or unsupervised

Case Scenarios

For each of the scenarios below, ask yourselves the following questions:

- Is this a cultural or a child protection concern?
- What is the cause for concern?
- Who is the potential victim?
- Can anything be done? How? What? Why?
- Who are you worried about? Why are you worried about them?
- Do you need to follow procedures for internal or external concerns?

Scenario	Rating 1-8
Scenario 1 “Mr Baker” is one of your most generous and oldest sponsors. He has visited several of the children he has supported over the years. You hear that he has been questioned by police in the UK about possession of pornographic images of children. He recently paid a child he supported, who is now an adult, to visit him on holiday.	
Scenario 2 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. Neighbours have seen these children being beaten.	
Scenario 3 You are the programme manager of a project. On one of your visits to a project, a teenage boy complains that the director has been touching him and other boys inappropriately. When you broach the subject with the director he gets very angry and demands to know who told you this. He names the boy he thinks has told you and warns you he is always making up stories, as he is very disturbed.	
Scenario 4 A male member of the local staff asks for a few days off to get married. You congratulate him. Afterwards, it becomes clear that the bride is 14 years old.	
Scenario 5 You are moved to a new camp. A female colleague tells you something that worries you. She says that, ‘If you want to survive here you need to make sure you are happy to have sex with the camp manager; he tries out all the new arrivals.’ It’s either that or make your life very difficult.	
Scenario 6 In a local project your staff tell you that there is a family whose child is chained up outside their hut. It is said that the child is possessed and that there is no other way to control him. The staff have known about this for months and although upset don’t think there is anything they can or should do to interfere.	
Scenario 7 A man comes to confide in you that he is worried about the village priest. It is rumoured that the priest takes photos of very small children and sells them to tourists and visitors to the church. The priest has asked this man to bring his sons to the church for a private blessing.	
Scenario 8 You are working for an NGO in a city. There are rumours that the street children are encouraged to sell sex to tourists. A few times you have seen men taking the children off to local bars for drinks and ice cream.	

Session 3: How can we keep Children safe?



Trainer's Notes

There are many ways that we can help children to feel safe in our churches and organisations.

Creating safe premises

You must ensure that your premises are providing a safe environment for children. Health and Safety guidelines will help you think this through. *Use: Handout 3.1*

Our behaviour around children

It is important that children know what behaviour to expect from staff, volunteers and from each other, and know when to speak out if they feel uncomfortable about the behaviour of others towards them.

A **Code of Conduct** is a good way to define behaviour protocols. These are clear statements of what behaviours are acceptable around and towards children and which are not. Children and adults should be clearly informed of the behaviour protocols, and how to report staff or volunteers who break the Code of Conduct. Where staff work directly with children, it is important that they are equipped with clear guidance regarding

discipline of children. *Use: Tool 3.1, 3.2*

Communicating about children

Organisations or ministries communicating about children for publicity purposes should have clear guidelines about how they represent and communicate about children and how they use information about children in their care.

Communication tools can include printed publications, use of websites or social media. Whenever visual images (photographic stills and video) and information about children are presented, it is a priority that children are kept safe and presented with dignity.

Images of children should not be exploitative or manipulative (e.g. by asking a child to cry for the camera) or depict them in states of undress or in inappropriate poses. Information shared should not enable a child to be traced to his home or community. *Use Tool 3.3*

Keeping children safe online

The internet, mobiles phones and social networking and have transformed the way

in which we live. Children and young people are adopting these new technologies to communicate, interact, create and share content with others. It is important to think through with children the advantages as well as the risks of these technologies and to become familiar with the relevant safety and child protection issues. *Use Tool 3.4*

Children keeping children safe

Children need a say in how they can keep themselves safe. Participation is a process in which children and young people are involved in identifying and solving problems they find in their living environment.

In involving children in keeping themselves safe, there are different levels of children's participation. It is important to work at a level that suits the cultural context, the topic being explored, the age or developmental stage and skills of the children and adults involved. Adults need to understand why and how children are participating and have appropriate skills and training to facilitate participation so that it is meaningful and effective. *Use Tool 3.5, 3.6*



Spiritual Reflection

'Your rod and your staff, they comfort me'

Aim: To reflect on a Biblical understanding of discipline and our role as adults in children's lives

You will need: Bibles, flipchart paper and markers

Method: In small groups, ask participants to suggest Bible passages which show the way that adults should deal with children in their care. Ask groups to feed back their responses, and if appropriate guide the discussion to one on the role of discipline.

One of the most often-quoted verses in terms of how we should discipline children is Proverbs 13:24, 'Whoever spares the rod hates their children, but the one who loves their children is careful to discipline them.' The verse is often used as a justification for corporal punishment of children.

Read Psalm 23:4. What is the role of the shepherd's rod in this passage? (*Your rod and your staff, they comfort me*). The shepherd does not use the crook (his rod) to beat the sheep, rather to guide them and keep them on the right path, going in the right direction and sometimes to rescue them from danger. As parents, teachers or caregivers we have responsibility to equip our children with respect for authority, and to help them learn discipline. As adults it is our responsibility to guide and protect the children in our care. That does not mean controlling by threat of punishment.

Pray together that we will understand how to guide, protect and care for children in Godly ways.

Exercises

3.1 Positive Discipline Strategies 30

Aim: To understand the wider meaning of discipline and develop strategies to promote positive discipline.

Key learning points: Discipline means more than punishment and is about creating a positive and nurturing environment for children.

You will need: Flipchart papers and markers, copies of *Handout 3.2: Positive Discipline Strategies*

Method: Write the word 'discipline' on a flipchart paper. Ask participants to call out words that they connect with discipline—what does it mean?

Explain that discipline comes from the same root word as 'disciple' and means to train and teach in order to produce specific character traits or behaviours. Many people mistakenly think of discipline only as punishment. Discipline actually includes a range of approaches that help develop positive characteristics and behaviours in a child.

Whatever our personal beliefs about physical discipline, most Codes of Conduct or Child Protection policies will prohibit the use of physical violence to punish children, and it is prohibited by law in many countries. It is important that we understand alternative discipline strategies as we work with children.

An effective discipline system must contain three elements. The elements are:

1) A **caring environment** characterised by positive, supportive adult-child relationships.

Explain that it is important to create an environment where children can learn positive behaviours, by encouraging positive, supportive adult-child relationships. What practical ways might there be to show children that we are interested in them and value them? Write participants' ideas on flipchart paper.

Add ideas not mentioned from *Handout 3.2*.

2) A **proactive strategy** for teaching and strengthening of desired behaviours.

An important part of discipline is to affirm and reward positive behaviours in children so that children understand and want to practice them. Specific, consistent praise is one of the most important discipline methods. It helps children to learn and practice positive behaviour, since all children crave praise. Another critical proactive teaching method is the example of adults—children learn from the behaviours of adults, which can reinforce the verbal lessons they are trying to teach.

What practical ways might there be to reinforce positive behaviour? Write participants' ideas on flipchart paper.

Add ideas not mentioned from *Handout 3.2*.

3) A **reactive strategy** for decreasing or eliminating undesired behaviours.

Adult caregivers have a responsibility to help children understand and avoid behaviour that is dangerous, unreasonable, and destructive to others. Staff and volunteers need to understand that violent punishment is unacceptable, and they need to be equipped with non-violent alternatives such as natural consequences, time-out, withholding privileges, and reasoning.

What practical ways might there be to discipline unacceptable behaviour? Write participants' ideas on flipchart paper.

Add ideas not mentioned from *Handout 3.2*.

Ask participants for examples of negative behaviour they have experienced when working with children. How did they deal with it? How might these strategies help in these cases?

Adapted from Celebrating Children (Viva Equip People) and QIS (Quality Improvement System)

3.2 Creating a Code of Conduct 30

Aim: To clarify what constitutes appropriate and inappropriate behaviour towards children.

You will need: Flipchart paper with Code of Conduct categories written on it, flipchart paper and markers, *Sample Code of Conduct* (p.101)

Method: Explain that a Code of Conduct for a church or organisation contains simple do's and don'ts on behavioural protocols which should be visible and accessible to all staff and other adults in the organisation, to make it clear what behaviours are acceptable and unacceptable around children.

The Code of Conduct will also help to avoid misunderstandings which could lead to false allegations of child abuse.

If possible, group participants into small groups of those who are working in similar organisational contexts. If this is not possible, participants can work individually.

Display a flipchart paper with the Code of Conduct categories (below) written on it:

- Good practice when working directly with children
- Physical conduct and touching
- Transporting Children
- Environment and work space
- Language and equality
- Two-adult rule: Where possible and practical, two or more adults should supervise all activities where children are involved and are present at all times
- Acknowledgement that the adult is always considered responsible even if a child behaves in a provoking way
- Sleeping arrangements
- Discipline

Ask groups to divide their flipchart paper into two halves, labelled 'DO' and 'DON'T'. Using the categories to help, ask the groups to think of ideas of acceptable and unacceptable behaviours that they might include in a code of conduct for their organisation.

After groups feedback their ideas, give out copies of *Sample Code of Conduct*.

Participants can use these guidelines and their own ideas to create their organisation's code of conduct.

The Code of Conduct needs to be known and understood by children and adults that the organisation comes into contact with, so that they know what to expect and are equipped and informed to be able to report cases where the Code of Conduct broken.

Discuss together how you will inform these groups of the Code of Conduct:

- Other staff and volunteers in your organisation
- Other adults that you work with
- Children and adults in communities where you work

For example, where will the Code of Conduct be displayed?

How can people access it, or be aware of it?

Could you create a child-friendly version so that children are easily able to understand how adults should behave around them?

3.3 Visual Images and communicating about children 30

Aim: To think about the way we communicate about children

Key Learning Points: We need to represent children in a truthful, faithful and honourable way with gives them dignity and respect

You will need: Flipchart paper and markers, *Handout 3.3: Visual Images and communicating about children*, *Sample Visual Images Policy* (p.102)

Method: Ask participants to think of the different ways that organisations might create or use visual images of children. (This could include photographs, posters, videos, publicity materials, newsletters, websites, social media, and blog posts).

In groups, ask participants to discuss the case studies on *Handout 3.3*.

Feedback on each case study, and talk about what issues there are in the way that children are being presented in the case study.

The key issues brought up by the case studies are that it is important that children are treated with respect and dignity in communications and images. Information about children should only be gathered and used with the child's and caregiver's informed consent, and details should not be given which could identify or enable the reader to locate the child. Preserving the dignity of the child means that pictures of children in situations of extreme suffering should not be used as illustrations. Access to children in order to gain information from them should also be carefully managed so that this does not become an opportunity for abuse.

What principles would you base a policy for visual images and communications on?

Talk through the *Sample Visual Images Policy* (p.102) to understand more about how to communicate about children.

3.4 The Internet, Technology and Social Media 45

Aim: To think through how we can make sure our use of the technology keeps children safe

You will need: *Handout 3.4 Internet and Social Media*

Method: Ask participants how they use the internet and social media in their organisation.

In groups, ask participants to discuss the case studies on *Handout 3.4 Internet and Social Media*.

Feedback on each case study, and talk about the issues raised.

Use a flipchart to note down key potential risks identified by participants which could arise from use of the internet and social media. What additional risks are created by children's access to other technology? (e.g. mobile phones, DVDs).

There is a concern that the capabilities of social networking services may increase the potential for sexual exploitation of children and young people. Exploitation can include exposure to harmful content, including adult pornography and illegal child abuse images. There have also been a number of cases where adults have used social networking and user interactive services as a means of grooming children and young people for sexual abuse.

Another risk which has been identified to children in projects located in the southern hemisphere is exploitation via social media from donors. This is especially where there is a one to one sponsorship arrangement. Social media offers new opportunities for contact by donors and abuse can take place online via web cam for example, and can also lead to offline abuse. In principle, the use of social media as a direct communication tool between donors and project children should not be encouraged or permitted. Donors need to be educated as to why this type of contact is risky and projects need to limit the amount of personal information that they share about sponsored children and their families with donors.

Mobile phones which access the internet can also expose children to these risks, and can also open children up to unwanted communication or bullying. In some countries there is also easy access to pornographic movies and DVDs.

3.5 Children's Action in Child Protection 45

Aim: Participants understand what child participation means, why it is important, and how it can help in implementing child protection

You will need: Copies of *Handout 3.5: Children's Action in Child Protection*, flipchart paper and markers

Method: Divide participants into small groups of about 5 people (try to create groups where participants are not very well known to each other). Each group should select one volunteer. Tell the group that for this task, they will have 5 minutes to plan something for the volunteer. Depending on the time of year, you could ask them to plan for the way the volunteer will spend Christmas, Easter, or a summer holiday etc. The group should draw what they plan for the volunteer, giving a lot of detail: the place the volunteer will travel to, a new outfit or hairstyle, what the volunteer will eat, and anything else they can think of. They should produce a drawing which they will then present to the rest of the participants. In each group, the volunteer himself will be involved to a different extent. Give each group one of the following scenarios:

Don't let the volunteer be involved at all as you work on the project; don't talk to him or let him see what you are working on. When asked to present, let the volunteer hold your drawing as you explain what you have decided to show he is part of your group.

Don't let the volunteer be with you as you make decisions and create your drawing—but you should consult with the volunteer at some point to find out what his views are. The volunteer will not present the final drawing.

The volunteer is fully part of your group—you should find out what he wants and give him the opportunity to lead the process of making decisions and let him be the one to draw the picture and make the presentation, if he chooses to.

After finishing, ask groups to present their pictures.

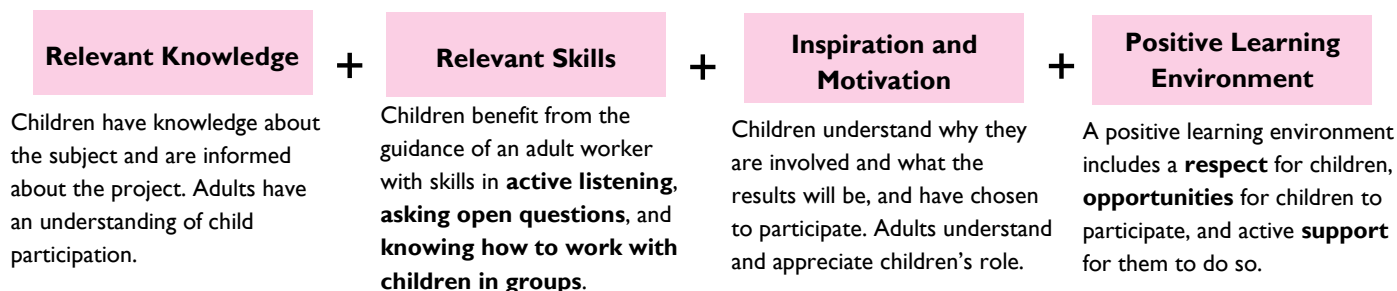
Get feedback from the volunteers in each kind of group. Where volunteers were not at all involved in the process, how did they feel about what was created for them? Would they be happy to follow what was planned for them? What about where volunteers were consulted? How did volunteers feel when they were actually fully included in the process?

How could this relate to the ways we work with children? Ask why we should include children as we develop child protection policies and procedures, and write ideas on a flipchart.

Draw out the idea that there is greater ownership and input when the people who something is being designed for are fully involved in the process of developing it. Children often have knowledge and ideas which adults do not have, and can actually make the final product more appropriate and of higher quality.

Participation is also a right. Children have the **right to participate** in all matters that affect their lives. Participation is one of the key principles of the UNCRC. Article 12 is the most important for participation: Children have the right to give their opinion, and for adults to take it seriously. Other articles state that children should be able to participate and express their views in a format they choose; adults have a responsibility to listen to and consider children's views when decisions are being made that affect them.

Elements of successful participation:



Use *Handout 3.5 Children's Action in Child Protection* to think through ways that children can participate in child protection. Also think about what barriers there may be to this in your context, and how you might overcome them.

You may want to use the Child Participation tools included at the end of each session in this toolkit.

3.6 Listening to Children 30

Aim: To equip participants with the awareness and skills to listen well. This is fundamental to an adult worker's toolkit.

Key learning points: To understand that there are different listening styles, to practice different listening styles and to understand that active listening is needed to promote participation.

You will need: Listening instructions (below) prepared to give to participants

Method: Divide participants into groups of 3. One is a speaker, one a listener, and one an observer.

Ask speakers to talk about something that really matters to them for two minutes. Give the listeners an instruction card with one of the following instructions:

Listen for a short while and then interrupt the speaker's story with a better one of your own.

Listen for a while and then lean over and start whispering to the observer.

Listen and then start to laugh or be amused for no reason.

Listen and then examine the contents of your pockets or your bag.

Listen and then make a comment about what the speaker is saying like, 'That was silly' or 'You really did that?!'

Listen, make a comment and then change the subject to something unrelated to what the speaker is talking about.

Listen and then look bored, yawn, and look around the room.

Listen then politely disagree or make an argument with the speaker every time he/she says something.

The listener should not share what is on their card but the observer should watch closely what happens and try to guess what instruction the speaker was given. The speaker begins speaking; the listener follows the instruction and the observer tries to guess the instruction.

After two minutes, stop the group work. Ask the observers to tell the pairs what they observed. Is the observer able to guess what was on the card? The speaker shares with the group what it felt like to be listened to in this way. Ask if this type of listening is common! The listener shows the others what the instruction was and describes what that type of listening felt like.

If there is time, do this twice more, giving all participants a chance to take each role, with a different instruction.

Have a whole group discussion in which people reflect on their own experiences in life of both listening and being listened to.

What kind of listening do children normally experience? What kind of listening would encourage their participation?

What do participants think makes a good listener? Write their suggestions on a flipchart.

Other ideas could include:

- Listen to the other person's point of view
- Listen with your mouth closed
- Listen to the emotion of what they are saying
- Try to visualise what they are saying as they speak to you
- Let silences happen
- Make encouraging sounds or gestures
- Check what they are saying using their own words

If there is time, practice one more time in the groups of 3, this time using active listening skills.



Child Participation Exercises

3.7 Children's Code of Conduct (Ground Rules)

30

5+

Aim: To ensure that children know what behaviour to expect from each other and from adults, and when to speak out if they feel uncomfortable

You will need: Flipchart paper and markers, copies of your organisation's Code of Conduct

Method: First, play a game together which involves cooperation between the children. For example, divide children into groups and give them some materials such as newspapers and tape, or toy bricks. Ask the groups to build the tallest tower that they can, which can stand without falling down. Award a prize for the winning team.

Afterwards, talk with the children about what behaviour was helpful in the game, and what wasn't. (For example: sharing ideas, listening to each other, working together).

Explain that as a group, we can work together when we understand what behaviours are expected of us and what behaviours are not appropriate. We should decide together how we can best work together by setting up 'Ground Rules'.

On a piece of flipchart paper, divide the paper into two columns, 'DO' and 'DON'T'.

Ask the children for ideas about how they think children should behave in their group.

Think about practical ways children can respect one another and encourage each other.

Let the group discuss together which of their ideas they want to include in their Ground Rules.

If your organisation also has a Code of Conduct for adult staff and volunteers, you can also share this with children, in a child-friendly version if possible. Explain that these are the behaviours which children should expect from adults in the organisation, and that they should report any concerns they have that adults are not following these rules.

Talk together about if there are any 'DO' or 'DON'T' behaviours which children could add to their list of Ground Rules based on what they have learnt about the adults' Code of Conduct. (For example: 'DO report any concerns; DON'T go to the home of an adult alone').

3.8 Staying Safe Online



8+

Aim: To help children identify possible risks of using the internet and to develop strategies for protecting themselves

Key Learning Points: While the internet and mobile phones make life better for children in many ways, they also presents risks to children. Some of these risks can be a continuation of the risks children and young people experience offline. However, they can be increased because many children and young people also fail to realise that the internet is a public place. You therefore have an important role to play in helping children and young people stay safe online and encouraging safe and responsible use of the technologies.

Method: Have a discussion with the children. Ask children about mobile phones and the internet—how do they use them? What do they like about them? What are the best things about them?

Do children always feel that they are safe when they use the internet—do they know of any possible risks?

In groups or altogether, talk about the following case studies:

What should the child do in this situation? Is there anything they could have done to prevent this from happening?

1) A couple of girls in Jason's class at school write some unkind comments on a photo Jason has shared of him and his family on his social networking site. Jason writes back to argue with the girls, but after that even more kids from school start to comment on the photo and write rude messages on his profile page. Jason also starts to get emails from addresses he doesn't know saying that nobody likes him and criticising the way he looks. Jason feels really bad and he is losing his friends at school, but he doesn't know what to do.

2) A boy called Tim asks to be added as Susan's friend on her Facebook page. Susan doesn't know him but decides to add him as she likes his profile picture. They start messaging each other and Tim seems like a lot of fun—he likes the same things as her and he tells her that she is really pretty and he really likes her. After a few months, Tim asks Susan to meet up with him and go and watch a movie at their local shopping centre.

Story 1: Cyberbullying is a growing issue and one that adults can often be unaware of because it takes place online or through mobile phones. It can have serious consequences for young people and it is important that adults understand the risk, and that children and young people know how to deal with cyberbullying and also decide not to participate in bullying others online.

In this story, it is important that Jason tells somebody about this situation. Encourage the children to tell a trusted adult as soon as they can if they are being cyberbullied. In cases of cyberbullying, encourage children not to respond directly to the bully online because bullies are usually looking for a reaction and by responding you give the bully just what they are looking for. Also encourage young people to save the evidence of any emails, posts or text messages they receive, so that they have something to show when they report cyberbullying.

Story 2: Susan should not have accepted a request from someone she didn't know. It is easy for anyone to create a fake profile or online image and so children and young people should avoid communicating with people they do not know in real life. In this story, while Tim might be who he says he is, there have been many cases of adults pretending to be young people so that they can form relationships with children online and then can form abusive relationships with them either online or by encouraging them to meet in real life. They will often try to get the young person to keep this relationship a secret, and this is very dangerous. Susan may also have been giving personal details about her identity (such as her school, her phone number, her address) to Tim, and this would be dangerous since she does not know him and he could use these to find her in real life, which she may not want. Encourage young people that they should never share personal details online.

It is also important to be aware of the reporting mechanisms available on each social networking site so that cases of bullying or abuse can be reported and dealt with.

Also talk with the children about their responsibility to use the internet in a positive way and to treat others with respect online—it is easy to think that what you say online does not have the same impact as things you say to people in the real world, and it can be easy to say something unkind without thinking or realising the consequences. Think before you post! Treat people the same as you would offline.

Ask children to make a poster on an online safety message which they think is really important for other children to understand.

There are many resources available on www.childnet.com, www.thinkuknow.co.uk, www.netsmartz.org or www.stopbullying.gov which can enable you to explore these issues further with children and young people.

Making Sure that your Premises are Safe for Children

If you have a responsibility for caring for children then you must make sure that the premises that you operate from are providing them with a safe environment and that you have taken precautions to minimize risk. For those ministries offering residential accommodation to children, there will be national minimum standards of residential care, which you need to be aware of and should refer to.

In terms of protecting children, as a basic minimum standard, children must not share beds and there should be separate dormitory and washroom and toilet facilities for boys and girls.

Health and Safety Guidelines

In thinking through the safety of your premises, you can use the following health and safety guidelines:

WHO IS RESPONSIBLE?

The ultimate responsibility for the safety of premises rests with the Project leader and Trustees. In a church context this would be the minister/pastor and the group that he reports to. It is also helpful to appoint a Health and Safety Officer who has oversight of health and safety issues on a day to day basis .

RISK ASSESSMENT

You have a duty to assess the risks which exist on your premises and to reduce them as far as reasonably practicable. Any risk which cannot be entirely removed should be reduced until it can be described as a small risk.

You should:

- identify the hazards
- decide who might be harmed, and how
- consider the likelihood and severity of hazards
- identify existing precautions and decide whether they are adequate or whether more should be done to overcome the hazard
- if you have more than five employees, record the significant findings of your risk assessment, e.g. the main risks and the measures you have taken to deal with them
- review your assessment from time to time

You can do the health and safety risk assessment yourself. Write an 'action list' of what else you need to do, giving priority to the highest risks or those which could affect most people. Think about everyone who uses your building, paying special attention to vulnerable groups such as children, people with disabilities and lone workers. It may be helpful to consult some of these people.

Remember that children are attracted by balconies, stairwells, fences and cleaning materials. In legal terms you have a higher level of duty where the danger is one which is known to attract children, either as trespassers or otherwise.

DISASTER PREPAREDNESS

In case your premises is in a disaster prone area (earth quake, flooding, typhoons etc), you should take this into account during your risk assessment and think through what you would do to keep children in your care safe if such an event occurred.

FIRE SAFETY

Your responsibilities for health and safety include a duty to assess the fire risk. This risk assessment should cover:

- possible causes of fire
- ways in which the risk of fire occurring and spreading can be minimized
- means of fighting fire
- fire detection and warning
- emergency routes and exits
- information on fire precautions
- maintenance and testing of fire precautions

You must consider all your employees and all other people who may be affected by a fire in the workplace and you are required to make adequate provision for any disabled people with special needs who use or may be present at your premises.

RECORDING AND REPORTING ACCIDENTS

It is good practice to have an accident report book and to put procedures in place which ensure that personal information is protected.

TRAINING AND CONSULTATION

You ought to provide whatever information and training is needed to ensure, the health and safety of those who use your premises. This is particularly important when people start work.

FIRST AID

The minimum first aid provision is:

- a suitably stocked first aid box
- an appointed person to take charge of first aid arrangements

An appointed person is someone who takes charge when someone is injured or falls ill, and who looks after the first aid equipment. They should not attempt to give first aid for which they have not been trained. You should put up a notice to say who the appointed person is and where the first aid box is kept.

GAS AND ELECTRICITY

The term 'portable electrical equipment' covers items which have a lead (cable) and plug and can be moved around. Visual inspection is important to ensure the safety of these items. In addition it is important to ensure that gas appliances are turned off after use. Gas cylinders should be stored vertically in a well-ventilated covered area, preferably outside on a level, well drained surface.

WELFARE AT WORK

You are required 'so far as is reasonably practicable' to provide adequate and appropriate welfare facilities for your employees and volunteers. 'Welfare facilities' are those that are necessary for their well-being, such as toilet and washing facilities, drinking water, lighting and appropriate temperature etc.

FOOD SAFETY

If you are preparing food on the premises, you will need to develop your own food safety rules for those handling food. As a basic minimum, always wash your hands before preparing food, after handling raw food, before handling ready to eat food, after handling animals and visiting the toilet. An antibacterial soap is recommended.

Regularly clean and disinfect work surfaces and equipment. Clean work surfaces and spillages as you go. Prepare raw and ready to eat foods separately. Wherever possible use different chopping boards and knives to keep raw foods such as meat and poultry separate from ready to eat foods. Never dry your hands on tea towels - use separate hand towels. Cuts and burns should be covered with waterproof dressings.

HEALTH AND SAFETY POLICY

It is good to have a health and safety policy. If premises are used by an outside organisations there is a responsibility to liaise with the organisation concerned on health and safety matters including fire precautions so that it is clear where the responsibility lies. An example of a health and safety policy is found on p.99.

The questions in the checklist draw attention to what could be described as usual health and safety 'hazards' found on premises. The person conducting the risk assessment needs to go round the premises asking the questions and making an assessment as to whether any action is required and how urgent it is. Some things like making sure that exit routes are accessible are easy to correct immediately. Other things like putting training in place will require planning.

Health and Safety Assessment Check list	Possible evidences
The church/organisation has a healthy and safety policy and works to it	Health and safety policy
Premises, paths, steps, staircases floors and toilets in a safe clean and tidy condition and adequately lighted	Tour of facilities
Exit routes from the building can be accessed easily and safely	Tour of facilities
If premises provide accommodation, girls and boys have separate dormitories and separate washroom facilities	Tour of facilities
Group meeting areas are warm and clean	Tour of facilities
Electrical wiring is safe and has been checked and gas cylinders are stored safely	Tour of facilities
Food preparation areas are kept clean and hand washing is a pre requisite before preparing food	Copy of food safety rules
Any hazardous or harmful substances used on the premises (eg cleaning fluid, paints, medicines etc) are locked up or kept out of the reach of children	Tour of facilities
Risk assessments are conducted where children will be engaged	Copy of a risk assessment
There is an evacuation plan and adults and children know what to do in case of fire, earthquake etc	Record of drills
People who can administer first aid are available for all events	List of first aiders
A first aid box is kept on the premises and can be accessed by all leaders	Location of first aid box
The church/organisation has a way to put out fire on site that can be easily accessed in case of a fire break out	Location of fire equipment
People who have been trained in fire safety are available for all events	List of fire officers
Details of emergency contacts are displayed where all people can see them	Location of notices

Positive Discipline Strategies

1) Creating a Caring Environment

Some ways to create this environment are:

- Showing an interest in each child and their interests
- Greeting children by name
- Noticing when they seem disturbed, upset, worried or concerned
- Giving encouragement for trying
- Finding something positive to say about each child every day
- Expecting that children will behave well
- Trusting them with responsibilities

2) Reinforcing Positive Behaviour

- Provide regular positive attention, sometimes called special time (opportunities to communicate positively are important for children of all ages)
- Listen carefully to children and help them learn to use words to express their feelings
- Provide children with opportunities to make choices whenever appropriate options exist and then helping them learn to evaluate the potential consequences of their choice
- Reinforce emerging desirable behaviours with frequent praise and ignore trivial misdeeds
- Model orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies

3) Decreasing or eliminating undesired Behaviours

- Punishments must be consistent, and followed through. Don't say things you don't mean.
- Punishments should be immediate. Children have short memories when linking task to a result. A warning is the first step.
- Punishments have to be explained; the rule which has been broken has to be explained
- Punishments have to be fair: don't punish a group for one person's misdeed

Strategies for positive discipline:

- Make consequences natural and non-punitive. Punishments should fit the crime, e.g. cleaning up the playground if the child was being messy or littering
- Help the child to understand the feelings of others in the situation, and ask the child for ideas of what the consequences should be—help the child to think of a positive solution
- Use 'time-outs' - taking the child away from what he was doing for up to 5 minutes to get him to calm down and think about what he has done. Limit the number of behaviours for which time-out is used and use it consistently for the chosen behaviours. Do not threaten time-out unless you are prepared to follow through. Ignore the child while in time-out. Combine time-out with other techniques.
- Take away privileges, such as being allowed to watch television or play with friends
- Address some less destructive negative behaviours by ignoring—return your attention when misbehaviour stops
- When setting limits, use one command at a time, frame them as 'do' rather than 'don't' or 'stop', do not threaten, and give children options where possible. Praise children when they comply or provide consequences for non-compliance.

Visual Images and Communicating about Children

1. You belong to a church which has decided to raise some money for an orphanage in Africa called 'Hope for the Hopeless'. As a fundraising event for the orphanage, the children in your Church in the Sunday School are putting on a concert to raise money for the children there.

A number of people come along to the concert who you have not seen before. One man brings a camera, and after the concert he is taking pictures of individual children. He says he would like to interview some of the children in the concert for an article he is writing about the concert. He asks whether there is a room available, away from the noise, for him to interview the children separately on their own.

What issues does this raise about keeping children safe? What would you do to make sure children are kept safe?

2. Following the concert, the following article is published in a local paper concerning the concert.

12 year old Maisie Tam gave a wonderful singing performance at St. Paul's Church on Friday night to raise money for orphans in Africa.

Maisie however has her own story of abuse and neglect. Physically and sexually abused by her father, she left her family home and now lives at 66 Gloucester Road with her Aunt.

Maisie still has nightmares about the abuse but says that singing in the choir to raise funds for orphans in Africa helps her to feel better about herself.

The article is published with a picture of Maisie alongside it.

What issues does this raise about keeping children safe? What could have been done to prevent this from happening?

3. Your organisation, Hope for the Hopeless, cares for orphans in a country in Africa. You publish this blog post to try to raise awareness and funds for the work you are doing.

The blog is published with a picture of Freda showing her malnourished and underweight, not fully clothed, and crying.

Eight year old Freda Namwe is a child at Hope for the Hopeless child care ministries on Nakakura Street. Freda is from the Southern part of the country where there is on-going conflict. Her family have all been killed by rebel soldiers and she herself suffered terrible abuse and as a result she is HIV positive. She was able to escape to the city with the help of neighbours in her village of Masura. These neighbours have sheltered countless other children fleeing from the rebel soldiers.

Freda has severe malnutrition, nightmares and frequently wets the bed. If she continues in this way, she is only likely to live for a few months. BY GIVING to Hope for the Hopeless, you can save children like Freda.

Bearing in mind child protection issues, what concerns do you have about this blog? Is there anything else that concerns you? What questions does this blog raise for you? What would you do about your concerns?

Internet and Social Media

Case studies

1. Samantha is a volunteer who has been working with you for 6 months. You have recently become her 'friend' on Facebook, and you notice that she has uploaded a lot of photographs of individual children you are working with and with some of the photos she has also shared the children's stories such as how they are dealing with being HIV positive, or how they became an orphan.
2. John works in the community development programme in your organisation, where he works directly with families and children. You notice that he has become 'friends' on his personal account with several of the teenage girls who are supported by the programme.
3. One of the children in your child sponsorship programme mentions that he is in touch with his sponsor online and his sponsor has helped him to set up a skype (instant messaging) account online and he is enjoying being able to see and talk to his sponsor face to face through video calls.
4. Several times when you have walked into your colleague Howard's office, you have noticed that he quickly closes the websites he has open on his computer. From what you see you suspect that he may be viewing sexually explicit material online while at work.

How are the internet and social media used in your organisation?

What risks could these pose for children?

What guidelines would help to limit these risks?

Children's Action in Child Protection

Children's ability to take action depends upon their age, understanding and experience. To enable children to take action, they require information in a child-friendly format. In many cases, information is conveyed by word of mouth. Those involved in giving the information need to think carefully about what and how they speak about sensitive topics. Children need to know where to get information and whom to speak to. Also, children need confidence and skills to talk about their feelings and deal with them appropriately.

What can children do to protect themselves and other children?

- Child can understand different types of abuse
- Children can spot possible signs of when a child may be being abused
- Children can tell a trusted adult if they are being abused or at risk of abuse. Children may not just vocalise their concerns but express themselves through drawings, song, role play or other creative methods
- Children can tell a trusted adult if they suspect a child they know is being abused or at risk of abuse
- Children can support other children and help them to tell a trusted adult if they are being abused or fear abuse
- Children can spot a risky situation and have ideas about how to get out of the situation
- Children can know what to do, say or scream if they are being harmed
- Children can ask for a 'safe space' to go if they need help. This is especially important after an emergency (e.g. natural disaster) when all the usual community structures and support networks may be in a state of flux
- Children feel that it is important they know about child participation in child protection and have the skills to protect themselves and others

What can children do to participate in child protection in organisations?

- Children can help to create policies for organisations, communities or children's clubs
- Children can help to evaluate child protection policies and codes of conduct in organisations and clubs
- Children can monitor how well child protection policies are working in practice
- Children can feel that this is an important and useful role for them to play

How will you include child participation in child protection in your organisation?

What will you need to put in place to enable child participation to happen and to be meaningful?

Session 4: Are we keeping Children Safe?



Trainer's Notes

Principles for Keeping Children Safe

All children, including the most vulnerable, deserve the very highest standards of care and protection. A standard is an agreed way of doing something.

'Keeping Children Safe Standards' are internationally agreed standards for safeguarding children. Understanding the Keeping Children Safe Standards and Principles and applying them in your own context is a very good basis for beginning to develop policies and practices to protect children.

At a minimum, standards for keeping children safe include:

- A commitment to protecting children from risk of all kinds of harm because they are precious to God.
- Some basic rules and guidelines to protect children (a child protection policy and procedures).
- Screening anyone who will have contact with children before they begin work to check they have no history of harming children (with police checks if possible).
- Making sure children and workers know what behaviour is acceptable towards children and providing a safe way for them to report any concerns.
- Giving all workers some basic training on how to recognise abuse and to handle a disclosure correctly.
- Telling children about their right to be safe from abuse and where to go for help.
- Recording, acting on and monitoring any incident, allegation or complaint about harm to children connected with the church or organisation.

It is also important to be aware of the national laws and frameworks which govern work with children in your country.

Use: Tools 4.1, 4.2

Understanding where we are now

Organisations and churches need to be aware of all the ways that their work impacts children. A Child Protection Self-Audit helps to gain an understanding of where the organisation is doing well and where more needs to be done to ensure children are kept safe. In a church context, there are also particular steps which can be put in place to protect children.

Organisations and churches should also carry out a risk assessment, to identify the possible actions or situations that could put children at risk or have a negative impact on the organisation's objectives and reputation.

Use: Tool 4.3, 4.4, 4.5, 4.6, 4.8

Do we need a Child Protection Policy?

A Child Protection Policy is a written statement or a set of rules of how an organisation or church will protect the children it has responsibility for. It is a plan of action of how children will be protected.

Every organisation or church that has any contact with children should have a Child Protection Policy. It is important to have a written Child Protection Policy, so all workers can be trained and have access to an agreed document. It also provides guidance when difficult situations arise.

No Child Protection Policy can keep children totally safe, but a good policy can:

- Help protect *children* by minimizing the risk of abuse and exploitation
- Help protect *workers* by providing clear guidelines for appropriate behaviour, and clear procedures for responding to concerns or allegations
- Help protect *organisations* from infiltration by potential abusers
- Help protect *organisations* from the damage that can be caused by allegations of abuse

Use: Tool 4.7



Spiritual Reflection

Who should keep children safe?

Aim: To see how protecting children can involve many people

You will need: Bibles, flipchart paper, markers

Method: Read Exodus 1:8-2:10

In groups, identify who is part of God's plan to keep children safe in this story. For each person (the midwives, Moses' mother and sister, and Pharaoh's daughter), think about the risks they took and what their motivation was in keeping the child safe. Groups should write their responses on flipchart paper.

Talk together and discuss: What can we learn from this story about how we can keep children safe?

In this story we see all kinds of people—healthcare workers, family members, a princess—taking care to protect the children they come into contact with.

Child protection principles, standards and frameworks can help to ensure that we are equipped to protect children we come into contact with in the same way.

Pray together that we will be equipped and take steps together to protect the children around us.

Exercises

4.1 Standards and Principles for Keeping Children Safe 15

Aim: To understand the Keeping Children Safe Standards and Principles

You will need: Copies of *Handout 4.1: Summary of Standards and Principles for Keeping Children Safe*, flipchart paper and markers

Method: Ask participants what challenges there might be in making organisations safe for children. Write answers on a flipchart.

Some key challenges are:

- Protection systems in many countries are often weak, and leave agencies and staff facing complex child protection dilemmas.
- Although children are very resilient, some children are especially vulnerable to abuse and exploitation.
- There is little common understanding across agencies of child protection issues, standards of practice, or the organisational implications of these.
- There are huge difficulties in operating child protection policies in the many different legal, social and cultural contexts in which agencies work.
- Children may be at risk of abuse and exploitation, not only from individuals in the communities where they live, but also from agency staff, volunteers or other representatives.

Explain that standards are used in many different areas of life. They describe the basic level of performance or ability that is required for a product or service to be effective and do the job it was designed to do.

Keeping Children Safe is a membership network of organisations working together to increase safety of children. Viva is an active member of this network and has contributed to the development of some of its resources. Keeping Children Safe strives to ensure children globally are safeguarded and protected from all forms of violence, abuse and exploitation.

The Keeping Children Safe (KCS) standards define what needs to be in place in agencies to keep children safe. The KCS standards have been written in a way that makes them relevant and achievable. At the same time, it should be recognised that they may be more difficult or challenging to apply in some countries and local contexts than in others. There is enormous variation in local practice and circumstances and so it is important that agencies adapt the standards and guidelines to fit the local context in which they will be applied. However, the principles that support the standards should always be adhered to and the standards should not be changed so much that children are not protected as a result.

Give out copies of *Handout 4.1: Summary of Standards and Principles for Keeping Children Safe* and talk through each standard and principle.

4.2 Regulations that control our work with children 20

Aim: To discover the international and national legal frameworks which govern work with children in your context

You will need: Access to the internet, or alternatively, copies of legal documents such as the Children's Act in your country

Method: If you are aware of the legal framework protecting children in your context, bring copies or summaries of those documents to share with participants. Give them time to read through them and talk about anything that surprises them, and bring out key points.

If you are not aware of these instruments, you could make the task into a research exercise that participants could go away and find out about, by meeting people who know, or by doing online research. They could look for information on:

- Find out when your country ratified the UNCRC. Are there any other international legal instruments which might influence our work with children?
- At the national level, what governs your work with children? Does your country have a Children's Act? Or what other laws relating to children are there?
- What is the role of the police or local authorities, and who should you report incidents of child abuse to?
- There may also be regulations governing your particular type of work, for example organisations providing residential care.

4.3 Mapping Out Exercise

Aim: To map out the amount of contact your organisation has with children and identify the different ways in which your organisation comes in contact with children.

You will need: Flipchart paper and markers

Method: Sometimes we do not realise how much contact an organisation has with children, particularly when children are not its primary purpose. For example, a water project or a church may also have a lot of contact with children. Contact with children can be made via the internet, through letters, and by phone; it does not always involve personal contact.

1. Invite participants to think about the key activities/services that their organisation provides for children, or that bring them into contact with children. Ask:

— In a normal day, how many children does your organisation meet, talk with, or see because of its activities/services?

2. Use the flipchart to record as much information as possible. It may help to draw a child on the flipchart and write and draw information around him/her. Encourage participants to make notes if it helps them focus.

Gather as much information as you can to give a full picture, including:

- How old are these children?
- Are they with other children?
- Are they with other adults?
- Are they living in an institution?
- Are they in education?
- Are they living with their families?
- How often does the organisation have contact with the child(ren)?

3. Ask participants to call out as much information about the kind of children their organisation comes into contact with, what kind of contact it is, how often, and in what circumstances.

4. Now ask participants to think about:

- Are there other ways people at the organisation may have contact with children – by letter, phone, email?
- Are you surprised to realise how much, or how little contact you and your organisation have with children?

4.4 Keeping Children Safe in Churches

Aim: To think about ways that child protection principles could be applied in a church setting

You will need: Copies of *Handout 4.2: Keeping Children Safe in Churches*

Method: Ask participants to fill in the survey, and be honest!

Ideally, a ‘yes’ answer represents a strong child protection response in each question and is what churches should be aiming for. This will enable them to see which areas are particular strengths and weaknesses for their church, and enable them to understand where they may need to focus as they develop child protection responses.

Ask participants to get into pairs and discuss their results—which areas do they feel their church is really strong in? Where is there need for improvement?

4.5 Child Protection Self-Audit: Where are we now? 30

Aim: To enable staff, organisations or networks to identify strengths and weaknesses in their child protection policies and procedures

You will need: Copies of *Handout 4.3: Where are you now? Child Protection Survey*

Method: Give out copies of *Handout 4.3*

Ask participants to fill in the survey, and be honest!

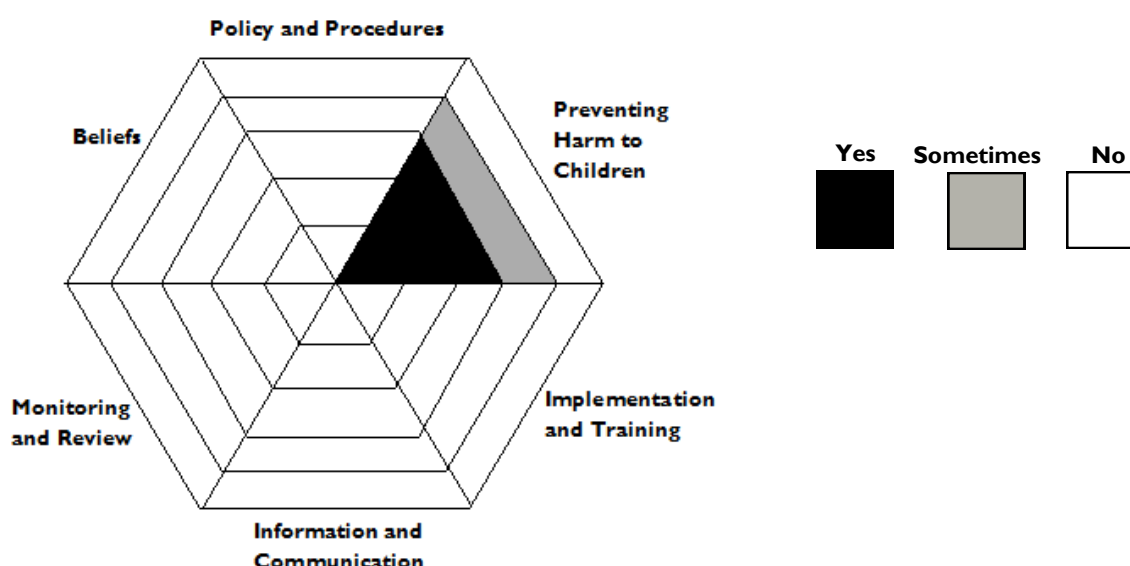
The survey can be used for employees to answer in terms of their experience of their organisation, or for leaders or network Co-ordinators to assess their own organisation.

Ideally, a 'yes' answer represents a strong child protection response in each question and is what organisations should be aiming for.

After finishing the questionnaire, participants can transfer their answers to the *Self-Audit Web* tool, by shading in a box for each question in each category. This will enable them to see which areas are particular strengths and weaknesses for their organisation, and allow them to understand where they may need to focus as they develop child protection responses.

Example:

Preventing Harm to Children		Yes	No	Sometimes
11	Before joining the organisation, staff are checked to see if they have a record of harming children.	✓		
12	There are guidelines on what is acceptable and unacceptable behaviour when working with children, e.g. on methods of disciplining children or contact with children	✓		
13	There is guidance on how to use technology such as the internet, websites and cameras to ensure that children are not put at risk	✓		
14	Where there is direct responsibility for running activities with children, they are adequately supervised and protected at all times.			✓
15	The procedure for reporting concerns about unacceptable behaviour by other staff or representatives is well-known.		✓	



Ask participants to get into pairs and discuss their results—which areas do they feel their organisations are really strong in? Where is there need for improvement?

4.6 What are the Risks to Children because of what we do? 20

Aim: To identify the possible actions or situations that could put children at risk or have a negative impact on the organisation's objectives or reputation

You will need: Flipchart paper and markers

Method: Explain that every activity aimed at children will have its own distinct areas of risk. This exercise will bring up the vulnerable areas of your activities and alert you about how potential abusers could be placed in positions of trust with the children.

Participants will need to brainstorm the areas of their work that could make children vulnerable to any abuse if someone was intent on abusing them.

Group participants in groups of similar work or focus, and ask them together to identify the different areas of their work which involve contact with children or have the potential to make children vulnerable to abuse if someone was intent on abusing them.

Using flipchart paper, discuss different ways potential abusers could gain access to children to harm them, or how children could potentially harm each other.

Answers will look very different depending on the context and the type of organisation and their activities.

Examples of potential risks:

Workers being alone with children

- Residential activities (camps, accommodation)
- One-to-one counselling sessions
- Travelling and trips
- Host families
- Recreational events
- Safe houses
- Extra tuition

Inappropriate treatment of children by workers and volunteers

- Touch boundaries
- Indiscretion about confidential information about the children
- Verbal abuse
- Emotional and psychological abuse
- Sexual abuse or forced marriages
- Spiritual abuse
- Physical abuse or inappropriate disciplinary action
- Neglect or bullying
- Harassment or humiliation
- Providing confidential information about personal background of children (either written, in form of testimony, media, etc)
- Intrusion from nature of research questions and process

Easy access to children

- Accessible or downloadable photographs of children
- Background details of children on records or internet
- Details of children's daily routine easily accessible
- Internet chat rooms
- School connections
- Recreational events
- Out of school clubs
- Visitors to projects
- Fake projects to children
- Sunday schools or youth groups
- Extra tuition
- Sports facilities
- Step-parents or relatives
- Pen friend
- Mentors or friends

Child-to-child abuse

- Residential activities
- Sports activities
- Gang and street culture
- School bullying

4.7 Why do we need a Child Protection policy?

Aim: To understand why every organisation working with children needs to have a child protection policy

Key Learning Points: To identify participants' preconceptions, if any, about organisational child protection policies and to help participants consider the reasons why organisations need child protection policies

You will need: Copies of *Handout 4.4: Why have a Child Protection Policy?*

Method: Ask participants to divide into pairs and hand out copies of *Handout 4.4: Why have a Child Protection Policy?* to each of them.

Invite participants to spend time on their own, reflecting, and going through the flowchart. How would they answer each question? Where do they end up? Allow about 3 minutes.

Encourage people to share their results in their pairs. Ask people to feedback any points that struck them during the course of their reflections and discussions.

Explain that a child protection policy is *a written statement or a set of rules of how an organisation or church will protect the children it has responsibility for*. It is a plan of action of how children will be protected. Everybody coming into contact with children in the organisation must agree to the child protection policy and it can be referred to in the event of any disagreement.

A child protection policy helps protect children. A child protection policy is a statement of intent that demonstrates an organisation or church's commitment to safeguard children from harm. A child protection policy helps an organisation move towards best practice in this area so that children in its care are kept safe.

A child protection policy helps protect people working with children. A child protection policy sets out standards of behaviour for people when they are working with or around children and what to do if they notice, or are told about, inappropriate behaviour in others.

A child protection policy helps protect the organisation. Clear procedures and guidance help to make sure that there is a quick response to concerns about a child's safety or welfare and they will also help an organisation to meet any legal or practice guidelines and requirements.

4.8 Action Planning: Where do you want to be next?

Aim: To enable participants to identify the next steps they need to take to improve child protection

You will need: Copies of *Handout 4.5: Where do you want to be next?*

Method: Give out copies of *Handout 4.5: Where do you want to be next?*

Give participants time to quietly reflect on what they have learnt about standards, about the strengths and weaknesses of their organisation, and about the risks they need to be aware of.

Participants should complete the questions, describing the strengths they want to celebrate, the significant risks and weaknesses they have identified, and finally the key areas they feel it is important to work on next to improve child protection in their organisation.



Child Participation Exercises

4.9 What is 'Safe' and 'Unsafe'? 10 5+

Aim: Children understand the concept of feeling safe and unsafe and are able to express it clearly

You will need: A glass of water, flipchart paper and markers, a ball

Method: Catch the interest of the group by first putting a glass of water in the middle of the table and then on the very edge of the table so it nearly falls off. Ask the children; 'is the glass of water safe or unsafe?'

Follow this with the question, 'what makes people feel safe?' And/or, 'what makes children feel safe?' E.g. being looked after; spending time with friends; walking with an adult I know and like...

Write these ideas on the flipchart paper.

Ask the children to form a circle (or 2 circles if the group is large), and give each group a ball.

Invite the children to complete one of these sentences as they throw a ball to someone else. The person holding the ball completes the sentence 'I feel safe when...'. Then change to 'I don't feel safe when...'.

Give children some generic examples as these can be used by children who do not wish to talk about personal issues. e.g. I don't feel safe when I see a snake; I don't feel safe when I cross the busy road to school.

Adapted from KCS Tool 4

4.10 The Umbrella of Care 20 6+

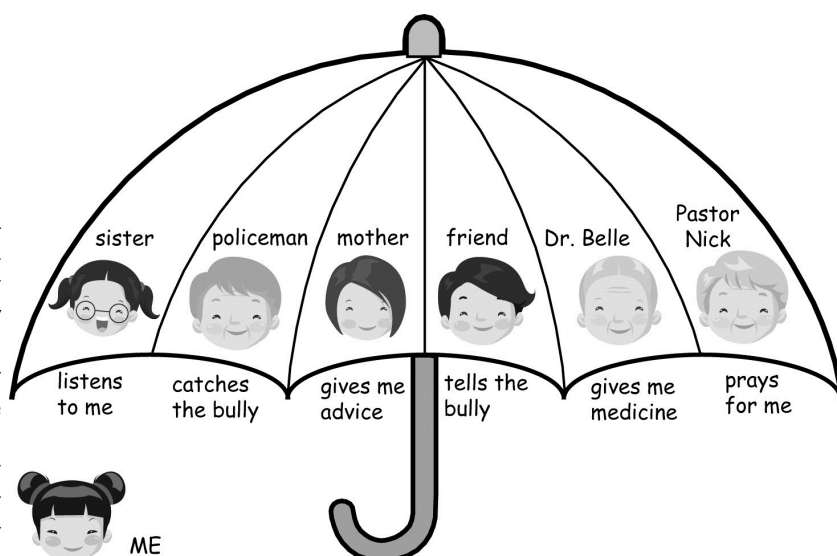
Aim: To help children understand and talk about people who help to protect them

You will need: Paper and pencils, crayons or colouring pencils

Method: Give each child a clean sheet of paper, a pencil and a set of crayons. Tell the children that you will now invite them to draw the people in their community who care for them and help them whenever they face problems.

They will map these people using an umbrella. Umbrellas are used to protect us from the heat of the sun or from getting wet in the rain. You will now draw your own umbrella of people you think can help you and keep you safe when you face this situations or problems.

You may want to show a sample drawing of an umbrella without the people as in the illustration. The umbrella may have as many spines as possible where they can draw the people whom they go for help or protection. They may also leave some spaces for new individuals (groups, organization, government agency, etc.) in the community whom they don't know that well but who they like to have in the "Umbrella of Care" and who they like to help them. Next to the handle of the umbrella, children draw themselves and put their name on it. Below that, write or describe what this person does to help them. You may give some examples but be careful not to feed them with the answers (for example, love, listening ear, advice, education, give me medicines, keeps me safe from the bully and more).



Summary of Standards and Principles for Keeping Children Safe

Standard 1: Policy

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

Standard 2: Procedures

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

Standard 3: Risk Reduction

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

Standard 4: Codes of Conduct

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

Standard 5: Local Circumstances

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

Standard 6: Inclusion

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

Standard 7: Participation

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

Standard 8: Learning Opportunities

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

Standard 9: Information and Support

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

Standard 10: Monitoring

The agency develops a plan of action to monitor the effectiveness of the steps it is taking to keep children safe.

Standard 11: Partnerships

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

Principles for Child Protection

- All children have equal rights to protection from abuse and exploitation.
- All children should be encouraged to fulfil their potential and inequalities should be challenged.
- Everybody has a responsibility to support the care and protection of children.
- All organisations have a duty of care to children with whom they work and with whom their representatives work.
- If organisations work through partners (or network members) they have a responsibility to keep children safe in their partners' programmes.

Keeping Children Safe in Churches

Tick the box 'yes', 'no' or 'sometimes' for each question as you think about how far each is true for your church.

Training and Child Protection in my Church		Yes	No	Sometimes
1	We recognise that we have a responsibility towards children that comes both from the Bible and from our common humanity			
2	Children's workers have been trained on how to teach children from a Christian perspective and are supported in their work			
3	The church has a Child Protection Policy in place that is in accordance with the international standards yet appropriate for our local culture and context and is reviewed at least annually			
4	One male and one female child advocate have been appointed by the church to be available to children. Children know who they are, and their photos, names and numbers are displayed where children can see if possible			
5	All staff, ministers and volunteers in the church have completed a Child Protection Declaration Form			
6	All those who work with children on behalf of the church have been cleared with references and police reports where possible, or have been given a written reference			
7	All staff and people working with children have been issued with the church's good practice guidelines or code of conduct in working with children			
8	All volunteers and staff have been trained in child protection and have access to the church's Child Protection Policy			
9	All activities in the church are properly supervised and approved by the church leadership			

Where are you now? Child Protection Survey

Tick the box 'yes', 'no' or 'sometimes' for each question as you think about how far each is true for your organisation.

Beliefs		Yes	No	Sometimes
1	The Bible is relevant for how children are treated in our workplace.			
2	It is important to protect children from all harm.			
3	I know what the UN Convention on the Rights of the Child is.			
4	The UN Convention on the Rights of the Child is a good basis for keeping children safe.			
5	It is important that children are listened to and consulted.			
Policy and Procedures		Yes	No	Sometimes
6	We have written rules on how to protect children from harm and staff have seen these.			
7	These rules have to be followed by everyone and there are consequences if they are not.			
8	Child protection procedures in place provide step-by-step guidance on what action to take if there are concerns about a child's safety or wellbeing.			
9	There is a named child protection person/s with a clearly defined role and responsibilities.			
10	Child protection procedures take account of local circumstances.			
Preventing Harm to Children		Yes	No	Sometimes
11	Before joining the organisation, staff are checked to see if they have a record of harming children.			
12	There are guidelines on what is acceptable and unacceptable behaviour when working with children, e.g. on methods of disciplining children or contact with children.			
13	There is guidance on how to use technology such as the internet, websites and cameras to ensure that children are not put at risk.			
14	Where there is direct responsibility for running activities with children, they are adequately supervised and protected at all times.			
15	The procedure for reporting concerns about unacceptable behaviour by other staff or representatives is well-known.			
Implementation and Training		Yes	No	Sometimes
16	There is clear guidance to staff, partners and other organisations (including donors) on how children will be kept safe.			
17	We are aware of traditional behaviour in our culture which can be harmful to children and these acts are not allowed.			
18	There is a written plan showing what steps will be taken to keep children safe.			
19	All members of staff and volunteers have training on the organisation's child protection policies and procedures.			
20	All members of staff and other representatives have the opportunity to learn about how to recognise child abuse and how to respond to concerns about child abuse.			

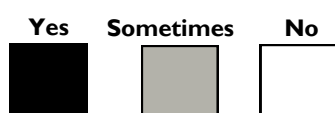
Information and Communication		Yes	No	Sometimes
21	Children are made aware of their right to be safe from abuse.			
22	Everyone in the organisation knows which named staff member has special responsibility for keeping children safe, and how to contact them.			
23	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
24	Children are provided with information on where to go for help and advice in relation to abuse, harassment and bullying.			
25	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
Monitoring and Review		Yes	No	Sometimes
26	Leaders or managers check that everyone is following the child protection rules.			
27	All incidents, allegations of abuse and complaints are recorded and monitored.			
28	Policies and practices are reviewed at regular intervals, ideally at least every 3 years.			
29	Children can talk confidentially about how safe they feel in the organisation.			
30	Children and parents/carers are consulted on their views on how well policies and practices aimed at keeping children safe are working in practice.			

The Self-Audit Web

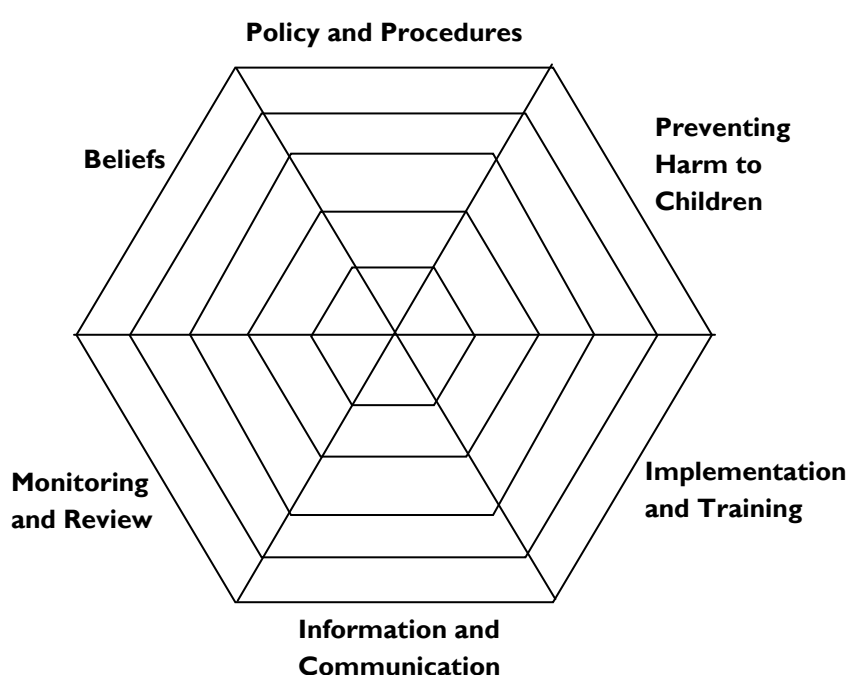
The self-audit web lets you make a diagram of your organisation, showing how well your organisation is doing in making children safe, and where you need to take further action.

When you have finished the self-audit tool, transfer your answers to the web. Colour in one section for each question under each category, according to your answers in the survey.

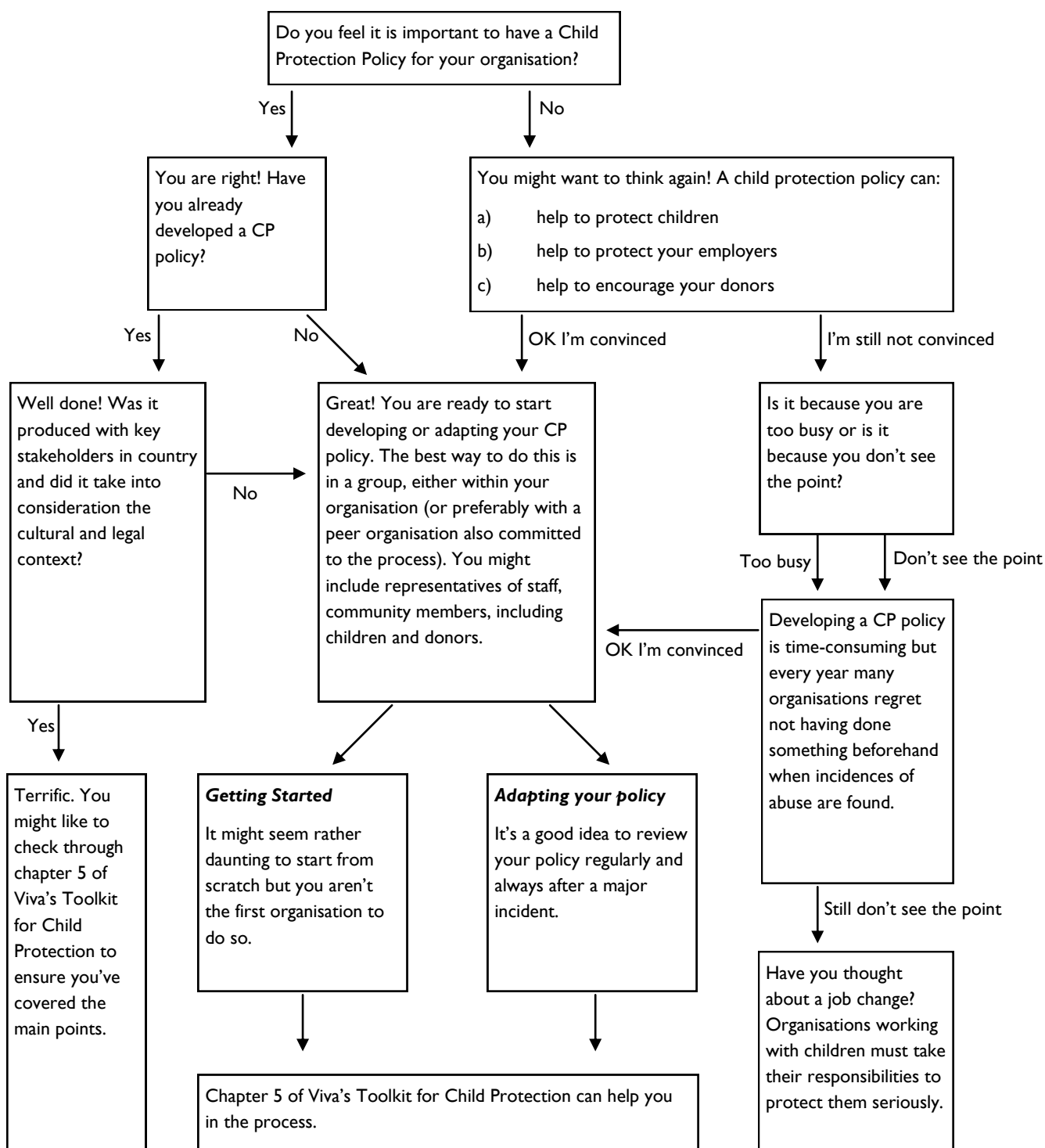
Use different colours or shading to represent your answers:



The boxes with the most colour or shading will show the areas your organisation is strong in, while those with less colour indicate areas you may need to focus on as you work on improving child protection in your organisation.



Why have a Child Protection Policy?



Where do you want to be next?

I want to celebrate that we have...

Significant risks and weaknesses we have are...

Key areas to work on next are...

Session 5: Developing a Child Protection Policy



Trainer's Notes

Developing and Writing a Child Protection Policy

Before putting together a child protection policy it is important to have thought about the topics covered in Chapters 3 and 4, such as risks, self-audit, how workers should behave around children, and how children will be kept safe in visual images, communications and on the internet. These policies and procedures make it easier to go about creating a comprehensive child protection policy.

Writing a child protection policy takes time. It is a process which requires input from throughout an organisation, church or ministry, in order to ensure that the policy fits the organisation and to build ownership of the policy among staff and leaders. This includes senior leadership and staff from different parts of the organization or church (including management as well as those who work directly with children). If staff across all levels are involved in developing the child protection policy, they will better understand it and be prepared to implement it, and they can help improve it if the context or organisation changes over time.

It is a good idea to use a working group or task team on the development of the policy.

It is also important to consult with people outside of the organisation; often there is expertise and resources in the community that people may not be aware of. In addition, it is always good to listen to children about what makes them feel safe.

Use: Tools 5.1, 5.2, 5.3, 5.4, 5.5

Handout 5.11 gives more information on creating a policy for networks.

A Child Protection Policy should: Express the philosophy of your organisation or ministry towards children

A child protection policy should set out

what the organisation or ministry wants to say about how it keeps children safe.

Recognise the needs of all children to be safeguarded

A child protection policy should make explicit that the organisation is committed to safeguarding all children including those who are disabled, from minority ethnic/faith groups, and regardless of gender, sexuality, or culture.

Apply to all staff, volunteers and visitors at all times

Preventing harm to children should be a commitment staff and volunteers make whilst at work and outside of work. Staff and volunteers need to understand that they represent, or are identified with, the organisation or ministry at all times.

Identify and manage risk

A child protection policy is essentially concerned with identifying the risks to children from their contact with, or the impact of, the organisation and managing those risks to best effect. Having a child protection policy does not mean that all harm to children is eliminated. It means that the organisation does everything possible to minimise risk and address concerns and incidents appropriately when they arise.

Integrate keeping children safe into all areas of the organisation

A child protection policy provides an overarching commitment to preventing harm to children. Child safeguarding is the responsibility of all parts of an organisation and it does not rest with one person or one department. The screening, recruitment and training of staff and volunteers and how the organisation/ministry communicates about and fundraises for children in its care should all be considered and integrated into the child protection policy.



Spiritual Reflection

Seeing, Hearing, Responding and Being There

Aim: To think about how we can be like God in the way he responds to a child in need of protection

You will need: Bibles, four sheets of flipchart paper, markers

Method: Read Genesis 16:1-16 and 21:8-20

Divide participants into four groups.

Give each group a piece of flipchart paper with the titles:

'God sees' (Genesis 16:1-16)

'God hears' (Genesis 21:8-18)

'God responds' (Genesis 21:19)

'God is there' (Genesis 21:20)

Each group should think about what God does to help protect Ishmael.

Then the group should think about how this could relate to how we can protect children in our context.

After groups feed back their responses, make the point that like God, our child protection policy or guidelines can help us to make sure that we see situations which are putting children at risk, help us to listen to children, respond appropriately, and also to simply be present to ensure that children have someone they can trust and who intentionally keeps them safe.

Exercises

5.1 Steps towards a Child Protection Policy 20

Aim: To understand the process of putting together a child protection policy

You will need: Copies of *Handout 5.1: Steps towards a Child Protection Policy*, *Handout 5.2: Case Study: Creating a Child Protection Policy*

Method: Use *Handout 5.1: Steps towards a Child Protection Policy* to explain the steps towards creating a child protection policy.

Talk together about which parts would be difficult or easy in the process, and discuss any issues raised by participants.

Look at *Handout 5.2: Case Study: Creating a Child Protection Policy* and discuss it in groups.

- What interested them about the story?
- How does the initial situation in the case study compare to where you are now with child protection?
- What benefits were there for this organisation in writing the policy? Think both about the benefits of having the policy, and also the benefits of the process of creating the policy.
- How do participants feel about starting the process of writing a policy?

5.2 Involving Stakeholders 20

Aim: To think about who inside and outside the organisation should be consulted in developing child protection policy and procedures.

Key learning points: It is important to consult with people inside and outside the organisation about the development of a child protection policy and procedure, and there is often expertise and resources in the community that people may not be aware of.

You will need: *Handout 5.3: Involving Stakeholders*

Method: Explain briefly that a stakeholder in an organisation is a person or organisation who has an important interest in the organisation, church or ministry. Point out some important stakeholders in organisations that come into contact with children—include staff, parents and even society—it is in all our interests to develop organisations that are safe for children.

Explain that one of the most important things in developing a child protection policy is to make sure that you consult with stakeholders in the organisation—ask everyone who should be involved to give their ideas, suggestions and agreement.

Give out copies of *Handout 5.3: Involving Stakeholders* and ask participants to fill in the outer circles to show the key stakeholders for their organisation. Who should they consult about developing a child protection policy? Ask them to think about external contacts as well that they might need to consult with, e.g. partner agencies, faith or community leaders.

Use the following questions to help participants think about what needs to be in the diagram:

- Have you got any resources (human or financial) to support the work? If not, what and how much might you need? Producing a clear policy does not have to cost a lot, but there may be costs in relation to publication and implementation and training.
- Have you researched what else is out there, what other similar organisations/projects are doing? Who might be able to help you or share expertise?

Allow about 15 minutes for this and then bring the group back together and take feedback.

Ask participants to think about how they will actively involve each of these groups in designing their child protection policy and procedures.

5.3 Overview: Contents of a Child Protection Policy 15

Aim: To understand the elements that make up a child protection policy

You will need: Copies of *Handout 5.4: Contents of a Child Protection Policy*

Method: Explain that child protection policies will vary according to the needs and context of each organisation, church or ministry, but in general a written child protection policy contains some common elements.

Give out *Handout 5.4: Contents of a Child Protection Policy* and talk through each section of the policy and why it is important.

Participants can give feedback on which elements of the policy might be challenging for their organisation.

The rest of this chapter gives further guidance on how to put together different sections of the policy.

For Viva's partner networks, *Handout 5.11: 'Writing a Child Protection Policy for Networks' gives further ideas about how to develop and Child Protection Policy in the network context.*

5.4 Writing a Policy Statement 35

Aim: To write a draft of a policy statement for the organisation's child protection policy

You will need: Copies of *Handout 5.5: Writing a Policy Statement and Sample Policy Statement (p.105)*

Method: Explain that it is good practice, and helpful, to have a child protection policy statement that underpins the policy and procedures you will develop. This is similar to a 'mission statement', in which you make clear what the organisation believes about the importance of making children safe, and protecting them from abuse. This statement is based on fundamental principles about childhood and children's rights.

Give out copies of *Handout 5.5: Writing a Policy Statement*. Read through the text with the participants—this handout gives information about what a policy statement needs to include, and the principles it is based on.

Give out copies of the *Sample Policy Statement* and let participants read through to give them a clearer idea of what they are trying to do. Explain that they should be aiming to write around 250-300 words. Make it clear that it doesn't have to be perfectly written—the content is more important than the style.

Divide participants into pairs and ask them to use the guidance on *Handout 5.5: Writing a Policy Statement* to write a simple child protection policy statement for their organisation. Give participants around 20 minutes to do this.

Bring the group back and take feedback:

- How did they get on?
- Did they come up with anything?
- What difficulties did they have?

If appropriate, ask participants to share what they have written—explain that this is a really good way to exchange ideas.

Point out to participants that in this session, they have now got an initial draft on their child protection policy statement. They have also identified some of the core principles upon which the child protection policy will be based.

5.5 Designing the Reporting Procedure 50

Aim: To design an organisational reporting procedure for reporting to concerns about child abuse.

Key learning points: All staff need to know what to do and who to tell when they are worried about the safety of a child. The clearer the procedure, the more likely it will be followed. Procedures must include how to respond to internal concerns about child abuse as well as external ones.

You will need: *Handout 5.6: Case Scenarios*, *Handout 5.7: Planning the Reporting Procedure* and *Handout 5.8: Writing the Reporting Procedure*

Method: Divide participants into pairs or small groups of 3 or 4. Give out *Handout 5.6: Case scenarios* and ask each group to choose one or two of the scenarios, which could be something that might happen in their organisation.

Ask groups to discuss the scenarios and make notes on the issues they raise. Currently in their organisation, who would or could they tell? How would it be managed?

Talk in general about how concerns are reported in your organisation, who is responsible for managing concerns, and how are they dealt with? What is missing in your procedures, and what works well? Do you have a designated/named person responsible for receiving complaints?

After about 15 minutes, bring the groups back together and take feedback, discussing each situation. You will probably find that there is 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, but experience tells us that a policy and procedure that is clear and accessible will help ensure that these situations are handled properly.

Summarise the points made particularly where it would seem that there is confusion. Make a list of things that would help when designing or improving a written policy and procedure.

Next, write on a flipchart, DCPO. Explain that this stands for Designated Child Protection Officer. Explain that the DCPO is a named person in an organisation responsible for hearing any child abuse concerns and then dealing with them. It is often helpful if the DCPOs are not senior managers or pastors but someone with experience and confidence in handling similar issues or with access to training and support so they can develop the role. Everyone should know how to contact them. In larger organisations there should be a structure of a number of DCPOs across the different areas/activities.

Ask participants to go back into their groups, and now try to design a procedure that would improve on how they would respond if the scenarios they discussed occurred in their organisation. Ask them to consider:

- 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?

While they are doing the exercise, ask participants to think about who the DCPO(s) or focal person might be.

Bring the group back together and make notes on the key points and steps that will help with the design of an appropriate procedure.

Give out copies of *Handout 5.7: Planning the Reporting Procedure* and ask participants to work together as organisations to begin to design the procedure for reporting a concern.

Don't forget to say that whatever they do must be used to consult with others in the organisation to make sure that they agree and that it is a realistic procedure that all can understand and follow.

Give out copies of *Handout 5.8: Writing the Reporting Procedure*. This gives more details on how to write up the reporting procedure as discussed in the session.

5.6 Recruitment and Screening 20

Aim: To think through an appropriate recruitment and screening process for organisation staff and volunteers

You will need: Copies of *Handout 5.9: Recruitment and Screening*, flipchart paper and markers

Method: Explain that because people seeking to abuse children often try to get jobs or volunteer in organisations or churches where they will have access to children, the way organisations select and hire new staff and volunteers can be very important in preventing abuse. Sometimes abusers come from within organisations and ministries. Children can also be targeted by visitors. By implementing strong child protection recruitment procedures, organisations can usually deter most child sex abusers from trying to enter their organisations. Also, in the unfortunate case that a worker or visitor is accused of abusing children, the organisational leadership can demonstrate that they made every effort in child protection during recruitment.

Child protection recruitment and selection procedures must be implemented for staff, board members, volunteers, contractors, and consultants. The leaders of the organisation (including Boards of Directors) should set an example by also submitting to these child protection recruitment and selection requirements.

Ask participants to suggest ways that they already screen people applying for positions in their organisation, or for ideas of how this could be done.

Use *Handout 5.9* and ask participants to work in pairs or groups of 3 or 4 to talk about which of these are in place in their organisation.

Use the handout to work on a written policy on recruitment and screening to form this part of the child protection policy.

5.7 Writing a Social Media Policy 20

Aim: To develop a policy to ensure children are kept safe in the organisation's use of social media

You will need: Copies of *Handout 5.10: Writing a Social Media Policy*, flipchart paper and markers

Method: Explain that as a starting point an organisation should develop a social media policy. A social media policy is essential in setting out how an organisation plans to develop and establish their approach and to identify core protocols regarding safe conduct.

Ask participants for ideas on how the identified risks could be minimised. What guidelines could be put in place?

What areas do they think should be covered in a social media policy?

Explain that organisations will need to have clear guidance and procedures regarding the safe and appropriate use of social media for all stakeholders including staff, children and young people and volunteers. Organisations cannot ban staff, children or donors from using social media sites in their own personal time but they can and should put in place guidance and boundaries and use various approaches to embed safe practice and increase awareness regarding appropriate behaviour and how to express themselves on line. It is important that boundaries clearly set out what appropriate behaviour is for staff and articulate clearly expectations around the use of social media in and out of work time.

Social media policies should set out the organisation's expectations regarding social media use, as well as explaining any sanctions for misuse (especially for staff). The policy should clearly outline how social media use will be managed and what is considered to be safe practice as well as how this will be communicated.

Education about the risks of contact via social media should be provided to staff, volunteers, the community, children and donors. This should form part of existing training arrangements for all parties and for donors and should be part of the induction arrangements. Donors or visitors to a project may need to be challenged if they share personal information about children on their own social media sites even if these are for fundraising purposes.

Use *Handout 5.10: Writing a Social Media Policy* to help participants to think through the issues involved in their organisation's use of social media and to help them to write a social media policy. Sample Good Practice Guidelines on the use of Social Networking can be found on p.115.



Child Participation Exercises

5.8 Decision-Making

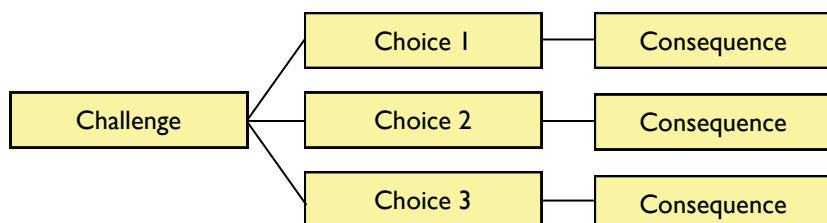
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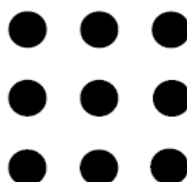
Aim: To enable children to learn how to make and contribute to good decisions

Key learning points: To understand that there are skills involved in making good decisions, to learn decision-making processes, to practice putting the decision-making processes into practice.

You will need: Paper and pens, poster showing the '3 Cs' in decision making, flipchart papers and markers



Problem

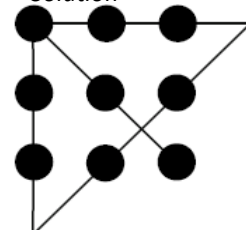


Method: Give each child a blank piece of paper. Draw the nine dots on a large piece of paper or blackboard.

Ask the children to copy the pattern. Tell them that they have to join all the dots using only four straight lines. After 5 minutes or so, give them the answer (right).

Ask what we can learn from the brainteaser. (To solve a problem you may have to go outside the most obvious answers).

Solution



Talk about how we make decisions: Suddenly; delaying the decision until the decision is made for us; not deciding at all; letting other people make the decision; looking at choices and then deciding.

Explain that this session focuses on looking at choices and then deciding.

Show children the three Cs poster. Point to the word 'Challenge' on the poster and explain that this is the first 'C'. What kinds of challenges or problems do children face? Ask for examples, e.g. what to do about a situation that is making them feel afraid or unhappy such as bullying, or whether to join a group or club.

Take one of the examples the children suggest, and write this on a flipchart paper. Point to the word 'Choice' and say that this is the second 'C'. Ask children to think about the choices involved. There should be at least 3 choices. Add the choices to the flipchart paper.

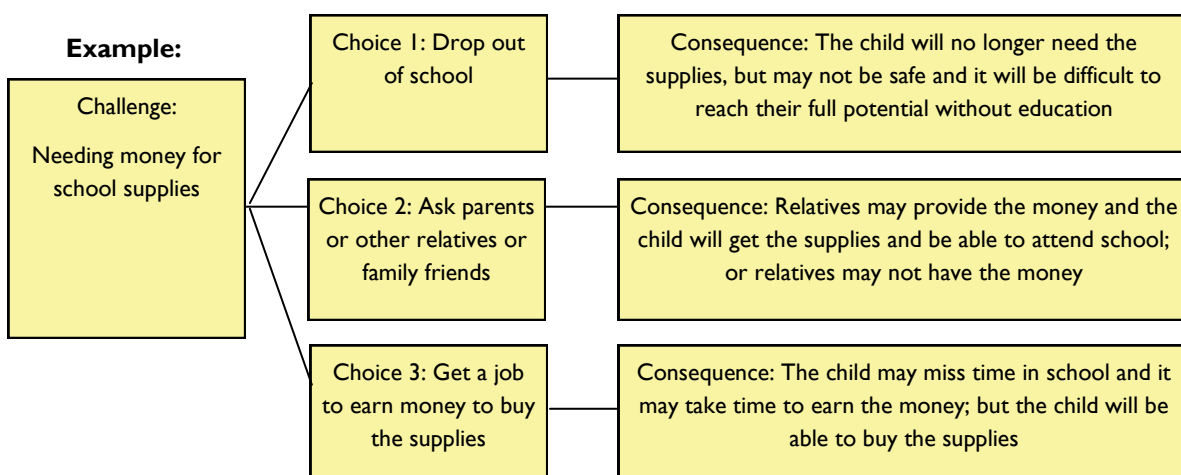
Next, explain that the third 'C' is 'Consequence' as every choice will lead to a particular outcome. Ask the children to think of the consequence for each of the choices they identified. Also write these on the flipchart next to each choice. Consequences can be positive and negative.

Discuss with the children which choice they would make in this situation, based on all the consequences they have shown.

Explain that in life, you have to face your own challenges and make your own decisions, but you can ask for other ideas before making a decision. The three 'Cs' can help you as you make decisions about what to do.

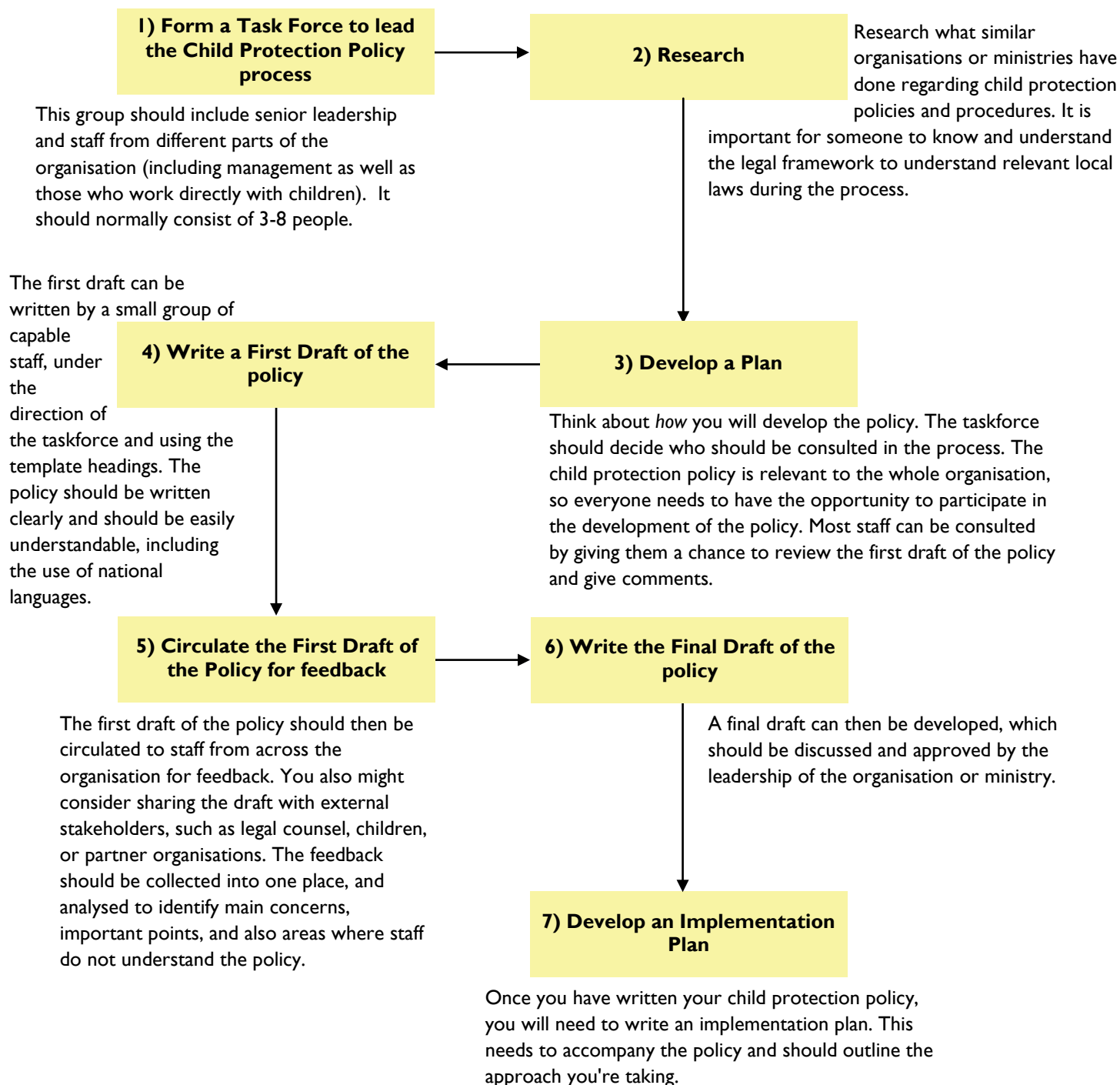
Choose some more situations and ask children to work in groups go through the three 'Cs' process to come up with the best decision in each case.

Example:



Steps towards a Child Protection Policy

It is important to remember that developing a child protection policy takes time and commitment, it is not something that can be written in a day by one person. A child protection policy may take a number of months to draw up and should include people across the organisation, church or ministry. The following steps are required to develop a good child protection policy.



Case Study: Creating a Child Protection Policy

Trinity Church had been running an after-school tutoring program in their church for a few years, but recently realized that they needed to consider developing a child protection policy after another church in their area had a tragic accident in which a child was seriously injured due to poor supervision from a volunteer. The church leaders and leaders of the after-school tutoring program therefore conducted a self-audit and risk assessment. These steps identified a number of areas that needed to be addressed.

First, they realised that they had no written guidelines describing acceptable and unacceptable behavior for staff or volunteers that come into contact with children.

They also realised that they had no firm guidelines for the ratio of adults to children during the after-school tutoring activities.

Finally, they realised that since they did not train their staff in child protection issues and responsibilities, there was a significant risk that staff or volunteers could harm children or put children at risk - through intentional acts or accidental neglect of responsibilities.

After reviewing the results of the child protection self-audit and risk assessment, the leadership team of the church decided that the church and after-school program needed a child protection policy.

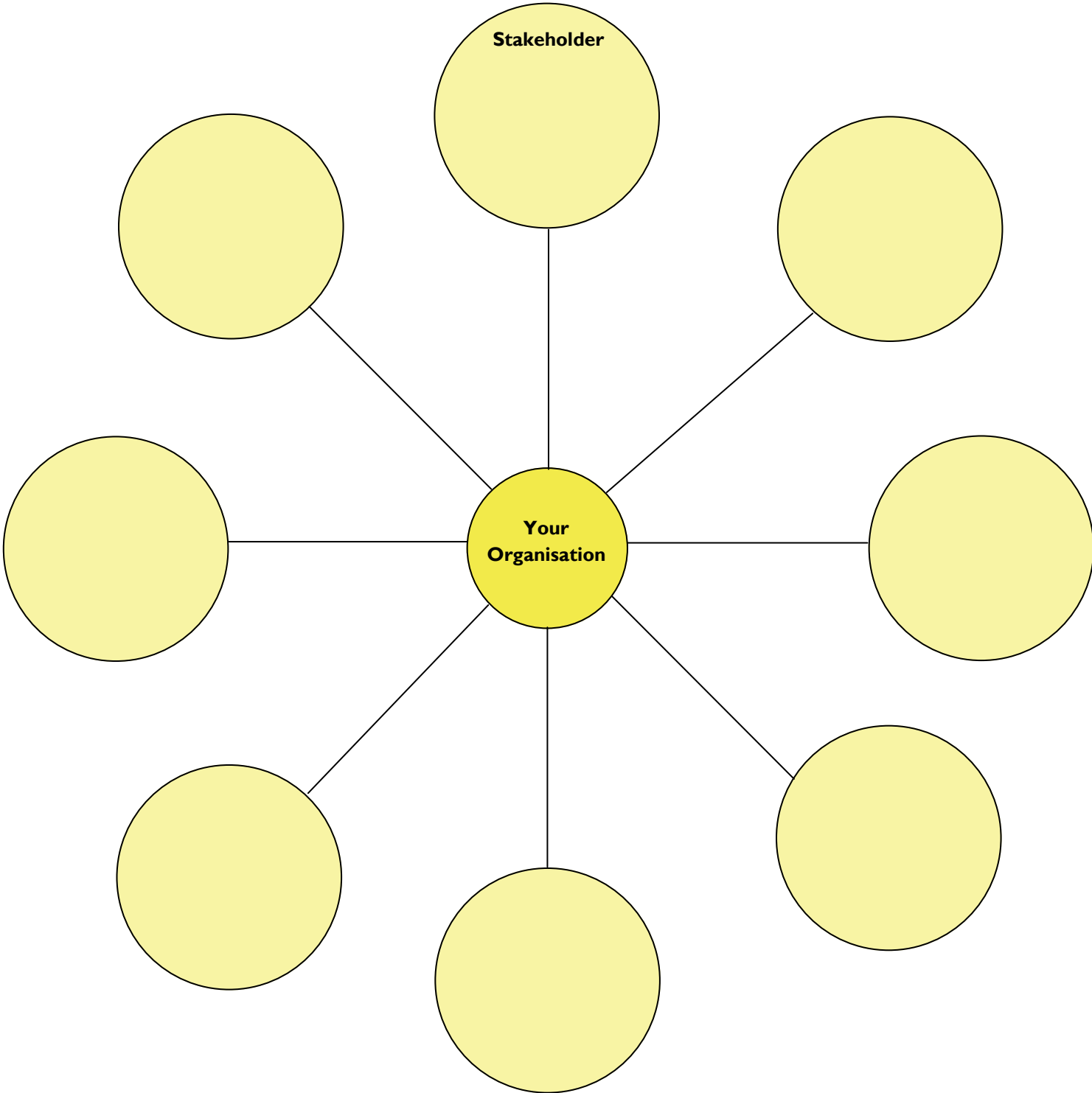
After the leadership team of Trinity Church decided that they needed a child protection policy, they appointed a task force to develop the policy. The taskforce was made up of the head pastor, the pastor of outreach ministries, the coordinator of the after-school tutoring program, and one volunteer in the program. The taskforce then each read the Viva Child Protection Toolkit and met 4 times to discuss different chapters and lessons in the materials. The taskforce then developed a plan to write the policy over a 6-month period. They made sure that the plan included steps where other volunteers, parents, staff of the church and children themselves could give input and feedback to drafts of the policy.

The outreach pastor had actually written policies in previous jobs, so she was willing to take the lead in writing the first draft of the policy. She worked for about a month, reviewing the Viva Child Protection materials in depth, conducting interviews and discussion groups with key people in the ministry, and writing various sections of the policy. After one month, she presented a first draft to the taskforce for review. They had a 2-hour meeting, during which they reviewed the policy in depth and made a number of comments. Another staff member volunteered to revise the policy according to their feedback, and then he circulated it to all church staff and volunteers in the ministry for feedback. After 2 weeks, he consolidated the feedback and then revised the policy draft once more.

This process started many helpful discussions among the staff and volunteers about child protection and ministering to children. They even decided to try and get some training this year for the staff and volunteers in how to witness to children. They now took the second draft of the policy and conducted an open meeting to get feedback on the policy. During this meeting, one room was for parents of children who participate in the after-school tutoring program, and one was for children who participate in the program. They discussed the policy in depth, including any concerns or questions. The parents and children raised some excellent ideas and feedback about the policy (especially in terms of discipline of children), and suggestions for how to implement the policy after it was finished.

The taskforce then revised the policy one more time based on this helpful input, and then as a final step asked a lawyer who is a member of the church to review the policy from the legal perspective. She gave two small suggestions about how they should phrase certain items in the Code of Conduct. As a final step, the taskforce presented the policy to the church leadership team, who enthusiastically approved it. Everyone felt great about the achievement of developing a child protection policy, and also about how the process itself had caused so many great discussions and interest in child protection and ministry to children.

Involving Stakeholders



Contents of a Child Protection Policy

Child Protection Policies will vary according to the needs and context of each organisation, church or ministry, but in general a written child protection policy should contain the following elements:

INTRODUCTION

A POLICY STATEMENT

WHAT A policy statement outlines the intent of the organisation, church or ministry to keep children safe and makes it clear to staff, parents, visitors and children what you will do to keep children safe.

WHY To enable that everyone who comes into contact with children in an organisation, ministry or church understands the intent to keep children safe and is clear about how the organisation, church or ministry will keep children safe.

DEFINITIONS OF ABUSE

WHAT Child abuse is a general term used to describe where a child may experience harm, either by deliberate harmful acts, but more usually as a result of failure on the part of a parent / carer or organisation / community to ensure a reasonable standard of care and protection for that child, and where that care and protection is reasonably within the control of a parent or person in a position of responsibility, power or trust.

WHY So that all reading the child protection policy understand what constitutes child abuse.

PROCEDURES

BEHAVIOUR PROTOCOLS OR CODE OF CONDUCT

WHAT Written guidelines for all employees, contractors, trustees, volunteers and visitors detailing appropriate behaviour with children. You might want to consider developing behaviour guidelines with children for appropriate behaviour by children towards children.

WHY To clarify what appropriate and inappropriate behaviour towards children is and to ensure that all personnel understand and abide by behaviours which create a 'child safe environment' that respects children's physical and mental integrity / space / privacy. Behaviour guidelines also allow children to know what behaviour to expect from adults and from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable.

RECRUITMENT AND SCREENING OF STAFF

WHAT All employees, contractors, trustees, officers, and volunteers, whether paid or unpaid, full time or part time, temporary or long-term, having direct or indirect contact with children should undergo a thorough and standardised recruitment process.

WHY To ensure that the organisation hires the best possible staff to work with children who are best suited to the specific role they are undertaking and to ensure that unsuitable candidates / child abusers are deterred from applying and are not recruited into the organisation.

RESPONDING TO ALLEGATIONS AND INCIDENTS OF ABUSE AND REPORTING

WHAT There should be a process for reporting and reacting to witnessed, suspected or alleged child abuse and/or violation of the child protection policy which is made available to, and understood by, all employees, contractors, trustees, interns, volunteers and children themselves.

WHY So that in the case of an incident, immediate and appropriate action is taken in the best interests of the child to treat the child with dignity and protect the child from harm.

So that all personnel and children are clear about what they should do to report and react to an incident. There should be a standard, transparent procedure that ensures that staff do not panic and act inappropriately, that they feel (and are!) supported by senior staff and they are aware of confidentiality guidelines.

DISCIPLINARY PROCEDURES FOR MISCONDUCT

WHAT Steps taken as a result of any investigation of an allegation of a violation of the policies, guidelines, principles or practice of child protection.

WHY To signal that the organisation takes child protection seriously. To deter personnel from violating child protection policies and procedures, to ensure that those who do violate child protection are held accountable for their actions, with possibilities for further training (in the case of minor violations) or dismissal and potentially legal action. To avoid potential misunderstandings.

EDUCATING AND TRAINING STAFF ABOUT CHILD PROTECTION POLICY

WHAT There should be opportunities within the organisation to develop and maintain the necessary skills and understanding to safeguard children.

WHY To ensure that all personnel and children themselves understand the importance of child protection. So that all personnel know how to implement policies and procedures and work to the same high standards and that children know best how to protect themselves and make use of the policies and procedures in place.

COMMUNICATION GUIDELINES (INCLUDING VISUAL IMAGES AND SOCIAL MEDIA)

WHAT: A set of guidelines to control confidential information regarding children, to control the Dissemination of Data, Information and Visual Images and to prevent the presentation of degrading images of children through the organisation's publications, website and social media.

WHY To clarify what constitutes appropriate and inappropriate use of written, visual and verbal information relating to children and to ensure that everybody understand the importance of protecting and respecting children's dignity and privacy and which protects them from being identified by those who may wish to harm them. Communication guidelines also allow children to know what rights they have regarding the use of information that relates to them, to introduce them to the concept of 'informed consent' regarding such information and when to speak out if they feel uncomfortable.

MANAGEMENT STRUCTURE

WHAT A management process should be adopted in to ensure the implementation of the child protection policy and procedures.

WHY Without effective management support, staff working on child protection may feel isolated and be unaware of where responsibilities lie and policies and procedures may fall through the gaps / not be taken seriously / not be acted on / not be fully implemented / not run smoothly.

FORMS

Release forms for background checks: e.g. self-declarations, behaviour protocols/code of conduct, parental consent, child protection incident report forms.

CONTACT DETAILS

Phone numbers and other contact information for key focal person(s) for child protection. The organisation must assign the responsibility and allocate sufficient authority, time and resources to oversee child protection activities.

Writing a Policy Statement

Your policy statement will include a statement of commitment of the organisation to keep children safe and makes it clear to staff, parents and children what you and your organisation will do to keep children safe. The Policy statement should include policy principles (how you value children and their protection), the need and scope of the policy and how the policy applies to all staff, leadership, Board of Director members, visitors, consultants and volunteers. You should also include a definition of terms and acknowledge any help in putting the policy together.

The Policy Statement should be no longer than two sides of A4 paper and it should set out:

- Identify the organisation: its purpose and function
- A Statement of commitment – a declaration of the organisational commitment to the protection of children
- Why your organisation is taking these steps and what is the scope of your policy?
- Policy principles—define your church/organisation/ministry's principles about the value of children (principles may also include the rights of the child, the need to safeguard and promote the welfare of the child and ensure that the needs of the child are paramount, recognition of the importance of families, parents and other carers in children's lives, recognition of the importance of working with other partner agencies in the protection of children, and recognition of the rights of staff and volunteers to training and support).
- Cite international/national policy, legislation or guidance which underpins the policy. Link it to the rights of children to be protected from abuse and exploitation (UNCRC), and other applicable laws in the country.
- Definitions—define terms such as 'child', 'staff', 'volunteer' and others relevant to your organisation. (For 'child' use the UN Convention on the Rights of the Child as guidance ie, any child under 18)
- Who it applies and relates to (eg all staff and volunteers, partners?), and is it mandatory? For example, they should include all those in contact with children, even if it isn't their main job to look after them – like the cook or cleaners for example.
- How (in broad terms) your organisation is going to meet this responsibility
- A brief description of the action plan to ensure that everyone, including children, is aware of and understands your policy
- A declaration to be signed by staff and volunteers

Case Scenarios

Case scenarios

1.	A member of staff (or volunteer) sees a project worker who is employed by your organisation hitting a child. They are using a stick to beat the child who has stolen food from the store cupboard.
2.	A member of staff/volunteer hears a rumour that a new member of staff, who has been appointed left his previous job under suspicious circumstances. The rumours are about inappropriate behaviour with underage boys in the village where he was based.
3.	On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and is bleeding across their back and legs.
4.	You suspect that one of the project leaders in the network may be having an inappropriate sexual relationship with an underage girl in his project.
5.	On a visit to a residential home for disabled children in the network, 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.	A new volunteer at one of the projects is taking pictures of young boys with a phone camera. He is offering the boys sweets and cigarettes to pose for shots. Although the children are dressed there is something that makes other staff uneasy about his behaviour.

What would you do in each of these scenarios?

	What I would do
1.	
2.	
3.	
4.	
5.	
6.	

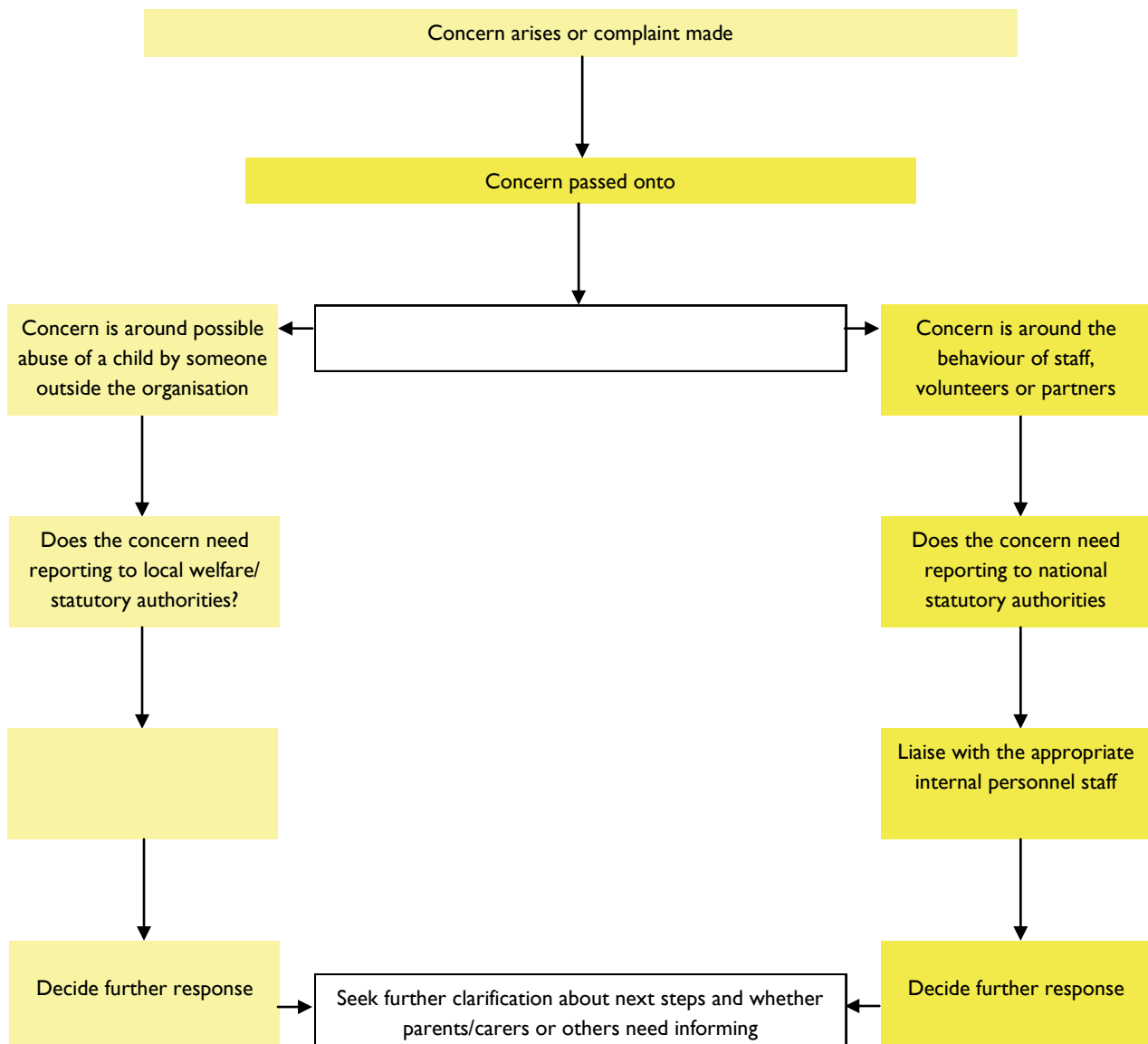
Planning the Reporting Procedure

The role of the Designated Child Protection Officer (DCPO) or named person is to:

- act as a focal point to receive information
- access the information and make a prompt response making clear more information as appropriate
- seek guidance from senior management
- consult with local agencies
- make a formal referral if appropriate
- ensure that all information is recorded on incident record of concern form

Use the chart to fill out the gaps and decide on your organisation's process.

The procedure for responding to reports of concern is as follows:



Writing the Reporting Procedure

The framework for reporting and responding to allegations or cases of abuse should be written in the policy including the following:

Procedures for responding to concerns about abuse/neglect

Your policy should describe how to respond to signs or suspicions of abuse, including who concerns should be referred to within the organisation, details of what the named person will do, and actions to take, including telephone numbers.

This section should include:

1. Procedure to be followed where a concern is raised that a child/young person may be experiencing abuse/neglect by an individual outside the organisation. A concern of this nature may come to light because (for example):

- a child/young person has alleged that they are being abused;
- **or** the organisation has received a third party report that a child/young person is being abused/neglected;
- **or** there are signs and indicators which could point to abuse/neglect.

The procedure should state that all of these concerns will be referred to the child protection agencies (i.e. local area Police and/or Social Work).

2. Procedure to be followed where a concern is raised that a child/young person is being harmed or abused by a worker from within the organisation. A concern of this nature may come to light because (for example):

- a child/young person alleges that they have been harmed by a worker;
- **or** a parent/carer or other individual from outwith the organisation alleges that their/a child has been harmed by a worker;
- **or** other workers may have witnessed or have concerns about a worker's behaviour towards children/young people.

The procedure should state that all of these concerns will be referred to the child protection agencies (i.e. local area Police and/or Social Work).

3. Procedure to be followed where an individual makes an allegation about historical abuse.

NB Also include guidance on how to keep a clear, written record of any concern identified (on an incident reporting template which should be attached to the policy).

Summary of the referral process including contact with the child protection agencies where required

It is important that the referral process is as short as possible and involves as few individuals as possible. This section should stress that the organisation must never attempt to investigate any child protection concern (including allegations made against a worker).

It should also summarise when it is/is not appropriate to discuss child protection concerns with a child/young person's parent/carer. Organisations should seek advice on this issue from the child protection agencies when they report a child protection concern to them.

Protection of workers who report care and protection concerns

Should give reassurance to a worker that the law protects them from actions by those individuals who have been implicated in the abuse, harm and/or neglect of a child or young person as long as the worker's report was not malicious or vexatious.

Recording information and confidentiality

Include how information should be recorded and by whom, timescales for passing it on, and where it should be stored confidentially. Privacy and confidentiality should be respected where possible but if doing this leaves a child at risk of harm then the child's safety has to come first. Remember: Legally, it is fine to share information if someone is worried about the safety of a child, but not everyone needs to know when a concern or worry is raised. This respects the child's, family's and/or staff's rights to privacy, so only people who need to know should be told about it. Otherwise there might be gossip and rumours or other people may be genuinely concerned. It is fine to say that a concern has been raised and it is being dealt with following procedures.

Recruitment and Screening

Items to include in the recruitment and screening section of a child protection policy:

Organisational Commitment	Mention the organisational commitment to child protection in job advertisements, application forms, job descriptions, and job interviews.
Recruitment	All applicants are asked to complete an application form, are given a task/job description, and where successful all staff members and volunteers are given a contract of employment or volunteer agreement. Commitment to the child protection must be a condition of employment.
Interview Process	Use a standardised interview process. Be attentive to suspicious gaps in employment history and use references to clarify concerns. At least one member of the interview panel should be familiar with child protection issues. Ask child protection questions during recruitment interviews, such as: • <i>You may know that our organisation has a strong emphasis on children and so even if you are not currently working directly with children, it would help us to know what experience do you have with children?</i> • <i>Please tell us about your experience interacting with or working with children in one of the following settings (e.g. work, home, church or community)?</i> • <i>Can you give examples of where you have acted to protect a child and what you learned from it?</i> • <i>Would you consciously avoid any particular kinds of behavior when with children who are not your own?</i>
Reference Checks	Conduct at least three child protection character reference checks before hiring (asking people who know the person to comment on their suitability to work with children, and whether they have any knowledge that the person has committed child abuse in the past). This can be included as wider professional or character references, and can be conducted in person, in writing, or by phone (sometimes people will share information over the phone that they would not put in writing).
Criminal Background Checks	Where possible and permissible by local law, organisations or ministries should work through police in the candidate's home or resident country/region, to conduct criminal record or police background checks for any conviction related to abuse of children. Organisations should ask candidates for written consent to gain information on a person's past convictions or pending disciplinary proceedings related to children. (See p.113 for a sample consent form). If found by the organisation to be a risk to children, or if that risk is confirmed from another source the applicant needs to understand they will not be allowed to work with children again in that organisation or any allied project.
Identification Documents	Require documentation from the candidate to confirm their identity and proof of qualifications listed in their application or CV.
Child Protection Self-Declaration	Candidates should be given a form, on which they declare that they have never committed or been convicted of child abuse. (See p.113 for a sample self-declaration form).
Orientation	All new staff and volunteers should be oriented on all aspects of the child protection policy, and sign acknowledgement and agreement with the policy—including the Code of Conduct (See p.114 for a sample <i>Personal Commitment Child Protection Form</i>). These forms are kept by the DCPO. This orientation should also include a clear explanation of the reporting/complaint procedures, as well as procedures for managing allegations related to child protection.
Visitors and Partners	Visitors, partners, consultants, or contractors must at a minimum review and sign agreement with the Code of Conduct, and these agreements kept on file. Visitors should be screened before having any contact with children and visits should be supervised by the organisation. Partner organisations that have contact with children should be required and supported to have child protection policies.

Writing a Social Media Policy

A Social Media Policy

Increasingly, organisations are using the internet as a form of promoting their organisation or engaging children within their projects. The tools that they use to do this include blogs, wikis, online communities and social networking websites such as Facebook and Twitter or the sharing of music and media through websites such as Community Albums. These tools are sometimes collectively known as 'social media'.

Social media is being used more than ever by organisations and ministries as a fundraising tool to disseminate information about events and campaigns or as a means of sharing information about children helped by the project. This can be through visual images and stories about children which are placed online. Social media tools can also enable children and young people you work with to share and discuss their involvement in activities with others or promote campaign messages. If you are using social media to promote your work with children, it is important to think through advantages as well as the risks and to become familiar with the relevant safety and child protection issues. This includes researching a potential social networking provider and finding out about the safety aspects of the service before setting up an online presence.

Firstly you need to be clear about what you want to achieve by using social networking websites. For example, is it to:

- Enable two way interaction
- Provide and publish information
- Receive information
- Or a mixture of these

Once you have selected your social media platform you need to consider:

- How to best present information and activities online
- The type of information that you are sharing with others about children (location, names, photographs, stories)
- The type of content to upload e.g. photos, blogs, video clips, podcasting, discussion groups
- How to ensure children are safe if they are accessing social networking
- Advice for users on linking and sharing content from the site on their personal webpages/profiles
- Guidance to ensure that interactions with users take place in an appropriate manner

Then you need to develop a policy to ensure that you are keeping children safe. A social media policy sets out the organisation's expectations regarding social media use, as well as explaining any sanctions for misuse. The policy should clearly outline how social media will be used, how it will be managed and what is considered to be safe, use as well as how this will be communicated. A social media policy will need to include the following:

- An introduction to social media and how it is used
- The legal framework – what laws may be applicable regarding use of social media within the respective context.
- Guidelines about visual images and information about children what can be shared and what should not be shared online
- Information for children and young people regarding safe and positive use of social media as well as sources of support
- Information regarding staff personal use of social media and expectations regarding positive conduct
- Information regarding safe donor use of social media including protection from fraud, scams etc.
- How internet use will be monitored (if appropriate)
- How concerns will be managed and what sanctions (where appropriate) may be used
- Clear details regarding the organisation's procedure for reporting and investigating concerns, including a named point of contact
- How the message will be communicated throughout the organisation, e.g. staff training, information (videos, literature, training) for children and donors
- How and when the policy will be reviewed and updated (recommended annually)

Writing a Child Protection Policy for Networks partnering with Viva

In addition to writing a policy as set out in this chapter, networks should also take some additional measures for child protection.

Network Coordinators should arrange for the network to appoint a representative as the Child Protection Officer for their network. The Network Child Protection Officers (NCPO) are then responsible for ensuring that:

- Their network develops, completes and implements its own child protection policy
- Their network policy is consistent with the required standards set out in these guidelines

It is a good idea for the NCPO to start out by establishing whether each member of the network has its own child protection policy. The NCPO should encourage those members of the network who have a policy in place to use and implement their policies. The NCPO should also ensure that those members who do not have a child protection policy in place are aware of the child protection resources available to help them in this process.

A network child protection policy should include the same elements as shown in *Exercise 5.3* and *Handout 5.4*, but some elements need to be written specifically from the point of view of a network:

Policy Statement

The Policy Statement should include:

- The nature of the network - what it is, the organisations (and names of the main representatives) that belong to it, and what it does
- The relationship, if any and if appropriate, between the network and Viva
- The network's mission statement - its values and aims
- Viva's overall views on child protection, if there is a partnership between the network and Viva
- The network's views on child protection
- The scope of the network's child protection policy - the areas that will / will not be covered
- Definitions of terms, e.g. 'network personnel', 'network member', 'child' or 'children', 'Network Child Protection Officer'

Education and Training

The policy should establish a requirement for all network personnel and the key representatives for each network member to receive training in the importance of child protection, understanding, recognising and responding to abuse. Awareness raising is vital because child abusers are unlikely to remain in an environment where workers are trained to report suspicious behaviour.

If the network has a **staff manual**, the network child protection policy should be integrated into the manual and network personnel and network members should be required to acknowledge in writing that they have received and understand the child protection policy.

Network child protection policies should include plans to be involved in community, national and regional activities which promote the rights of children and seek their protection from exploitation and abuse.

Networks should commit to:

- Raising awareness among their network members and contacts about child abuse issues and measures being taken to protect them.
- Seeking and initiating collaboration with childcare professionals and other agencies to keep current on child protection issues.
- Keeping knowledge, policies, procedures and best practice requirements up to date.
- Raising awareness of, and implementing where possible, the rights of children to be free from abuse and exploitation.

Provision must be made for network personnel and the key representatives of network members to be kept informed of policy changes.

Visitors to the network / network members

Provision must be made to govern the situations where visitors come into contact with children through either network activities or network member activities. This should include supervision of children in such circumstances, vetting of visitors and reporting of any incidents that may be construed as abusive to children.

Session 6: Child Protection in Practice



Trainer's Notes

Implementing Child Protection Policies

After developing a child protection policy, it is important to develop an initial action plan to make sure that the policy and procedures are shared throughout the organisation, and that the necessary steps are taken to implement all parts of the policy. Without a clear plan of action about how to implement the child protection policy, it will not help keep children safe.

All staff must be made aware of the policy, receive training on it and understand how it applies to them. Procedures to monitor the effectiveness of the policy are also important to ensure that it is really protecting children.

Use: Tool 6.1

Dealing with disclosures or suspected incidents of abuse

Child abuse thrives on secrecy and on people's fear of disclosure. It is important to be aware of the reasons why people, including children, may not want to disclose fears, abuse or suspicions they may have. Your organisation should have procedures to enable people and children to come forward with any concerns they may have.

It is important to explore how workers are to offer an atmosphere where children feel able to speak to someone about issues that are affecting them. Staff and volunteers must overcome the barriers to talking about and reporting abuse, and help children to do the same. It is vitally important to provide ways for children to be listened to especially in the context of child abuse.

Keeping silent about abuse gives the impression that it is alright to perpetrate abuse. The less children are allowed to speak about it, the higher the chance that abuse will occur or be inflicted on other children. In any allegation of child abuse, a child should be listened to no matter how far-fetched her or his story may seem to be.

It is also essential that workers are aware of how to respond if an incident of abuse is disclosed to them or observed by them, and that they are confident of how to deal with it appropriately.

Use: Tools 6.2, 6.3, 6.5

Investigating allegations of Abuse and Disciplinary Procedures

It is important that each organisation or ministry develop a clear plan for how to respond to a child protection complaint. Senior leadership should be involved in the management of the response to the allegation. It is critical to keep information as confidential as possible.

Where child abuse is alleged or suspected within an organisation, it is important that investigation and disciplinary procedures are in place to ensure that both children and staff are protected and treated fairly.

Organisations should develop disciplinary procedures in line with their own staff policies. Allegations must be treated very seriously and if a staff member or volunteer is found guilty of abusing a child, after the correct procedures have been gone through, they should be dismissed.

Use Tool 6.4



Spiritual Reflection

Light in the Darkness

Aim: To reflect on Biblical principles of how to deal with allegations of abuse

You will need: A Bible, flipchart paper, marker pens

Method: Read *Ephesians 5:1-15*

As an Individual: Meditate for a while on the fact that God calls us His children. What does that mean to you? What does it mean to live as children of light?

In groups Read Ephesians 5:8-12

Discuss together: As far as child abuse is concerned, how do we educate our staff, volunteers, congregations and children we care for about what is right and what is wrong?

Child abuse thrives on secrecy and often children are afraid of reporting what is happening to them, because of threats from the perpetrator or fear of how others will respond if they talk about the situation they are facing. How can you ensure that your organisation or church is a place of light where deeds done in darkness are exposed by the light?

Draw a picture of a candle in the centre of a large piece of paper. Around the edge of the candle write down the steps that you would put in place to make sure that child abuse cannot thrive in secrecy. Share your drawing with the other groups.

Exercises

6.1 Implementing a Child Protection Policy

Aim: To develop an action plan to make sure that the child protection policy and procedures are disseminated across the organisation.

You will need: Copies of *Handout 6.1: Implementing a Child Protection Policy*

Method: Ask participants to think about what the essential elements of an implementation strategy might be. What do they need to do to make sure that the policy is effective, and is used by the organisation?

Explain to participants that you are going to help them to develop a detailed action plan of how they will disseminate the child protection policy—how they will put it into practice and make sure everyone knows about the policy and procedures, and understands how they work.

Explain that one of the keys to success is to be clear about how to implement the policy and what might block you doing it successfully. It is often helpful to think about other policy changes that there have been and how these have been introduced by your organisation. What worked well and why? How are things communicated across the organisation?

The keys to implementation are **training** and **monitoring**. Use *Handout 6.1* to talk about some of the steps towards implementing the policy in an organisation.

Divide participants as you think appropriate—into pairs, small groups, or to work on their own. Ask them to start to make a plan of how they will ‘disseminate the policy’—making sure that everyone in the organisation is aware of the child protection policy and procedures and understands them. At each stage in the process, they should think about and state:

- ‘when’, ‘how’, and ‘who’ will be involved
- the relevant people/post(s) involved and their responsibilities
- possible blocks to successful implementation, and what you could do to overcome the barriers
- how the implementation policy will be monitored in the future, identifying:
 - what can be measured, and by whom, how and when
 - how they will measure success

6.2 Responding to disclosures or incidents of abuse

Aim: To be prepared to respond sensitively and appropriately in the event of a child disclosing abuse or abuse being observed

You will need: Flipchart and markers, copies of *Handout 6.2: Responding to disclosures*, *Handout 6.3: Responding to an Incident of Abuse*

Method: Explain that as well as having the correct policies and procedures in place, it is also important that we develop the right attitudes and behaviours that can encourage children to feel safe to talk to us, and that we are prepared to act appropriately in the event that a child makes a disclosure to us or we notice a child who may be being abused.

Ask the group to call out some words to describe how they think a child who has been abused may be feeling. Will it be easy or difficult for them to share what has happened to them?

Using a flipchart, ask the group for ideas of what kinds of attitudes and behaviours we should have that might make it easier for a child to disclose to us, and how we should behave as we listen and respond to them. If you have carried out *Exercise 6.6: Listening and Talking about Feeling Safe and Unsafe* with children in your organisation, then you should share the children’s ideas of how they would like adults to respond to them.

Give out copies of *Handout 6.2: Responding to disclosures* and talk through the appropriate behaviours and actions listed there. Ask participants to get into groups of 3 and practice listening to the other person as if they were disclosing abuse. One of you should be the child, one should be the adult and one person should observe and comment on what they have seen that is good and what needs to be worked on.

Handout 6.3 gives a suggested framework for responding in case a child is observed in a situation of potential abuse. It should be adapted for your own national and local context.

Adapted from Celebrating Children (Viva Equip People) and QIS

6.3 Barriers to disclosing abuse 30

Aim: To be aware of reasons why children and adults may fail to disclose or report abuse

Key learning points: As organisations we can develop procedures and policies to seek to remove barriers to reporting

You will need: Flipchart papers and markers

Method: Explain that when abuse is happening, there are many barriers which stop both children and adults speaking about the abuse. However, children have a right to be safe, and adults have a responsibility to protect children.

It is critical that our organisations and churches create an environment where children, parents, workers and other adults are able and encouraged to report abuse. If abuse is not reported, abusers will likely continue to abuse a child, and are also likely to abuse other children over time. Staff and volunteers must overcome the barriers to talking about and reporting abuse, and help children to do the same, if organisations and churches are to be safe places for children.

Divide participants into small groups, and ask some groups to think of reasons that children might not report abuse, and other groups to think about reasons why an adult may not report child abuse that they are aware of.

Ask for feedback and write the ideas on one piece of flipchart paper for 'children' and one for 'adults'. Below are some suggested barriers you can add to the lists if they are not mentioned by the groups.

Common barriers that stop CHILDREN reporting abuse

- They feel fear because the abuser has threatened them or their family
- They are reliant on the abuser for care or food—and are not aware of other options
- They have communication difficulties or may not have the vocabulary for what happened
- They have no one to turn to or they do not know how to complain
- They believe they are to blame for the abuse or that they will not be believed
- They feel embarrassed or guilty and responsible, even though the abuse is not their fault
- They do not want the abuser to get into trouble
- They do not recognise it as abuse

Common barriers that stop ADULTS reporting abuse

- Fear of revenge (including loss of job) or of not being taken seriously
- Cultural issue and norms - abuse is seen as acceptable practice in the country/region
- Lack of awareness that abuse and exploitation is wrong
- Feeling that they do not have the right to complain
- Respect for/fear of a senior or expatriate staff member
- Confusion about who is to blame - for example, a girl is sometimes blamed as a “seductress” if she has sex with adult men, rather than recognised as a child needing protection
- Feeling that the issue is not too serious
- They do not know how or to whom to complain, or how the complaint will be handled

In groups, discuss which of these barriers you think might exist in your organisation, church or community. What could you do to overcome them?

Encourage children to report abuse by:

- Openly discussing your child protection principles and policy with children
- Display posters or have leaflets that explain the need for children to feel safe and what to do if they do not feel safe
- Make sure that each child has a named person they can turn to if they have concerns about anything
- Conduct short questionnaires or focus groups to check how things are going

Encourage adults to report abuse by:

- Raise awareness of abuse and indicators of abuse, and carry out training on reporting abuse as part of CP training
- Establish clear reporting mechanisms with the community (including children) and staff
- Make reporting mandatory, and make sure it is clear when to report, how to report, and to whom
- Include measures to protect people who report, and to discipline people who submit false reports

6.4 Investigating Allegations of Abuse

Aim: To be clear about what will happen if there are allegations of child abuse within the organisation.

You will need: *Handout 6.4: Investigating Allegations of Abuse*

Method: Explain that if there is sufficient information to investigate a complaint about violating the child protection policy, then an investigation team should be appointed by senior management.

Give out copies of *Handout 6.4: Investigating Allegations of Abuse*.

Talk through the reasons for investigations and the necessary steps involved in carrying out an investigation.

Check that participants are clear about how the legal system works in your context. In what cases is it a requirement to report a case and involve child protection agencies (e.g. the police and social workers)?

The Designated Child Protection Officer must be clear about who to report to and what to do to ensure the protection of the child, and when it is appropriate and necessary for the child to be removed from a situation.

Managers should be clear on how they would manage an investigation, and at what stage and in what cases this would be referred to the procedures of child protection agencies.

Managers also need to know what disciplinary procedures they would use where an allegation is proved to be true, and what incidents of breaking the child protection policy would lead to dismissal.

6.5 The Voices of Children

Aim: To think about the consequences of not responding effectively to abuse and to hear the opinions of children.

You will need: *Handout 6.5: The Voices of Children*

Method: Explain that children's voices can provide some of the most compelling challenges for organisations and staff to take their responsibility for child protection seriously. The quotes from children on *Handout 6.5: The Voices of Children* can help your organisation reflect on the importance of child protection.

Ask participants to discuss the ideas behind each quote, and the implications for their community or ministry.



Child Participation Exercises

6.6 Listening and Talking about Feeling Unsafe

40

8+

Aim: To explore what making a disclosure means and to collect ideas on what children think adults need to do to support children in making disclosures

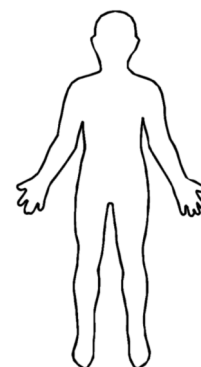
Key Learning Points: Children understand that there is (or should be) a system that helps children tell adults about abuse or fear of abuse. That this is called 'disclosing' and that systems are there to support children and adults. Children feel confident to speak about how adults behave.

You will need: Flipchart papers and markers

Method: Talk to the children briefly about what a disclosure is and why a child may choose to make a disclosure.

A disclosure is when you choose to tell someone about something bad that has happened to you. You should never feel ashamed or afraid to share what has happened; it is important that you find an adult you can trust to talk to so that you can get help and make sure that the abuse does not happen again. Sometimes someone may tell you that you must keep something a secret, but you should never do this if it is something that is harming you. The adults around you have a responsibility to keep you safe and to act in your best interests. It's good to think in advance about which adults you would want to talk to in case something happened to you. When you have shared what happened with an adult, the adult should make sure that you get the help you need.

Draw 2 body maps onto flipchart papers, one of a child, and one an adult (right). Explain that the child body map represents a child who has been harmed and give the map a name ensuring that it is not the name of any of the children in the group. Ask the children to give an example of harm e.g. a bully taunted 10-year old Amir on his way back from school, stole his money and beat him. The bully told Amir to keep it a secret or the beating would be repeated.



Ask the children to discuss in groups of three or four:

— What does Amir feel?

— What should Amir do?

Children share their ideas with the whole group.

The whole group discusses what Amir could say to an adult at home or at school about the incident and how the adult should respond.

If children are comfortable with role play, the group selects one person to role play Amir and another to role play a trusted adult. They act out Amir telling an adult at home or school what happened to him. (You can also use puppets for this.) The others in the group are observers; at the end of the role play they tell the characters what they felt when they were watching the role play and give them ideas to develop the telling and responding.

Ask the children for their ideas about how Amir might be feeling. Write their suggestions onto the child body map.

Tell the children that one of the body maps represents the trusted adult that Amir is telling. Ask the children for their ideas about how they would like adults to respond to children like Amir. Write their ideas onto the body map.

If possible, explain to the children your organisation's policy on disclosure and reporting child abuse. Ensure that children are aware of who they should speak to and know that they should never be afraid to talk about the problems they face.

Feedback to other adults in your organisation about children's ideas on how they would like adults to respond to them.

6.7 Talking about Feelings 40 8+

Aim: To help children develop a vocabulary around feelings that they are able and confident to use

Key Learning Points: We all have feelings which act as guides for us, we can choose how to act when we have feelings, we can have sudden feelings that can last a long time, and we can talk about feelings and express them.

You will need: Flipchart papers and markers

Method: Make cards with faces showing different emotions (as below).



Make cards with feelings words matching the faces:



Give out the cards to children and ask them to match the faces with the feelings. What other feelings can children think of?

Ask children to give examples of some situations which could make you feel these emotions.

In small groups, give children one of the emotions and ask them to prepare and act out a small scene showing this emotion.

Where the children had more difficult emotions, such as feeling sad, scared or angry, talk further together about how children might handle these emotions. How did they handle them in the drama? Was this the best thing to do? Ask for other ideas from the children about how the children in the drama could have handled the situation.

Some ideas which might help children to deal with their feelings:

- Remember it's ok to have those feelings
- Take deep breaths and give yourself time to think about how you are feeling
- Get ready to leave if your feelings are telling you that you are not safe
- Talk to someone about how you feel—talking to others can help you feel better and help you find ways to solve your problem

Explain to the children that we are all different and we will have different feelings. We should know that it is ok to feel differently about things than others do, and also understand that others may not have the same feelings as us. What counts is what we do about our feelings - we can all learn to show our feelings in ways that are helpful to ourselves and to others, and not ways that are hurtful.

It's good to be able to think about why we are feeling a certain way and be able to tell someone about it. This can help us to solve problems and to have good relationships with other people.

Implementing a Child Protection Policy

The keys to implementation are **training** and **monitoring**.

Training: Everyone who is covered by the policy must become familiar with the policy. It is advisable to do regular (at least annual) training with staff, volunteers, children and their parents. Training should ensure that people believe in protecting children, believe in the policy such that they will implement it and check other people are doing the same. Children should receive training about their rights, how to minimise the risk of being hurt, and what to do if they feel their rights are being infringed.

Handbooks: You could make a handbook of the practices included in the policy, and use these as training items. The handbook should be easily available to all staff and volunteers and taken with them if they travel for work purposes. However, workers should know what to do when a child discloses abuse or they discover a child is abused. It is not helpful if the child has to wait whilst the worker reads the practice handbook!

Similarly, you could make a small handbook for children to remind them of what they can do if they are concerned for themselves or others.

Contact lists: It is also a good idea to keep telephone numbers of the police, social welfare department, child protection officer of the project, and an out of hours number for child protection social welfare (if they exist). A list of safe houses is also helpful, in case a child needs to be taken to a safer place. The lists can also include specific agencies who can help and advise on referral issues, such as children's helplines, police and child welfare departments, and other child-focused NGOs with specific expertise.

Induction of new staff or volunteers: Any new people joining your organisation should be made aware of your child protection measures during induction and introduced to your designated child protection officer.

Monitoring:

Designated Child Protection Officer: It is essential to appoint one person in the organisation or ministry as a designated child protection officer or co-ordinator. This person is responsible for ensuring that the child protection policy is implemented across the organisation and is a focal point for child protection concerns or allegations.

Child Protection Committee: It is a good idea to also appoint a child protection committee to support the DCPO in organising and monitoring training and the implementation of the policy. The committee should be made up of senior managers and can receive any allegations and respond in cases of abuse. If allegations of abuse implicate any of the leaders or members of the committee, then the trustees should be informed. Every person should be accountable to someone to avoid secrecy and cover ups.

The child protection policy should be monitored against action goals set to implement the policy, and the perceptions of workers and children about whether they feel the policy is working, and whether they feel confident that their concerns are heard and acted upon properly.

The child protection policy and procedures should be reviewed every 3 years in the light of new legislation or new areas of risk or barriers. Good practices should also be reviewed for their relevance and success in protecting children. Additional practices may be needed.

Action Planning:

How will you 'disseminate the policy'—make sure that everyone in the organisation is aware of the child protection policy and procedures and understands them? At each stage in the process, think about and state:

- 'when', 'how', and 'who' will be involved
- the relevant people/post(s) involved and their responsibilities
- possible blocks to successful implementation, and what you could do to overcome the barriers
- how the implementation policy will be monitored in the future, identifying:
 - what can be measured, and by whom, how and when
 - how you will measure success

Responding to disclosures

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

React calmly.

Show acceptance of what the child says.

Reassure the child that they did the right thing in telling you.

Look at the child directly.

Tell the child you will need to let someone else know – never promise confidentiality – be honest.

Take what the child says seriously, even if it involves someone you feel sure would not harm them.

Be aware that the child may have been threatened or bribed not to tell anyone.

Do not judge the child.

Do not lay blame – even if the child has broken a rule, they are not to blame for the abuse.

Listen to what you are told, even if it is difficult to believe.

Never push for information – avoid leading questions. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Ask just enough to clarify your understanding of what is being said, so that you can pass the information on.

Ensure that the child or young person is safe.

If they need urgent medical attention, make sure that the doctors, or medical staff, know that it is a child protection issue.

Make a written record of the conversation as soon as possible.

Do not contact parents or other carers until advice and guidance has been sought from the Child Protection Officer in your organisation.

What to do after a child has talked about abuse

When a young person has spoken about an allegation of abuse, or their concerns about someone's behaviour towards them, you should:

Make written notes as soon as possible (preferably within an hour of being told).

Complete your organisation's 'Reporting Child Abuse' form.

Keep all handwritten notes, even if they are typed subsequently.

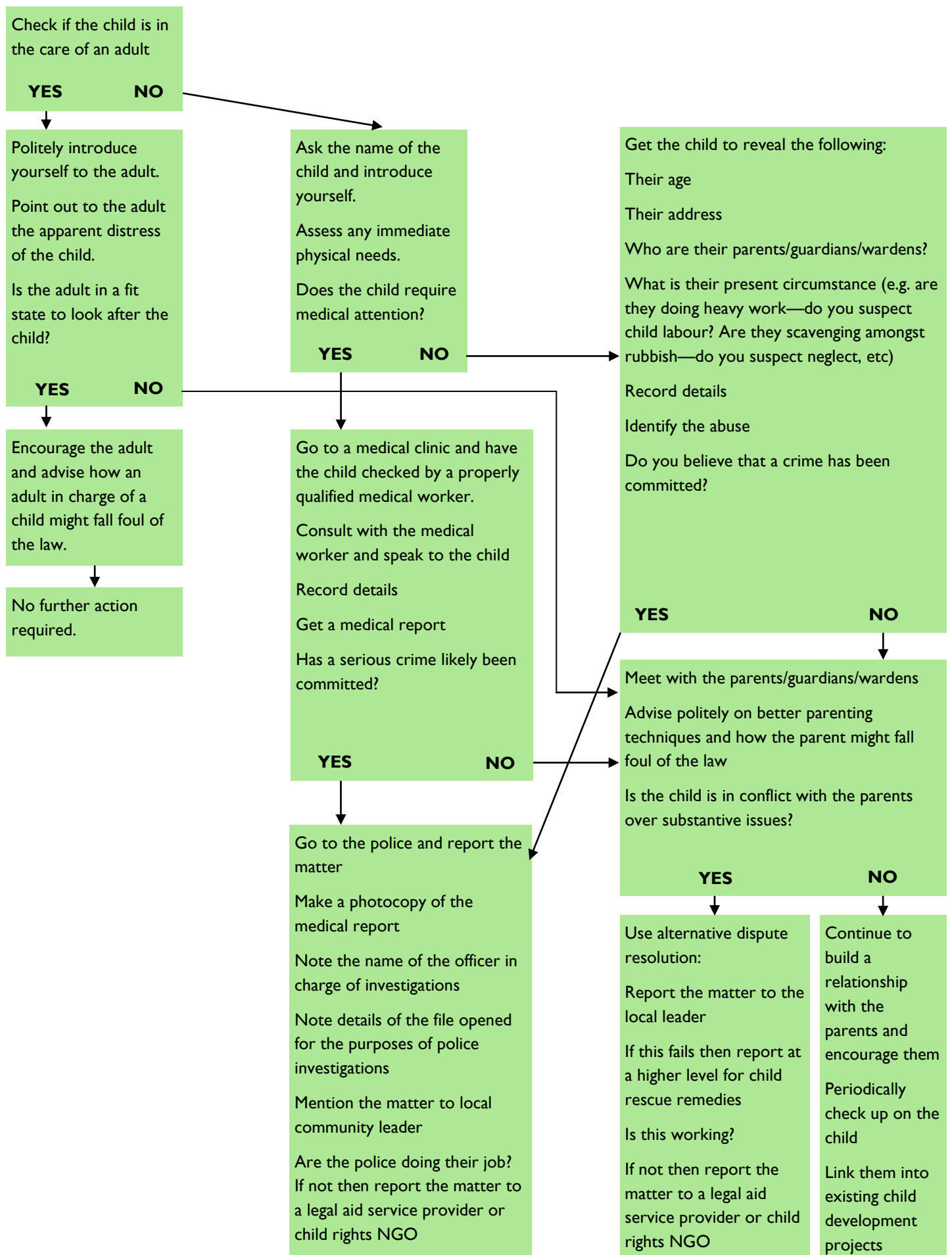
Report the discussion to the Child Protection Officer in your organisation.

Not discuss the suspicions or allegations with anyone other than those nominated above.

Consider whether or not it is safe for a child to return home to a potentially abusive situation.

On rare occasions, and only in consultation with the Child Protection Officer, take immediate action to contact Social Services and/or the police to discuss putting safety measures into effect for the child so that they do not return home.

Responding to an incident of abuse



Investigating Allegations of Abuse

The Focus of an Investigation:

To protect individuals from being (further) abused

To find out if the staff member has broken the organisation's policy

To recommend appropriate and proportionate disciplinary action

To highlight issues relating to poor practice/performance

To identify aspects of programme delivery or performance that carry risks of abuse or exploitation by staff

The investigation should include the following steps:

- The well-being of the child is the most important concern. If abuse is proven or suspected, every effort must be made to ensure that the child is safe and no longer experiencing abuse, and then to assist the child in coping with any trauma or guilt he or she may be experiencing. This may include counselling or other forms of assistance deemed necessary and appropriate.
- Generally, an employee accused of sexual abuse of a child should be temporarily suspended during the investigation. The employee should be informed that charges have been made against him or her, and given an opportunity to respond. They should also be informed that as a result of these charges, the organisation will initiate an internal investigation. The employee should be encouraged to participate in the investigation by providing information and the names of witnesses to be interviewed. At the conclusion of the investigation, the employee should be informed of the results and what corrective action, if any, will be taken.
- There should be a review of the facts uncovered during the investigation to determine what actually happened, followed by a consultative decision-making process about the future of the employee involved. The employee should have the findings of the investigation shared with him or her.
- Organisations should follow procedures for reporting to the authorities according to locally mandated laws. In some instances, local police may carry out an investigation. Any interference with this process could have legal implications for staff and for the organisation.
- Organisations should develop a plan for dealing with media enquiries that includes a designated spokesperson.
- An effort should be made to provide assistance to an employee accused of inappropriate behaviour with children, including appropriate counselling and support.
- In the event that an allegation is proven to be untrue, appropriate steps should be taken for follow-up with the person who has been accused, the child, and the person who made the complaint.
- All information concerning the incident and investigation should be documented in writing.

The Voices of Children

“Treat all children equally so all children can feel loved and not vulnerable.” (Young person from Vietnam)

“Protect the children of the world; fight for their right to a better life; make sure that their future is one that we can all be proud of.” (Young person from Romania)

“I used to think that being a girl, I don’t have the right to protest when boys and men misbehave with me. But after joining the child club I came to know that I have all the right to feel safe all the time. I can protect and protest whenever someone tries to harass or abuse me. My body is mine and I have the right to protect it.” (Girl, 13, South Asia)

“You were not there to protect me as a child and I’ll live with that damage for the rest of my life. But I vow, as a young person in this society, to put an end to this violence for the next generation. You can stand by me or you can turn your back.” (Survivor and street involved youth, North America)

“I hate being a child, I hate being hit and I hate being taken for granted. I have feelings and emotions. I need love, care, protection and attention.” (Girl, 13, South Asia)

“How is it that Africa, a continent so rich in resources, cultures and values, today fails to protect its own children, its present and future resource?” (Young refugee, Eastern and Southern Africa)

Denying children a voice encourages impunity for abusers

In the UK, a series of public inquiries in the 1980s and 90s documented widespread systematic physical and sexual abuse by staff in children’s homes over many years, which had been surrounded by a culture of collusion, neglect, indifference and silence on the part of staff. One of the most forceful lessons to emerge was that the abuse had been able to continue because children were denied any right to challenge what was happening to them. Their stories were not believed and they were denied access to any channels to help them articulate their concerns. Indeed, if and when they did complain, they risked further abuse. In other words, the adults involved could, with impunity, behave in ways entirely contrary to the children’s welfare because children were not listened to.

Taken from Celebrating Children (Viva Equip People) workbooks 2 (Child Participation) and 6 (Child Protection)

All quotes above taken from “Kids Understand How Other Kids Hurt: Children and Adolescents Speak Out about Sexual Exploitation.” World Vision International (2008).

Session 7: Keeping Children Safe in Communities



Trainer's Notes

Child Protection in Communities

The previous sessions considered how to keep children safe while they participate in the programme activities within an organisation or ministry. This chapter builds on that foundation, introducing some ways that organisations can promote and strengthen child protection in communities through collaborative programmes.

When designing collaborative programmes around child protection, it is important to analyse who has an obligation in child protection, what are their duties, and what actions they are taking or not taking to fulfil their duties; as well as their motivation, authority, resources and capacity to perform their duties. From this analysis, programmes can identify those who are responsible and capable to bring positive change in children's situations, and support them in carrying out their duties.

After getting a clear idea of the child protection issues in communities, activities and programmes can be planned to promote and strengthen child protection. Programmes should seek to enhance and

build upon local assets for child protection.

Use: *Tool 7.1, 7.2, 7.4*

Working with Children to Keep Children Safe in Communities

The views of children, especially the most vulnerable, must be central in the efforts to understand and promote child protection. Children can give unique and critical perspectives on important issues, including:

- Where children feel safe and unsafe, and why
- Which people children trust
- Which types of children are most likely to be abused
- Which people help children the most
- What children do when they are abused

In all programmes, special care must be taken to ensure that marginalised children are able to express their opinions and make decisions. Marginalised children include girls, children with disabilities, street and working children, children with HIV, refugee or

displaced children, and children from ethnic minorities.

Apart from gathering information from children, children can also be active participants in keeping themselves safe in their community.

Children can be supported to set up a group to undertake a one-off project such as helping to develop an organisation's child protection policy (for older children) or for an ongoing programme of child protection related work. Children often like to set up groups or clubs. They benefit from the support of adults to develop a programme of activities, help with discussions and deal with problems that arise.

Children can be supported to think through the problems they face in their communities and to decide on actions that they can take to increase their safety and wellbeing.

Use: *Tools 7.3, 7.8, 7.9, 7.10, 7.11*

Cases Studies 7.5, 7.6 and 7.7 show how some of Viva's Partner networks are protecting children in communities



Spiritual Reflection

The Whole Community

Aim: To understand that the whole community should protect children and identify what is needed to do this

You will need: Bibles, flipchart paper, markers, post-it notes

Method: Read *Leviticus 20:1-5*. Although in some ways this seems like a harsh passage, it shows us how seriously God views the abuse of children. It also indicates that God sees keeping children safe as everyone's responsibility—the community should not 'close their eyes' to abuses of children, but should take action.

In small groups, ask each group to draw a picture of a child in their community at the centre of the page. Then ask the group to add words around the edge of the page describing the risks and possible abuses which this child may face.

Next, ask the group to draw all the different people who can play a role in protecting this child. (It could be family members, police, church, teachers, friends, etc). These people should be drawn around the child. Take time to pray together for these different people, that each would play their role in keeping children safe in your community.

Finally, think about positive words or phrases describing the life of this child. What would you want to see for him/her? Write these on post-it notes and add these to your picture. Pray together that children in your community will grow up in line with this vision.

Exercises

7.1 Focus Groups: Are children safe in our Community?

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Aim: To explore the current child protection situation with adults in the community

You will need: Flipchart paper and markers

Method: Bring together a group of adults in your community. A group of 10-20 adults works well. The more opinions you are able to gather, the more understanding you will have of the child protection situation in your community. Ensure that you gather a wide range of opinions and that you carry out your discussion at an appropriate time when people are free to attend.

Ask open questions around the issue of children's safety in your community such as:

- Do children always feel safe in this community?
- Which places are safe and unsafe for children? (If you have time, you could ask participants to draw a map of the community and highlight areas which are safe and unsafe for children, and allow this to open up discussion).
- What kinds of abuse happen to children in this community?
- What are the causes of abuse?
- Who is responsible for keeping children safe?
- Are these duty-bearers fulfilling their role—why or why not?
- What do you think could help to make children more safe in this community?

Record feedback and ideas carefully.

It is also good to meet with duty-bearers and find out about how they are protecting children, and the procedures that are followed in the community when an incident of abuse occurs.

7.2 Developing a Community Child Protection Programme

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Aim: To think about how to develop a programme to keep children safe in the community

You will need: Flipchart paper and markers

Method: Gather information about the situation of children in your community, and identify the key protection gaps. Your research should include the responses of duty-bearers, adults in the community, and the ideas of children (which can be gathered using methods such as *Exercise 7.8, 7.9, 7.10 and 7.11*).

Which gaps in protection would you like to focus on as an organisation? Think both about which gaps are most critical, but also about the resources you would need, and who you would need to work with, as well as the concerns the community and children were most interested to work on. Where is your best opportunity to make an impact together?

Look at *Case Studies 7.5, 7.6 and 7.7* which show some examples of ways that Viva's partner networks in different parts of the world have developed programmes to improve child protection in communities.

How might you include the community in your response? How will you involve children?

7.3 Working for change with children 30

Aim: To understand an overview of the process of involving children in working for change in their communities

You will need: Copies of *Handout 7.1: Models of Working for Change with Children*

Method: Ask participants, what purpose could a children's group have in keeping children safe?

Explain that children can be supported to set up a group to undertake a one-off project such as helping to develop an organisation's child protection policy (for older children) or for an ongoing programme of child protection related work. Children often like to set up groups or clubs.

Would it be important for children to be supported by adults, or do you think they could run a group on their own?

Children benefit from the support of adults to develop a programme of activities, help with discussions and deal with problems that arise.

What issues do you think children would be able to deal with? Are there any issues that would be too sensitive?

A group of children can often tackle sensitive and difficult issues (e.g. dealing with family violence, harmful traditional practices or early marriage) that would be hard for an individual child to tackle alone. Children's groups can identify gaps or problems within organisations and projects designed to help them and help develop solutions such as informing staff about child protection through drama, music, art and presentations.

Handout 7.1: Models of Working for Change with Children shows two models of working for change with children. Talk through these models and discuss in groups whether they would be effective in your community. What barriers might children face, and how could you help them to overcome them?

If you decide that a children's club could be appropriate in your organisation, you will need to consider these issues with the children:

- What is the group for?
- What do we want to stay safe from?
- What activities do we want to do in the group?
- What responsibilities will we have as group members?
- How will our group be organised (Where do we meet? How often will we meet? Is there a leader? How will the leader be chosen? How long will the leader serve? How many members? How will new members be able to join?)
- Will we need funding to run it?
- What adults will support the group and how do we want them to support it?
- What ground rules or code of conduct will we have?
- What do we do if things go wrong for a group member or in our group as a whole?
- How will we make regular checks that our club is doing what we want it to do (monitoring)?

Activities for Children's Groups

Children can create ground rules or a code of conduct for their group (see *Exercise 3.7*). Emphasise the importance of using positive ways to resolve conflicts where all those involved can come up with solutions together. When children are participating in child protection work it is important to ensure the values of respect and listening are used even when things go wrong.

Children's groups can use the child participation exercises in this chapter to understand child protection issues in their community and decide on the action they wish to take. Children's clubs are also an appropriate place to use the other 'Child Participation' exercises included in this Toolkit.

Children's groups need to be fun and sport, dance, art and music activities can be mixed in with the discussions and workshops on child rights.

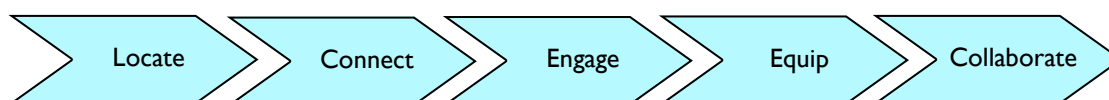
7.4 Creating Collaborative Child Protection Programmes in Networks

Aim: To think about how to develop a collaborative child protection programme in a network context

Viva's mission is to inspire lasting change in children's lives through the power of collective action with a vision to see children safe, well and fulfilling their God-given potential. This is based on the premise that the body of Christ working together on an issue facing children is better than working as independent and isolated entities.

To achieve this vision, Viva works with geographically based networks of organisations and churches working with children in Latin America, Africa, and Asia. Viva provides consultancy to the networks to envision them and to help network growth and sustainability and has produced a number of resources and materials to help networks to develop collaborative programmes. A collaborative programme is a programme which involves a number of network members *working together* to achieve a specific goal for children in the network location.

The diagram below shows the steps involved in building a network so that members can collaborate around an issue facing children:



LOCATE: The current response to children is mapped, needs and gaps identified, and resources (other organisations, government departments) located.

CONNECT: Network participants learn to work together. Network building and growth toward specific partnerships depend upon effective relationships as well as network participants increasing their collaboration competence.

ENGAGE: Churches are identified and engaged with children at risk issues more intentionally in the activities of the network. Materials and resources under this include 'Understanding Gods Heart for Children' and 'Child Friendly Church'.

EQUIP: This stage helps people and projects or organizations in the network to reach toward their potential, enabling organisations and child care practitioners to become credible, reaching good standards of practice. Materials and resources under this include Viva Equip People (The Celebrating Children Course) and Viva Equip Projects (The Viva Quality Improvement System - QIS).

COLLABORATE: At this point, network participants are able to work together (collaborate) with other relevant players and stakeholders through collective action on a stated issue affecting children to achieve a measurable and sustainable change (a solution).

Many of the networks that Viva partners with are concerned about how to keep children safe in their network locations. The following case studies are examples of how networks have developed collaborative programmes on safeguarding and protecting children in their localities using some of the materials and resources developed by Viva.

Looking at the case studies (7.5, 7.6 and 7.7) and thinking through some of the child protection issues in your own network location, are there any ideas that you could build on or incorporate in your own collaborative programmes?

7.5 Case Study: Keeping Children Safe in Kampala (Children at Risk Action Network)

Children at Risk Action Network (CRANE) is a network of 114 Christian organisations and churches working together to see Greater Kampala, Uganda becoming a safe place for children. CRANE partners with Viva.

Following research into the issues affecting children in Kampala, one of CRANE's programmes focused on increasing communities' capacity to keep children safe.

Encouraging Safe Communities

Member organisations and local duty-bearers were trained in understanding legal and child protection services, community engagement in keeping children safe, and establishing child protection committees and cooperatives that provide a protective environment. The organisations were mentored and supported as they engaged in community child protection initiatives with families, schools, places of worship, communities, and local duty bearers who together established protective environments for children.

Child Participation in Advocacy

CRANE established an elected system of Child Ambassadors in the network from each participating organisation. Child Ambassadors attended seminars and camps where they were trained in understanding children's rights as well as equipped with relevant life skills.



Child Ambassadors were mentored and supported to establish 'Safe Clubs' in their community to share what they had learnt and to work together to take action for advocacy for safer communities for children. Child Ambassadors used music, media and creative arts to share their messages. At the end of the programme, CRANE held a Film Festival where videos created with children and advocating for a safer environment were shown to duty-bearers.

These actions were combined with capacity-building training for participating organisations and establishing a child protection referral system for members, facilitating networking and lobbying government for improvements to the protective framework for children.

The programme has now been expanded to reach even more communities through participating member organisations.

In Action: Child Protection Committees

Pastor George Kaniike was trained as part of the Keeping Children Safe programme and caught the vision for making his community in Mukono District, just east of Kampala, safe for children.

As well as formulating child protection policies and procedures for his own church, he also began contacting community leaders and members from neighbouring villages, to convince them to join his pursuit of a safe community for children.

More than 30 villages in the surrounding area came together and established child protection committees. These groups encouraged local people to look out for their neighbours' children and report any concerns and cases of abuse, and Pastor George and his team are now well equipped to offer advice and refer cases to the relevant authorities quickly and efficiently.

A total of eight people from the district who had previously abused children are now serving time in prison: a mother who beat, burned and broke her child's hand and seven men who were convicted of child rape. They have been brought to justice and are facing punishment because the community is working together to create a safe environment for its children.

In Action: Child Ambassadors

- Child Ambassadors noticed that one of their classmates did not have a school uniform and went to speak to his caregiver to explain the importance of the uniform. Finding that the boy's mother was unable to pay for the uniform, the children themselves saved money and asked their mentor to help them to buy uniform for their friend.
- One boy (11 years) stood up to his older brother, who was often violent to the younger siblings and would also abuse girls in the community by touching them indecently. He stopped doing these things.
- One 14 year old boy was approached by a 10 year old schoolmate about his uncle (guardian) who would insult them with inappropriate language. The child ambassador informed a teacher who summoned the uncle to school and rebuked him. The uncle stopped using inappropriate language.

7.6 Case Study: Protecting children through networks in Latin America

The child protection programme which is run through 12 network in Latin America (Guatemala, El Salvador, Paraguay, Nicaragua, Bolivia and Honduras) comprises of three elements:

Protégé

Protégé introduces the issue of child protection to organisations and churches in the network who are working directly with children. It helps leaders and child care workers to reflect on their views of children and raises the issue of child abuse. It then gives them tools to develop and implement child protection policies. Protégé is part of the Viva Quality Improvement System (QIS) which is an organisational development tool for use in networks of small to medium sized organisations working with children at risk. QIS introduces international quality standards in 6 areas that are of central importance for work with children at risk and provides training and mentoring to achieve those standards. The international standards used in the QIS Child Protection module are the Keeping Children Safe standards.

Protéjamos

This is about building protection mechanisms in communities, by working with community organisations, schools and families and building awareness with communities, Churches and Government about the prevention of abuse of children.

Protéjamonos

Children learn how to keep themselves safe and train other children to protect themselves. This involves working with children to help them to learn how to confront and prevent violence and educate their peers. Children explore concepts of self esteem, empathy, their abilities, caring for themselves (health and body) resolving conflict, good treatment and bad treatment. Each element of the programme is rooted in biblical principles. Part of Protéjamos is the Good Treatment Campaign.

In Action: The Good Treatment Campaign

Children who are elected leaders or ambassadors for their project in the 7 networks in Bolivia have for several years now been involved in the 'buen trato' (good treatment) campaign that is currently making its rounds in Latin America. The Good Treatment Campaign has three important steps: children's networks, a leadership programme, and public campaigning.

The project focuses on preventing child abuse by holding annual child abuse awareness campaigns. In the case of Bolivia and elsewhere, the children themselves, led by the ambassadors, have organised and are key actors in carrying out the campaign. In many cases, children who have been abused themselves are raising awareness in public about the need to treat children with dignity.



In preparing for the implementation of the campaign, children are trained in techniques for establishing a 'buen trato' campaign in their area. The original training session is facilitated by an adult leader with assistance from other children and youth who in previous years have completed the training. Upon finishing the training program, the ambassadors and other child leaders in turn train the children that they help to represent.

The child ambassadors and leaders are free to add their own creative touch to the training programme which they call 'replicas.' In many cases the children will add games or other activities to the schedule. These additional activities are developed by the children in pre-training event meetings.

After all the children are trained (nearly 2500 children in total in the 7 Bolivian networks), plans are made to launch the campaign in a public square. Children are the coordinators and leaders of the campaign. Adult leaders help with facilitating the event, but it is the children that are the active participants in symbolically vaccinating adults against child abuse. Children divide themselves up into groups and in the company of their guardians, stop people on the street to talk about the importance of treating children with respect and dignity. Adults who are symbolically vaccinated fill out a card and are given a piece of candy in recognition of their commitment to care for children.

The advantage to having children lead both the training and implementation of the campaign is that they not only take ownership in the campaign, but they are ideally in the best place to teach adults about child abuse. Child participation in activities such as the 'buen trato' campaign, when guided by sensitive adult leaders can foster healthy environments where children can grow and mature in a way that is consistent with our biblical mandate to care for children in difficult situations.

7.7 Case Study: Engaging and deepening the Christian response to children in need of protection in Nepal (CarNet Nepal)

CarNet Nepal is a national network linking Churches and ministries in Nepal working in local communities for the welfare of children. Child Sexual Abuse (CSA) and Child Trafficking (CT) are acute problems in Nepal; churches are growing rapidly both in the 'hilly' (pahad) region (which is the source of many trafficked children) and Southern Terai region (used as a transit points). Over the last few years CarNet Nepal has been working on strengthening a united and sustainable response to children in need of protection, through engaging Churches, developing a competent response and encouraging Churches to work together on this issue.

CarNet Nepal has helped to engage about 170 churches through training events, child protection policy workshops, conferences, awareness raising campaigns and other activities to address the issues of CSA and CT.



Engaging Churches on safeguarding children

Church leaders are trained in 'Understanding Gods Heart for Children'. This involves participatory training on how the church values children, protects children and includes and responds to them both within the church family and community. It also involves supporting Churches to develop their own Child Friendly plans, which include developing codes of conduct and child protection policies.

Equipping People in safeguarding children

The Celebrating Children's Course is used to equip those working with children with appropriate knowledge, skills and attitudes and to work towards good practice on child protection.

Developing Collaborative response to Safeguarding children

Churches are supported to set up Child Development Centres for poor and marginalised children in their communities who are at risk of being exploited or trafficked. CarNet Nepal also supports school-based children's clubs, developing leadership skills in children, where children learn about their rights to protection, how to recognize and avoid exploitation and trafficking and then pass on that learning to their peers at school through drama or written articles for magazines, for example. Children from children's clubs also visit peers who have dropped out of school and encourage them to return back to school.

CarNet Nepal also raises awareness with churches and communities around child exploitation and trafficking through the Daughter Awareness Campaign (Drama, animation and awareness raising). These campaigns also involve the participation of children from children's clubs.



In Action: Churches against Trafficking

Three well-known pastors from one district (where trafficking is prevalent) represent significant experience of church establishment and management in the district. People knew them as pastors and they were often blamed as Dharma Pracharak (Religious converters) by the non-Christian community. Today many people in this district respect them as Child Protection Pastors and now non-Christian communities understand that "Churches advocate for and support vulnerable children". They are also members of the local network of churches in the district that work against CSA and CT.

These three pastors have advocated for various children who were at the risk of trafficking or sexual abuse. They have not only sensitized the churches to advocate on behalf of children at risk of trafficking and sexual abuse, but were involved in preventing a 14 year old girl from being trafficked by intervening in the process of her being issued with a fake passport at the District Administration Office. The rural churches of the district have warmly welcomed them when conducting awareness campaigns against Child Sexual Abuse and Trafficking. "This is what we challenge the churches on," said one of the pastors.



Child Participation Exercises

7.8 Safe and Unsafe in My Community

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7+

Aim: Children identify risks to their safety in their own environment

You will need: Flipchart papers, pencils, colours, markers

Method: Children should be in groups of up to 20 and grouped by similar age where possible.

Ask the group of children to work together to draw a map of their community.

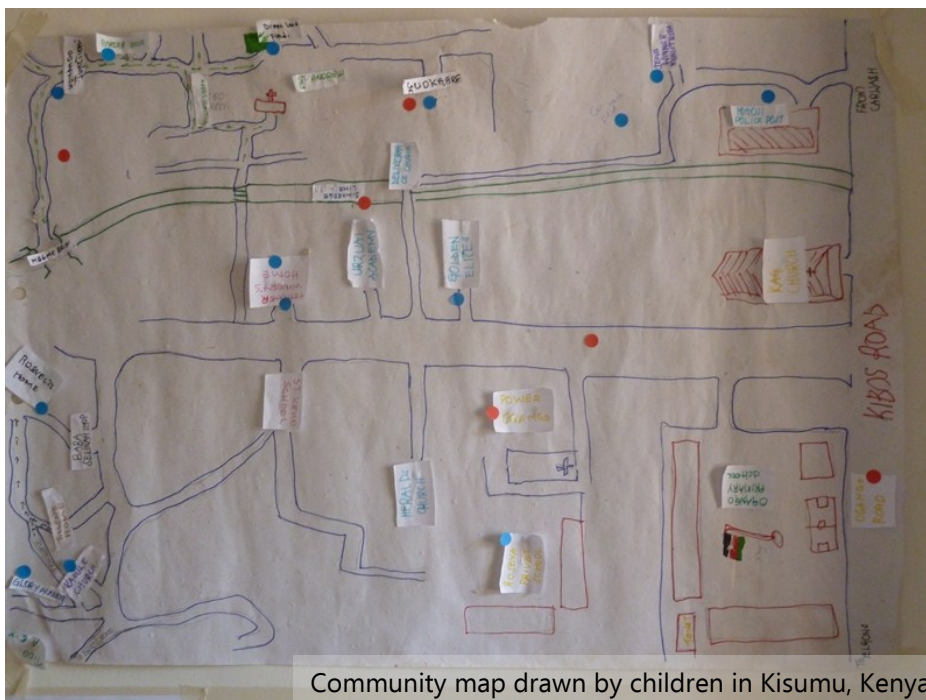
They should include key features such as main roads, churches or other religious buildings, schools, homes, shops, public facilities, transport hubs, and other places where children spend time.

When children have finished, display the map, and ask children to mark with one colour of marker the places that they like to go, or which are good and safe places for children.

Discuss with them what they like about these places and what makes them feel safe there.

Next, using another colour of marker, ask children to identify places on the map which can be dangerous for children, or where they do not like to go.

Ask them why they feel like these areas are unsafe. What could children do to avoid being in these places, or to protect themselves from danger?



Community map drawn by children in Kisumu, Kenya

7.9 What's the problem? 45 8+

Aim: Children identify issues affecting them and discuss ways to deal with them

You will need: Flipchart papers, markers, sticky dots

Method: Ask children to think about issues that concern them and share these with the group. You can simply ask, 'What problems do children face in your community?' Ask children to think about home, school, and in the community.

Write their answers on a flipchart, asking children to explain more about the problem they are suggesting, and why they think it needs to change.

Once children have shared the ideas, give out 3 sticky dots to each child, and ask them to use their stickers to vote for the issues they think are most important. Children may put all 3 stickers by one problem, if they think it is by far the most important, or they may divide their stickers between two or three issues.

This should help the group to identify the most serious problems children feel they are facing. Identifying these issues is a good basis for further action by children in keeping themselves safe in their community.

Ideas	
Problem 1	
Problem 2	• • • • • • • •
Problem 3	• • • • • • •
Problem 4	•
Problem 5	• • •
Problem 6	• • • •

7.10 Understanding the Issue 15 8+

Aim: Children explore the causes and consequences of an issue in their community

You will need: Flipchart paper and markers

Method: Once you have identified the issue you want to work on together, it's important to make sure you really understand what is causing the problem and what impact it's having on children.

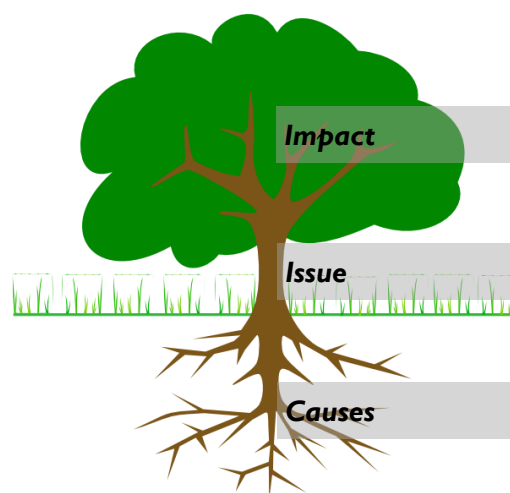
Use a problem tree to explore the causes and consequences of the issue you have chosen:

Draw a simple picture of a tree on a piece of flipchart paper with roots going into the ground and branches leading up to the sky.

Write the issue you are discussing on the trunk of the tree, and then ask children to tell you what they think are the causes of the problem, and write these on the roots of the tree.

Next think about the impact of the issue on children, and write the children's ideas on the branches.

You could also work with children to do further research about the issue—through online research, and through asking relevant people in the community about the issue. Children could then give feedback at the next meeting on what they have found out about the issue and its causes and impact in your community.



7.11 What can we do?

60



Aim: To work with children to think about what needs to change and what action you will take together

You will need: Flipchart paper and markers, sticky dots, a copy of *Handout 7.2: Action Planning with Children*

Method: Now you understand the issue, you need to find out what children think needs to change to improve the situation.

Prepare 2 sheets of flipchart paper as below:

Change	Adults	Children

Ask children to think about what would need to change to improve the situation around the issue you have talked about. Remind them of the impacts and causes you have identified—what would need to change to stop these causes and consequences?

Write these ideas in the ‘change’ column on your flipchart paper.

Next ask the children to think about who it is who could take action to make this change (If the children have suggested many ideas, let the children choose the most important ones to talk about in the time you have available—make sure you leave time to move onto planning for action).

For each change you talk about, ask the children first what they think adults can do, and then ask them what they think children could do.

Take a blank piece of flipchart paper and, by looking at the charts they have written, ask children for their ideas of what they think that they could do to take action on this issue for children in their community.

Write the ideas on a flipchart, leaving a blank column on the right.

Take some time with the children to discuss their ideas—which ideas do they think are good, and why? Would they actually work? What would be easy or difficult? Who else would they need to work with to make the ideas happen?

Children may come to agreement on the best idea just through talking about it.

If there is not agreement, or some quieter children have not taken part in the discussion, it’s good to use ‘dotmocracy’ to find out the opinions of the whole group.

To do this, give each child 3 or 4 sticky dots, and ask them to place their stickers next to their favourite ideas. If they really like one of the ideas, they can place all of their dots there, but if they like more than one idea they are free to divide the dots between them.

If you do not have sticky dots, children can use a marker to make marks beside their choices.

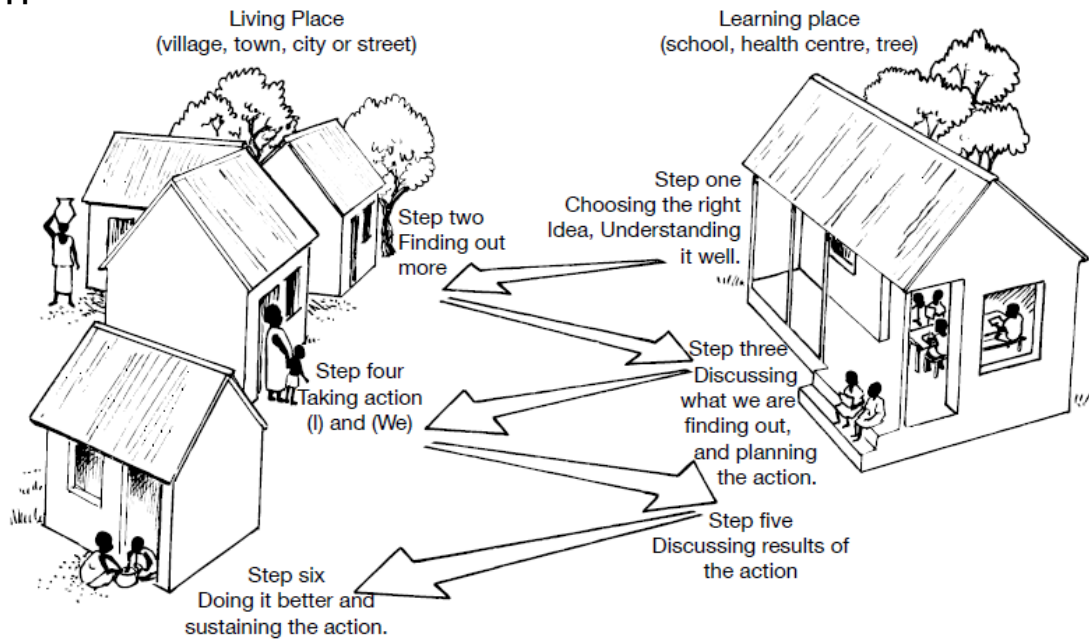
Ideas	
Idea 1	
Idea 2	• • • • • • • •
Idea 3	• • • • • • •
Idea 4	•
Idea 5	• • •
Idea 6	• • • •

Once you have a consensus on the best idea, plan how you will make it happen. Use *Handout 7.2: Action Planning with Children* to write down what you are going to do.

You should also plan in advance how you will monitor your action and its impact. You should evaluate how successful it has been and what you might do to improve it as you continue working together.

Models for Working for Change with Children

The Six Step Approach



In the six step approach, children's activities take place in two places and/or at two distinct times: where they live and where they learn. The learning place might be a school, someone's house, or in an open space. The learning activities take place at a distinct time. A topic, such as Making School a Safer Place to Be, is selected at the first step either by adults or by adults and children. This is the main step which is managed by the adult worker.

In step two the children find out about local needs among other children or at home or in the community based on what the children have understood about the topic in step one. The rest of the steps then flow from what the children find out from their homes or communities. They discuss their findings and plan appropriate action. The actions they take can be practical and change or develop the way children and others do things in their schools or families. Alternatively, the activities may be about raising awareness at family or community level. Adults need to support children with the planning stage to ensure that the activities are safe and appropriate for the children's age and experience.

As the six step approach is a powerful process, it is very important to include step 5, the evaluation step, as part of the process. This step teaches children how to reflect and the final step 6 builds on the results on what they have done and is an opportunity to undo any mistakes they might have made.

Five Phases of Design for Change Process

This model shares many of the features of the six step approach.

Summary: 1-feel, 2-imagine, 3-do, 4-share, 5-continue

1. Feel the change: What would you most like to create or change in your community?

Do you have an idea that could touch or affect the lives of many? An idea that YOU can make happen

2. Imagine the change: Talk together about how you can create this change. Get others in your community involved. Plan how and when you will make this Act of Change happen

3. Do the change: Gather the resources that you will need. Go out and make it happen. Record what you do, the impact you have and how it makes you feel

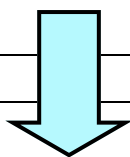
4. Share the change: Celebrate your Act of Change with your community. Document your story and how you have shared it.

5. Continue the change: Reflect back on your Act of Change and what worked well. Do you feel the story has only just begun? What are you going to do next?

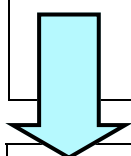
Action Planning with Children

Name of Children's Club	
Organisation	

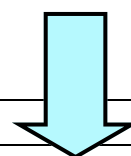
The Issue we want to work on is:



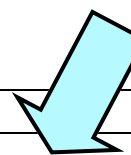
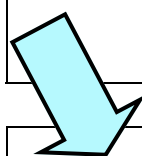
The action we will take is:



Who do we need to work with?



When will we do it?



How will we know that our action was successful? (What will change?)



Sample Policies, Templates and Guidelines

Sample Health and Safety Policy

1. The church/organisation recognises and accepts its responsibilities for providing, so far as is reasonably practicable, a safe and healthy environment with a view to ensuring the health, safety and welfare of all those who use the premises.

2 The church/organisation will, therefore, take all necessary steps within its power to meet its responsibilities so far as is reasonably practicable by, among other arrangements:

- 2.1 maintaining the church/organisation premises in a condition that is safe and without risk to health and providing and maintaining means of access to and exit from it that are safe and without such risks;
- 2.2 providing and maintaining furnishings and equipment which are safe and without risks to health;
- 2.3 assessing the risk to the health and safety of those who use the church premises;
- 2.4 ensuring the safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
- 2.5 the provision of such information, instruction, training and supervision as is necessary to ensure the health and safety of those who use the church premises;
- 2.6 the provision and maintenance of a proper environment for the church/organisation's employees, leaders, helpers and volunteers that is safe, without risks to health, and adequate as regards facilities and arrangements for their welfare;
- 2.7 consulting, where necessary, with all employees, leaders, helpers and volunteers on the implementation of any changes to this policy;
- 2.8 ensuring that adequate funds and resources are made available for carrying out this policy.

3 The church/organisation has given the overall responsibility for the fulfilment of this policy to as the Health and Safety Officer who under the direction of will be responsible for carrying out the implementation of the health and safety policy.

4 The Health and Safety Officer will:

- 4.1 carry out appropriate risk assessments (these to be reviewed annually) of the premises and activities
- 4.2 co-ordinate the implementation of the Health and Safety Policy (including Fire Safety);
- 4.3 carry out Investigations of any accidents and recommend measures for preventing their recurrence;
- 4.4 ensure that accident and other appropriate records are maintained and returned to the appropriate bodies;
- 4.5 ensure that all appropriate arrangements are made to provide for first aid;
- 4.6 ensure that all food safety legislation is complied with;
- 4.7 arrange safety training courses, as may be necessary or desirable, so that specific legal requirements are adhered to and that any changes in such requirements are complied with and communicated to employees, leaders, helpers and volunteers as necessary;
- 4.8 ensure that, where necessary, all relevant safety regulations are prominently displayed, that all emergency procedure notices are properly exhibited and clearly visible at all times;
- 4.9 ensure that access to and from emergency exits and fire equipment are not impaired and that corridors and stairs are kept free from obstructions other than of a temporary and partial nature.

5 All employees, leaders, helpers and volunteers will:

- 5.1 take reasonable care of their health and safety, and of the health and safety of other persons who may be affected by a person's act or omissions while working or helping.

- 5.2 co-operate with the church/organisation so far as is necessary to enable that duty or requirement to be performed or complied with;
- 5.3 ensure that they shall not intentionally or recklessly neither interfere with nor misuse anything provided in the interest of health, safety or welfare;
- 5.4 make themselves familiar with and conform to the Health and Safety Policy at all times;
- 5.5 observe all safety rules, procedures, and codes of practice at all times, and in particular be fully conversant with the procedures to be followed in the event of a fire or any other emergency;
- 5.6 conform to all the food safety regulations that are applicable to themselves;
- 5.7 participating in any training if called upon to do so;
- 5.8 report to the Health and Safety Officer all accidents or hazardous occurrences or dangers whether persons are injured or not as soon as is reasonably practicable;
- 5.9 ensure that all working equipment and materials used by them are in a safe and serviceable condition and that no cables or wires are left in such a position as to be likely to cause anyone to trip;
- 5.10 have regard to the possible consequences of their actions on the health, safety and welfare of all those persons who at any time and for whatever purpose may or will use the premises.

This policy statement was adopted on (date)

Signed

Position

Sample Code of Conduct

[Organisation Vision]

[Where Organisation works]

The Code of Conduct contained in this document is for anyone who works for, or is involved with *organisation name*

You should:

Avoid inappropriate dress and be culturally sensitive to the environment in which the project is based.

Avoid questionable behaviour, which could be misconstrued.

Be visible to other adults when talking with children.

Respect each child's boundaries and their right to privacy, including taking photographs, and help children to develop their own sense of their rights as well as helping them to know what they can do if they feel that there is a problem.

Be culturally sensitive to attitudes of physical contact. Touch should be age-appropriate and generally initiated by the child, rather than by you.

Be aware that children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention.

Create and maintain an open culture in which any issues or concerns can be discussed.

Be accountable to each other so that any potentially abusive behaviour can be challenged.

Develop a culture where children can talk about their contacts with members of staff and others openly.

Monitor the amount of photographs taken of children ensuring that photographers always respect the dignity of the child.

It is not appropriate to:

Spend time alone with children.

Invite children to the place where you are staying, especially where they will be alone with you.

Give children or young people your email address, mobile phone number, facebook or contact details.

You must never:

Act in ways that may abuse a child or may place a child at risk of abuse.

Hit or otherwise assault or physically abuse children or discipline a child in a way that is against the Convention on the Rights of the Child. (A general guideline is no physical punishment, hitting, slapping, spanking and no verbal abuse such as shouting, swearing or use of demeaning language).

Have a child or children with whom you are working to stay overnight at your home unsupervised unless authorised by the child's primary carers (e.g. parent or guardian) and with the agreement of a senior member of staff.

Sleep in the same room or bed as a child with whom they are working.

Touch children in a manner which is inappropriate. A general guideline is not to touch children inappropriately in areas that would normally be covered by shorts and t-shirt, but also includes kissing and tickling in an inappropriate way.

Engage in physical activity that is sexually provocative, inappropriate, offensive or exploitative or could be construed as assault or abuse.

Develop physical or sexual relationships with children, or relationships that could be deemed in any way exploitative or abusive.

Expose children to inappropriate materials such as pornographic videos and literature.

Use language, make suggestions or offer advice which is inappropriate, flirtatious, offensive or abusive.

Do things for children of a personal nature that the children can do for themselves.

Excuse, or participate in, behaviour with children which is illegal, unsafe or abusive.

Act in ways intended to shame or humiliate.

Discriminate against, show different treatment to, or favour particular children while excluding others.

Sample Visual Images Policy

[Organisation Vision]

[Where Organisation works]

Definitions

The Visual Images Policy contained in this document is for anyone who works for, or is involved with *organisation name*

References to 'visual images' include photographs, slides, posters, dvds, Youtube clips, wherever and however they are stored. Such storage includes the photo library, the resources area, websites, social media and various varieties of hard copy and soft copy. It is recognised that this list is not comprehensive.

All references in this Policy to 'Staff Members' are intended as generic references and should be read as such. The term is used to encompass all who work for *organisation name* whether in a paid or unpaid capacity, and includes employees, self-funded staff, volunteers, visitors and trustees.

Policy Statement

In using visual images, both photographic stills and video, the overriding principle is to maintain respect and dignity in our portrayal of children and child-carers, while accurately raising public awareness of the reality of 'children at risk' situations.

Our use of images must be consistent with, and underline, *organisation name* values, vision and aims

1. Image Capture

No Staff Member is entitled to create, produce, download, gather, store, use or disseminate any visual image that:

- a) does not respect the dignity and self-worth of the subject.
- b) is exploitative or manipulative as far as the subject is concerned (e.g. by asking the subject to cry for the camera).
- c) misleads the viewer of the visual image as to the actual situation of the subject of the image.
- d) distorts reality and / or does not accurately reflect or portray reality, either deliberately or implicitly.

Where possible when taking photographic or video shots of individuals, Staff Members should ask permission of the child, responsible adult, guardian or carer before proceeding.

With photographic material, Staff Members should endeavour to note the name of photographed subject wherever possible and ensure this is recorded when the image is placed in storage. If the name of the subject is not known, or if using a name might have a negative impact on the life of the subject or their carer(s), a generic title should be used in storing the image.

Wherever possible, Staff Members should explain to the subject the likely use of the image(s). If the subject says that they do not want to be photographed, the Staff Member should decline from proceeding.

2. Image Use

(a) Must be Truthful

Wherever possible, Staff Members should endeavour to use a balance of visual images to reflect the reality of a situation (e.g. positive and negative, hope and suffering).

Staff Members must not use an image of one thing and describe it as, or imply it is, an image of another. (e.g. We don't use an image of one project to illustrate the work of another.)

Staff Members must not use an image of a project unconnected the work of the organisation and describe it as, or hold it out to be, or imply it is, an image of a project connected to the organisation.

Staff Members must not use an image in a way that misrepresents the true situation. Thus an image illustrating a general situation should not be held out as illustrating a specific situation, and an image representing an exceptional situation should not be held out as generally true.

(b) Must be Faithful

When using a visual image, and wherever possible, Staff Members should name the photographed subject, unless the name is not known or it will have a negative impact on the child or their carer(s), in which case a generic title should be used for the image. In this situation, the name and visual identity must be disguised. This is particularly important for children who have been the victims of sexual exploitation and abuse.

For those children who may have been victims of sexual exploitation and abuse or rescued from violent circumstances, personal information and details of children, which may identify them and increase any potential risk of harm to them should not be used. This

includes giving the location of the project where the child is based, giving the child's full name or details of his/her family. Use of first names only and non-identifying information, such as the district rather than village name, for example, should be used instead.

Staff Members should aim to be confident that, to the best of their knowledge, the subject would regard the image and its use as truthful if he or she saw it.

All Staff Members must use visual images faithfully and accurately, and give an accurate record of the time / location / subject of the visual image when storing, reproducing or distributing it.

Informed consent to use information obtained in interviews and/or images of children who have been interviewed should be obtained from children (if they are of an age, understanding and possess the maturity to do so) and from their parents and/or guardians.

(c) Must be Honourable

No Staff member may use a visual image which:

- a) is dishonourable to children
- b) uses sexualised images of children
- c) sensationally presents children
- d) could be harmful to the subject(s)
- e) is distasteful or indecent
- f) is erotic, pornographic or obscene
- g) contains gratuitous images of extreme suffering, nakedness or death

Staff Members must maintain standards of taste and decency consistent with the values of the organisation and the organisation's supporters

(d) Must honour the creator of the image

No Staff Member may use, reproduce or disseminate any visual image, that has not been taken by a member of the organisation and/or that does not belong to the organisation where:

the original source / photographer / videographer cannot be found and named.

copyright permission cannot be obtained or where it is requested but refused.

All visual images, not taken by a member of the organisation and not owned by the organisation but published in the organisation's publications should bear the name of the creator of the image (e.g. photographs should bear the name of the photographer).

Staff Members who store visual images they have taken in public places in are assumed to have given permission to the organisation for those images to be used in the organisations publications, unless they specifically state otherwise.

The organisation will assume a right to use images in the organisation's publications, unless the creator or owner of the image restricts their use.

If a third party wishes to make use of any images, they will have to contact the photographer or owner of the image first to ask for permission. It will not be for the organisation to determine whether the third party can or should be granted permission.

The photographer or owner of the image has the right to sell any of his or her images to groups other than the organisation. However with images captured on materials paid for by the organisation, the photographer or owner of the image must contact the organisation first to ask for permission.

(e) Must maintain high technical standards

Staff Members must only use high-quality visual images.

Staff Members may use digital manipulation of images for creative or iconic effect, but not in a way that deliberately and misleadingly distorts the reality of the situation depicted. The only exception to this is where manipulation is necessary to protect the identity of an individual who is the subject of the image.

Staff Members must not crop an image in a way that misleadingly distorts the reality of the situation.

In video editing, Staff Members must not misleadingly distort the meaning of an interviewee's statements.

I have read this Visual Images Policy, agree with it and will abide by it

Signed..... Location Date.....

Sample Data and Communications Policy

Dissemination of Data, Information and Visual Images

No data, image or information is to be disseminated if it is either abusive, or could be construed as abusive, of a child or children, or which could potentially be used to abuse a child or children.

Common sense must prevail in the use of this good practice. Before disseminating any data, image or information, each worker must ask his or herself two questions:

- 'Will this information lead people to specific details of a child such that personal access with that child is made easier? (For example, name and location of a child)
- Is this information restricted to people with special access to confidential or strategic processes aimed at protecting children? (For example, Strategic plan to eradicate sexual trafficking).

If the answer is yes, the request will be denied and a simple explanation given to the enquirer. If the answer is a maybe, then please check with the Child Protection Officer before responding. If the Staff Member handling any request for information, data or a visual image, has any reason to doubt the integrity of the Third Party and / or their request for resources, such resources will not be released. The CPC must be notified and a record kept.

Website

Screening of information to be pasted on the (organisation name) website should be done PRIOR to posting. Everything on (organisation name) website is to comply with (organisation name) Child Protection Policy. It is assumed that all information on our website is available in the public domain unless secured by a password.

The (organisation name) website may use scanned images of children, but only in accordance with the Visual Images part of this good practice and the Visual Images Policy. All photographs and images used should have a formal permission of the photographer or source, with the understanding that that photographer received proper permission from the child and his/her parent or guardian. Such permission should be in writing or email.

Staff Members writing web pages for the (organisation name) website must be careful what they call their pages, so as to avoid visits to the site from, or downloading of information from the site by, child abusers and paedophiles. This is particularly important in the case of information regarding the sexual exploitation of children.

If any member of staff believes a request for sensitive information about children is sought under a false pretext of 'research', the Staff Member responding to the enquiry must act diligently and consult with the CPC.

Data and Information

Staff Members must not disseminate any information that could be used to identify the location or identity of a child or children within a country. This includes both information that is personal to a child or children and physical / geographical information. (Organisation name) prefers staff to use pseudo names for children, and no use of their surname is allowed. Such information should also not be used on the (organisation) website or in any other form of communication with a Third Party. If it is safe to give an address, only postal addresses will be given and not street addresses.

A dated record must be kept of all information released to Third Parties by (Organisation name) Staff Members.

Visual Images

Visual Images disseminated to Third Parties must be in line with the (organisation name) Visual Images Policy.

No information should be given with a visual image that could identify a child or children or his / her / their location. Only generic references should be used. In all communications (organisation name) will use pseudo names for children.

Where possible, individual pictures of children should not be used or disseminated, rather use group photos.

When taking visual images of children in (organisation name) will ensure that as far as possible an explanation is given about the use of the image.

Sample Policy Statement

[Organisation] is an organisation that has as its vision to see people in Cambodia have freedom to live in hope, love, joy and peace in the knowledge of our Lord Jesus Christ. [Organisation] has a home for orphan children in Phnom Penh and also works with children and youth through village projects.

The purpose of this policy is to prevent abuse within our organisation's programmes, and to protect our staff from false accusations of abuse. [Organisation] is a Christian organisation that believes in the Bible as our guide in protecting children.

"For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of men." (2 Corinthians 8:21)

"Brothers, if someone is caught in sin, you who are spiritual should restore him gently. ... Carry each other's burdens, and in this way you will fulfil the law of Christ." (2 Corinthians 8:21)

[Organisation] is committed to following Cambodian law in issues of abuse and exploitation. [Organisation] is also committed to upholding the UN Convention on the Rights of the Child. The protection of children is one of the four themes which run throughout the UNCRC, which entered into force as international law in 1990. Cambodia is a signatory to the CRC. Therefore we should take our role in upholding the Convention where it applies very seriously. In a country where children are the largest demographic group, and where child-sex tourism, child rape and child abuse are on the rise, [organisation] staff and volunteers will do everything in their power to protect the children in their home from further abuse.

Statement of Commitment

To be signed by all [organisation] team members, short-term workers, volunteers, and visitors. A copy will be kept on file in the [organisation] office.

I declare that:

- I have read and understand the [organisation] child protection policy
- I will work within the procedures and protocols as laid out in the policy.
- I have not been accused or convicted of any offence involving physical or sexual abuse of children.
- I understand that if a complaint is brought against me regarding the abuse of children while engaged in [organisation] activities, the allegation will be thoroughly investigated in cooperation with the appropriate authorities.

Name:

Signature:

Date:

Child Protection Policy Template

This document is for the use of projects and network teams to use as a draft when designing their own child protection policy. Each section has descriptions of minimum requirements laid out by international good practice and law, followed by a shaded box for the project to state their own requirements that fit their situation and national legal regulations.

INTRODUCTION

Information about your organisation

Who is this policy for?

This Child Protection Policy applies to...

Definitions of Terms

Definition of 'child', 'children', 'young person', 'young people', 'adolescent' and 'adolescents'

Definition of workers, staff, volunteers

Need for and Scope of policy

Child protection policies will help protect children.

A child protection policy helps to create a safe and positive environment for children and, although no standards or processes can offer complete protection for children, following these standards and implementing a policy minimises the risk to children from abuse and exploitation.

Child protection policies will help protect workers.

A child protection policy clarifies what a project requires in relation to the protection of children. It sets out standards of behaviour for project staff and volunteers when they are around children and what to do if they notice, or are told about, inappropriate behaviour in others.

Child protection policies will help protect the organisation.

A child protection policy is a statement of intent that demonstrates the project's commitment to safeguard children from harm. Child protection policies will help move the project towards best practice in this area and deter those who would wish to abuse children from joining the project.

Policy Principles

This Child Protection Policy sets out:

Principles for the protection of children.

We believe that child protection is both an individual and a corporate responsibility.

Expectations in terms of behaviour and good practice for working with children and young people.

We believe that everyone must take precautions and responsibility to help create a safe place for children and their protection. This begins with everyone being well informed and aware of child protection issues.

Procedures for responding appropriately if abuse of a child is alleged, disclosed, discovered or suspected.

We encourage openness about concerns relating to child protection matters because child abuse thrives on secrecy. The guidelines in this policy explain what should be done about those concerns.

Roles and Responsibilities

Managers in this Organisation have responsibilities for

The Designated Child Protection Officer in this organisation is responsible for

Acknowledgements

This policy has been developed with guidelines from:

And with reference to:

Human Rights Act 1998

United Nations Convention on the Rights of the Child

(Insert applicable national laws)

POLICY STATEMENT

We believe that:

1. Child protection is both an individual and a corporate responsibility.
2. All children and young people have equal rights to protection from abuse and exploitation and inequalities should be challenged.
3. All children and young people should be encouraged to fulfil their potential.
4. The welfare of children and young people is paramount.
5. Everyone must take precautions and responsibility to help create a safe place for children and support their care and protection. This begins with everyone being well informed and aware of child protection issues.
6. Openness must be encouraged about concerns relating to child protection matters because child abuse thrives on secrecy.
7. Organisations owe a duty of care to the children with whom they work and a responsibility to meet minimum standards of protection for the children in their care.

Name of Organisation is committed to the protection of every child so that they can become all that God intends.

As Christians, our profound concern for children at risk flows from God Himself. We affirm that children born or unborn are created in the image of God and therefore have intrinsic worth. We believe that every child is born equal in God's sight with unique talents.

- We commit ourselves to listen to, believe in and act for children. We will *work with* children to find ways to protect them from harm.
- We commit ourselves to speak up for children at risk in every possible arena, be that in their local communities, or in the assemblies of the rich and powerful who make decisions that profoundly affect children's lives.
- We accept the United Nations Convention of the Rights of the Child as a basis for our understanding of the rights of children globally. A child is anyone under the age of 18 years. And this child protection policy applies to all children, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from. We commit to work towards what is best for every child.
- We commit to obtain agreement of this policy from our staff, volunteers and board members and will review this policy at least every five years or at earlier points if it is felt to be necessary.

Name of Organisation believes all children have the right to protection from abuse irrespective of race, social background, gender, skin colour, disability, religion or beliefs.

We recognise our responsibility to safeguard the welfare of children and young people and commit to protect them from abuse. It is never acceptable for a child to experience abuse or exploitation of any kind. Any person who has any knowledge of a potential child protection issue involving the organisation is to immediately contact the child protection officer.

Our child protection policies provide a safe and positive environment for children and are essential in all the work with which we do and are associated with.

Signed:

Date:

DEFINITIONS OF ABUSE

In [COUNTRY] a child is any person below the age of ... years. But we accept the CRC definition that a child is anyone under the age of 18 years.

Child Abuse

Child abuse is a general term used to describe where a child may experience harm, either by deliberate harmful acts, but more usually as a result of failure on the part of a parent / carer or organisation / community to ensure a reasonable standard of care and protection for that child, and where that care and protection is reasonably within the control of a parent or person in a position of responsibility, power or trust.

Insert definitions of types of child abuse—you could use the definitions provided in *Handout 2.2: Definitions of abuse*

Common Forms and Causes of Child Abuse

Examples of abuse to children in (name of country) and in our situation include:

Provision for children in (Country's name) legal system

This policy upholds the UN Convention on the rights of the child.

The government became a signatory to the UN Convention on the Rights of the Child (CRC) on (date) .

Applicable Children and family Laws include:

BEHAVIOUR PROTOCOLS

Name of Organisation expects anyone interacting with the children on its behalf to abide by its behaviour and child discipline good practice guidelines when interacting with children.

Our behaviour protocols cover all: staff, volunteers, board members, interns, consultants, visitors, donors, sponsors, parents, and guests, all of whom are expected to treat children with respect and dignity.

The appended guidelines include regulations covering the types of discipline, which can be used with those children. We use praise and reward for good behaviour as a method of discipline and the use of verbal discipline and withdrawing of privileges where that does not prove effective. Any physical punishments given are done in accordance with the regulations, are recorded and should not fall within the definitions of abuse detailed in this policy. No adult representing (name of organisation) should be alone with a child either in the project or outside it. Adults are always responsible for their behaviour and cannot blame the child even if the adult believes the child is 'provoking' or 'seductive'. Any individual knowing or suspecting that these protocols or their regulations are being broken and children are being abused is obliged to report that behaviour to the child protection officer or Director (as long as he/she is not implicated in the abuse) of (name of project).

If the protocols below and / or the regulations of the project are broken the person involved will be disciplined and may lose their job or their voluntary work. All applicants for employment and voluntary work will be made fully aware of these requirements before they accept any paid or voluntary position working with children.

Staff will not be disciplined or dismissed for reporting suspicious behaviour even if those suspicions are not found to be justified so long as those reports are truthful and the reporting is done in good faith. Staff bringing abusive behaviour to the notice of the relevant people will be regarded as acting in a responsible and positive way.

Each individual must sign a statement to say they have read this policy, will respect it and understand that action will be taken where its provisions are broken.

Any breach of the policy, procedures or behaviour and child discipline guidelines will result in the following consequences (including grounds for dismissal):

Our behaviour guidelines are (helpful tips to make sure adults treat children lovingly and that children will treat each other well too):

Our child discipline guidelines are (the way workers are expected to discipline children and behaviour that is not acceptable):

We are also aware of harmful information that can be received by children in correspondence and through the internet. Therefore (name of organisation) is committed to screen any correspondence and internet conversations held with the children in our care. We will do this by:

SCREENING AND RECRUITMENT

Name of Organisation is committed to carefully screening any people who want to interact with the children in our responsibility before people are allowed to do so. People will only be recruited or allowed access to children after specific information has been gathered and judged upon. Screening includes everyone, including volunteers, visitors, board members, consultant, host parents, church helpers, etc. Local employment law is considered in this screening process.

All suitable applicants for (name of organisation) will be sent a job description which includes (name of organisation)'s commitment to safeguarding children. Applicants will be asked to complete an application form. Commitment to the child protection must be a condition of employment.

All applicants applying to work with children are made aware of the child protection policy of the project and asked to fill out the relevant declaration and clearance forms. Failure to complete such forms will deem the applicant unsuitable to join (name of organisation). During induction, new workers will be familiarised with the child protection policy and asked to sign in acceptance. All forms will be kept by the child protection officer.

All applicants should provide at least 2 character reference, using the 'character reference' form which will be checked out by the organisation. One will be from a Christian leader who has known the applicant for at least two years. The other will be from the applicant's current employer / tutor or another responsible adult (but not a family member or relative) who has known the applicant for at least five years (if possible) and who can give a reliable character reference.

All applicants must be interviewed. During interview any suspicious gaps in employment will be questioned and questions relating to the protection of children will be asked.

All applicants will declare any history, criminal or civil, of child abuse. If possible Police checks will be sought to confirm this. Permission to interact with children is dependent upon judging these declarations. Any false declarations will be a disciplinary matter and may result in the person losing their position. If found by the project to be a risk to children, or if that risk is confirmed from another source the applicant need to understand they will not be allowed to work with children again in that organisation or any allied organisation.

We will screen people by (the following procedure):

We will gather the following information to make a decision:

We will ensure the following questions/ are covered during interview:

RESPONDING TO ALLEGATIONS AND INCIDENTS

If a child discloses abuse:

Use Guidelines from Handout 6.2 to describe how adults should respond in the event that a child discloses abuse

What to do after a child has talked about abuse:

When a young person has spoken about an allegation of abuse, or their concerns about someone's behaviour towards them, you should:

Use Guidelines from Handout 6.2 to describe what adults should do next

Responding to allegations of abuse

It is not the responsibility of (name of organisation)'s staff to decide whether a child has been abused, but it is their responsibility to refer all concerns of potential child abuse to the child protection officer appointed for the project. If the child protection officer is implicated, then the matter must be referred to the director of the project, or the chair of the board.

(name of person) is (name of organisation)'s delegated person who is responsible for dealing with allegations of child abuse. (name of senior person) is designated to deal with the media in the event of an allegation being made and reported.

(name of organisation) is committed to being a place where people and children can forward genuine concerns or suspicions without fear of reprisal. Neither will people be offended if an allegation is made against them, but will fully co-operate with investigations. We actively encourage our workers as a group and in one to one discussions to be open in discussing the potential for abuse in our work.

(name of organisation) is committed to treating the victim and the alleged perpetrator with dignity and respect while an investigation is taking place. However, it is recognised that adults generally have a lot more power than children and may bribe or frighten them to drop any allegations if they have unsupervised access to them following an allegation. All investigations will be confidential and information gathered will be on a 'need to know' basis. Children will be believed and protected from the alleged abuser until a full investigation has taken place.

(name of organisation) ensures that all staff know what to do if an allegation of child abuse is made be that within the organisation or within the child's home or community. This procedure has reference to the response of the local law in cases of suspected abuse and includes working with the social services and police (if infrastructure exists). This procedure also informs those reporting an allegation who to report to if senior personnel are suspected.

The safety of the child is the paramount consideration at all times.

Workers are obliged to report in the following circumstances:

- If abuse is observed or suspected
- When an allegation of abuse is made
- When a child discloses abuse

Our reporting procedure explains who will be given what information and when. A written record of allegations and all the facts relating to it are made must be kept as a confidential record for a time specified in the reporting procedures. If a foreigner is involved the relevant Embassy should be informed.

People and children can report a suspicion or concern by doing the following:

Always applicable

1. Any disclosure of abuse must be reported within 24 hours to the child protection officer, who will in turn contact the Police and Social Services.
2. The child must receive immediate and adequate medical and emotional care within 24 hours of the incident.
3. All disclosures and allegations are to be recorded using the 'Reporting Child abuse Form'
4. Those who report an allegation are required to keep the information confidential and only deal with the child protection officer or delegated investigators and not the alleged perpetrator.

The Child protection officer will collect and clarify the precise details of the allegation or suspicion and provide this information to Social Services.

When the suspicion is about organisation staff or representatives

If any allegations or concerns of child abuse relate to a worker of (name of organisation) then the board will determine the appropriate course of action in terms of the feasibility of the worker continuing to work for (name of organisation), pending, and following, any investigation into the allegations or concerns. Any disciplinary measures will be implemented in line with the (name of organisation) staff manual. Anyone found guilty of the allegation will be immediately dismissed from the project and (name of organisation) will inform any future employers of the person about the incident.

When the suspicion is about child abuse in other organisations

1. Contact the child protection officer of that organisation within 24 hours, who will then take over the process.
2. If the child protection officer of the organization does not respond within 24 hours, contact the network child protection officer. The suspicion will not be discussed with other members of the network.

From this allegation, the following will happen:

In the situation of serious abuse or rape of the child, the following will happen to the child:

1. The child must receive adequate medical and emotional care within 24 hours of the incident.
2. Suspicions of child abuse should be discussed with the doctor.
3. Social services will agree a plan to ensure the child's safety, and provide support.
4. The Police will be informed to undertake any criminal investigations or arrest.

We will offer support and appropriate after care to the victim by:

Confidentiality

(name of organisation) is committed to its workers as well as to the children. Therefore, only the child protection team will know information about any allegations and will continue to treat the accused with dignity throughout.

DISCIPLINARY PROCEDURES FOR MISCONDUCT

Staff and volunteers in (name of organisation) must avoid situations that may present risks of child abuse or allegations of child abuse, both during and outside work hours. If any concern or suspicion of child abuse arises in connection with a staff member's behaviour – irrespective of whether working for (name of organisation) or not at the time the concern or suspicion arises, Senior Management in (name of organisation) will begin the process of investigating the concern. This may result in suspension/disciplinary measures in accordance with the terms set out in the Staff Manual.

The disciplinary measures for a staff member or volunteer in *name of organisation* suspected of child abuse are as follows:

The disciplinary measures for a staff member or volunteer in *name of organisation* is guilty of abusing a child are as follows:

Any investigations will be undertaken by local appropriate authorities with the co-operation of the DCPO. In the event of a Staff Member being discharged for suspected or actual child abuse, name of project may disclose such information if requested by a prospective employer. Such disclosure will be made in accordance with applicable law and/or customs in the country in question from which the request arises.

EDUCATING AND TRAINING ABOUT THE CHILD PROTECTION POLICY

We committed to ensuring that all personnel and children themselves understand the importance of child protection, so that all personnel know how to implement policies and procedures and work to the same high standards and children know best how to protect themselves and make use of the policies and procedures in place.

We will ensure that any new staff/volunteers starting at (name of organisation) will have an induction to the child protection policy in this project, will be made aware of acceptable code of conduct when working with children and will sign the Child protection commitment form.

We will ensure this happens by:

We will ensure that visitors or donors visiting *name of organisation* will be made aware of the child protection policy, communication and behaviour protocols.

We will ensure this happens by:

We believe children should understand their right to protection and we should listen to their opinions. Therefore, we commit to train children, in an appropriate manner, to recognise abusive behaviour, protect themselves and to forward concerns they have to responsible adults. We will purposefully ask children of the risks and fears they are experiencing, and ask for their ideas of how they can be protected from them.

We will do this by:

We will help children be aware of their rights not to be abused, and how to defend themselves by doing the following:

We will provide training to our staff, including management, volunteers, board members, donors and those who interact with children about child protection by:

We recognise that families have the responsibility for bringing up their children. Therefore, we commit to teaching parents and surrogate parents to protect children from abuse. We will do this by:

We are committed to discussing child abuse within the communities with which we work (including church), in the knowledge that involving communities will make children safer. We will do this by:

We also believe governments have responsibilities to protect children (as stated in the CRC). Therefore we will raise our voice for and along with children to call to account those in positions of power and authority who make and implement laws and policies to ensure those policies do not abuse, ignore or take advantage of children at risk. We will do this by:

(name of organisation) is committed to working with other projects, community members, government and police to eradicate abuse to children. We commit ourselves to learn with others, and speak up for children to receive justice and protection in our community. We commit to making people aware of the risks and abuse experienced by children and what they can do to protect them.

COMMUNICATION GUIDELINES (AND VISUAL IMAGES)

(name of organisation) has communication guidelines to clarify what constitutes appropriate and inappropriate use of written, visual and verbal information relating to children and to ensure that everybody understands the importance of protecting and respecting children's dignity and privacy.

These guidelines protect children from being identified by those who may wish to harm them. They also enable (name of project) to control confidential information regarding children, to control the dissemination of data, information and visual images and to prevent the presentation of degrading images of children through the organisation's publications and website.

Communication guidelines also allow children to know what rights they have regarding the use of information that relates to them, to introduce them to the concept of 'informed consent' regarding such information and when to speak out if they feel uncomfortable.

MANAGEMENT STRUCTURE

The Communication guidelines for name of project are as follows:

We will enable children in name of project to know what rights they have regarding information that relates to them by:

These are our guidelines on the use of social media as a communication tool for our ministry/organisation:

These are our guidelines on the accepted use of technology by staff and children in our care:

The senior management team/ Executive Director/ Project Leader of (name of organisation) is committed to ensuring that the child protection policy and procedures outlined in this document have the full support of the Management Structures and leadership within the organisation/Project/Church.

Signed (Executive Director/ Project Leader)

FORMS

Personal Commitment Child Protection Form
Reporting Child Abuse Form

Sample Consent and Self Declaration Child Protection Form

TO BE COMPLETED BY EACH PERSON WANTING TO INTERACT WITH OR FOR CHILDREN WITH OR FOR (name of organisation)

I [name] have never been accused or convicted of child abuse in the past or present, and I commit myself to protect all children, both boys and girls, from physical, sexual and emotional abuse.

I give my consent for [organisation] to verify this by gaining information on any past convictions or pending disciplinary proceedings related to children.

Date:

Place:

Signature:

Sample Personal Commitment Child Protection Form

TO BE COMPLETED BY EACH PERSON WANTING TO INTERACT WITH OR FOR CHILDREN WITH OR FOR (name of organisation)

I [name] have read and understood (name of organisation's) Child Protection Policy and I promise to abide by it and procedures mentioned in the policy.

I will work within the procedures and protocols as laid out in this policy.

I have never been accused or convicted of child abuse in the past or present, and I commit myself to protect all children, both boys and girls, from physical, sexual and emotional abuse.

I commit myself to report discreetly any suspicious activity or inappropriate behaviour noted towards children as according to the procedure set out in this policy. I will not report to anybody else or talk to the media.

I understand that if a complaint is brought against me regarding the abuse of children while engaged in [organisation] activities, the allegation will be thoroughly investigated in cooperation with the appropriate authorities.

Date:

Place:

Signature:

Sample Good Practice Guidelines on the use of Social Networking

Example of Good Practice Guidelines on the use Social Networking

Guidance to Project Staff

Members in a position of trust and/or responsibility should not be in contact with young people through social networking sites if they hold such a position in respect of that individual young person.

Should a young person in your organisation or care request to become a named friend on your Social Networking Page or request that you become a named friend on the young person's Social Networking Page you should decline if any of the below apply:

You are in a position of responsibility in respect of that child.

You hold a position of trust and responsibility in the organisation.

Your contact with the child is through the organisation and the parent/guardian of the child does not give their consent to such contact.

Social networking sites should never be used as a medium by which to abuse or criticise others.

The publishing of a photograph or video footage on a social networking site is governed by the same requirements as any other media.

Guidance to Project children

Do not ask staff members to be your social networking site friend – they will refuse as that would breach good practice and the organisation's Child Protection Policy.

Use the internet positively and do not place yourself at risk.

Consider who you are inviting to be your friend and follow the good advice of the social networking sites to ensure you are talking to the person you believe you are talking to.

Always remember that anything you say including photos, pictures and video clips posted on your site may be shared with people other than those for whom it was intended.

Never post or send any photographs, videos or make comments that may be:

Hurtful, untrue and upsetting and you may regret sharing later on; or

Used by other people in a way you did not intend or want.

Do not put pictures of other children in the project location on the site. If you do wish to upload such a picture you must get advice and consent of the project leader the other young person and their guardian before considering uploading such a photo. This will not prevent you having pictures of your friends on your site taken outside of the project location but it is good advice to always ensure they and their guardians are happy with any picture you have of them on your site.

Always be aware that social networking sites are a method of communication like letter writing and the spoken word. They are bound by the same laws and rules. Such technology is instant and this allows you as the user to react in the 'heat of the moment', where in the past you would have been required to write a letter which would have taken time and allowed for you to think again before sending. So never place a comment on the internet that you would not put in writing or say to the individual concerned.

Acceptable Use of Technology Policy Guidelines

An AUP will assist the organisation by:

- Setting out clear boundaries and providing clear expectations regarding the appropriate use of technology
- Providing a clear and concise outline of what the organisation considers to be acceptable and unacceptable behaviours
- Encouraging users to develop responsibility for their behaviour
- Clearly outlining what monitoring takes place
- Outlining sanctions or actions for or concerning use
- Signposting users to sources of support.

Core statements might include:

- All users take responsibility for their own use of technologies making sure that they use technology responsibly, safely and legally
- All users will receive e-safety training and education from the organisation
- All users sign up to the terms in this policy
- No communication device will be used to bully, harass, intimidate or abuse another person
- All users have a responsibility to report any known misuses of technology
- All users have a responsibility to support fellow users
- All users have a responsibility to protect their own private information including passwords. Any attempts to access, corrupt or destroy another person's information is unacceptable
- All users should understand that access is monitored
- All users should be aware that where access has been granted by the organisation we reserve the right to confiscate or investigate fully communications if we need to do so
- Users will report and escalate issues to the respective contact in their local area especially if they have concerns over abuse by themselves or others
- Users will use cameras and communication tools safely and responsibly and will not abuse, harass, embarrass others or themselves

Sample Reporting Child Abuse Form

YOUR DETAILS	
Your name:	
Your address:	
Your contact details:	
Your occupation:	
Your relationship to the child or young person:	
Details of any other organisation(s) involved:	
THE CHILD / YOUNG PERSON'S DETAILS	
Child's name:	
Child's address:	
Child's date of birth:	
Who does the child live with? Please give name(s) and nature of relationship to the child:	
Is the child male or female?	
Does the child have a disability or a learning difficulty? If so, please give details:	
DETAILS OF THE CONCERN (S) / ALLEGATION (S) OF CHILD ABUSE	
Nature of concern(s) / allegation(s):	
Details of how you came to have a concern / allegation:	
Day, date, time and location of any incident(s)	

Observations made by you (NB: Please distinguish what is fact, opinion or hearsay):	
What did the child say?	
What did you say to the child?	
Details of any other children involved:	
External agencies contacted – date, time, name of person dealt with and advice received:	
Action taken by you:	
Your signature:	
Date this form was completed:	
Date form filed with DCPO:	

Further Resources

Keeping Children Safe Coalition, 'Keeping Children Safe: A Toolkit for Child Protection' <http://www.keepingchildrensafe.org.uk/toolkit>

The Churches' Child Protection Advisory Service (CCPAS) has produced useful leaflets on a range of Safeguarding issues in a church context: <http://www.ccpas.co.uk/InformationHelp.html> and <http://www.ccpas.co.uk/InformationQRG.html>

NSPCC: Leaflets to download, providing advice for parents, carers, young people and children, as well as information on child protection for workers: http://www.nspcc.org.uk/help-and-advice/leaflets/leaflets-list_wda83843.html

Session 1: Why should we keep children safe?

<http://www.youtube.com/watch?v=Tr0opSAXsV4> A clip of a bear cub and cougar illustrating the need for keeping children safe

<http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf> Illustrated UNCRC in Child-Friendly Language

Session 2: What makes children unsafe?

<http://www.youtube.com/watch?v=6aH8Rwax09A> A short video on how to educate children about bad touch and how to protect them from Blossoms Network India

<http://www.communityalbums.com/video/bad-touches-and-good-touches> Children from Uganda talking about what they have learnt about good touch and bad touch through CRANE Network

Session 3: How can we keep children safe?

http://www.savethechildren.org.uk/sites/default/files/docs/practice_standards_participation_1.pdf Standards for Child Participation

<http://www.thinkuknow.co.uk/> Child Exploitation and Online Protection (CEOP) provides resources for adults and children on keeping children safe online

<http://www.communityalbums.com/video/child-protection-trainings-stories> Participants from Child Protection Training in Uganda through CRANE Network talking about what they have learnt and how attitudes have changed towards protecting children

Session 5: Developing a Child Protection Policy

<http://www.communityalbums.com/video/importance-child-protection-policy> Network members from CRANE Network in Kampala talking about the importance of having a Child Protection Policy

<http://www.childhope.org.uk/resources/learning-resources/> Child Protection Toolkit produced by Child Hope UK

Chapter 7: Keeping Children Safe in Communities

<http://www.communityalbums.com/video/children-are-worth-our-time-behind-scenes> This is the CRANE Music and Media team, talking about how they made an advert for TV to promote their 'Keeping Children Safe' campaign

<http://www.communityalbums.com/video/child-protection-trainings-stories-2> Participants from child Protection Training in Uganda through CRANE Network talking about what they have learnt and how attitudes have changed towards protecting children

<http://www.child-to-child.org/guide/guide.pdf> Child-to-Child's Practical Guide to empowering children to lead community projects

http://www.savethechildren.org.uk/sites/default/files/docs/A_Common_Responsibility_1.pdf Save the Children, 'A Common Responsibility: The role of Community-based child protection groups in protecting children from sexual abuse and exploitation'

Viva is all about life!

We are inspiring lasting change in children's lives through the power of collective action because we have a vision to see children safe, well and fulfilling their God-given potential.

We believe that a network of churches and community organisations, locally focused and united in purpose, is the best possible vehicle for bringing lasting change for children.

Through 35 partner networks we are increasing the unity, quality and impact of work for children at risk, our joint action training 23,000 caregivers and changing the lives of over 987,000 children.