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# How to develop a Child Safeguarding and Protection Policy for your organisation

## Training manual for master trainers

May 2024

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**Guidance:** How to develop a Child Safeguarding and Protection Policy for your organisation



# Contents

Impressum.....	4
Introduction.....	5
Structure of the Training Manual .....	6
Section 1. Preparing for the delivery of training .....	7
1. Adult Learning principles.....	7
2. A safe and comfortable training environment .....	8
3. A checklist.....	9
Here is a checklist of things to do before the delivery of a training session:.....	9
Section 2: Programme for the delivery of training .....	10
Training agenda .....	11
Hello and welcome .....	11
Providing an overview of the training .....	11
Practical arrangements and developing a Learning Agreement .....	12
Task 1: What should your organisation’s Child Safeguarding and Protection Policy contain? .....	13
Task 2. What is the purpose and aim of an organisation’s Child Safeguarding and Protection Policy? ...	14
Task 3. Definitions of abuse .....	14
Task 4. What is the difference between child safeguarding and child protection? .....	15
Task 5: Defining child protection in a Child Safeguarding and Protection Policy .....	16
Task 6: Is it a child safeguarding or a child protection issue? .....	16
Task 7: The role of a ‘Child Safeguarding Lead’ .....	17
Task 8: Starting to prepare your organisations Policy: risk assessments.....	18
Task 9: Developing child safeguarding procedures for your organisation .....	19
Task 10: The process and procedures for reporting and responding to safeguarding allegations.....	19
1. An overview of the reporting and responding process .....	19
2. The procedure to report a child safeguarding concern .....	20
3. Using an Incident Report Form .....	21
Task 11: Recap what else will be covered in the training .....	22
Task 12: The process after your organisation receives the initial report of a child safeguarding concern .....	22
Task 13: The role of a Child Safeguarding Group/Committee .....	23

Task 14: Procedures for a Child’s Case File and a Child Support and Safety Plan.....	24
Task 15: Guidance on when and how to report a case externally and working within statutory national child protection laws and procedures. ....	25
Task 16: Procedures for confidentiality and information sharing and storing .....	25
Task 17: Recruitment procedures and training .....	26
Task 18: Considering child protection in the development and implementation of projects and working with partner organisations .....	27
Task 19: Child safe programming .....	27
Task 20: Applying a child protection risk assessment to project design and implementation .....	28
Task 21: Adopting child protection standards and procedures in project partnerships .....	29
Task 22: Responding to a child protection concern raised during the implementation of a project.....	30
Task 23: Monitoring and evaluating projects.....	31
Task 24: Who should know about your organisations’ Child Safeguarding and Protection Policy and how will this happen?.....	31
Task 25. Monitoring and evaluating your organisation’s Child Safeguarding and Protection Policy.....	31
Task 26. End of Training.....	32
After the training .....	32
Section 3: Course Handouts.....	33
HANDOUT 1: .....	33
HANDOUT 2 .....	36
HANDOUT 3 .....	37
HANDOUT 4 .....	39
HANDOUT 5 .....	41
HANDOUT 6 .....	42
HANDOUT 7 .....	46
HANDOUT 8 .....	47
HANDOUT 9 .....	50
HANDOUT 10.....	51
HANDOUT 11.....	52
<b>Section 4: Additional Materials .....</b>	<b>56</b>

# Impressum

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Principal Author: Dr Chrissie Gale

Editorial board:

Camilla Legendre (100% for the Children), Rita Tisdall (ATOS), Ann-Christina Gamillscheg (CKU) and Lene Godiksen (SOS Børnebyerne).

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Danish Child Protection Network

[www.childprotectionnetwork.dk](http://www.childprotectionnetwork.dk)

Copenhagen, Denmark.

Email: [info@childprotectionnetwork.dk](mailto:info@childprotectionnetwork.dk)

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# Introduction

It is important that all organisations make every effort possible to prevent children from being harmed, whether by individuals or, as a consequence of projects that may directly or inadvertently place them at risk.

To support organisations in taking steps to protect children, the Danish Child Protection Network has developed a **Guidance: How to develop a Child Safeguarding and Protection Policy**. This is a guide to assist organisations in developing their own Child Safeguarding and Protection Policy.

This Training Manual for Master Trainer's Training Manual is to be used in conjunction with the **Guidance**. It will help provide face to face training for organisations when they begin the process of developing their own Child Safeguarding and Protection Policy.

An organisation might already have a Child Safeguarding and Protection Policy but might want to use the training to review it.

The Training Manual has some additional material gathered in section 4 that may be used to help facilitate community conversations on social norms. This includes definitions of childhood, views on child abuse and dialogue cards showing different scenarios that can help open discussions.

# Structure of the Training Manual

It is important that all organisations make every effort possible to prevent child abuse. This Training Manual will help you in your role as a Master Trainer when preparing for and delivering the Developing a Child Safeguarding and Protection Policy training course. It is divided into four sections.

## Section One

This section contains information on the principles that have informed the adult learning methodology used in this training. It also contains a checklist of helpful things for you to consider before the delivery of the training.

## Section Two

This section provides the different Tasks (training exercises) you will deliver. Against each Task is the suggested time it will take to deliver it. These timings are for guidance as your participants may need more or less time for particular exercises depending on their current knowledge and experience.

Think carefully about the participants and the best time in which to conduct the training e.g. over two full days or four half days for example.

Develop your own training timetable i.e. 9.00 – 9.15 a.m. Task 1 and so on.

Remember to add breaks half-way through the morning or afternoon training sessions. If you are conducting a full day of training remember to allow time for lunch.

After a break always welcome participants back into the training room and check that everyone is ok. At the beginning of a session and after a lunch break it is advisable to run a short energizer (2-3 minutes). You might ask some of the participants if they would like to do this.

At the end of each training session please remember to thank everyone for their participation. Acknowledge what they have achieved and how much information they have shared. Explain what they will be covering in the next training session. At the end of each training session remind participants to bring their copy of the **Guidance**.

### **Make sure you adjust the example of a timetable you will find in HANDOUT 1.**

Depending on the prior knowledge and capacity of the participants you may want to give people more time for reflection and discussion.

**End of Training Evaluation** – if you would like to ask participants to evaluate the training don't forget to prepare an evaluation form.

**Time for reflection** - At the end of each training session reflect on how the training went, is there anything that needs to be adjusted.

## Section Three

This section contains the Handouts you will need for the training.

## Section Four

This section contains Additional Materials that can be used to facilitate discussion on the topic of child abuse and other sensitive issues related to safeguarding and protection.

# Section 1. Preparing for the delivery of training

## 1. Adult Learning principles

(Adapted from Jarvis, P. [2010]. Adult Education and Lifelong Learning: Theory and Practice. London: Routledge)

CONDITIONS OF ADULT LEARNING	APPROACHES TO TRAINING
Adult learners like to participate in the learning process.	Training should involve learners rather than simply 'telling' them what to do.
Adult learners bring their own: <ul style="list-style-type: none"> <li>• Experience to the learning situation</li> <li>• Need for learning</li> </ul>	Trainers should use people's own experiences as a learning resource.  Trainers should help participants to be aware of the relevance of what they are learning and include practical and useful guidance.
Adult learners bring to the learning situation their own levels of: <ul style="list-style-type: none"> <li>• Self-confidence.</li> <li>• Self-esteem.</li> <li>• Self-perception.</li> </ul>	Trainers need to be aware of, and be sensitive to, the feelings of the learners and help build their levels of confidence and esteem.  Trainers should "reinforce" all "correct" understanding of practice and provide opportunities for learners to reflect upon "incorrect" understanding so they can "correct" things for themselves where this is possible.
Adults learn best when they are comfortable and not under threat.	Trainers need to create a learning situation in which learners feel comfortable and safe to explore ideas.  Co-operation rather than competition should be encouraged.
Adult learners need to feel that they are treated as adults.	Trainers should not act like "the expert" but should attempt to create a teaching experience that is shared learning and cooperation between themselves and their learners.
Adult learners have developed their own learning styles.	Trainers should recognize that different learning styles exist. They need to be flexible and adapt to the learners and their situation.
Adult learners have had different education backgrounds so they may learn at different speeds.	Trainers should help participants to learn at their own pace.
Adults may be affected by conditions which require support (e.g. disabilities, medical conditions, etc.)	Trainers should ensure that the learning process is accessible to all participants and that any additional support for learning is provided.

The training methodology utilised in this Training Manual includes:

- 1. Experiencing: Participants will be asked to engage in exercises in some of the training activities
- 2. Reflecting: Participants will reflect on their organisation's practices to help deepen their understanding
- 3. Feedback: Participants will receive feedback on their ideas and other contributions during the training

## **2. A safe and comfortable training environment**

The topic under discussion, child safeguarding and protection, is a difficult and sometimes challenging one. It is important that as a Trainer you are sensitive to, and recognise how, participants of the training may be affected by discussing the topic.

Master Trainers should be careful to create an environment in the training room in which participants feel safe. This includes such aspects as respect for confidentiality amongst the participants, ensuring they feel comfortable, taking time out if they wish, and knowing they can come and talk to you as Master Trainers at any time.

It is advisable to have a social worker or counsellor available in case anyone becomes particularly upset with discussing the topic of child abuse.



### 3. A checklist

Here is a checklist of things to do before the delivery of a training session:

Have you...	Tick if done
Sent everyone a copy of the Guidance: <b>How to develop a Child Safeguarding and Protection Policy for your organisation</b> and asked them to make sure they read it through before they attend the training?	
Booked a venue and made sure it is big enough for your group – including being able to break into smaller groups around the room? Make sure it a pleasing and welcoming space? Is it an easy place for people to get to? Does it have all the facilities you need?	
Asked if any training participants have any special needs, special dietary requirements etc. help with getting to the training venue?	
Made sure that the venue has facilities for disabled participants? Do you need to provide additional support, e.g. large print handouts, support in getting to and accessing the venue?	
Made sure you will have access to a projector that will work with your laptop?	
Sent out joining instructions to your participants? Where? When? Duration?	
Organised catering arrangements? Water, tea, coffee, snacks and lunch etc.?	
Made copies of any pre- and post-training evaluation forms if you are going to use them?	
Made sure there are enough spare copies of the Guidance: How to develop a Child Safeguarding and Protection Policy for all your participants?	
Made sure there are enough copies of the Handouts?	
Prepared all the materials you will need for different exercises?	
Held a meeting with the other Master Trainers if you are sharing the training with other colleagues to discuss which part of the course you will each be presenting and rehearsed this with each other?	
Arranged for a social worker or equivalent to be available to trainees if necessary	
Arranged to go to the venue at least one hour before the course starts, so that you can check the room layout, the projector works etc.	
Brought a laptop with the course PowerPoint presentations loaded onto it, or a USB flash drive to use with the venue technology?	

## Section 2: Programme for the delivery of training

Below are the resources, handouts and other materials you should prepare before the training begins.

### Resources

- Make sure everyone has brought a copy of the Guidance: How to develop a Child Safeguarding and Protection Policy with them. Have extra copies available.
- Print a large example of the figure of all the components of a Child Safeguarding and Protection Policy in Guidance: How to develop a Child Safeguarding and Protection Policy (Section 1.3 of the Guidance) on a piece of large piece of paper to put on the wall of the training room.
- PowerPoint slides

### Handouts

1. Course introduction and outline.
2. Case studies: Is it child safeguarding or is it child protection
3. How to conduct a risk assessment
4. An example of a Code of Conduct
5. A diagram of a child safeguarding process
6. An example of a 'whistleblowing' policy
7. Active Listening
8. An example of an Incident Report Form
9. Understanding confidentiality
10. Child Protection case studies
11. An example of clauses to go into a contract with partner organisations

### Materials

Lots of flipchart paper - to be used by the Master Trainer and the participants

Marker pens

Something to stick the flipcharts to the walls

Pens, pencils and notebooks for participants

Laptop

# Training agenda

## Hello and welcome

### 15 minutes

Open the training by welcoming the participants – thank them for being there today.

Introduce yourself.

Ask each participant to give their name, to very briefly explain what their role in their organisation is, and at least one thing they hope to learn from the training.

Acknowledge that there is a wealth of experience in the room and one of the aims of the training is to draw on that knowledge, to listen to each other carefully, and to take the opportunity to learn from one another.

Explain that you recognise that the topic of child abuse is a sensitive and difficult one to discuss. Tell participants that they are very welcome to leave the training room at any time if they feel they want some time out. Also let them know that they can come and talk to you at any time about any of the topics they might be struggling with.

Please ask participants to keep certain information that is shared in the training room confidential. i.e. not to share any personal information about their fellow participants or anything that is said that might be of a personal nature or personal opinion.

Explain where everything is – housekeeping, where lunch will be, emergency exits, bathrooms etc.

Out of respect for fellow participants, please ask everyone to either turn off their phones or put them on silent.

Ask if someone will volunteer to help you with giving out handouts.

### Run an energizer exercise (2-3 minutes)

## Providing an overview of the training

### 15 minutes

Give out **HANDOUT 1**

Explain that this Handout provides information about the content of the training, the proposed timetable, and what participants will be learning.

Go over this with your participants.

Then explain the aim and objectives of the training.

Display and present **SLIDE 1**

## Aim of the Course

To equip participants with an understanding of how to develop a Child Safeguarding and Protection Policy for their organisation.

## Objectives of the Course

- To understand what is meant by child safeguarding and child protection
- To understand what a Child Safeguarding and Protection Policy should contain
- To go through the steps of developing a Child Safeguarding and Protection Policy.

Explain that you will be referring to the **Guidance: How to develop a Child Safeguarding and Protection Policy** throughout the training so they should always have their copy available.

## Practical arrangements and developing a Learning Agreement

### 15 minutes

**Materials needed:** Flipchart paper with the question "What do we need to make our training room a safe and respectful space for everyone?" written on it and two columns for dos and don'ts.

Explain to the participants that you want the training session to be an enjoyable and good experience for everyone.

Explain that a Learning Agreement is a list of things they think it is important to agree to do and not do to make the learning space a comfortable one.

Put the piece of flipchart paper on the wall that has the question "What do we need to make our workshops a safe and respectful space for everyone?"

Invite the group to call out suggestions of dos and don'ts and write them on the flip chart.

If they are hesitant to start perhaps you can provide an example of things we all can do that help create a positive learning experience for everyone -- e.g. keeping to the time for breaks, not using mobile phones.

Once they have finished calling things out and their list is completed, if you feel there are important things that have been missed – e.g. keeping mobiles on silent or turned off or making sure we are all respectful of each other even if we might disagree with what someone says - then you could gently prompt these ideas.

The Learning Agreement should be put on the wall and kept there during the training.

## Task 1: What should your organisation's Child Safeguarding and Protection Policy contain?

30 minutes

**Materials needed:** Flipchart paper with either the list of process (see SLIDE 2) or diagram of the different components of a Child Safeguarding and Protection Policy on it. Put this up on the wall at the start of the exercise.

Ask participants to turn to Section 3 of the Guidance: **How to develop a Child Safeguarding and Protection Policy.**

Display and present **SLIDE 2**. Point out this list on the wall.

A Child Safeguarding and Protection Policy should include details on:

- The purpose and aim of your Child Safeguarding and Protection Policy
- Name of your organisation, purpose and function
- Definitions of child abuse and guidance on identifying protection concerns
- Child Safeguarding Lead
- A code of conduct
- Child safeguarding processes and procedures for:
  - » an adult to report a concern (sometimes called whistleblowing)
  - » a child to report a concern
  - » how to manage a disclosure/allegation about the harm of a child
  - » who to refer the case to and how to share information in a safe and confidential way
- Child safe programming and use of safeguarding and protection procedures when working with partner organisations
- Recruitment procedures and consideration of training
- Dissemination of the Child Safeguarding and Protection Policy
- Monitoring and Evaluation of Policy

Explain that these are the steps and topics they are going to cover during the training.

Explain how you realise this can look like a long list of things and might seem a bit daunting BUT you are going to help them go step by step through the list. There will be the opportunity to learn about and discuss what each step means during the training.

Explain that in reality each organisation can take the time it needs to develop their policy.

If they work for a very small organisation with just a few people, they might want to give the responsibility of writing the Policy to one person, or it might be a team effort, or they might want to seek outside help.

If they work for a larger organisation, they could form a small working group and share the responsibility.

**BUT IT IS VERY IMPORTANT NOT TO MISS ANY OF THE STEPS OUT OTHERWISE THEY WILL NOT HAVE A ROBUST CHILD SAFEGUARDING AND PROTECTION POLICY.**

## Task 2. What is the purpose and aim of an organisation's Child Safeguarding and Protection Policy?

10 minutes

Display and present **SLIDE 3**

Explain that:

- A Child Safeguarding and Protection Policy - has the aim of fulfilling the organisation's commitment to keeping children safe from harm, including preventing sexual harassment, exploitation and abuse (PSHEA).

Explain how you realise that often child safeguarding and child protection are used interchangeably, and you hope that once the training is completed everyone will have a clearer understanding of how these terms are being used in the Guidance: **How to develop a Child Safeguarding and Protection Policy**.

### Optional topics to cover:

Depending on the group you are working with you may wish to have a short discussion about perceptions of children and childhood. A starting point is what is written in the UN Convention on the Rights of the Child:

"...a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier."

You might want to discuss legal and cultural/social definitions of a child and childhood as well as attitudes towards children and child abuse in the country of the course participants.

There are additional materials to help facilitate some of these discussions in **Part 4** of this Training Manual: Additional Materials 1.

## Task 3. Definitions of abuse

15 minutes

Explain that it is in order to safeguard and protect children, we first need to understand the different forms of abuse that adults can inflict on children - also sometimes described as violence against children.

Ask participants to turn to Section 2.4 of the **Guidance** and to take a few minutes to read the different definitions of child abuse.

Explain this list comes from definitions included in international conventions like the UN Convention on the Rights of the Child and from agencies like UNICEF.

Explain that a Child Safeguarding and Protection Policy should include clear definitions of child abuse. It is important that everyone has a shared understanding of child abuse and a very clear understanding of what children should be protected from.

So clear definitions should be written into their Child Safeguarding and Protection Policy.

### Optional topics to cover:

You might need to take some time to discuss the context in which their organisations operate and to discuss local concepts/cultural norms and beliefs about child abuse.

You will find additional materials to help facilitate such discussion in **Part 4** of this Training Manual

Ask participants to turn to Annex 1 of the **Guidance** and remind them there is an example of list of signs and indications that a child might be suffering from abuse).

You can suggest that identifying concerns about a child can be a very complex topic and it would be helpful if their organisation could provide their teams with more training on this particular issues.

## Task 4. What is the difference between child safeguarding and child protection?

### 30 minutes

Explain to participants that they are now going to do an exercise that is in two parts. In the first part they are going to discuss what child safeguarding within an organisation means.

In the second part they are going to discuss what child protection means for an organisation.

Divide participants into groups (at least 4 people to a group). Give each group two pieces of flipchart paper and pens.

Now ask them to work together for 10 minutes to discuss the main reason for having a child safeguarding policy in their organisation – why is it important and what will the policy do?

Each group should write their answers on a piece of flipchart paper.

Ask each group to present what they have written to all the other participants.

Now tell participants what is written in the Guidance which is on slide 4 and 5.

Display and present **SLIDE 4**

- » A child safeguarding policy - contains policies, procedures and practices - that make sure the people who directly 'work' with/ are part of your organisation, as for example, staff and volunteers, do not harm children

Display and present **SLIDE 5**

The component of your organisation's Policy that focuses on child safeguarding will clearly explain:

- What your organisation will do, e.g. the procedures and practices, to make sure the people who directly 'work' in your organisation do not harm children.
- It will provide guidance and rules on appropriate behaviour and conduct whenever someone in your organisation comes into contact with children.
- Explain what will happen step by step - the reporting and response process (e.g. information gathering/ decisions/actions) - if someone in your organisation is suspected of harming a child.

Discuss the term 'directly work for/are part of' an organisation – ask people who they think this might include. Explain that in the Guidance we use a definition that includes paid staff, volunteers, consultants etc.

## Task 5: Defining child protection in a Child Safeguarding and Protection Policy

### 20 minutes

Staying in the same groups - now ask each group to work for 10 minutes to think about what child protection will mean as a component of the Child Safeguarding and Protection Policy.

Each group should write their answers on a piece of flipchart paper.

Ask each group to present their answers to all the other participants.

Display and present SLIDE 6

- » A child protection policy - includes procedures and practices – to make sure the activities your organisation directly runs, or commissions, helps develop, funds, or supports in some other way will not directly or inadvertently harm children. In this way the policy also outlines expectations of those in partner organisations who are implementing projects to also safeguard children.

Encourage discussion to ensure there is a clear understanding about the difference between 'internal' policy on safeguarding and the component on the policy for child protection.

Explain these differences will be covered in more detail throughout the training.

## Task 6: Is it a child safeguarding or a child protection issue?

### 20 minutes

Divide the participants into different groups (try and mix the people so they don't stay with the same people throughout the day)

Give each group a copy of **HANDOUT 2**, which contains four case studies

Ask the group to consider each case study and reflect on the following two questions:

Display and present **SLIDE 7**

1. Which case studies describe a situation that would be relevant to an organisations' child safeguarding policy and procedures?
2. Which case studies describe a situation that would be relevant to an organisations' child protection policy and procedures?

Give them **15 minutes** to work on this.

Now ask Group 1 to speak about case study 1 and tell the rest of the group if they thought it was a child safeguarding or a child protection issue and, more crucially, **WHY** they thought this.

Then ask Group 2 to speak about case study 2. And so on for Group 3 and Group 4...if you only have two groups then ask each group to choose two case studies.

Open up a discussion about their decisions. Explain you will be re-visiting these topics later in the training.



Display and present **SLIDE 8** which provides the correct answers. Are they the same or different to the decisions the groups made?

Case study 1. child safeguarding.

Case study 2. child safeguarding.

Case study 3. child protection.

Case study 4. child safeguarding.

## **Task 7: The role of a 'Child Safeguarding Lead'**

### **20 minutes**

Explain that an organisation should nominate someone who has the responsibility for leading on child safeguarding. The role and responsibilities of this person should be included in their organisation's Child Safeguarding and Protection Policy.

Explain that if an organisation is a very large one, this role might be a specific full-time post for someone.

However, if an organisation is small, it may be a role undertaken by a current member of staff as an additional responsibility. If necessary, you might need to 'share' a Safeguarding Lead from another organisation. This must be carefully arranged with signed confidentiality agreements etc.

It would be helpful if an organisation could try and offer training for someone who will take on this responsibility.

Explain that in some organisations this person is known as the 'Child Safeguarding Lead' or a 'Child Protection Officer'. In the Guidance we referred to this person as the Child Safeguarding Lead.

Ask participants why they think it is important to have someone to lead on this safeguarding responsibility within an organisation?

Ask participants what they think the role of the child safeguarding lead should include? (Ask someone to come forward and write any answers on flipchart paper).

Ask participants to turn to Section 2.7 of the Guidance. Explain that they will find some information there that will help them create this person's role and responsibilities.

Display and present SLIDE 9 and SLIDE 10 which contains some of the key responsibilities:

- Being the person who receives and makes a written record of any reported allegations that a child is, or is at risk of, being harmed and gathers all the necessary initial information
- Being the person who informs the Head of the organisation about the allegation and discussing the case with them (unless it is the Head of the organisation who is the alleged perpetrator)
- Making the decision whether the case requires urgent action (i.e. an immediate referral to a statutory child protection authority or police or health services etc.)
- Being the pivotal person who continues to gather all the necessary information about the case - including ongoing discussions with the child/ren and anyone else who is involved
- Making sure any child/ren receive the support they need (and anyone else involved in a case as needed)

- Giving written recommendations to the organisation's safeguarding group/committee - advising on referrals outside the organisation and managing that referral (Tell participants this group will be discussed later in the training)
- If the allegation concerns children harmed because of actions of a partner organisation (a protection concern) - being responsible for gathering information and sharing it with the Head of the organisation and helping decide how to proceed with the partner organisation.

Explain that everyone in the organisation should know who the Child Safeguarding Lead is and what their role and responsibilities include. It is important that these roles and their responsibilities are written down in the Child Safeguarding and Protection Policy.

There should be someone in an organisation who is responsible (on call) for child safeguarding at all times. This means someone should be identified to take on the role in the absence of the nominated Child Safeguarding Lead. It is important that if a concern is raised it can immediately be given attention.

## Task 8: Starting to prepare your organisations Policy: risk assessments

### 30 minutes

Explain that one way to ensure their organisation's Policy is based on good information about the risks to children, is to start by undertaking **risk assessments**.

Display and present **SLIDE 11**.

This would include gathering information using different types of risk assessments: This might include:

1. A risk assessment to evaluate any risk of harm to children by those 'working' in your organisation (safeguarding).
2. A risk assessment to evaluate whether a project your organisation runs, or a project you support through a partner, might directly or inadvertently cause children harm (protection).

Explain they might also want to assess a partner's organisational Child Safeguarding and Protection Policy. If they do not have one, it is suggested their organisation helps their partners develop one.

Split the participants into groups. Give each group a piece of flip chart paper and pens.

Display and present **SLIDE 12**.

Ask the groups to think about their own organisations and to share their ideas on:

- Ways to carry out a risk assessment to evaluate any risk of harm to children by those 'working' in your organisation (safeguarding) i.e. what would you want to find out? How might you do this?

After **15 minutes** ask each group to feedback their ideas.

Give out **HANDOUT 3** which provides some more ideas about risk assessments. Explain to participants that they can find this information in Annex 2 in the Guidance. Give participants a few minutes to read the handout.

Ask the participants if there is anything they think they would now add the ideas they presented. Inform participants that they will be looking at child protection risk assessments when working with partner organisations later in the training.

## Task 9: Developing child safeguarding procedures for your organisation

### 15 minutes

Remind participants of the diagram on the wall that shows all the components of a Child Safeguarding and Protection Policy.

Explain that their Child Safeguarding and Protection Policy should contain details of different procedures that are internal to their organisation i.e. when a safeguarding concern involves someone 'working' for their organisation.

Display and present **SLIDE 13**.

These procedures should include:

- A Code of Conduct to be signed by everyone 'working' for the organisation
- How adults and children can report child protection concerns
- How safeguarding allegations will be managed
- How information will be handled in a confidential manner

Remind participants that they will now have identified some of the risks to abuse children might face when interacting with people 'working' in their organisation.

The next step is to make sure those 'working' for their organisation understand their roles and responsibility to safeguard children and are committed to upholding this responsibility.

This can be done by including a Code of Conduct in their Child Safeguarding and Protection Policy.

Display and present **SLIDE 14**.

- » A Code of Conduct is a written document that is given to people 'working' in your organisation. It contains guidance on behaviour - the things someone should and should not do in order to safeguard children.
- » The Code of Conduct should clearly state what actions your organisation will take if someone does not abide by the organisation's policy.
- » Everyone 'working' in the organisation must read and sign it to show they agree to abide by the Code.

Give out **HANDOUT 4**. Explain this is an example of a Code of Conduct that has been developed by another organisation called Child Rights Connect. Give participants a few minutes to read the handout.

Explain they can find links to other examples in Section 3.1 of the **Guidance**.

## Task 10: The process and procedures for reporting and responding to safeguarding allegations

**Note to Master Trainers:** this is a long session broken down into 3 sub-tasks. So you might want to take a 5 minute break somewhere or run quick energizer if you have time)

### 1. An overview of the reporting and responding process

#### 10 minutes

Give out **HANDOUT 5**. Explain that the diagram is an example of the child safeguarding process developed by an organisation called 'Keeping Children Safe'. Tell the participants that they can find a copy of this diagram in Section 3.2 of the **Guidance**.

Explain that their organisation's Policy should clearly explain of the safeguarding process -what will happen when a concern about a child is reported. A diagram is a good way of doing this.

In this case, the diagram shows both safeguarding and protection procedures. i.e. the first column covers a safeguarding concern because it is about someone who is 'working' in the organisation. The second column is when it involves a child protection concern because it involves the actions of someone outside their organisation.

They could decide to have one chart like this one or they could include two different charts in their Policy.

It would also be a good idea to put a time frame to different steps i.e. 2 hours to convey the first report to the designated Safeguarding Lead.

Give participants a few minutes to look carefully at the diagram in the handout and then talk through the first column (internal safeguarding process) step by step. Explain that they will be looking at the different steps in more detail in this training.

## 2. The procedure to report a child safeguarding concern

### 40 minutes

Explain that the details of how someone can report a concern should be clearly written into a Child Safeguarding and Protection Policy. Reporting is sometimes called "Whistleblowing".

It is recommended the procedure includes the following:

Display and present **SLIDE 15**

- » Different ways people can report an alleged case - and to whom they should first report the case to (e.g. a line manager or the Child Safeguarding Lead)
- » A guarantee that all allegations will be taken seriously
- » How someone who is reporting a concern can remain anonymous

Put participants into groups and give them flip chart paper and pens

Ask them to think about different ways adults could report an alleged case. Give them 5 minutes. Ask them to write down their answers.

(Note to Master Trainer - you are looking for answers that include ways this can be done in person, by phone, through an anonymous letter etc.)

Ask each group to present their answers.

Ask participants why they think it might be important to offer to keep the identity of someone who makes a report anonymous.

Distribute **HANDOUT 6**. Explain this is an example of 'Whistleblowing Policy' developed by a child protection organisation (a child protection organisation called the National Society for the Prevention of Cruelty to Children (NSPCC) in the UK). It is an example of information given to adults about how to report a concern.

Remind participants they can find the information on reporting procedures in Section 3.2. of the **Guidance**. They will also find links to other examples of such procedures.

Now ask participants to work in their groups again. Ask them to about ways children could report a concern – this might be about something that has happened to them, or they fear might happen, or involves

another child.

Give them **5 minutes**. Ask them to write down their answers.

*(Note to trainers: you are looking for ideas that are easy and safe for children to use i.e. that do not expose them as for example a secret post box).*

Ask each group to present their answers.

Display and present **SLIDE 16** and explain that:

A Child Safeguarding and Protection Policy should include the details of the information the child or adult reporting an allegation should receive when they first report a case e.g.

- » who will see the information they provide
- » what will happen and within what expected time frame
- » how they will be kept informed of any actions/investigation and/or decisions that are taken about the case.

Remind participants that all communication with children and adults should of course be done in a careful and sensitive manner.

Distribute **HANDOUT 7**. This provides some ideas on '**Active Listening**' with children. You don't have to go through it but tell participants they can find this information in Annex 4 of the **Guidance**.

### **3. Using an Incident Report Form**

**40 minutes**

Explain that it is very important that all the information about a child safeguarding case is recorded in writing. This means there should always be a clear record of everything related to the case e.g. what the case is about, who is involved, information collected from those involved, and the decisions and actions that are taken etc.

Explain that to do this an organisation should develop a specific form for that purpose - an Incident Report Form.

The Incident Report Form and details of all the information that should be gathered - within appropriate time frames - should be written into in their organisation's Child Safeguarding and Protection Policy. This information will be added to gradually as a case progresses.

Explain that the person who has been designated the 'Child Safeguarding Lead' should be responsible for gathering all this information and maintaining the Incident Report Form throughout the case process.

Now break the participants into groups. Give each group a piece of flipchart paper and pens. Ask them to list what information they think should be recorded in an Incident Report Form. Give them 10 minutes to do this exercise.

Now ask each group to present what they have written.

Give out **HANDOUT 8**. Explain this is just one example of an **Incident Report Form**.

Display and present **SLIDE 17 and 18**

This is a list of suggested things an incident report form should include as a minimum:

- Name of Child Safeguarding Lead managing the case
- Details of the person reporting the concern and initial information they provided
- Details of the alleged abusive behaviour

- Date, time and place of the alleged incident/s
- Name and address of the alleged adult/s involved and their position in the organisation
- Name and address of the child
- Age/date of birth of the child
- Alleged adult's explanation of what did or did not happen
- Child's explanation of what did or did not happen
- Any impact on the child
- The explanation of any witnesses or others who have relevant information (including their details)
- Details of contact with parents or other legal primary caregivers and other relevant persons
- Details of any initial response e.g. if an emergency referral has been made
- Any other relevant details gathered during the investigation process
- Date and time of decisions and actions that have been agreed
- Agreed actions e.g. support/follow up for child/ren + by whom – final decisions.

Explain that each step of the process requires careful and sensitive consideration of the information gathered/still to be gathered including the stage at which the information clearly shows a safeguarding violation has (or had not) occurred.

Remind participants that some of the information in the last 2 slides can be found in Annex 3 of the **Guidance**.

## **Task 11: Recap what else will be covered in the training**

### **5 minutes**

Display and present SLIDE 19.

Thank participants for doing so much work so far. Explain that they will be still looking at:

- More information about child safeguarding process and procedures including:
  - » Procedures after an initial report of a concern has been made
  - » The role of a child safeguarding committee/group
  - » Developing a child's Case File and Support and Safety Plan
  - » Reporting a safeguarding incident to authorities outside of the organisation
  - » Recruitment of staff, volunteers etc
  - » Ways of safely sharing and storing confidential information.
- Considering child protection in the development and implementation of projects and working with partner organisations.

Check to see if everyone is ok and if there are any questions.

## **Task 12: The process after your organisation receives the initial report of a child safeguarding concern**

### **10 minutes**

Explain that once an alleged concern has been reported, and the initial information has been recorded in an Incident Report Form, the person who has been designated the Child Safeguarding Lead should continue to manage the case and ensure the process of investigation and decision-making is followed through.

All the details of the steps and procedures, and how to implement them, should be clearly written down in

the organisation's Child Safeguarding and Protection Policy.

This should include the following: Display and present SLIDE 20.

Documenting the collection of all necessary information so that decisions and actions can be taken - and when and by whom - including:

- Decision to refer the case to an authorised body (or not) and why
- Further steps to be taken to investigate the case + information gathered
- Decisions + actions taken and why (by whom and when)
- Checking that a Case File is opened for each child- an individual 'plan' detailing support to be offered and how they will be kept safe
- Actions to keeping parents/other legal primary or customary caregiver/ and other relevant people informed.

### **Task 13: The role of a Child Safeguarding Group/Committee**

#### **15 minutes**

Explain it is important that decision making should involve different people in different types and levels of decision making.

Ask participants why they think this is important. Ask someone to come forward and write answers on the flipchart paper.

*(Note to Master Trainers) The answers you are looking for are:*

- *To make sure the process is fair and transparent*
- *to make sure personal or biased opinions do not influence the decisions being made*

Explain one way to achieve this is to form **Child Safeguarding Group or Committee**.

Display and present **SLIDE 21**.

- A Child Safeguarding Group or Committee – is a group of people who review a case on behalf of your organisation and make final decisions (it should be at least 3 people and should not include the person designated as the Child Safeguarding Lead)
- If you are a large organisation - you might have a board of trustees or enough staff to form an independent child protection group/committee
- If you are a small organisation - you might want to consider asking people from other organisations to volunteer to be part of this group/committee (they should be carefully selected and sign appropriate confidentiality agreements etc.).

Explain a Child Safeguarding and Protection Policy should include written details of the role and responsibilities of this group. This includes:

Display and present **SLIDE 22**.

- Members should sign a confidentiality agreement
- Role and responsibility of Group + Guidance - e.g. steps to be taken/decision making role of the Group + how + by when
- How members receive information i.e. a completed copy of Incident Report Form + recommendations of Child Safeguarding Lead and/or Head of Organisation).
- The Group should also be provided with:

- A form to request additional information
- A form to record decisions + why taken – e.g.
  - » If case can be closed with no further action being taken
  - » If case is to be reported to statutory authorities
  - » Disciplinary/dismissal actions to be taken
  - » Support offered to all those involved.

Remind participants that they can find this information in Section 3.6. of the **Guidance**.

Ask if there are any questions.

## **Task 14: Procedures for a Child's Case File and a Child Support and Safety Plan**

### **30 minutes**

Explain that once an allegation has been made about a safeguarding concern for a child, as soon as the case starts, the Safeguarding Lead should open a Case File that is specific to each child involved. Right from the onset, a child will need support during initial investigations onwards.

The Case File includes details of the case (information can be taken from the Incident Report Form) and should also include a Child Support and Safety Plan (some might call it a safeguarding plan or child protection case management plan).

Explain that their organisation should develop a Child Support and Safety Plan Form so that all the details of how a child will be supported, by whom and when is recorded and so that it can be monitored.

Both the Form and guidance on how to develop and use a Plan should be written into their Child Safeguarding and Protection Policy.

Ask participants why they think it might be important to have a separate Child Support and Safety Plan rather than put everything in the Incident Report Form.

*(Note to trainers: you are looking for answers that explain it is important that this plan is child focussed – also that this is a way to share information about the child without showing all the information in the Incident Report Form.)*

Ask the participants to get into groups and give them flip chart paper and pens. Ask the groups to discuss what they think should be included in a Child Support and Safety Plan. Ask them to write their answers on their flipchart paper. Give them 5 minutes for discussion.

Ask each group to present their findings.

Display and present **SLIDE 23**.

At a minimum the Child Support and Safety Plan should contain the following information including:

- Name of Child Safeguarding Lead responsible for management and oversight of the Plan
- Information giving overview of the case
- Information about the child and any specific concerns
- How the child will be involved in any process e.g. investigation
- Support to be offered to the child + how and when and by whom + how their safety will be maintained/ who they will - and should not - have contact with
- If the child is referred to other agencies and services + details of referral including who it is made to + why + any follow up



- Involvement of parents /other primary caregiver + any other relevant individuals
- The Plan should always be discussed with the child, and they should be given a version of the Plan that is appropriate for their age and level of understanding

If no-one has already spoken about child participation - ask participants what they think about the participation of children in the development of the Plan.

Explain that the Plan should be discussed with the child, and they should be given a child friendly version of the Plan.

Remind participants this list can be found in Section 3.2 of the **Guidance**. Discuss any difference and additions to the list they have suggested.

## **Task 15: Guidance on when and how to report a case externally and working within statutory national child protection laws and procedures.**

### **15 minutes**

Explain that an organisation's Child Safeguarding and Protection Policy should provide clear guidance on when and how to refer a case of child safeguarding to a statutory body such as social services, a health worker, or the police.

Ask participants what things might impact their decision to report a concern to a statutory authority?

Explain that there should also be written details written into their Child Safeguarding and Protection Policy stating when and how to use the services of other organisations e.g. if a child needs counselling etc.

This means their Policy should include - present SLIDE 24.

Guidance on when and how to report cases to services outside your organisation should consider:

- » National laws, policies and statutory guidance including mandatory reporting procedures in cases of alleged or proven child abuse.

Note: to do this you will need to have knowledge of roles and responsibilities of different:

- » statutory agencies including social work departments/health services/police – try to provide an updated list of named contacts within these agencies.
- » organisations that can offer other types of support.

## **Task 16: Procedures for confidentiality and information sharing and storing**

### **15 minutes**

Explain how confidentiality is important both for the protection and the dignity of the child/ren involved. It is also important to protect adults involved in a case – for example the person who reported the case and the alleged perpetrator. We should remember that someone is innocent until proven guilty and there may be false allegations. If not handled correctly, this could destroy the life/reputation of someone incorrectly accused.

Explain an organisation's Child Safeguarding and Protection Policy should have written guidance so that

everyone is clear about issues of confidentiality and protection of information.

Ask participants – what should be considered when thinking about confidentiality i.e. sharing and storing information.

Give out **HANDOUT 9** that contains some ideas about confidentiality. Remind them this list is also in Section 3.9 of the **Guidance**.

## Task 17: Recruitment procedures and training

### 20 minutes

Explain that it is important to think about safeguarding when recruiting people to 'work' with their organisation. Remind them that 'work' doesn't just mean paid staff but also volunteers, consultants etc.

This means an organisation's Child Safeguarding and Protection Policy should include written information about recruitment processes (which should also apply to recruiting/accepting volunteers for example).

Ask participants – with regards to safeguarding - what things should be considered when recruiting people to 'work' with the organisation - including recruitment procedures.

(ask someone to come forward and write the answers on the flipchart).

Display and present **SLIDE 25 and 26**.

Things to consider when developing and implementing recruitment procedures:

- Informing applicants of requirement to sign and follow a Code of Conduct and Child Safeguarding and Protection Policy.
- Following legal requirements of the country e.g. is a police check needed for anyone who will be working with children. Letting applicants know you will follow these procedures.
- Asking for proof of identity.
- Requiring shortlisting of applications to be carried out by at least 2 people.
- Asking applicants to provide at least 2 referees – making sure references are requested.
- Making sure at least 2 people conduct any interviews/selection meetings.
- During interviews asking applicants about previous experience working/interacting with children + understanding of child protection.
- All recruitment decisions recorded in writing in case of future concern.

Remind participants that this list can be found in Sections 3.10 of the **Guidance**.

## Training

Remind participants that training for people 'working' in their organisation would really benefit from training on the use of their Child Safeguarding and Protection Policy.

Remind participants that more details can be found in Section 3.11 of the **Guidance**.

## Task 18: Considering child protection in the development and implementation of projects and working with partner organisations

### 10 minutes

Explain the next section of the training is going to focus on the **child protection component** of their Child Safeguarding and Protection Policy.

Recognise that some of the procedures and actions may require additional time and /or reallocation of resources when either developing projects their organisations directly implement or, if working in support of partner organisations.

Display and present **SLIDE 27**.

- Child safeguarding: procedures and practices - that ensure the people who directly 'work' with/are part of your organisation, as for example, staff and volunteers, do not harm children.
- Child protection: procedures and practices – to ensure activities your organisation directly runs, or commissions, helps develop, funds, or supports in some other way, will not directly or inadvertently harm children.
- In this way - the policy also outlines expectations of those in partner organisations who are implementing projects to safeguard children

Remind participants that the second half of the **Guidance** is about keeping children safe in:

- » projects that are directly organised and run by their organisation
- » projects their organisation supports but are managed and implemented by partner organisations (this might be a government agency, NGO, CBO, contractor etc.).

In this way - the policy also outlines expectations of those in partner organisations who are implementing projects to safeguard children.

## Task 19: Child safe programming

### 50 minutes

Explain that virtually any type of project has the potential to expose children to the risk of child abuse. That means their organisation's Child Safeguarding and Protection Policy should have a section on child protection and child safe programming.

Ask if anyone can provide a definition of child safe programming.

Display and present **SLIDE 28**. Confirm that:

Child safe programming means all projects are designed and implemented in a way that will not cause harm to children by:

1. Doing everything possible to make sure the projects your organisation directly develops and implements do not place children directly or inadvertently at risk of abuse and neglect.
2. Doing everything possible to make sure the projects your organisation supports through partners - for example, by offering expert advice, money, capacity building, staff secondments etc. or some other assistance - do not place children directly or inadvertently at risk of abuse and neglect.

Give out **HANDOUT 10** that contains 4 case studies and flipchart paper and pens.

Put participants into 4 groups of people. Ask them to discuss the case studies in Handout 10. Ask them

to decide which of these case studies are about child protection and safe programming. (*Note to Master Trainers – they all are*).

Give them **10 minutes** to do this.

Then ask **Group 1** to tell everyone whether they thought case study 1 was about child safeguarding or was it about protection and unsafe programming and if so WHY.

Then ask **Group 2** to tell everyone whether they thought case study 2 was about child safeguarding or was it about protection and unsafe programming and if so WHY.

Then ask **Group 3** to tell everyone whether they thought case study 3 was about child safeguarding or was it about protection and unsafe programming and if so WHY.

Then ask **Group 4** to tell everyone whether they thought case study 4 was about child safeguarding or was it about protection and unsafe programming and if so WHY.

*(Note to Master Trainers: If you only have two groups ask each group to present 2 case studies).*

Ask the full group to comment on the answers of each group. Did they agree or disagree and if they disagreed, why?

Remind participants that their organisation's Child Safeguarding and Protection Policy should include written guidance and procedures for child protection through safe programming including consideration of:

Display and present **SLIDE 29**.

Child safe programming requires:

- A risk assessment and child protection approach applied to project design and implementation
- All staff, members of partner organisations - and others working or associated with a project - know their obligations to safeguard children and prevent harm
- A child protection approach being applied to project monitoring and evaluation.

Remind participants that Section 4 of the **Guidance** covers these topics.

## **Task 20: Applying a child protection risk assessment to project design and implementation**

**50 minutes**

Keep the participants in the same groups.

Remind participants that earlier in their training they thought about the use of risk assessments to help them understand the safeguarding risks children might face from someone working in their organisation – a safeguarding risk assessment.

Tell them they are now going to think about:

Display and present **SLIDE 30**.

- Risk assessment – that evaluates whether a project your organisation runs, or a project you support through a partner might directly or inadvertently cause children harm and informs actions to be taken to mitigate risks.

You might want to clarify the difference between directly or inadvertently. You can refer them back to the case studies they just discussed.

Give out more flipchart paper. Now ask each group to choose one project their organisation is involved

with in some way - either one their organisation directly implements or one that is supported through a partner.

It doesn't have to be a project that directly involves children. i.e. an income generating scheme.

Ask the groups to create a check list of the things they would consider when assessing possible risks that might directly or inadvertently cause children harm as a result of the project they have chosen. Ask them to also think about how they would implement the risk assessment i.e. what activities would the risk assessment include?

Give participants **15 minutes to** discuss the project and their ideas about how to carry out a risk assessment to make sure the project does not directly or inadvertently cause children harm.

Ask each group to present their ideas. Refer participants to the risk assessment information in Annex 2 of the **Guidance**.

## **Task 21: Adopting child protection standards and procedures in project partnerships**

### **20 minutes**

Explain to participants that no matter how their organisation is supporting a partner to implement a project, that automatically brings a responsibility to their organisation to protect children.

Explain that as they have just seen, one way to contribute to this would be to help carry out a project risk assessment with the partner. In this way, they can adjust their project/s if necessary.

Explain another step is to check whether their partner already has a Child Safeguarding and Protection Policy. If so they should assess it and decide if the partner needs support in further developing the Policy. **And if they do not have one, it is suggested they help in the development of one.**

Another step is to insert child protection clauses into **contracts/agreements** with partner organisations.

Display and present **SLIDE 31**

A good contract or agreement would:

- require partner organisations to participate in risk assessments that evaluate whether the project you are supporting might directly or inadvertently cause harm to children
- require the partner organisation to hold their own staff, and others who may come into contact with children e.g. volunteers, board members, visitors, and contractors etc. to child safeguarding standards.

Give out **HANDOUT 11**.

This handout provides two examples of safeguarding provisions that should be written into contracts signed with a partner organisation. Remind participants they also have a copy of this handout as Annex 5 in the **Guidance** and more information on working with partners can be found in Sections 4.2 and 4.3.

Explain that on the Handout is a copy of the clauses from Danida that are required to be put into ALL project funding contracts and ALL contracts with contractors. The second example is the clauses written into the contracts issued by the Government of the USA overseas funding agency USAID.

Explain that their organisation's Child Safeguarding and Protection Policy should have written instructions about working with partner organisations and child protection including the clauses that should go into contracts and agreements.

Display and present SLIDE 32 and 33 and recap that:

It is advised that clauses in contracts with partners should include:

- Definitions of all forms of child abuse.
- Requirement to be in compliance with host country child protection legislation (and/or international standards, if these offer greater protection to children).
- Prohibiting all forms of child abuse in programmes/projects and taking all necessary measures and actions to mitigate such risks.
- Requiring an assessment of risks associated with child safeguarding and protection is undertaken during project planning/ implementation/, monitoring & evaluation - to determine and inform actions to eliminate any potential risks.
- Requiring partner organisation to have child safeguarding procedures for identifying/reporting/re-  
sponding to allegations of child abuse + ensuring all those working/associated with a project are aware of them. This should include:
  - » Requiring everyone 'working' on a project to sign a Code of Conduct.
  - » Requiring anyone involved in a project to report concerns of child abuse and make them aware of procedures to do this.
  - » The organisation taking appropriate actions e.g. investigation and other appropriate response, to all allegations of child abuse.
  - » Use of child safeguarding screening procedures - particularly those whose work will bring them into direct contact with children.

## **Task 22: Responding to a child protection concern raised during the implementation of a project**

### **10 minutes**

Explain that if a child protection concern is raised during the implementation of a project their organisation directly runs and involves someone 'working' for their organisation this would be covered in all the steps they have already worked through in terms of the procedures in their safeguarding policy.

Explain how details of what their organisation will do if a child protection concern is raised during the implementation of a project being run by a partner organisation, should also be written into their organisation's Child Safeguarding and Protection Policy.

Ask participants to look again at **Handout 5** and look at the second column. Talk through this process with the group.

Tell them procedures should be written into their Child Safeguarding and Protection Policy that explain how the '**Child Safeguarding Lead**' would oversee their organisation's response to this situation.

Display and present **SLIDE 34**.

The Child Safeguarding Lead would:

- Refer to and follow up on child protection clauses in any contract with a partner organisation.
- Gather all necessary information about the case.
- Pass all information to Head of your organisation + involvement in a decision how to proceed with partner organisation + and whether case should be reported to the statutory authorities (in the relevant country).

## Task 23: Monitoring and evaluating projects

### 10 minutes

Explain it is important that consideration of child protection should be specifically included in any project monitoring and evaluation plan.

Every project is different so a specific list of things to monitor should be developed for each project. One way to start this could be to revisit the original risk assessment and use the findings to create a list of the child protection concerns and turn these into indicators that will be measured during the monitoring and evaluation process.

## Task 24: Who should know about your organisations' Child Safeguarding and Protection Policy and how will this happen?

### 15 minutes

Explain that the last few steps in the training will consider the overall Child Safeguarding and Protection Policy their organisation would now have developed following all the processes and procedures discussed so far.

Again, acknowledge that this might seem a daunting task and although urgent in the sense no child should be exposed to risk of harm at any time, it is also important their organisation takes the time necessary to develop their policy in the correct way – and not cut corners.

Once their Policy is finalised, it is then important to let people know about it.

Ask Participants - who should be told about their organisation's Child Safeguarding and Protection Policy apply to? (ask someone to come forward to write answers on the flipchart).

Display and present **SLIDE 35** and check the list that has just been created also includes:

Who should know about the Policy

- All adults who are 'working' in your organisation.
- Children your organisation comes into contact with.
- People working in partner organisations.
- Other stakeholders including parents/primary caregivers and people working in other organisations with whom you have contact with.

Briefly explain that once their organisation has developed its Policy it would be helpful to prepare and distribute a short **Child Safeguarding and Protection Policy Statement** showing the purpose and aim of their Policy.

Ask participants to turn to Section 5 of the **Guidance** where they can read a list of the things their policy statement should contain.

## Task 25. Monitoring and evaluating your organisation's Child Safeguarding and Protection Policy

### 10 minutes

Remind participants that writing a Policy is not enough. It is important to understand if the policy works, if people are using it, how it is being used, and if it needs to be adjusted in any way.

To do this there should be a plan explaining how and when monitoring and evaluation of their organisation's Child Safeguarding and Protection Policy would take place.

Display and present **SLIDE 36**.

Monitoring and evaluating the Child Safeguarding and Protection Policy should consider:

- Measuring if and how the Policy has been distributed and understood
- Measuring the use of the Policy– e.g. who is using it and how well the different procedures are being carried out
- Measuring any impact it has had on the protection children

Explain to participants that carrying out risk assessments again at regular intervals will help them find out if any positive changes have occurred and if there is need to make further changes to the projects they directly implement or support and their Policy.

## Task 26. End of Training

### 10 minutes

Explain you have now reached the end of the training session.

**Thank everyone** for their attention and for their excellent participation.

You might want to finish with an Energizer.

Open up the floor to provide an opportunity for discussion and for anyone to ask questions.

Remind participants that you would be happy to answer any concerns or questions they have individually. Remind participants if there is anything worrying them they can come and speak to you.

If you are going to ask participants to evaluate the training explain how they can do this.

Thank everyone again and **Say goodbye**.

## After the training

Once the training is completed as trainers you should carry out your own debrief:

### PAUSE FOR REFLECTION

How did the overall training go?

What worked well and why? What did not work well and why?

Any issues with venue or technology? If yes, how will I/we deal with this next time?

How did I/we do as presenters? What did I/we do well? What did I/we not do so well?

Any learning points that can be carried forward to the next training?



# Section 3: Course Handouts

## HANDOUT 1:

### INTRODUCTION AND COURSE OUTLINE

#### Introduction

It is important that organisations make every effort possible to prevent children from being harmed, whether by individuals or, as a consequence of projects they may be directly or inadvertently placed at risk by.

To support organisations in taking steps to protect children, the Danish Child Protection Network has developed a '**Guidance: How to develop a Child Safeguarding and Protection Policy** (the **Guidance**). This is a guide to assist organisations in developing a Child Safeguarding and Protection Policy.

This Master Trainer's Training Manual has been developed in conjunction with the **Guidance**.

#### Course aims and structure

The aim of the course is to equip participants with an understanding of how to develop a Child Safeguarding and Protection Policy for their organisation.

The course objectives are as follows:

- To explore and gain an understanding of what is meant by child safeguarding and protection.
- To understand what a Child Safeguarding and Protection Policy should contain.
- To gain an understanding of how to develop different components of a Child Safeguarding and Protection Policy.

The course will follow accepted adult professional learning principles. Adults learn best in an experiential way. Participants will be encouraged to use their experience, acquire information and skills and use case studies to integrate new knowledge into practice.

The course will comprise a mixture of short inputs from the Master Trainer, facilitated group work and feedback.

## An example of an Agenda – to be adjusted

### DAY ONE

9.00 – 9.15	Hello and welcome
9.15 – 10.00	Providing an overview of the training
10.00 – 10.15	Practical arrangements and developing a Learning Agreement
10.15 – 10.45	Task 1: What should your organisation's child Safeguarding and Child Protection Policy contain?
10.45 – 10.50	Task 2: What is the purpose and aim of an organisation's Child Safeguarding and Protection Policy?
10.50 – 11.00	Task 3: Definitions of abuse
11.00 – 11.15	BREAK
11.15 – 11.45	Task 4: What is the difference between child safeguarding and child protection?
11.45 – 12.15	Task 5: Defining child protection in a Child Safeguarding and Protection Policy
12.15 – 1.00	Task 6: Is it a child safeguarding or a child protection issue?
1.00 – 2.00	LUNCH
2.00 – 2.10	Welcome back
2.10 – 2.30	Task 7: The role of a 'Child Safeguarding Lead'
2.30 – 3.00	Task 8: Starting to prepare your organisations Policy: risk assessments
3.00 – 3.15	Task 9: Developing child safeguarding procedures that are internal to your organisation
3.15 - 3.30	BREAK
3.30 - 4.30	Task 10: The process and procedures for reporting and responding to safeguarding allegations (3.30 - 3.45 An overview of the reporting and responding process) (3.45 – 4.10 The procedure to report a child safeguarding concern) (4.10 – 4.30 Using an Incident Report Form)
4.30 – 4.45	End of Day One

## DAY TWO

9.00 – 9.10	Welcome back
9.10 – 9.20	Task 1: The process after your organisation receives the initial report of a child safeguarding concern
9.20 – 9.35	Task 2: The role of a Child Safeguarding Group/Committee
9.35 – 9.55	Task 3: Procedures for a Child's Case File and a Child Support and Safety Plan
9.55 – 10.10	Task 4: Guidance on when and how to report a case externally and working within statutory national child protection laws and procedures
10.10 – 10.25	Task 5: Procedures for confidentiality and information sharing and storing
10.25 – 10.35	Task 6: Recruitment procedures and training
10.35 – 10.50	BREAK
10.50 – 11.00	Task 7: Considering child protection in the development and implementation of projects and working with partner organisations
11.00 – 11.50	Task 8: Child safe programming
11.50 – 12.35	Task 9: Applying a child protection risk assessment to project design and implementation
12.35 – 1.30	LUNCH
1.30– 2.00	Task 10: Adopting child protection standards and procedures in project partnerships
2.00 – 2.15	Task 11: Responding to a child protection concern raised during the implementation of a project
2.15 – 2.30	Task 12: Monitoring and evaluating projects
2.30 – 2.50	Task 13: Who should know about your organisations' Child Safeguarding and Protection Policy and how will this happen?
2.50 – 3.00	Task 14: Monitoring and evaluating your organisation's Child Safeguarding and Protection Policy
3.00 – 3.15	End of Day Two

## HANDOUT 2

### Child safeguarding and protection case studies

**Which case studies describe a situation that would be relevant to address through an organisations' child safeguarding regulations and procedures and if so, why?**

**Which case studies describe a situation that would be relevant to address through an organisations' child protection regulations and procedures and if so, why?**

#### Case study 1

Your organisation runs a project that provides activities for children after school. Three volunteers run the arts, sports and music activities. In total 20 children aged between 7 and 12-years old attend this out of school club twice a week. There is a local music festival being held in a nearby town. One of the volunteers offers to take one of the children who is particularly talented at playing a musical instrument to compete in the festival. The week following the festival you notice the child has become very silent and is reluctant to get involved in activities. She makes sure she leaves the building at the same time as other children and does not seem to engage with the volunteer who took them to the music festival anymore.

#### Case study 2

Your organisation runs a small residential group home for 12 young girls aged 13 to 16 years old. The home is in a house that has been modified to provide shared bedrooms, bathrooms, common rooms and accommodation for the care staff. There is also a guest bedroom for visitors. Your Head Office has said they have engaged the services of a researcher from a prestigious university to conduct some research with the girls and ask if you can accommodate them for a week in the guest room. There are plenty of fun activities as part of the research and the researcher also spends additional time joining in recreational activities with the girls. The researcher is also allowed to take a couple of the girls out into the town one evening. A few weeks after the researcher has left one of the girls approaches you and says she thinks her friend was harmed by the researcher.

#### Case study 3

Your organisation supports a project run by a local NGO that works with adults. The focus of the project is improving livelihoods and economic opportunities in rural areas. It is a very successful programme for women and provides skills training, access to markets, and micro-finance opportunities. You are conducting a joint evaluation of the project with the NGO. A few of the women describe having to leave their young children at home alone when participating in the programme and they are worried that their children are unsafe at these times.

#### Case study 4

Mr Smith is on your Board of Governors. He has also donated a lot of funds to your organisation over the years including sponsorship of several children who are looked after by your project. You hear that he has recently been questioned by police in the UK about possession of abusive images of children. A short while ago he had been out to visit the child he currently sponsors, and he has asked if the child can visit him in the UK.

## HANDOUT 3

### Conducting risk assessments

To develop effective policies and practices that protect children it is important to identify and understand the reasons they might be at risk of harm.

This includes identifying the adults they will be in contact with and the locations they might be most at-risk in. It also means carefully assessing all aspects of a project to ensure children are not directly or inadvertently put at risk of harm.

This information can be achieved by undertaking different risk assessments.

#### **Safeguarding risk assessments undertaken by adults**

A risk assessment should be a participatory process involving adults working in your organisation. It should identify the times, places etc. that different adults carrying out projects for your organisations come into contact with children. Remember, violence against children can happen in places and spaces that may be out of the vision of other adults. This includes in changing rooms, toilets and shower rooms for example. It is important to consider the possibilities adults might have to be alone with a child: for example, if you are providing residential care and children have their own bedrooms that staff can enter, or if sports coaches or teachers are giving one-to-one lessons or travelling together to events.

#### **Safeguarding risk assessments with children**

It is also important to carry out a risk assessment with children themselves. They will know a lot about the risks that exist, as well as having good ideas about ways they could be addressed. However, asking children and young people to talk about, and maybe reveal times, events and spaces in which children are, or have been, more exposed to abuse is a sensitive process. It can bring back memories of actual experiences. So, it is important to make sure the way you gather information is safe, guarantees confidentiality, and considers ways to look after the children involved in the assessment. That means a risk assessment should be led by those trained to undertake such exercises and carefully led by adults that children have identified as people they trust.

An example of a risk assessment might be a mapping exercise. For example, in a school asking children to draw a map of the school then to walk around the premises, and to use colored stickers on the map to show where they feel safe or unsafe from adults (e.g. green for safe – red for unsafe). Or if this exercise is too sensitive to do through group work, it could be undertaken by individual children each with their own map and followed up with one-on-one discussions. You might also think about carrying out an anonymous survey with children about the risks they face when engaging with members who 'work' for your organisation.

#### **Project risk assessment**

The check list below might also help you consider some of the different steps to be taken when undertaking an assessment of a project to see if it poses child safeguarding and protection risks and whether everyone who will potentially come into contact with children understand the duty to safeguard children.

	Actions	Tick
Safeguarding Inside your organisation	<p>Have you identified all the people working, volunteering or directly associated in another way with your organisation, that will be involved in the design and implementation of a project?</p> <p>Have all those working, volunteering or associated in another way with your organisation who will be involved in the project read and signed your organisation's Child Safeguarding and Protection Policy and Code of Conduct?</p>	
Safeguarding inside partner organisations	<p>Have assessments of your partner organisations included an evaluation of their knowledge and understanding of child safeguarding and protection? Do they have a Child Safeguarding and Protection Policy? Is there a need to help them develop child safeguarding and protection capacity?</p> <p>Have you inserted child protection clauses in any contract or other form of written agreement you have with a partner organisation?</p> <p>Do all adults working for, and associated with, partner organisations - and others responsible for implementation of the project - understand their obligations to safeguard children (e.g. teachers, health workers, builders, consultants, researchers etc.) Have they signed a Child Safeguarding Code of Conduct agreement?</p>	
Project risk assessments	<p>Has the design of each project incorporated a child protection risk assessment? Have children been involved in a risk assessment? Do you know what makes them feel safe/unsafe and where do they feel safe and unsafe?</p> <p>Does the project deliver services to adults which may inadvertently affect children and place them at risk of harm e.g. an income generation scheme that results in young children being left home alone, taken to sit at the side of a road all day, or left in the care of strangers whilst their parents work. Or an employment project that ends up using child labour?</p>	
Who else might come into contact with children?	<p>Have you anticipated who else might come into contact with children in the projects you run or support – visitors, donors, journalists, researchers, external evaluators etc.? Do you or your partners have a process for ensuring they sign a child protection code of conduct agreement?</p>	
Who are the children that will be the di- rect recipients of the project?	<p>Is there anything that might make children who are direct recipients of the project particularly vulnerable to risk of abuse, e.g. gender, age, disability, levels of education, socio-economic background etc.?</p> <p>Do children know where to go for help if they feel unsafe or are being abused?</p>	
Location of the projects	<p>If children are direct recipients of projects, is it safe for children to travel to and from the location etc.? Does the venue of the project itself provide child protection?</p>	
Monitoring and evaluation	<p>Do monitoring and evaluation processes also take child protection into consideration?</p>	

## HANDOUT 4

### An example of a Code of Conduct

*(Adapted from a Code of Conduct prepared by Child Rights Connect)*

#### **Child Rights Connect Child Safeguarding Code of Conduct**

All those under the scope of the Child Rights Connect Child Safeguarding Policy and Procedure are bound and must abide by the following Code of Conduct.

It specifies actions which adults, when in contact with children:

- Should take to empower and safeguard children
- Should refrain from...
- Must avoid...

Adhering to this Code of Conduct will protect children from abuse and adults from allegations of misconduct or even abuse. In all instances, this Code of Conduct applies in-person and online.

This is not an exhaustive list. All adults engaging in Child Rights Connect activities should consider all related actions and behaviour which may compromise the rights and safeguarding of children.

#### **Do not:**

- Hit or otherwise physically assault or physically abuse children.
- Develop physical/sexual relationships with children.
- Develop relationships with children which could in any way be seen as exploitative or abusive.
- Act in ways that may be abusive or may place a child at risk of abuse.
- Use language, make suggestions, or offer advice, which is inappropriate, offensive, or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative.
- Sleep in the same room as a child.
- Do things for children of a personal nature that they could do on their own.
- Permit or participate in behaviour of children that is illegal, unsafe, or abusive.
- Act in ways meant to shame, humiliate, belittle, or degrade children and/or adolescents, or otherwise commit a form of emotional abuse.
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others.
- Expose children and adolescents to pornographic materials in electronic or any other form.
- Use an image, information or story of a child online including on social media, unless consent has been given by the child.

#### **Do:**

- Adhere to the Child Rights Connect Child Safeguarding Policy and Procedure.
- Create and maintain an environment which prevents the abuse and exploitation of children and take appropriate action to minimise risks to children.
- Contribute to building an environment where children are respected and empowered to understand all safeguarding measures in place and who to go to if they have a concern or incident to report.
- Display and present high standards of professional behaviour at all times, providing a positive role model for children.

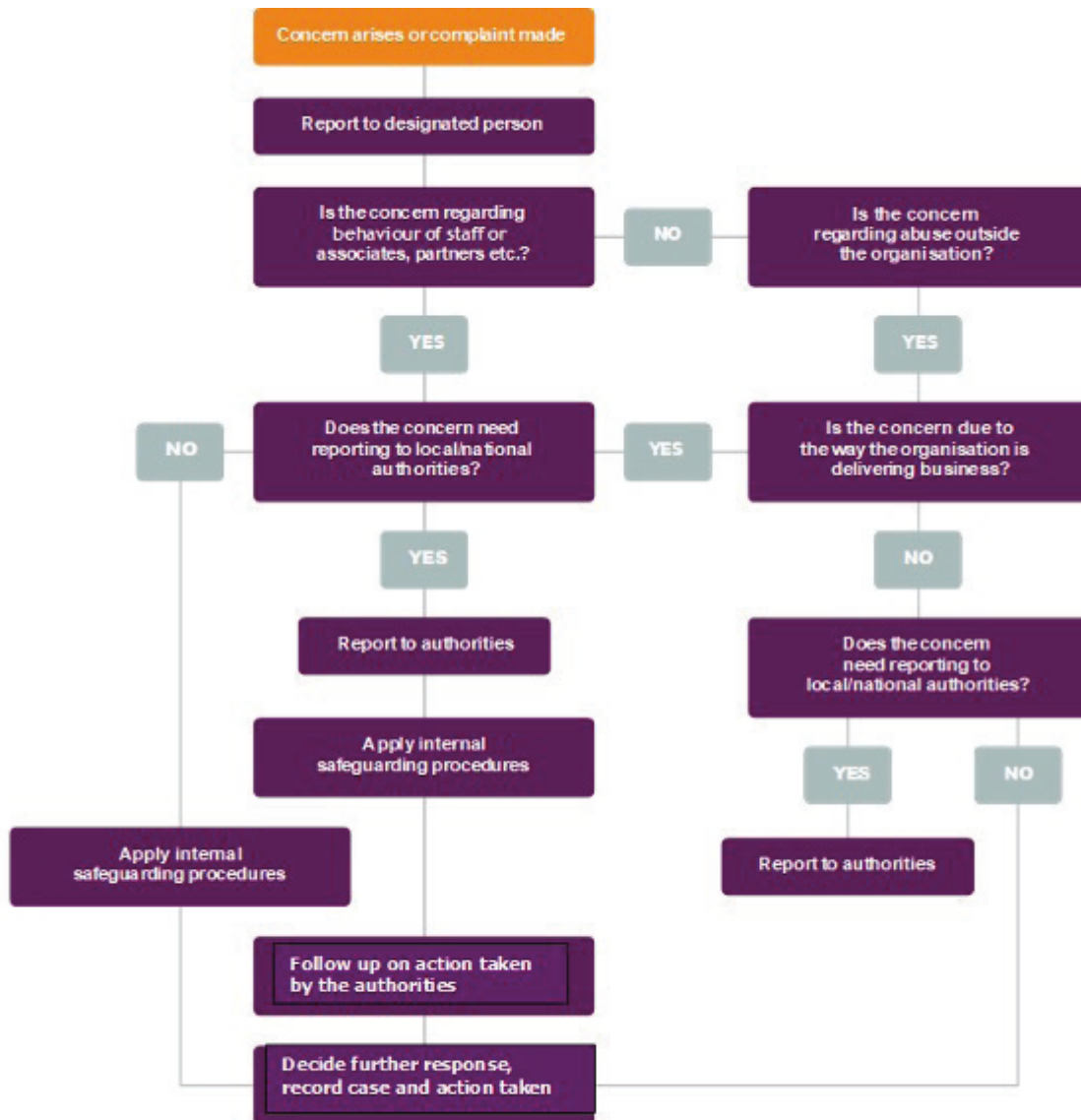
- Observe and respect confidentiality of all children and adolescents and their personal information.
- Ensure child-friendly language and communicate clearly.
- Respect children's views and give equal opportunity to all for expression of their views without discrimination.
- Ensure that all activities are smoke, drug and alcohol-free zones.
- Dress appropriately and respectfully.



## HANDOUT 5

### An example of an organisation's safeguarding and child protection process and procedures

(adapted from a publication issued by Keeping Children Safe: Developing Child Protection Policies and Procedures.)



Available at: <https://www.keepingchildrensafe.global/wp-content/uploads/2023/09/KCS-Developing-Child-Safeguarding-200218.pdf>

## HANDOUT 6

### An example of a 'whistleblowing':

(Adapted from NSPCC Whistleblowing Policy)

#### 1. Our commitment:

We always aim to conduct ourselves ethically, and with honesty and integrity.

We expect the same high standards from all of our people – employees, workers, contractors, agency workers and volunteers.

We do, however, recognise that there may be occasions when we – or our people – do not get this right. In these instances, you may feel that you need to raise your genuine and serious concerns through this whistleblowing policy.

#### 2. Aim of the policy

The aims of this policy are to:

- provide an effective way for you to raise serious concerns
- ensure that you receive feedback on any action undertaken by us as a result of you raising serious concerns
- ensure that you will be protected from reprisals or victimisation for having raised your concern in good faith
- signpost you to further options available to you if you are dissatisfied with our response, or if internal investigation is not appropriate
- allow NSPCC to take action against any employee who makes allegations in bad faith and/or publicly discloses information when it is unreasonable for them to do so.

#### 3. Who this policy applies to

This policy applies to everyone who works for and volunteers with the NSPCC. This means NSPCC employees, volunteers, agency workers, interns, and contractors.

#### 4. Defining whistleblowing

'Whistleblowing' is a term used to refer to the internal or external disclosure of malpractice as well as illegal acts, or omissions, at work. It covers, for example, how we raise funds, how we commission work or make payments.

#### 5. Protecting individuals using this policy

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 and it provides protection for individuals who raise legitimate concerns about specified matters, outlined below. These are called qualifying disclosures. A qualifying disclosure is one made in good faith by an individual who has a reasonable belief that:

- a criminal offence (including fraudulent and corrupt behaviour, eg theft,
- fraud or malpractice)
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment

- a breach of any other legal obligation, or
- concealment of any of the above.

It is not necessary for you to have proof that such an act is being, has been, or is likely to be, committed. You do, however, need to hold a reasonable belief of such an action having been, being or likely to be carried out. If you make such a protected disclosure, you have the right not to be dismissed, subjected to any other detriment, or victimised. This is the case even were it to materialise that you were genuinely mistaken. We will not tolerate any individual being subjected to a detriment as a result of their making a disclosure in good faith.

Under the law, interns, contractors or volunteers, are not afforded the same legal protection that is afforded to employees. As the NSPCC, however, we want to promote and encourage an open and honest environment in which concerns can be freely raised. We will therefore, in so far as is possible, aim to treat all individuals making a disclosure in the spirit of the Public Interest Disclosure Act 1998.

## **6. Malicious disclosures**

If it is found that you have maliciously raised a matter which you know to be untrue

or you are involved in any way in the malpractice, wrongdoing or illegal acts or

omissions, your behaviour may be addressed through the appropriate NSPCC policy.

## **7. Non-whistleblowing concerns**

This policy is only to be used in the exceptional circumstances as outlined in section 5, above. There are a number of NSPCC policies that will be relevant in other circumstances.

This list includes but is not limited to:

- safeguarding and child protection
- bullying and harassment
- disciplinary
- grievance.

## **8. Raising a concern**

You should raise your whistleblowing concern as soon as possible. This will make it easier to act and to enable any problems to be resolved or reported quickly. You can make your disclosure orally but written disclosures are preferable as these will make the process more efficient and effective. In your disclosure, you should:

- provide any relevant context and background, including relevant dates, venues, names etc.
- state clearly the reason why the situation causes for concern.

You must say that you are raising your concern using the whistleblowing policy and whether you wish your identity to be kept confidential. While we will make every effort to deal with your case confidentially, depending on the circumstances of the case this may not always be possible. Where this is the case, you will be informed of this and the reasons why it was not possible.

We will consider anonymous disclosures, but we do not encourage them as anonymity often makes it difficult to properly investigate concerns, protect employees or give feedback on outcomes.

## **9. Who should I raise it with?**

You should always look to raise the matter with your line manager in the first instance.

Where this is not appropriate because they may be involved in the alleged malpractice, wrongdoing or illegal acts or omissions in some way, raise your concern with their manager.

In some circumstances where it would be inappropriate for you to approach your manager or their manager you should raise the matter directly with the Head of Inspection and Internal Audit. Alternatively, you may raise your concerns with the Chief Executive.

Where a concern is about the Chief Executive Officer or a trustee, you should contact the Head of Governance:

Email: [governance@nspcc.org.uk](mailto:governance@nspcc.org.uk) Head of Governance

In writing :NSPCC, Weston House, 42 Curtain Road, London, EC2A 3NH

Telephone: 020 7825 2500

If appropriate, the senior officer may arrange for the concern to be investigated externally and independent of the NSPCC, and for appropriate follow-up action to be taken.

### **10. What happens after I raise a concern?**

Your disclosure will always be acknowledged within three working days. It will be investigated by the NSPCC manager or senior officer that you raise your concern to. They will arrange to meet you as soon as possible, away from the workplace if

necessary, to enable you to explain your concern, as outlined in section 8, above.

As per section 8 above, we may not always be able to keep your details confidential

but we will always let you know if it is not possible to do so.

You will be told either at the meeting or as soon as possible afterwards, what action will be taken to address the concern you have raised. Where action is not taken, you will be informed and given an explanation. The action taken in response to a disclosure will depend on the nature of the concern. Typically, the matters raised may result in one or more of the following:

- no action required
- action being taken under other NSPCC policy or procedure
- an internal investigation under this policy
- a referral to the police or relevant statutory body
- a referral to NSPCC's external auditors
- a referral to the Charity Commission
- an independent enquiry.

Any NSPCC manager or senior officer receiving a potential whistleblowing concern must notify the head of governance immediately that a concern has been raised and inform them of progress in resolving the concern.

### **11. Raising a concern externally**

We strongly encourage you to exhaust the internal processes set out above

in the first instances.

In exceptional or urgent circumstances, however, or where, having made a disclosure, you are unhappy with the outcome, you have a legal right to make a disclosure to prescribed bodies.

These include but are not limited to:

- the Charity Commission
- the Health and Safety Executive
- office of the Scottish Charity Regulator

Similar to the rights and obligations of an employee, NSPCC reserves the right to make a referral to any of the above agencies without your consent.

## **12. Further help and assistance**

If, at any stage in the procedure, you are unsure about what to do and would like independent advice, you can discuss your concern with someone at Public Concern at Work. This body is an independent charity staffed by lawyers, which offers confidential free legal and practical advice on how people can raise concerns about malpractice at work. They can also provide advice about what legal protection may be available to you. You can email Public Concern at Work at [whistle@pcaw.org.uk](mailto:whistle@pcaw.org.uk) or phone them on their advice line: 020 3117 2520. Our Employee Assistance Programme (EAP) service is also able to offer free and confidential legal and practical advice. They can be contacted on:

[well-online.co.uk](http://well-online.co.uk)

(Available at: <https://www.nspcc.org.uk/globalassets/documents/about-us/nspcc-staff-whistleblowing-policy.pdf>)

## HANDOUT 7

### Ideas on how to respond, listen to and care for a child of concern – 'Active Listening'

It is important to respond to and support a child in a child friendly manner. This includes:

- Responding with a child-centred, gender sensitive, and non-judgemental approach.
- Reacting positively and calmly in a supportive and caring manner.
- Not promising a child their information will necessarily remain confidential and explaining what this means, who you might have to share information with, and why.
- Being compassionate, understanding and reassuring and let a child know they will always be supported.
- Provide a comfortable and quiet space where you can speak with a child privately.

One appropriate way of connecting with children is through 'active listening'. You can find some advice on how to implement active listening in the section below.

#### Active listening:

Active listening is when you very carefully listen to the child without immediately offering advice or suggestions. Your aim is to understand what the child is saying and to let them know that you really hear them. Here are some steps to consider in this process:

- Listen carefully by giving your full attention to the child when they are speaking. Make sure you do not give the impression you are not interested in what they are saying, or it is unimportant or 'boring'. For example, do not be distracted by checking your mobile phone or checking the time on your watch when listening to them.
- Showing you are listening by maintaining eye contact, nodding your head, saying 'yes' or simply encouraging to continue by saying 'go on', 'ok', and using your voice to encourage someone by saying 'aha' etc.
- Try to understand the emotional content of what the child is telling you as well as the facts. This means recognising and responding to a child's body language. For example, do they seem angry? frightened? depressed?
- Let the child know that you have been listening and you understand what they are telling you by re-phrasing what they say and relaying this back to them.
- Avoid the use of leading questions. Use encouraging open questions such as: 'Can you tell me more about this' or 'could you give an example'.
- Wait for the child to go at their own pace. Take time, respect pauses, and do not interrupt them when they are speaking.
- Be patient - it may take several conversations before a child is fully able to share information.
- If the child has challenges in communicating, as for example due to a disability or because of their young age, you can try to communicate your understanding in a non-verbal way or find help from someone who can communicate with them.
- Create a warm and non-threatening environment for the child. For example, whilst being mindful of their personal space, sit alongside them rather than behind a desk. Use soft seating if you can but also be mindful of maintaining comfortable personal space between the two of you. Sit at the same level as the child.

## HANDOUT 8

### An Example of a Safeguarding Incident Report Form

(adapted from an Incident Report Form developed by National Youth Agency UK) Available at: <https://www.nya.org.uk/safeguarding-asset/safeguarding-concern-incident-report-template/>

**NOTES:** The following form is provided as an example of a template only and must be customised as required by your own organisation. Organisations should ensure that the form captures all information required for their specific needs and make necessary amendments.

Please note that the nature of the issue raised or being reported may necessitate differing follow-up protocols.

A report form such as this should contribute to, and be an integral part of, the safeguarding policy and a robust protocol for reporting, responding to & learning from incidents and concerns.

#### Safeguarding incident or concern: Template report form

This form is designed to report any safeguarding incidents or concerns. It should be completed by the worker who has been disclosed to, who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted as per the organisation's reporting protocols.	<b>REFERENCE NUMBER</b>
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Name & role of person completing this form:	
Programme name:	Date form is completed:

#### Details of child, young person or adult at risk:

Name:	Address:
Contact number:	Gender:
Date of birth:	Any further information that may be useful to consider:

#### Parents/carers details:

Name:	Address:
Contact number:	Email address:
Have parents/carers been notified of the incident?: Yes / No	If yes, please provide details:

**Details of reportee:**

Are you reporting your own concerns or responding to concerns raised by someone else?	Reporting my own concerns	•
	Responding to someone else's concerns	•
If responding to someone else's concerns, please provide their details below:		
Name:		
Relationship to child, young person or adult at risk:		
Email address:		
Contact number:		

**Incident Details:**

Date/ Time:	Group name (if applicable):
Location of incident:	
Description of the incident or concern: (continue on separate sheet if necessary & include reference number): <i>(Include relevant information such as what happened and how it happened, description of any injuries sustained, behaviour witnessed and whether the information provided is being recorded as fact, opinion or hearsay)</i>	
Details of any previous concerns, incidents or relevant safeguarding records:	
Child, young person or adult at risk account of the incident or concern: <i>(use their own words)</i>	
Witness account of incident or concern: <i>(include further accounts on separate sheets as necessary. Include reference number on each accompanying account)</i>	

**Details of any witnesses:**

Name(s): <i>(Consider anonymising where this will not negatively impact the ability to take immediate response actions)</i>	Relationship to child, young person or adult at risk:	Contact details:



**Details of any persons involved in the incident or alleged to have caused the incident, injury or presenting risk:**

Name(s): <i>(Consider anonymising where this will not negatively impact the ability to take immediate response actions)</i>	Relationship to child, young person or adult at risk:	Contact details:
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**Outcome of incident & immediate actions taken:** (tick box where relevant)

<ul style="list-style-type: none"> <li>Ambulance required? Y/N</li> <li>Name of hospital / medical facility attended if applicable:</li> <li>Police/fire/rescue services attended? Y/N</li> </ul> Notes:	First aid treatment provided: and by whom	Medication given:
Any resulting change of plans or disruption to the programme, if applicable:	Disciplinary procedures enacted:	Were any immediate changes to risk management procedures made?

Signed By Author:	Name:	Date:
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**Reporting to the Designated Safeguarding Lead (DSL) section:** *(to be completed by DSL)*

Date & time DSL notified of incident/concern:
Date & time this form passed on to DSL (if different from above):
DSL comments: <i>(actions taken / impact on rest of programme / external agency involvement / initial lessons learned / follow-up actions required):</i>

**External agency referral:** (tick box where relevant)

<ul style="list-style-type: none"> <li>Social services notified</li> </ul> Date & time of referral: Name of contact person: Contact number / email: Agreed action or advice given:	<ul style="list-style-type: none"> <li>LADO notified</li> </ul> Date & time of referral: Name of contact person: Contact number / email: Agreed action or advice given:	<ul style="list-style-type: none"> <li>Other referral made</li> </ul> Agency: Date & time of referral: Name of contact person: Contact number / email: Agreed action or advice given:
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Signed By DSL:	Name:	Date:
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**Follow-up action required:**

Action:	Due date:	Whom responsible:

## HANDOUT 9

### Guidance on Confidentiality

A Child Safeguarding and Protection Policy should have written guidance on the following:

- How anyone involved in a case must keep all the information they receive confidential - unless they are specifically told to share it with other people.
- How to share information with specific people only on a 'need to know' basis. The Policy should identify what information can be shared, when, and with whom.
- How information sharing needs to conform to national legislation. For example, in cases of violence against children there might be a legal duty to share information with the local social work service or police.
- An explanation that any information sharing should be carefully based on the facts and not on opinions.
- Procedures for letting children know what information is being gathered about them, how it will be recorded, who it might be shared with, and how it may be used.
- Procedures for seeking consent to share information about someone both internally and externally. This might include:
  - » Making sure the person/child who is being asked for consent to share their information understands what and how it will be shared and why.
  - » Asking for consent to share personal information in writing - and if this is not possible and consent is only given verbally, making sure there is a written record why consent was given this way.
  - » Allowing someone to withdraw consent.
- Procedures if someone refused to give their consent for their information to be shared with anyone else. For example when is it in the best interest of the child but the accused adult refuses for their information to be shared with relevant professionals. If information is shared without consent a written record should outline:
  - what steps were taken to get consent.
  - the reasons the person did not give consent (if known).
  - why it was decided it would be necessary to share information without consent.

### Storing information

A Child Safeguarding and Protection Policy should provide guidelines on how to store confidential information safely and securely. This might include:

- Placing a reference number for a child rather than their name on their file with only an authorised person/s knowing who the file belongs to and holding a separate list of names.
- Storing documents in locked cabinets and using password protected electronic files on computers.
- Prohibiting unsafe ways of sharing of identifiable information i.e. by an email that names someone

## HANDOUT 10

**Child safe programming** means all projects are designed and implemented in a way that will not cause harm to children by:

1. Doing everything possible to make sure the projects your organisation directly develops and implements do not place children directly or inadvertently at risk of neglect, physical or sexual abuse and exploitation, injury and any other harm.
2. Doing everything possible to make sure the projects your organisation supports through partners - for example, by offering expert advice, money, capacity building, staff secondments etc. or some other assistance - do not place children directly or inadvertently at risk of harm.

Which of these case studies are about child protection and safe programming and why?

### Case study 1.

Your organisation is supporting a CBO in another country. The support being offered to the CBO is training of project staff and funding. One of the projects you support is an income generation scheme based in three rural communities. One of the community groups has chosen to set up a cotton-picking business. When you visit the project to see how things are progressing you notice children are working alongside their mothers and fathers. You talk to the parents, and they explain that they cannot survive on the wages they receive so they have taken their children out of school to also work on the project.

### Case study 2.

Your programme manager visits one of the water aid projects your organisation is implementing. The project helps provide local communities with clean water through the provision of wells. On one of the programme manager's visits to the project, a teenage girl tells them that girls are worried about using the community well that has been built just outside their village. The water engineers that have been employed to help maintain and repair the well often visit and gather near the well particularly at the times of the day it is most popular for the girls to go and collect water.

### Case study 3.

Your organisation is working in partnership with an NGO to adapt schools so that they are wheelchair accessible. A building contractor has been engaged by the NGO to undertake the necessary work in five schools. You have worked with the NGO to develop a safe system so children can report any concerns they may have. The Director of the NGO contacts you and tells you they have an anonymous letter from a child that accuses one of the builders of cornering them behind one of the school buildings and demanding sexual favours.

### Case study 4.

Your organisation is regularly sending funds to several CBOs spread across a country some of which are working in very remote rural areas. The CBOs run various projects including income generation schemes for women, teacher training, and family strengthening programmes. You have no other contact with these CBOs apart from sending them money. You hear a rumour that the teacher training includes a session on the use of corporal punishment as a means of disciplining children.

## HANDOUT 11

### Examples of safeguarding provision in contracts signed with a partner organisation.

Below is an example of the provisions inserted into DANIDA partner agreements:

#### **SAFEGUARDING AGAINST EXPLOITATION, SEXUAL ABUSE, CHILD ABUSE, AND CHILD NEGLECT:**

The MFA's anti child labour clause has to be applied when the organisation signs agreements and contracts with partners:

"The Implementing Partner shall abide by applicable national laws as well as applicable international instruments, including the UN Convention on the Rights of the Child and International Labour Organisation conventions. Any violation will be ground for immediate termination of the Agreement."

The MFA's PSEAH clause has to be applied when the organisation signs agreements and contracts with partners:

"The Danish MoFA has a zero tolerance for inaction approach to tackling sexual exploitation, abuse and harassment (SEAH2) as defined in UNSG Bulletin ST/SGB/2003/13 and the definition of sexual harassment in UNGA Resolution A/RES/73/148. The Implementing Partner, and its sub-grantees, will take appropriate measures to protect people, including beneficiaries and staff, from SEAH conducted by its employees and associated personnel including any sub-grantee staff and take timely and appropriate action when reports of SEAH arise. In the event that the Implementing Partner receives reports of allegations of SEAH, the Implementing Partner will take timely and appropriate action to investigate the allegation and, where warranted, take disciplinary measures or civil and/or criminal action. Any violation of this clause will be ground for the immediate termination of this Agreement." Sexual harassment is understood as any kind of unwanted verbal, non-verbal or physical behavior of a sexual nature with the aim or impact that a person's dignity is violated, especially if it happens in a threatening, hostile, degrading, humiliating or offensive environment. Sexual exploitation is understood as attempts or actual abuse of position of power to exploit a person's vulnerability for sexual gain. This also applies to relationships where economic, social or political advantage is gained from another person on the basis of sexual exploitation. Sexual abuse can consist of either a threat of or actual physical abuse of a sexual nature.

Below is an example of the provisions inserted into **USAID partner agreements:**

#### **SAFEGUARDING AGAINST EXPLOITATION, SEXUAL ABUSE, CHILD ABUSE, AND CHILD NEGLECT:**

(a) Definitions for the purposes of this provision.

"Agent" means any individual, including a director, an officer, or an independent contractor, authorized to act on behalf of an organization.

"Child" means a person younger than 18 years of age.

"Child abuse" means emotional, physical, sexual, or any other ill-treatment carried out against a child by an adult.

"Child neglect" means a failure to provide for a child's basic needs in the absence of the child's parent or guardian when the care of the child is associated with the award activities.

"Emotional child abuse or ill-treatment" means injury to the psychological capacity or emotional stability of the child caused by acts, threats of acts, or coercive tactics.

"Employee" means an individual who is engaged in the performance of this award as a direct employee, consultant, or volunteer of the recipient or any subrecipient.

“Exploitation” constitutes any actual or attempted abuse of a position of vulnerability, differential power, or trust, including for the purposes of profiting monetarily, socially, or politically. When carried out for a sexual purpose this constitutes sexual exploitation.

“Physical child abuse” means acts or failures to act resulting in injury (not necessarily visible) or unnecessary or unjustified pain or suffering without causing injury, harm, or risk of harm to a child’s health or welfare, or death.

“Sexual abuse” constitutes any actual or threatened physical intrusion of a sexual nature toward another person whether by force or under unequal or coercive conditions. When carried out against a child by an adult, such conduct is considered sexual abuse even in the absence of force or unequal or coercive conditions.

(b) Requirements. In the performance of this award, the recipient must have and implement a set of publicly available standards, policies, or procedures to prevent, detect, address, and respond to allegations of exploitation, sexual abuse, child abuse, and child neglect that:

(1) Prohibit employees, agents, interns, or any other person provided access or contact with beneficiaries, from engaging in any exploitation, sexual abuse, child abuse, and child neglect of any person during the period of performance, supporting or advancing these actions, or intentionally ignoring or failing to act upon allegations of these actions;

(2) Are consistent with the Inter-Agency Standing Committee’s Six Core Principles Relating to Sexual Exploitation and Abuse, as amended, available at <https://psea.interagencystandingcommittee.org/update/iasc-six-core-principles> and the Keeping Children Safe Standards, available at <https://www.keepingchildrensafe.global/accountability/>;

(3) Require reporting of suspicions or concerns related to violations of the prohibitions in paragraph (1) to the recipient;

(4) Require a “survivor-centered approach” for responding to alleged violations of the prohibitions. Such an approach must ensure the survivor’s dignity, experiences, considerations, needs, and resiliencies are placed at the center of the process;

(5) When a child is involved, require a “best interest of the child determination” for responding to alleged violations of the prohibitions. This determination considers the best possible outcome for a vulnerable child who has been exposed to violence, abuse, exploitation, or neglect;

(6) Include remedies for violations;

(7) Monitor sub-recipients, employees, agents, interns, or any other person provided access or contact with beneficiaries;

(8) Details the actions that may be taken against sub-recipients, employees, agents, interns, or any other person provided access or contact under the award who commit exploitation, sexual abuse, child abuse, and child neglect of any person or who fail to take reasonable steps to prevent it; and

(9) Provide transparency on hiring, screening, and employment practices, including on rehiring or transfer and referencing for subsequent employers.

(c) Compliance Plan. For awards exceeding \$500,000, the recipient must develop, implement, and maintain a compliance plan, either in conjunction with or separate from the Trafficking in Persons Compliance Plan, that details risk analysis and mitigation measures that will be implemented during the period of performance of the award to prevent and address exploitation, sexual abuse, child abuse, and child neglect of any person, consistent with the requirements in paragraph (b) of this provision.

(1) The recipient’s compliance plan must be appropriate to the size and complexity of the award and

to the nature and scope of the activities, including the particular risks presented by the operating context. The plan must include, at a minimum, the following:

- (i) Reasonable measures to reduce the risk of exploitation, sexual abuse, child abuse, and child neglect. Where implementation of projects under this award may involve children, this includes limiting unsupervised interactions with children and complying with applicable laws, regulations, or customs regarding harmful image-generating activities of children;
  - (ii) An awareness program to inform employees, agents, interns, or any other person provided access or contact with beneficiaries about the requirements of this provision, including the activities prohibited, the action that will be taken in response to violations, and the mechanism(s) for reporting allegations;
  - (iii) A description of how beneficiaries and local community members:
    - A. Are made aware of the prohibited activities,
    - B. How they may report allegations, and
    - C. How (A) and (B) are carried out in a manner that is inclusive, culturally appropriate, and sensitive to the context;
  - (iv) Safe, accessible, and publicly available reporting mechanism(s) that may be integrated with any existing or similar such mechanisms, for anyone to confidentially report exploitation, sexual abuse, child abuse, and child neglect, with appropriate safeguards to protect whistle-blowers and survivors, including express protection against retaliation for reporting, and documented procedures for protecting personally identifiable information (PII) from unauthorized access and disclosure; and
  - (v) Appropriate measures to protect survivors of or witnesses to activities prohibited in paragraph (b) (1) of this provision and not prevent or hinder cooperating fully with U.S. Government authorities.
- (2) The recipient must provide a copy of the compliance plan to the Agreement Officer upon request.
- (d) Notification.
- (1) The recipient must immediately inform, in writing, the Bureau for Management, Office of Management Policy, Budget, and Performance, Responsibility, Safeguarding, and Compliance Division (M/MPBP/RSC) at [disclosures@usaid.gov](mailto:disclosures@usaid.gov), with a copy to the Agreement Officer, and the USAID Office of Inspector General (OIG) whenever the recipient receives credible information from any source that alleges the recipient, subrecipient, employee, agent, intern, or any other person provided access or contact with beneficiaries under the award has engaged in activities prohibited in paragraph (b)(1) of this provision; and
  - (2) As soon as practicable, the recipient must provide in writing, as specified above: (i) additional information on any actions planned or taken in response to the allegation; and (ii) any actions planned or taken to assess, address, or mitigate factors that contributed to the incident.
  - (3) The Agreement Officer authorizes M/MPBP/RSC to correspond with the recipient for further information relating to the notification.
  - (4) In providing any notifications under this subsection, the recipient should not share PII, unless specifically requested by the Agency or USAID OIG.
- (e) Remedies. In addition to other remedies available to the U.S. Government, the recipient's failure to comply with the requirements of paragraphs (b), (c), and (d) of this provision may also result in the Agency initiating suspension or debarment proceedings.
- (f) Subrecipients. The recipient must insert the terms of this provision, including this paragraph (f), in all subawards except to require subrecipients to notify the recipient. The recipient must forward such

notifications as required in paragraph (d).

[End of Provision]

(Available at: <https://www.usaid.gov/about-us/agency-policy/series-300/references-chapter/303mab>)

## Section 4: Additional Materials

This section offers some different materials that can be used to facilitate decisions about local perceptions of children and childhood. They will also help introduce sensitive topics related to child protection.

### Additional Material 1: Perceptions of children and childhood

(This exercise is adapted from: Keeping Children Safe's 'Understanding Safeguarding')

#### Materials to prepare

Print out copies of the **Question Card**.

At the top of four pieces of flipchart paper write the word "strongly agree," "agree," "disagree," and "strongly disagree." i.e. one flipchart paper will have the word 'agree' at the top and so on. Place the four flipchart papers on the walls spread out around the room

#### Part 1: Definitions of children and childhood

Explain that this exercise will help participants think about how children are perceived in their country as well as how issues of child abuse are viewed.

Divide participants into small groups. Give each group a copy of the Question Card. Ask them to discuss each of the questions and write their agreed answers in the appropriate boxes. Give them 10 minutes for this.

Ask each group to present their answers. Open up a discussion about these perceptions of children and childhood. You might also want to ask how these perceptions are in line or in conflict with definitions in their national legislation and international conventions.

#### Part 2: Views on child abuse

Now bring everyone back into one group. Give each participant a copy of the **questionnaire: views on abuse**. Ask them to work by themselves for 5 – 10 minutes and to fill out the questionnaire.

Now read out loud the first statement and ask participants to go and stand by the flip chart paper containing the answer they chose.

Repeat this for each statement.

Discuss what has just occurred – did participants mostly agree with each other, disagree, and why?

Note: if you feel this particular exercise is too personal for the participants you could ask them to answer the questions from the perspective of what they think are the common social and cultural norms and beliefs of people in the societies they work in



## Handout



### Question cards

In the community you work or live in, what words do adults use to talk about children?

A large, empty rectangular box with a dashed border, intended for writing answers to the first question.

What stages of childhood are celebrated in the community you work in? How are they celebrated?

A large, empty rectangular box with a dashed border, intended for writing answers to the second question.

When do children become adults? Legally? Culturally? (i.e. When does the community expect a child to behave like an adult?)

A large, empty rectangular box with a dashed border, intended for writing answers to the third question.

**Part 2: Child abuse – attitudes and values:**

**Questionnaire: Views on abuse**

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Hitting children is always wrong and is a form of child abuse.				
2. Sexual abuse of children is not a problem in this country.				
3. Using a stick as a way of disciplining children in school is OK.				
4. Reporting abuse is likely to make things worse for the child so it is better not to do or say anything.				
5. Disabled children are more at risk of being 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 enough to report child abuse.				
8. Staff employed to work with children are unlikely to abuse them.				
9. Children often make up stories about being abused.				
10. Boys are less likely to be sexually abused than girls.				
11. A faith leader would never abuse a child.				
12. Only men abuse children, women are safer.				

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# Question Cards



## Part 3: Discussing child abuse

### Introduction

Embarking on the journey of establishing a safeguarding system that promotes a consistent culture of protection and care in smaller organisations can seem like a daunting task. A first step can be to create a common understanding of what are child safeguarding concerns and possible actions to be taken to mitigate the risk.

The aim of this dialogue tool is to bring project staff, board members and volunteers into a safe space where they can discuss issues, share experiences, and identify needed action to ensure that the work they do will live up to the vision they have of supporting children while upholding the 'Do No Harm' principle.

As safeguarding concerns are often sensitive topics, it will be important to go into the discussions carefully and gradually. The dialogue tool uses the Facts, Association, Meaning and Action Learning Dialogue approach (FAMA), which promotes behaviour change from within, through a participatory group discovery process leading towards possible action.

This dialogue tool for participatory group learning can also be used to enhance community dialogue about child protection. If necessary, adjust the questions to fit your specific context.

The dialogue cards deal with safeguarding at three different levels:

1. Defining child abuse
2. Investigating what is appropriate conduct for staff and volunteers in the organisation
3. Investigating how to set up a robust safeguarding system in the organisation

Trigger warning: The images and questions might be disturbing to participants who might have personal experiences with physical, emotional, or sexual abuse. Make sure to never pressure participants to speak. If possible, as a facilitator, encourage participants to not share personal details but keep the examples anonymous. Allow for a safe and confidential space for follow up if necessary.

### Dialogue steps

The dialogue will be guided by a picture and a set of questions:

- Pick a card that you find appropriate to start with. There is no right or wrong order but be aware that some relate to defining what child abuse is, while others deal with personal and organisational responsibilities of safeguarding.
- Show the chosen picture to the group.
- Using the questions on the back of the card, you can initiate a conversation about the **FACTS** of the picture: Of what is seen in the picture and how the people in the picture might feel. This creates a safe way for participants to engage in; they can start talking without feeling pressured to reveal any personal details.
- Next, the group will be asked questions that will guide them towards making **ASSOCIATIONS** to experiences that the picture makes them think of. It will open an opportunity for participants to learn from each other and for new insights. The questions and answers can also reveal different perspectives among participants. It is ok to not agree, but it is important to listen.
- As a third step, participants are led to investigate the **MEANING** of the issue; is this something that is experienced at a broader, societal level? Why is that?
- Finally, the discussion will be guided towards finding out what **ACTIONS** should be taken to find solutions, both at a personal and organisational level.

**TIP:** You can print and laminate the cards so that they are reusable.



# Defining child abuse: **Exploitation (Child labour)**

The project includes the building of a latrines in a local community, but the contractor engages school-age children to carry the heavy loads of bricks and cement during school hours

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a child safeguarding and/or child protection concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the working children?
- How does this affect their families?
- What will happen to the contractor?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Organisational child safeguarding system: non-reporting on abuse

An employee in the partner organisation observes the driver showing inappropriate content on social media to children in the project while waiting in a village. However, she does not report the incidence for fear of losing her employment in the project.

## Facts

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

## Association

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## Meaning

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the exposed children?
- What will happen to the driver?
- What will happen to the other employee who observed the incidence?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## Action

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?





# Defining child abuse: **Online exploitation**

The organisation runs an online learning programme for children in remote villages, but a staff member gets access to the platform and sells the password to a local child abuse mafia gang.

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a child safeguarding and/or child protection concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the children in the villages?
- What will happen to the staff member?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Defining child abuse: **Serious neglect**

In a project that supports foster care and kinship care, a child in a foster family is singled out from the other children in the family and does not receive care, food and education (The neglect is purposeful and detrimental to health & well-being)

## **Facts**

To Help People Reflect On And Discuss What They See In The Picture.

- What Do You See In The Picture?
- What Is Happening?
- Can You Tell A Story About What You Think Is Going On?
- Is There A Child Safeguarding And/Or Child Protection Concern?

## **Association**

To Help People Connect The Situation In The Picture To Their Experience.

- Does This Remind You Of Anything You Have Seen, Heard Or Experienced?

## **Meaning**

To Help People Identify And Discuss The Meaning Of The Depicted Situation, The Lessons To Be Learned, And The Principles At Play.

- How Often Does Something Like This Happen?
- How Will This Affect The Child In Care?
- What Will Happen To The Foster Parents?
- How Does This Kind Of Behaviour Affect You?
- How Does It Affect The Organisation?
- What Can We Learn From This Story?

## **Action**

To Encourage People To Take Action.

- What Can Be Done To Address This Situation?
- What Would Be The First Step?
- Should You Work Alone Or With Others?
- Will A Safeguarding Policy Help The Situation?
- Will A Complaints Mechanism Help The Situation?
- What Will Be Important To Take Into Account?



# Organisational child safeguarding system: Insufficient complaints mechanism

A young female workshop participant feels uncomfortable when the trainer touches her inappropriately, but when she drops a complaint in the box, the director of the local partner organisation is the one to read the notes. He threatens to exclude her from the training if she does not drop the complaint.

## Facts

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

## Association

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## Meaning

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the young girl?
- What will happen to the trainer?
- What will happen to the director?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## Action

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a different / additional complaints mechanism help the situation?



# Code of conduct for organisational staff: Ethical considerations for actions outside of work time (Early and forced marriage / child labour)

The programme manager goes home from the organisation's office to his under-age wife  
(Or, if too unlikely in the social context of the organisation:

The programme manager goes home from the organisation's office to his home where a  
school-age girl is working as domestic help)

## Facts

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

## Association

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## Meaning

To help people identify and discuss the meaning of the depicted situation, the lessons to  
be learned, and the principles at play.

- How often does something like this happen?
- Is this acceptable behaviour in the social / cultural context?
- How will this affect the young girl?
- How do you think her parents assess the situation?
- What will happen to the programme manager?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## Action

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy and a code of conduct help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?





# Code of conduct for organisational staff:

## Discrimination

The social worker in the project is from the majority ethnic-religious group and favours members of her own group in the programme activity of the project, so a young minority boy is left excluded.

### Facts

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

### Association

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

### Meaning

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the young boy?
- How does this affect his family?
- What will happen to the social worker?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

### Action

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Organisational child safeguarding system: **Arbitrary recruitment procedures**

The director of the local partner organisation is responsible for hiring the new field worker but fails to check references to ensure that there are no former cases of child abuse.

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the children your organisation works with?
- What will happen to the new hire?
- What will happen to the director?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Code of conduct for volunteers: **Romance with a young project participant**

A 21-year-old volunteer from the Danish partner organisation is facilitating workshops for 15-year-old entrepreneurs as part of the project team of the local partner organisation. She organises extra help for a particular student whom she finds attractive and eventually they start dating.

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the young student?
- What will happen to the volunteer?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Defining child abuse: **Sexual exploitation**

A tutor in the project takes advantage of a young participant in a vocational skills course by pressuring her to have sex to get the graduation certificate (non-graphic depiction)

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story of what you think is going on?
- Is there a child safeguarding and/or child protection concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the student? Her parents?
- What will happen to the tutor?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?





# Code of conduct during field visits:

## Taking photos without consent

Board members of the Danish partner organisation are visiting for a monitoring trip and taking photos, without consent of children in vulnerable situations, for their newsletter.

### Facts

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a safeguarding concern?

### Association

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

### Meaning

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the vulnerable children?
- What will happen to the board members?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

### Action

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?



# Defining child abuse: **Physical violence**

The project is teaching street children to read and write but the teacher is using physical disciplining when the students make mistakes in their school work.

## **Facts**

To help people reflect on and discuss what they see in the picture.

- What do you see in the picture?
- What is happening?
- Can you tell a story about what you think is going on?
- Is there a child safeguarding and/or child protection concern?

## **Association**

To help people connect the situation in the picture to their experience.

- Does this remind you of anything you have seen, heard or experienced?

## **Meaning**

To help people identify and discuss the meaning of the depicted situation, the lessons to be learned, and the principles at play.

- How often does something like this happen?
- How will this affect the street children?
- What will happen to the teacher?
- How does this kind of behaviour affect you?
- How does it affect the organisation?
- What can we learn from this story?

## **Action**

To encourage people to take action.

- What can be done to address this situation?
- What would be the first step?
- Should you work alone or with others?
- Will a safeguarding policy help the situation?
- Will a complaints mechanism help the situation?
- What will be important to take into account?