

# Specific Core Training Workshops

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# Core Workshop 1

## Keeping Children Safe – Developing a Child Protection Policy and Procedures for your Agency

### Introduction

Modules 1-4 contain a selection of exercises for you to choose from and use with participants. This core workshop is slightly different. It offers a complete workshop that you can use to put together a child protection policy and procedures for your organisation. It builds on the material on policy and procedures in *Tool 2 – Keeping Children Safe: How to Implement the Standards*. 

The workshop may be particularly useful for training partner agencies on the importance of having a child protection policy and helping them develop their own policies. You could also use the workshop with managers and senior managers.

Participants must have some basic child-protection awareness-training (such as the **Introductory Session** and **Modules 1-3** of this Training Pack) before doing this workshop.

### Aim of the workshop

- To provide guidance on how to develop a child protection policy and procedures.

### Objectives of the workshop

- Highlight the standards that organisations need to meet in order to make them safe for children.
- Develop a child protection policy and procedures that fits your or your partner organisations, work and situation.
- Use the Keeping Children Safe Audit Tool to measure how well your agency is doing.
- Establish agreement on acceptable behaviour towards children.

### Duration

This workshop could be adapted to run for a half day or one day. See the suggested timetable.

### Preparation

- You will need to spend some time in advance making sure you are familiar with every stage of the workshop. This will help you to lead the training in an organised and confident way.
- Make sure your equipment is working, and that you have got your Power Point presentation ready to use. If you do not have access to a computer, or your computer is broken, you can either:
  - enlarge the Power Point slides and display them on the wall/flipchart
  - make paper copies to give to participants.

Make sure that your DVD/CD Rom is working as you want it to. If it is not, plan another way of doing things.  

- Make copies of all the materials you are planning to use, and organise them in the order you will use them.
- Think about how you are going to introduce the workshop, and what you need to tell participants so that they focus on the learning and activities.
- If you are using the DVD, decide in advance which Sections to show. 

### Suggested timetable

Introduction: Why do you need a child protection policy? DVD: show Section 5: <i>What do we need to consider in order to make children feel safe?</i> The part where NGO workers talk about why child protection standards are important is useful. Give introductory talk.	30 minutes
<b>Stage 1:</b> Self-audit – what do you need to do?	50 minutes
<i>Break</i>	15 minutes
<b>Stage 2:</b> Developing organisational ownership – making sure everyone is involved.	25 minutes
<b>Stage 3:</b> Designing the reporting procedure.	60 minutes
<i>Lunch</i>	60 minutes
<b>Stage 4:</b> The first draft.	60 minutes
<b>Stage 5:</b> Implementation strategy.	50 minutes

## Introduction: Why do you need a child protection policy?

### Aim

- To outline the key benefits to an organisation of having a written child protection policy.

### Key learning points

- Many organisations are committed to improving the lives of children by promoting children's rights.
- Most organisations have some informal and unwritten procedures for how concerns about child abuse are managed.
- However, if you don't have clear written policies and procedures on child protection it is hard to respond appropriately and consistently when concerns are raised.
- All staff need clear guidance on what to do and who to tell when they have a concern about a child.
- Managers in all organisations need to recognise their responsibility to support the development of written policies and procedures to keep children safe.

### Duration

20 minutes

## Equipment

To run this session you will need:

- **Trainer's notes: Keeping Children Safe – Developing a child protection policy and procedures for your agency** (page 165)
- Power Point presentation for Core Workshop 1
- Power Point presentation on *Keeping Children Safe-Standards for child protection*. If no screen available have some slides copied onto paper for group display or handouts
- Additional Power Point presentation for managers Core workshop 2, if adapting the workshop for them
- DVD player and DVD 
- **DVD Section 4: What are the consequences of getting it wrong? Watch the section on how the Keeping Children Safe standards can prevent and reduce the risk of things going wrong.** 

## Preparation

Prepare presentation and equipment. If you are using the DVD make sure it is all working and that it is set at the right section.

## Process

1. Use the Power Point presentation for Core Workshop 1 to give a brief presentation to the group which outlines the benefits of having a child protection policy and procedure. If you have not already run through the Keeping Children Safe Standards for Child Protection Power Point use this to set the scene of why standards are important before going onto the policy development. Use the **Trainer's notes** for this session to guide your presentation.
2. If using the DVD play some of **Section 4**. 
3. Allow a few minutes at the end of this session for questions from participants. Use the **Stop and Think** pauses on the DVD to generate discussion. 

## Stage 1: Self-audit – what do you need to do?

### Aim

- To audit/review what and how well you, or your partner organisation, is doing to keep children safe.

### Key learning points

- All organisations do some things well.
- Sometimes the experience and wisdom of staff about Keeping Children Safe is shared by only a few and it is hard for others to learn from them as nothing is written down.
- Some organisations place too much responsibility with one or two people.
- Often organisations do not recognise where the gaps are or know how to what to do about those gaps.

### Duration

60 minutes

## Equipment

- **Workshop sheet 1a: Self-audit tool** – (page 91) enough copies for each participant or small group
- **Workshop sheet 1b: Self-audit web** – (page 95) enough copies for each participant or small group
- felt-tip or marker pens in three colours – a set for each small group

(This self-audit tool and web also appears on pages 26–29 of *Keeping Children Safe Standards for Child Protection, Tool 1*.)

## Preparation

Make copies of **Workshop sheet 1a: Self-audit tool** and **Workshop sheet 1b: Self-audit web**, enough for each participant/small group. Read through the tool and make sure that you understand the language so that you can take questions from participants and explain clearly what it all means.

## Process

1. First you need to think about how you divide participants. If you have several people from several organisations, divide participants into small groups, with people from the same organisation working together. Alternatively, each participant can do this exercise on their own.
2. Hand out copies of **Workshop sheet 1a: Self-audit tool** to each participant/small group. Explain that this self-audit tool is an ideal way to measure how far (or near!) your organisation is from meeting the standards on making children safe, and where you need to improve.
3. Explain that the self-audit tool asks participants to think about six different areas of their organisation:
  - philosophy and practice
  - policies and procedures
  - good practice and prevention
  - implementation and training
  - information and communication
  - monitoring and review.

There are six statements/standards within each area. Participants should decide whether each statement is:

A: in place

B: partially done

C: not in place.
4. Make sure that everyone is clear what they have to do, and encourage people to ask questions if they are not sure of language or what to do.
5. Allow about 20 minutes for this part of the exercise.
6. Now hand out copies of **Workshop sheet 1b: Self-audit web** and give each group a set of three different coloured pens. Ask participants to transfer their answers to the diagram – the web illustrates what stage the organisation has reached in making children safe, and where they need to take further action.
7. Allow another 10-15 minutes for this.
8. Bring the participants back together and ask them to feed back what it has demonstrated to them about their organisation, and how they feel about it. Has it shown the gaps? What are they?

9. Close the session by saying that we are going to move on to think about how they can fill in those gaps.

## Workshop sheet 1a and 1b: Self-audit tool

### The self-audit tool

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

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

### Using Checkpoints

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

Before you start, take a copy of the questionnaire, date the copy and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date.

The self-audit tool asks you to think about six different areas of your organisation:

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

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

A: in place

B: partially done

C: not in place

Tick the A, B or C box as appropriate.

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

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

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

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

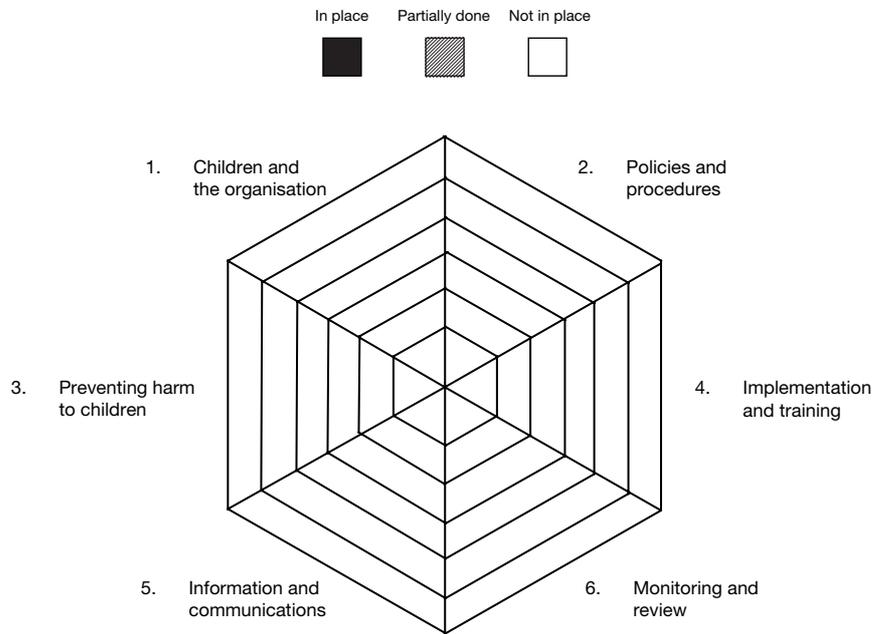
Information and communication		A	B	C
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the organisation knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local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

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

**The self-audit web**

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

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



## Stage 2: Developing organisational ownership – making sure everyone is involved

### Aim

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

### Key learning points

- It is important to consult with people inside and outside the organisation about the development of a child protection policy and procedure.
- Often there is expertise and resources in the community that people may not be aware of.

### Preparation

- Draw the diagram on the next page – Stakeholders in developing a child protection policy – onto a piece of flipchart paper or OHT for group display.

### Process

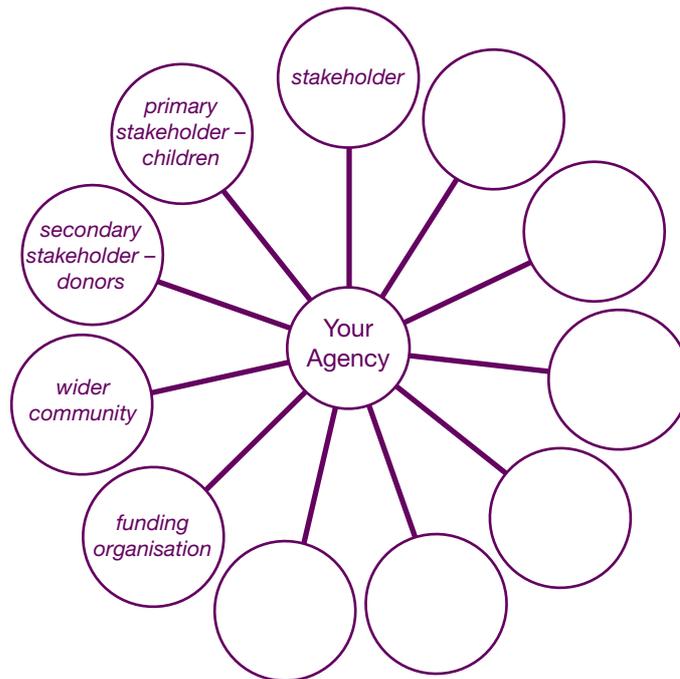
1. First, explain briefly that a stakeholder in an organisation is a person or organisations who has an important interest in the project or organisation. Point out some important stakeholders in organisations that come into contact with children – include children, staff, parents and even society – it is in all our interests to develop organisations that are safe for children.
2. Explain that one of the most important things in developing a child protection policy and procedures is to make sure that you consult with key

stakeholders in the organisation – ask everyone who should be involved to give their ideas, suggestions and agreement.

3. Give each participant a blank piece of flipchart paper. Ask them to draw a diagram showing the different parts of the organisation and to write down the key stakeholders – who should they consult about developing a child protection policy? Ask them to think about external contacts as well that they might need to consult with, eg, partner agencies, faith or community leaders.

Use the following diagram as an example of how they could do this. A copy of this is on the CD Rom. 

### Stakeholders in developing a child protection policy



4. Use the following questions to help participants to think about what needs to be in the diagram.
  - Have you got any resources, human or financial to support the work? If not what and how much might you need? Producing a clear policy does not have to cost a lot, but there may be costs in relation to publication and implementation training.
  - Have you researched what else is out there, what other similar organisations/projects are doing? Who might be able to help you or share expertise?
5. Allow about 15 minutes for this and then bring the group back together and take feedback – write notes on the flipchart diagram.

## Stage 3: Designing the reporting procedure

### Aim

- To design a written organisational reporting procedure for responding to concerns about child abuse.

### Key learning points

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

### Duration

60 minutes

### Equipment

To run this session you will need:

- flipchart paper and marker pens
- **Workshop sheet 1c: Case scenarios** (page 99)
- **Workshop sheet 1d: Drawing up a policy** (page 100)
- **Workshop sheet 1e: Blank flow chart** (page 101)
- flipchart paper Power point explaining 'The role of DCPOs' (see Preparation)

### Preparation

This stage is in two parts.

#### **Part One: Case scenarios**

Make copies of the scenarios on **Workshop sheet 1c: Case scenarios** – think about which scenarios you will use with participants.

If these scenarios are not typical of the particular organisation/project represented in the group then write some more accurate ones.

#### **Part Two: The designated child protection officer (DCPO)**

- Make copies of **Workshop sheet 1d: Drawing up a policy** – one for each small group/pair.
- Make copies of **Workshop sheet 1e: Blank flow chart**, one for each small group/pair or individual.

On a piece of flipchart paper or OHT, write the following text which you will use with participants:

#### **The role of the DCPO or named person is to:**

- act as a focal point to receive information
- access the information and make a prompt response making clear more information as appropriate
- seek guidance from senior management
- assess risk
- consult with local agencies

- make a formal referral if appropriate
- ensure that all information is recorded on incident record of concern form.

Read through the exercises carefully before you lead the session to make sure that you can lead them confidently, and that you have all the information you need to hand.

## Part One: Case scenarios

### Objective

- To identify what currently happens in your organisation/project when a concern arises.

### Process

1. This is a good time to recap on what you've already considered so far in the workshop. Lead a brief discussion with participants, asking them:
  - What happens now – how does a concern regarding possible abuse of a child get reported?
  - How are concerns dealt with and who has responsibility for managing the process?
  - What is missing, and what works well? It may be that you look at other disciplinary processes or ways of dealing with, e.g., sexual harassment complaints that might give some ideas on how to approach it. Do you have a designated/named person responsible for receiving complaints?

*Use the following activity to help participants to think about these questions.*

2. Divide participants into pairs or small groups of three or four people. Give each small group/pair one or two case scenarios from **Workshop sheet 1c: Case scenarios**.
3. Give each small group a piece of flipchart paper and pen. Ask participants to discuss some of the scenario/s and make notes on the issues they raise. Who would or could they tell? How would it currently be managed and what is missing?
4. After about 15 minutes, bring the groups back together and take feedback, discussing each situation. You will probably find that there is some confusion and lack of consistency about the actual procedure of what to do in these sorts of situations. Some people will feel more confident than others about what to do, but experience teaches us that a policy and procedure that is clear and accessible will help ensure that these situations are handled properly.
5. Summarise the points made particularly where it would seem there is confusion. Make a list of things that would help when designing or improving a written policy and procedure.

## CORE WORKSHOP 1

### Workshop sheet 1c: Case scenarios

1.	A member of staff (or volunteer) sees a project worker who is employed by your agency hitting a child. They are using a stick to beat the child who has stolen food from the store cupboard.
2.	A member of staff/volunteer hears a rumour that a new member of staff, who has been appointed as a consultant, left his previous job under suspicious circumstances. The rumours are about inappropriate behaviour with underage boys in the village where he was based.
3.	On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and is bleeding across their back and legs.
4.	Some of the young girls in the camp are hanging round the supplies area; you suspect that they may be offering sexual favours to NGO staff for additional food.
5.	On a visit to a residential home for disabled children that your organisation supports you notice that some of the children are in very dirty clothes and look unwashed. One child in a wheelchair is sitting in soiled and wet trousers.
6.	A new NGO worker is taking pictures of young boys with a phone camera. He is offering the boys sweets and cigarettes to pose for shots. Although the children are dressed there is something that makes other staff uneasy about his behaviour.

### Part Two: The designated child protection officer (DCPO) or named person

#### Objective

- To provide a named person within an organisation who can act as a focal point for receiving concerns about child abuse.

#### Process

1. Write on the flipchart: DCPO. Explain to participants that this stands for Designated Child Protection Officer. Explain what a DCPO is, using the notes below:

*A DCPO is a named person in an organisation who is responsible for hearing any child-abuse concerns in an organisation, and then dealing with those concerns.*

*It is good practice for an organisation or project to identify people who can act as DCPOs. Other people in the organisation can then go to them if they have concerns about child protection or abuse. It is often helpful if the DCPOs are not senior managers but someone with experience and confidence in handling similar issues or access to training and support so they can develop the role. Everyone should know how to contact them. In larger organisations there should be a structure of a number of DCPOs across the different regions/activities.*

2. Use the flipchart or overhead projector to describe the role of the DCPO – use the text you prepared beforehand.

#### **The role of the DCPO or named person is to:**

- act as a focal point to receive information

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

3. Give participants copies of **Workshop sheet 1d: Drawing up a policy**. Ask them to go back into the groups they have been working in for Part One and use the two scenarios from the list that they have just been discussing. Using the workshop sheet ask them to design a procedure that would improve how they might respond if this situation arose. Allow 15 minutes for this.
4. While they are doing the exercise, ask participants to think about who the DCPO(s) or focal person might be if they were identifying an individual who could hold this role in their organisation.
5. Bring the group back together and make notes on the key points and steps that will help with the design of an appropriate procedure.
6. Give each organisational group or individual (if working on their own) a copy of **Workshop sheet 1e: Blank flow chart**. Ask them to use it to begin to design the procedure for reporting a concern.
7. Don't forget to say that whatever they do must be used to consult with others in the organisation to make sure that they agree and that it is a realistic procedure that all can understand and follow.

## CORE WORKSHOP 1

### Workshop sheet 1d: Drawing up a policy

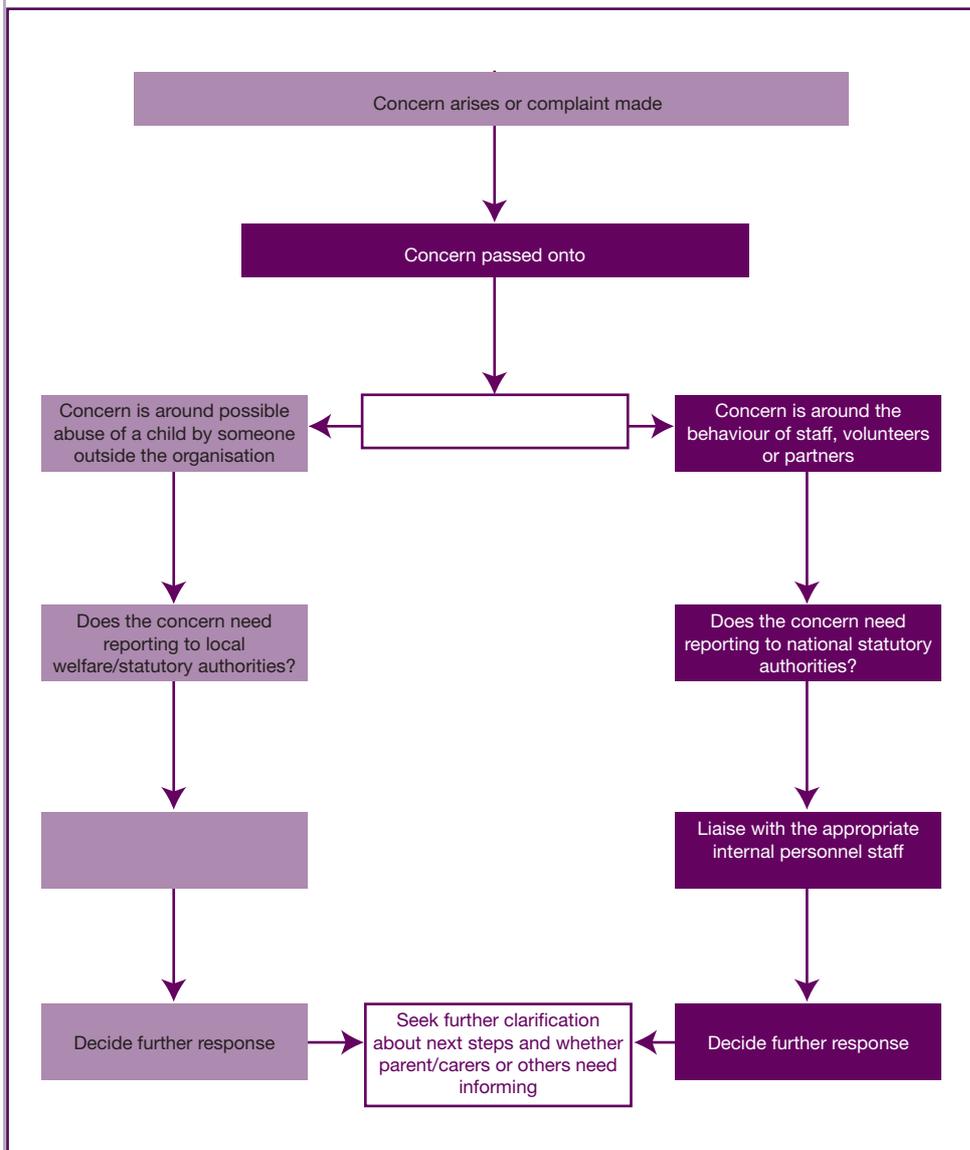
Steps to consider	Issues raised
What would happen?	
Who would be told and when? Who will be your designated/named person?	
Who will be responsible for managing the process?	
How will it be recorded?	
How will it be passed on and to whom?	

## CORE WORKSHOP 1

### Workshop sheet 1e: Flow chart

Sample Child Protection Reporting Procedure

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



Core Workshops

## Stage 4: The first draft

### Aim

- To design the first draft of a written child protection procedure.

### Key learning points

- The exercises that have been done previously have already highlighted the many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff are not given guidance about who to tell and how to do it.
- The child protection policy provides guidelines for dealing with issues of child abuse but whatever policy is developed it must fit in with the specific cultural context and legal requirements of the country's law.

## Duration

60 minutes

## Equipment

To do this exercise, you will need:

- copies of **Workshop sheet 1f and 1g: Writing a policy statement** (pages 103–104)
- Power Point slides – Revisit the Standards presentation
- computer, display screen (or slides copied onto paper)
- flipchart paper and marker pens
- additional note paper for participants.

## Preparation

Make copies of **Workshop sheet 1f** and **1g: Writing a policy statement** – one for each participant.

Make sure you have the Power Point presentation ready or – if you don't have a computer – paper copies of the slides to hand out.

## Process

1. Explain that it is good practice, and helpful, to have a child protection policy statement that underpins the policy and procedures you will develop. This is similar to a 'mission statement', in which you make clear what the organisation believes about the importance of making children safe, and protecting them from abuse. This statement is based on fundamental principles about childhood and children's rights.
2. Hand out copies of **Workshop sheet 1f: Writing a policy statement** and read through the text with participants – this sheet gives information about **what a policy needs to include**, and the **principles** it is based on.
3. Then read through the **sample policy statements** included on the workshop sheet, so that participants have a clear idea of what they are trying to do. Explain that they should be aiming to write around 250-300 words. Make clear that it doesn't have to be perfectly written – the content is more important than the style.
4. Now divide participants into pairs, and hand out **Workshop sheet 1g**. Say that you'll give them around 20 minutes to write a simple child protection policy-statement for their organisation or project.
5. Bring the group back together and take feedback:
  - How did they get on?
  - Did they come up with anything?
  - What difficulties did they have?

If it is appropriate, ask participants to share what they have written – explain that this is a really good way to exchange ideas.
6. Point out to participants that in this session, they have now got an initial draft on child protection policy statement, and procedures. They have also identified some of the core principles upon which the child protection policy will be based.
7. Using the Power Point slides, revisit the standards describe how the Standards can help build a child-safe organisation.

8. The exercises that have been done previously have already highlighted that there are many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff are not made aware or guided as to who to tell and how to do it.
9. The child protection policy provides guidelines for dealing with issues of child abuse but whatever policy is developed it must fit in with the specific cultural context and legal requirements of the country law.

## **CORE WORKSHOP 1**

### **Workshop sheet 1f: Writing a policy statement**

#### **A child protection policy should include:**

- what the organisation wishes to convey regarding child protection
- why the organisation is undertaking the action
- how, in broad terms, it is going to fulfil this responsibility – how it's going to do it
- who the policy applies to (all staff and volunteers, what about partners?) and its status (mandatory?)
- a definition of a child (use the UN Convention on the Rights of the Child as guidance ie, any child under 18)
- an organisational definition of child abuse
- application of the policy to other policies and procedures that promote child welfare
- review and monitoring requirements.

#### **The policy should be based on the following principles:**

- The rights of the child to protection from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child.
- the welfare of the child should be safeguarded and promoted.
- When there is a conflict of interest the needs of the child are always paramount.
- Recognition of the importance of parents, families and other carers in children's lives.
- Recognition of the importance of working in partnership with other partner agencies in the protection of children.
- Recognition of the rights of staff and volunteers to training and support.

### **Sample child protection policy statements**

The following are fictional examples of child protection policy statements.

#### **Being Kind to Children Charity**

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

## Happy Children

“All children have a right to protection from abuse, violence and exploitation. Happy Children works to create a safe environment for children who benefit from Happy Children programmes etc.”

### CORE WORKSHOP 1

#### Workshop sheet 1g: Writing a policy statement

##### Notes on writing a policy statement

- Design a simple policy statement that expresses the philosophy of your organisation. A child protection policy statement should set out what the organisation wishes to communicate about children.
- Cite international/national policy, legislation or guidance which underpins the policy. Link it to the rights of children to be protected from abuse and exploitation (UNCRC).
- Set out in broad but practical objectives the rationale for the procedures and guidance that flows from it (as in Standard 2).
- Recognise the needs of all children to be protected including those who are disabled, from minority ethnic/faith groups, and regardless of gender, sexuality, culture.
- Provide clear statements regarding terminology (staff, volunteer, partner, consultant) and who the policy applies to.
- Clarify status of the document, for example is it mandatory? Has the board or committee approved it?



## Stage 5: Implementation strategy

### Aim

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

### Key learning points

- A child protection policy is only as good as the people who follow it. A piece of paper will not protect children.
- If you do not have a clear plan of action about how to implement the child protection policy, it will not help keep children safe.
- All staff must be made aware of the policy, receive training on it and understand how it applies to them.

### Note for the trainer

If the participants are from the same organisation you may want to do this exercise in the large group.

### Equipment

For this exercise, you will need:

- **Workshop sheet 1h: Implementing a policy** (page 107) – a copy for each participant
- DVD player and **DVD Section 7: What are the next steps?**

### Preparation

Make copies of **Workshop sheet 1h: Implementing a policy**.

Have DVD ready at the right section. 

### Process

1. If using the DVD play Section 7.
2. Whether you use the DVD or not, ask participants to think about what the essential elements of an implementation strategy might be. What do they need to do to make sure that the policy is effective, and is used by the organisation?
3. Explain to participants that you are going to help them to develop a detailed action plan of how they will disseminate the child protection policy- ie put it into practice, make sure everyone knows about the policy and procedures, and understands how they work.

Explain that one of the keys to success is to be clear about how to implement the policy and what might block you doing it successfully. It is often helpful to think about other policy changes there have been and how these have been introduced by your organisation.

- What worked well? If so, why?
- How was it presented?
- What did it look like?
- How are things communicated across the organisation?

4. Divide participants as you think appropriate – into pairs, small groups, or to work on their own. Give them each a copy of **Workshop sheet 1h: Implementing a policy**. The text follows:

On your own, or in small groups, start to make a plan of how you will disseminate the policy -ie make sure that everyone in the organisation is aware of the child protection policy and procedures and understands them. At each stage in the process, think about and state:

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

As a follow up support participants/organisations could be offered an opportunity to send draft policy and procedures to the trainer/facilitators at a later date to ensure some post training support.

The CD Rom has a sample Implementation Action Planning Tool  **Tool 5**

It may be helpful to use the following exercise to identify some of the blocks to implementing a policy.



Ademi Hilton / Plan

## CORE WORKSHOP 1

### Workshop sheet 1h: Implementing a policy

On your own, or in small groups, start to make a plan of how you will 'disseminate the policy' – i.e. make sure that everyone in the organisation is aware of the child protection policy and procedures and understands them.

At each stage in the process, think about and state:

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

### Optional exercise: Barriers to implementing policy and procedures

#### Aim

- To identify the things that might prevent a child protection policy from being implemented across an organisation and with partner agencies.

#### Objective

- To encourage participants think about some of the possible barriers to implementing the organisation's procedures.

#### Key learning points

- A written child protection policy and procedure will not, on its own, keep children safe. Its success relies on the commitment and understanding of the people who use it.
- All organisations need to develop a communication/implementation strategy.
- By identifying the things that might stop effective implementation possible ideas or solutions can be developed.

#### Duration

30 minutes

#### Equipment

To do this exercise, you will need

- sheets of flipchart paper and marker pens, enough for each small group or individual.

#### Preparation

To prepare for this exercise, it may be a good idea to do it yourself – think about the possible barriers to implementing a child protection policy and procedures in an organisation. Ask yourself about possible solutions and action that you could take to overcome the barriers.

This will help you to lead the discussion in an informed and considered way.

## Process

1. Introduce the aim of the exercise – to identify possible barriers and difficulties that participants might face in implementing the policy and procedures.
2. Divide the participants into small groups of four or five people, and ask them to think of a brick wall as a way of considering blocks/barriers to implementing the procedures. Ask them to draw a wall on their paper and identify different 'bricks' that may be component parts of that wall. You can show them what you mean on the flipchart – each brick can be labelled to show a different difficulty. For example:

*Examples of barriers to implementing the policy*

What if I make things worse?	Confidentiality	Previous bad experience when making a complaint	
	Fear of things not being managed well	People won't trust us if we need to have a policy	
		It's too complicated to do this here as we have so many other problems	

Allow the groups about 15 minutes to do this.

3. Bring the groups back together into the large group. Ask each small group to share their walls. Display them around the room. Allow about 5 minutes for this.
4. Lead a discussion about possible solutions to the blocks – ask participants to contribute their opinions based on their experience and skills.



Jon Warren / World Vision

# Core Workshop 2

## Keeping Children Safe – The Role of Managers

### Aims of this workshop

- To make sure managers are familiar with the key elements of keeping children safe in order to support them in carrying out their specific responsibilities for child protection.

### Objectives of the workshop

- To familiarise managers with the *Keeping Children Safe – Standards for child protection*.
- To consider the specific responsibilities of managers in keeping children safe.
- To enable managers to take appropriate action when child protection concerns arise.

### Duration

This workshop provides one half-day's training (or a full day if delivered in addition to introductory core training content from Modules 1-4).

### Equipment

For this workshop you will need:

- Power Point presentation on Keeping Children Safe the role of Managers
- DVD 
- copies of *Tool 1 – Keeping Children Safe: Standards for Child Protection* 
- *Tool 2 Keeping Children Safe: How to Implement the Standards* 
- paper copies of the **Self-Audit Tool** (see page 91)
- **Trainer's notes** on:
  - **Keeping Children Safe Standards for Child Protection** (page 137-139)
  - **Definitions of abuse** (page 141-146)
  - **Keeping Children Safe in Management** (page 166)
  - **Organisational abuse and risk** (page 157-159)
- Any additional material that relates to your particular organisation such as existing child protection policies.
- Sample child protection investigation protocols.

### Introduction

All participants should have done some basic child protection awareness training before undertaking this workshop.

This management workshop has been designed to be flexible so that you can adapt it to fit in with the needs of your organisation. If the agency or organisation has not got written child protection policies in place then integrate this workshop into Core Workshop 1 – *developing a child protection policy and procedures for your organisation*.

## Key learning points

- Clear guidance is needed about the organisation's child protection policy and should be available to all staff, volunteers, partners, donors and other relevant parties.
- A common agreement must be established about what constitutes child abuse in specific local contexts.
- All staff/partners etc should have an induction on organisational procedures and expectations about behaviour.
- Child protection awareness training must be available and reflect local contexts.
- Any agency should have a written process for managing child protection concerns that are both internal and external.
- An agency should have a clear process and system in place to recruit, manage and supervise staff.

## Stage 1: An introduction to Keeping Children Safe in organisations

### Aims

- To introduce the *Keeping Children Safe Standards for Child Protection*
- To begin to explore what your organisation does well in Keeping Children Safe and where the gaps/risks are

### Duration

90 minutes (including a break)

### Equipment

For this session, you will need:

- Power Point presentation: Keeping Children Safe The role of managers
- Power Point presentation: Keeping Children Safe standards for child protection
- **Trainer's notes: Keeping Children Safe Standards for Child Protection**
- copies of the **Self-Audit Tool** (page 91)
- flipchart paper and marker pens
- DVD and player (optional) 
- copies of the **Child protection checklist for managers** (page 114)

### Preparation

Think about your introductory talk for this session – read through the **Trainer's notes** to help you.

**DVD:** You may want to use some of the DVD to begin the session, there are several relevant sections. Look at 1-3. You could play it through (lasts about 10 minutes) and then get the group to address when it comes to Keeping Children Safe what does your organisation do or say they are good at? 

### Process

1. Begin by setting out the Keeping Children Safe standards for child protection and their aims – use the supporting Power Point and Trainer's notes and/or DVD to help you.



Jon Warren / World Vision

2. Not all organisations will be able to meet the standards – some of them will be more of a priority than others. Lead a discussion about them and – if the Self-Audit Tool has not been used before, ask the group to carry out a mini-audit, and use the Standards to think about gaps in their protection measures.

**Note:** The instructions for this are in Core workshop 1 and also at the back of *Keeping Children Safe: Standards for Child Protection*.

3. Discuss with the group what it thinks the organisation does well and where the risks or gaps are. List some of the specific common management issues identified by the group you may want to use these later on in the workshop.

You may want to extend the session to include a risk assessment and SWOT analysis (see **Module 4 Exercise 4.2**). There are also more activities in Phase 1 of Tool 2: *How to Guide* which could be adapted to be used here, though this would extend the workshop beyond half a day.

## Stage 2: The role of managers in responding to child protection concerns

### Aim

- To demonstrate ways child protection concerns might arise at work and how to respond to them.

### Duration

60 minutes

### Equipment

For this session you will need:

- DVD
- **Handout: Case scenarios**
- Keeping Children Safe – Role of Managers Power Point slides 7-11

### Preparation

Before you lead the session, read through the **Process** notes below.

**CD Rom:** Prepare the case study exercise using the examples provided. Or develop your own alternative ones which may be more appropriate to your organisation. 

**DVD:** The DVD also includes workers talking about concerns for children and what the consequences are of getting it wrong. Listen to Mai and Jill talking and use the excerpts to generate discussion in the group. 

**Tool 2 Keeping Children Safe: How to Guide** – Phase 1 and Standard 11 has some activities that you could adapt to use with the group. 

### Process

1. Ask the group to identify some ways in which they think child protection concerns might arise at work. List them on the flipchart or board. Ask participants to share any real examples.
2. Use the Keeping Children Safe Role of Managers **Point slides 7-10** to set the context. Divide the group into pairs or small groups. Give each group one or two examples, and ask them to consider the case examples and answer the following questions:
  - What action should you take, if any?

- Is there a clear child protection policy and procedure in your organisation to follow?
  - Who should you/they tell?
  - What are the specific management responsibilities?
  - What issues or difficulties might arise?
  - What might stop you/them doing anything?
3. Ask each group to summarise the key learning points. Make sure that all participants are clear about:
- what documents guide their action and responses
  - who they should contact internally and externally
  - whose policy they should adhere to if they are working in partnership with another agency
  - what local legislation and legal processes exist
  - where child protection concerns should be recorded
  - What is missing or needs developing.
4. Use **Power Point slide 11** to finish the session.

### Handout: Case scenarios

Imagine you are a manager in each of these scenarios – what do you see as your role and responsibility, and what action do you think should be taken?

#### *Scenario 1*

SONYA is a new employee. She has been in post in the region for less than six months and has found it hard to settle. Her post is funded by a partner agency that is supporting the work you are doing in education. She demands quite a lot of support from her manager and can be quite difficult. However, recently you think she has begun to take more responsibility and cope better.

Sonya has been working in a school assisting with teaching. The classes are very large at times and the lack of facilities, cramped conditions and few staff make it hard. Children often attend for part of the day as families want the children to work. Sonya has formed a friendship with a teenage boy who is very bright. She has been trying to encourage the boy to stay at school for a whole day. The parent has come to the school today accusing Sonya of having a sexual relationship with their son.

#### *Scenario 2*

ALAN is an experienced emergency-relief co-ordinator who has worked in many of the recent disasters, heading rapid-response teams and co-ordinating work in very difficult and challenging conditions. He is a strong character and can be difficult to manage and work with. He has been accused in the past of bullying staff and locals to get what he wants. But he is well-respected in the field. There has been a rumour that Alan was spotted in a local bar with a girl who appeared to be no more than 12 years old. The bar is well known as a place where young sex workers target NGO staff.

### Scenario 3

ELIAS has been working for more than two years for your organisation. He is based at the country office co-ordinating child protection work in a number of refugee camps. On a recent visit to the camp he was seen to hit a child with a stick who was pestering him for food; another member of staff has complained about him to you today but does not want to be named or make a formal complaint about his behaviour.

### Scenario 4

SANJIT is the computer expert in your organisation; he works in IT and everyone goes to him to ask for help. He has recently been on a field visit to see the teenage children he sponsors and has photos of them on his wall in the office. The police have contacted you to say they believe he has been involved in accessing abusive images of children through a paid Internet website and they are coming to the office to investigate in two days.

## Stage 3: Management roles and responsibilities

### Aim

- To identify specific management issues in Keeping Children Safe when managing a programme/project/region.

### Duration

30 minutes

### Equipment

For this session you will need:

- Power Point slides on the role of managers
- **Handout: Child protection checklist for managers** (also included in the CD Rom) 

### Preparation

Before leading the session, read through the **Process** notes. Make sure you have enough copies of the **Handout: Child protection checklist for managers** adapt it to fit in with your organisation's requirements if necessary.



Jim Loring / Tearfund

## Process

1. Ask the group to list the things they think they currently do or are responsible for to check that child protection measures are carried out. For example, how do they induct new staff on child protection policy and procedures?
2. Distribute copies of the **Handout: Child protection checklist for managers**.
3. Use the management checklist as the basis of a discussion.
  - What else needs to be on the list?
  - How many of the things listed are currently done by the managers in the workshop?

Refer participants to *Tool 1 – Keeping Children Safe: Standards for Child Protection* and ask them to identify the standards that include specific management responsibilities. 

## Summary

Identify some key learning points from the session. Make sure that each participant identifies at least three actions needed as a result of the workshop and is clear how and when they will address them and who with.

The final **Power Point slide 7** is useful to revisit and summarise the key management responsibilities. You may want to view a section from the DVD to end with. 

## Handout: Child protection checklist for managers

(adapted from Save the Children UK)

Statement	Yes	No
Risk assessment carried out on each job that involves contact with children either directly or in indirectly.		
All staff assessed to establish the level of contact they have with children in particular projects/settings.		
All staff made aware of any organisation child-protection policy/procedures.		
All staff made aware of expected codes of behaviour when working with children or in the community.		
All staff aware of their responsibility to keep children safe and to report concerns including any concerns about other staff behaviour.		
Partnership agreements reflect how children will be kept safe and what are the agreed child-protection reporting procedures.		
Staff are made aware who else they can go to if they have a child-protection concern that they do not feel able to talk to the manager about.		
Clear guidance is given as to how to ensure that any risk to staff or others is considered once a child-protection concern is identified.		

# Sample workshops

## Sample One Day Training Workshop

The following workshop format provides an example of how the exercises contained in the training pack can be assembled to provide a general introduction to keeping children safe in your organisation.

### Who is it for?

A mixed group of staff that need general introduction to keeping children safe. This workshop could be a follow up to induction. It offers some more information for participants and an opportunity to discuss the agency's child protection policy.

### What will it deliver?

This workshop will increase knowledge and awareness of the situation of children, the problem of child abuse, the protection responsibilities of agencies and their staff, and what the child protection policy means in practice.

### Keeping Children Safe

<b>Introductory Session: Keeping Children Safe</b> (page 19) Including DVD Section 1: The introduction	60 minutes
<b>Exercise 1.1</b> Images of children	30 minutes
<i>Break</i>	<i>15 minutes</i>
<b>Exercise 1.5</b> Perceptions of children and childhood	30minutes
Optional DVD Section 5 followed by <b>Exercise 2.2:</b> What is child abuse? DVD Section 3 and brief discussion on nature of child sex abusers	60 minutes
<i>Lunch</i>	<i>60 minutes</i>
<b>Exercise 3.2:</b> Is this a child protection concern? Section 6 of DVD	50 minutes
<i>Break</i>	<i>15 minutes</i>
<b>Exercise 4.2:</b> Risk Assessment	60 minutes
Evaluation and reflection, action plans	30 minutes



Sample  
Workshops



Michelle Gilbert / Plan

## Sample Two Day Workshop

The following workshop format provides an example of how the exercises contained in the training pack can be assembled to provide a comprehensive introduction to keeping children safe in your organisation.

### Who is it for?

Could be run for a mixed group of managers and senior programme staff.

### What will it deliver?

This workshop will increase knowledge and awareness of the situation of children, the problem of child abuse, the protection responsibilities of agencies and their staff, and will support the agency to develop or implement a policy.

## DAY 1

### **Keeping Children Safe**

<b>Introductory Session: Keeping Children Safe</b> Including DVD Section 1: The introduction	60 minutes
<b>Exercise 1.3:</b> A child's experience	30 minutes
<b>Exercise 1.5:</b> Perceptions of children and childhood	30minutes
<i>Break</i>	<i>15 minutes</i>
Optional DVD: Introduction section on what makes children feels safe followed by <b>Exercise 2.1:</b> Child abuse-attitudes and values	55 minutes
Optional DVD Section 5 followed by <b>Exercise 2.2:</b> What is child abuse?	50 minutes
<i>Lunch</i>	<i>60 minutes</i>
Optional DVD Section 3 followed by <b>Exercise 4.3:</b> Child Sex Abusers	75 minutes
<i>Break</i>	<i>15 minutes</i>
<b>Exercise 3.2:</b> Is this a child protection concern	60 minutes
DVD Section 6.3 followed by <b>Exercise 3.3:</b> Responding to child protection concerns in a faith setting	60 minutes

Sample  
Workshops

## DAY 2

### ***Making Your Organisation Safe for Children***

<b>Introduction:</b> DVD Section 5: Why are child protection standards important? Give introductory talk	30 minutes
<b>Stage 1:</b> Self-audit – what do you need to do?	50 minutes
<i>Break</i>	<i>15 minutes</i>
<b>Stage 2:</b> Developing organisational ownership – making sure everyone is involved	25 minutes
<b>Stage 3:</b> Designing the reporting procedure	60 minutes
<i>Lunch</i>	<i>60 minutes</i>
<b>Stage 4:</b> The first draft	60 minutes
<i>Break</i>	<i>15 minutes</i>
<b>Stage 5:</b> Implementation strategy	50 minutes
<b>Wrap up session</b> inc. review of 2 days, summary of action points/next steps, and evaluation	20 minutes

Sample  
Workshops



# Two day workshop on Keeping children safe in Emergency contexts.

## Introduction

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Before this workshop, it should be ensured that all participants have already had general training in child protection.

### Aims of this workshop

- To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies, and the varying impacts of emergencies on different groups of children.
- To help participants recognise the different forms and key causes of the abuse and exploitation that affects children during emergencies.
- To alert participants to the fact that children in emergencies are vulnerable to abuse and exploitation by those with a remit to protect them such as humanitarian workers, and provide tools for addressing this.

### Duration

This workshop provides two day's training.

Day 1 features:

- Introductory session
- Session 1: The varying impacts of emergencies on children<sup>1</sup>
- Session 2: Incorporating child protection into a humanitarian response
- Session 3: Exploitation and abuse in emergency contexts

Day 2 features:

- Session 4: Avoiding separation and caring for separated children<sup>2</sup>
- Session 5: Psychosocial care

### Equipment

You will need different equipment and resources for different exercises in the training. A list of what you need is included at the beginning of each exercise.

### Introduction

For the purposes of this training, attention will be given to:

- introducing the need to protect children in emergencies
- tools for determining child protection risks in emergencies
- highlighting the potential abuse and exploitation of children that can take place during emergencies

<sup>1</sup> Taken from Save the Children UK *Protecting children during emergencies in Nigeria: A toolkit for trainers*

<sup>2</sup> Taken from Save the Children UK *Protecting children during emergencies in Nigeria: A toolkit for trainers*

- the importance of keeping children with family or care-givers
- the need for psychosocial care interventions.

### Note for the trainer

Some participants in this workshop may already have experience of working in emergency contexts. Some of the exercises may bring back difficult and painful memories. It is important to be sensitive to this and to allow people space for reflection on these and the opportunity to opt out if they wish.

Additional handouts for trainers that can help you plan your training can be found on the CD Rom. 

### Key learning points

- Emergencies cover a wide range of different events, including natural disasters, such as floods or droughts, and conflicts between religious and ethnic groups. Emergencies can be relatively short-lived, or have long-lasting impacts that affect populations for years.
- Children are particularly vulnerable in times of emergency. All types of emergency are likely to have a disproportionate impact on boys and girls, as compared to adults. However, children's needs vary between different emergency situations.
- Children are not a homogenous group. Responses to emergencies must consider the varying needs of girls and boys, older and younger children, children with and without disabilities, children from different religious groups etc. Efforts must be made to fulfil the rights of all groups of children.
- The child protection risks should be identified at the start of any emergency.
- Child protection in emergencies simply means working to minimise the negative effects of emergencies on children.

# Introductory session

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## Aims

- To introduce participants to the need to protect children during emergencies
- To highlight that not all children have the same protection needs during an emergency.
- To provide practical tools for assessing risks to child protection at the start of an emergency.

## Duration

3 hours

## Preparation

Prepare a suitable introductory talk for the group. You could use the sample below, or your own material if you feel it is more appropriate to the training group.

## Process

Begin the session with a brief introduction to the topic. The text below could be used or adapted.

Increasingly, most organisations, whatever their size, have to respond to emergencies whether these are a result of natural disasters or man-made conflicts. Although there are exceptions, like natural disasters such as the tsunami at the end of 2004 and the Pakistan earthquake in 2005, most emergency situations are in some way predictable.

Relief organisations know that every year, monsoons, droughts and flooding regularly devastate different parts of the world at certain times, as do unstable governments and political situations. However, there is no doubt that child protection is low on the agenda in most emergency situations despite the fact that in emergencies all children are vulnerable, particularly those without their parents or close family members.

Save the Children has identified seven critical types of protection that children require in disaster areas and war zones:

1. Protection from physical harm.
2. Protection from exploitation and gender-based violence.
3. Protection from psychosocial distress.
4. Protection from recruitment into armed groups.
5. Protection from family separation.
6. Protection from abuses related to forced displacement.
7. Protection from denial of children's access to quality education.

We will not have time in this training to address all of these so will focus here on:

- introducing the need to protect children in emergencies
- tools for determining child protection risks in emergencies
- highlighting the potential abuse and exploitation of children that can take place during emergencies
- the importance of keeping children with their family or care-givers
- the need for psychosocial care interventions.

Sample  
Workshops

# Session 1: The varying impacts of emergencies on children

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## Aim

- To consider how emergencies affect children.
- To understand the varying impacts of emergencies on different groups of children.

## Duration

1 hour 30 minutes

## Equipment

- flipchart paper and marker pens
- photographs of individual children – each should represent a different group, eg, disabled child, teenage working child, young mother, school child etc).

## Preparation

- Prepare the flipchart by attaching a picture of a child in the centre of one piece. You will need several of these – one for each small group – each with a different picture representing a different child.
- Think about the photographs yourself before you lead the session – run through the exercise in your head to think about what you might say for each child.

Use the information provided at the end of the session to help you lead the closing discussion.

## Process

1. Explain that in this session you are going to explore the effects of emergencies on children, including the varying impacts of emergencies on different groups of children.
2. Split participants into small groups. Give each group a piece of flipchart paper with a photo of a child in the centre.
3. Give the groups 30 minutes to explore the possible impact of emergencies on the child in the picture, writing their answers around the photo on the flipchart. Ask them to draw on any experiences of working in an emergency context to help them.

Ask participants to think about a wide range of impacts including issues such as food, shelter, exploitation, abuse, family separation, and access to school. Ask them to identify short and long-term impacts, and to consider the varying experiences of different groups of children.

4. Bring the groups back together to discuss their work. Ask the groups to present their flipcharts to the rest of the participants.
5. Use the following information to guide and inform the discussion.

## The major needs of different children during emergencies

All children need food, shelter and health care. In addition, the particular needs of specific groups include:

- Very young children: immunisations; special baby foods, and warm clothing.
- Adolescent boys: protection from abuse and exploitation, especially physically hazardous/demanding forms of work and recruitment into the armed forces; education or skills training, and recreation facilities
- Adolescent girls: protection from abuse and exploitation, especially sexual abuse and exploitation; education or skills training; adequate sanitation, including safe and private toilet facilities and sanitary towels, and recreation facilities.
- Children with disabilities: artificial appliances such as hearing aids or crutches; occupational or physical therapy; help meeting specific nutritional requirements, and assistance safely moving between locations and within camps.
- Separated children: documentation and tracing for rapid reunification; places in interim care centres and support overcoming traumas that may have led to separation (see also the needs of very young children and adolescents above).
- Children made vulnerable by HIV/AIDS: additional medical care and anti-retroviral drugs as appropriate; support to families or communities caring for the sick; extra support to overcome the loss of a worker/person earning money in the household; help meeting specific nutritional requirements.

# Session 2: Incorporating child protection into a humanitarian response

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## Aim

- To equip participants with some practical tools to incorporate child protection into a humanitarian response.
- To understand the varying impacts of emergencies on different groups of children.

## Duration

1 hour 30 minutes

## Equipment

For this workshop you will need:

- flipchart paper and marker pens
- **Handouts: Sample documents** can be found On the CD rom 

## Preparation

Prepare copies of the one-page handouts before the session. You will need to have enough to give two or three to each small group.

## Process

1. Begin by explaining that after the first Gulf War, UNICEF, the International Rescue Committee, Save the Children Alliance, and World Vision International came together to create the Child Protection Working Group for Iraq. As part of this group they developed a number of one-page documents on different aspects of a humanitarian response to an emergency and the child protection considerations that need to be considered in these.
2. Split participants into small groups of two or three people. Give each group two or three samples of these one-page documents.
3. Ask each group to discuss the points on these sheets and prepare a 5 minute presentation on what they have discussed.
4. Allow around 45 minutes for them to prepare their work and then ask them to present it to the rest of the participants.
5. Explain that you will examine some of these issues in more depth throughout the training.

# Session 3: Exploitation and abuse in emergency contexts

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## Aim

- To help participants understand the concept of child abuse and exploitation, and have identified some of the main forms of abuse and exploitation that occur in emergencies.
- To help participants appreciate the main causes of abuse and exploitation and some of the ways in which to prevent this abuse of children's rights from taking place.
- To help participants acknowledge the varying vulnerabilities to abuse and exploitation between different groups of children.

## Duration

4 hours

Note: **Session 3** is divided into three:

- **Session 3a:** Problem trees on abuse and exploitation
- **Session 3b:** Guidelines to address abuse and exploitation by those with a duty to protect
- **Session 3c:** Case studies of abuse and exploitation by humanitarian workers

## Key learning points

- Children have the right to be free from exploitation and abuse. Exploitation and abuse can have a devastating impact on children's lives. It can cause physical harm, emotional trauma and social rejection, and disrupt schooling. Many of these effects have long-term implications for child and community well being.
- Children often become increasingly vulnerable to abuse and exploitation during and after emergencies. For example, emergencies can separate children from their parents, denying them proper care and protection. Emergencies can also lead to reductions in household incomes, disrupt schooling, and damage community mechanisms that may have protected children in the past..
- Children are vulnerable to abuse and exploitation by those with a remit to protect them in emergencies, such as humanitarian workers, peace-keepers and teachers.
- Governments, NGOs and UN agencies have a responsibility to take measures to protect children from abuse and exploitation during emergencies.
- Children's vulnerability to abuse and exploitation will vary with factors such as age, gender, and levels of disability.

Sample  
Workshops

# Session 3a: Problem trees on abuse and exploitation

## Duration

1 hour 15 minutes

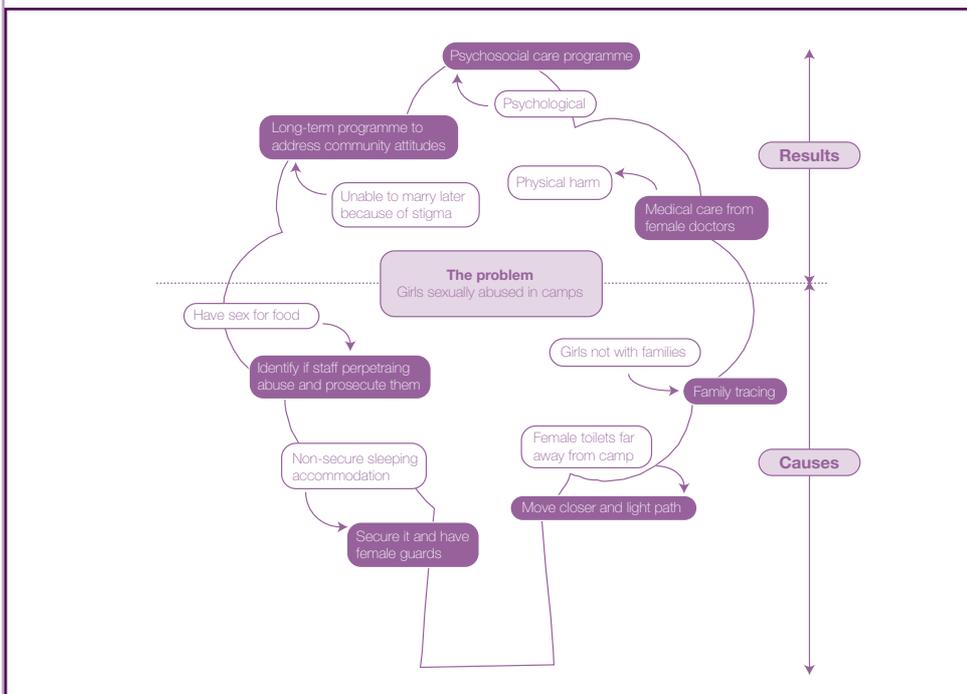
## Equipment

For this exercise you will need:

- flipchart t and pens
- **Handouts: Sample Problem Tree**
- **Handouts: Checklist of key issues**

## Preparation

Look at the diagram of the problem tree below. You may want to reproduce this onto a blackboard or poster so that it is easy to use for group display. Alternatively, you can copy it onto handouts.



## Process

1. Explain that child exploitation is understood as using power over children to gain some benefit for yourself. Abuse may be sexual, physical or emotional.
2. Ask participants to identify several different forms of abuse and exploitation that children are likely to suffer during emergencies. These may include: child labour, child trafficking, child soldiers, commercial sexual exploitation, sexual abuse within the family, and sexual abuse by those with a remit to protect children.
3. Introduce an example of a problem tree to participants and explain that the purpose of this exercise is for them to develop problem trees on abuse and exploitation in emergencies. Talk through the sample problem tree to make sure participants are clear about what it represents – the causes, effects,

and what can be done to prevent or reduce the risk of exploitation or abuse in emergency situations.

4. Divide participants into small groups and ask each group to select one form of exploitation or abuse. Give participants 45 minutes to develop problem trees examining the causes and effects of the form of abuse/exploitation they have chosen. Participants should think specifically about emergency situations and also examine solutions to either prevent abuse from occurring or mitigate its negative impacts.
5. Bring the groups back together, and ask each small group to present their problem trees.
6. Discuss why abuse and exploitation may increase during emergencies.
7. Develop a summary list of preventative strategies and of ways to help children who have been abused and exploited.
8. Use the checklist in the box below. (hand out also on the CD rom) 
9. Ask participants to reflect on how groups of children may experience abuse and exploitation in different ways. For example:
  - Which forms of abuse and exploitation are most likely to affect girls?
  - Which forms are more likely to affect boys?
  - How do the impacts of abuse and exploitation vary by sex and age?
  - Why might disabled children be especially vulnerable to abuse and exploitation during emergencies?

### **Checklist of key issues on abuse and exploitation in emergencies**

Abuse and exploitation may increase during emergencies because:

- children can be become separated from their families and be more vulnerable as a result
- household poverty often increases, forcing families to send children out to work
- conflict and displacement can erode the values that may have provided a degree of protection from abuse and exploitation during normal times
- education is often disrupted and children are sent out to work to avoid idleness
- families are under pressure and use violence against children as a way of alleviating their frustration
- children do not have safe shelter, and are vulnerable to sexual abuse as a result
- adults want to use children to perpetrate acts of violence because children are less likely to disobey orders than adults

Key effects of abuse and exploitation include

- physical harm from dangerous working conditions or sexual or physical abuse
- emotional trauma
- social rejection from involvement in stigmatised activities such as commercial sex work
- sexually transmitted diseases, including HIV/AIDS
- disruption to schooling
- long-term implications for child and community well-being (e.g. an uneducated workforce, children unable to marry as adults because of the stigma associated with their work or sexual abuse).

# Session 3b: Guidelines to address abuse and exploitation by those with a duty to protect

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## Aim

- To make participants aware that those with a duty to protect children during emergencies can also be guilty of their abuse and exploitation.
- To introduce participants to guidelines that should inform how humanitarian workers work with children in emergencies and ensure that they have a clear understanding of what is expected of them as humanitarian workers.

## Duration

1 hour

## Equipment

For this exercise you will need:

- copies of **Handout: Standards of Accountability** 
- copies of **Handout: Standards from the Secretary General's Bulletin** 

## Preparation

Prepare copies of both the handouts for participants.

## Process

1. Distribute copies of **Handout: Standards of accountability**. Explain these are the existing standards in place for humanitarian workers in Sierra Leone and for the UN on protection of communities, including children, in emergency programmes.
2. Distribute **Handout: Standards from the Secretary General's Bulletin**. Explain that this is in force for all UN staff, volunteers and consultants worldwide. And that in many cases adherence to this will be written into the funding contracts that NGOs enter into with UN agencies. Be clear that this bulletin covers all types of work and workers – not just the humanitarian sphere.
3. Ask the participants to split into smaller groups and read both the documents. Ask them to think about the implications for their organisation in adopting one or other of these sets of standards. In particular ask them to answer the following questions:
  - What would be the most difficult part of the standards to apply within your organisation?
  - What additional standard would you like to add?

# Session 3c: Case studies of abuse and exploitation by humanitarian workers

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## Aim

- To help participants apply guidelines in emergency settings in order to prevent abuse and exploitation of children by humanitarian workers

## Duration

1 hour 45 minutes

## Equipment

For this exercise, you will need:

- copies of **Handout: Sexual exploitation and abuse scenarios** 
- a flipchart and pen

## Preparation

Before you lead the exercise, read through the case scenarios in the handout, and the possible comments given on each one included at the end of this exercise.

Prepare copies of the handout for the group. You will need to give each group two or three scenarios from the handout

## Process

1. Divide participants into small groups. Give each group two or three scenarios from Handout: Sexual exploitation and abuse scenarios. Ask them to discuss each scenario and identify which of the standards from the handouts in Exercise 2 they have just looked at have been breached. It is possible to have more than one possible answer for many of the scenarios. Participants will often arrive at other answers for the scenarios.
2. Consider participants' responses for each scenario. What is important in this exercise is that each participant understands that a breach has occurred and that the behaviour portrayed is not acceptable.
3. Write the answers on a flipchart.
4. Bring the group back together and ask each small group to share their scenarios and answers. Ask the rest of the group if they have any additions to the group's responses.
5. Ask participants whether they want to add any other guidelines to those they have developed, or currently exist within the organisation, as a result of this exercise.

Sample  
Workshops

# Session 4: Avoiding separation and caring for separated children

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## Aim

- To appreciate the importance of avoiding separation. .
- To understand some of the key causes of separation during emergencies, and ways to prevent children from being separated.

## Duration

3 hours

## Equipment

For this session you will need:

- copies of **Handout/Trainer's notes: A checklist of key issues relating to family separation** 
- flipchart paper and pens

## Key learning points

- Separated children may be defined as: 'Children who are separated from their parents or usual carers
- Separation has a range of negative impacts on children's lives. Separated children are highly vulnerable to inadequate care and protection, abuse and exploitation. They will often be denied their basic survival and development rights and may feel lonely and isolated.
- Emergencies increase the risk of separation. Children may be orphaned by the death of their parents or lose contact with their usual carers as they flee to escape violence. Some boys and girls are captured by armed forces or groups, or abandoned by parents unable to meet the needs of all of the children in the family.
- Agencies working to help populations affected by emergencies can inadvertently increase the risk of separation. For example, they may fail to provide child care when giving medical help to parents or carers, or may offer care for children which far exceeds that provided by communities, encouraging parents to abandon their children.
- Efforts to prevent separation include: providing families with information about ways to avoid separation, such as not allowing children to carry heavy loads; teaching children their names and addresses so that they can be quickly reunited with their families, and putting proper mechanisms in place to ensure that children are cared for when their parents are medically treated.
- If children have been separated from their parents or usual carers, residential care should be used as a last resort only. Residential care leaves children vulnerable to abuse and exploitation, can stunt children's emotional development, threaten their health and nutrition, and perpetuate discrimination.
- Although alternatives to residential care should be encouraged where possible, there may be instances where residential care is the only or best option, for example, where usual mechanisms for caring for separated children in the extended family or community have temporarily broken down

due to disruption caused by conflict. Efforts must be made to ensure that children in residential care are properly cared for and protected.

## Preparation

You may like to make copies of the checklist handout to give participants at the end of the session. Read the Process notes before leading the session so that you can lead the role plays with confidence. Watch the timings – when people are doing role plays it's easy to lose track of the time.

## Process

1. Introduce a definition of separated children:  
'Children who are separated from their parents or usual carers.'
2. Divide participants into small groups and give them 15 minutes to explore the impact of separation on children.
3. Bring the large group back together and ask each group to give one impact (reminding groups not to repeat answers already given). Use **Handout/Trainer notes: A checklist of key issues relating to family separation** to ensure that participants have covered key issues.

## Role-play

4. Divide participants into their small groups again. Ask each group to act out a scenario where children get separated from their parents or usual carers during an emergency. Give participants 15 minutes to prepare their role-plays.
5. Ask each group to perform their role-play. After each role-play, ask the other participants to list the key causes of separation. Use the checklist in the handout to ensure that participants have covered all of the key issues.
6. Ask participants to go back to the scenarios they developed in their role-plays, and this time to prepare role-plays showing how separation could have been prevented. Give participants 15 minutes to prepare their role-plays.
7. Once participants have performed the role-plays, develop a list of key strategies to prevent separation. Use the checklist in the handout to make sure that participants have covered all of the key issues.

# Session 5:

## Psychosocial care

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### Aim

- To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies.
- To highlight to the importance of psychosocial interventions in emergency contexts.
- To introduce the concept of child-friendly spaces.
- To help participants think through how to establish a child-friendly space and what would be needed.

### Duration

3 hours

Note: This session is divided into two parts:

- **Session 5a: Children's resilience**
- **Session 5b: Child-friendly spaces**

### Equipment

For this exercise, you will need:

- copies of **Handout: Sexual exploitation and abuse scenarios** 
- a flipchart and pen

### Key learning points

- Though in emergencies children are affected in many ways – including through loss of life (their own or families' and friends'), displacement, destruction of basic services (health, education, social care) and loss of their parents' economic livelihood – they also demonstrate great resilience in adversity.
- In emergencies, children have psychosocial, spiritual and physical needs. These can be addressed in a broader and deeper way through establishing child-friendly spaces (CFSs).
- A CFS is a structured and safe place where children and young people meet other children to play, learn competencies to deal with the risks they face, be involved in some educational activities and relax in a safe place. It gives the children the sense of safety, structure and continuity that provides support amidst overwhelming experiences.
- The use of CFSs is a pragmatic approach as it reaches a large number of children and allows for the integration of local social and cultural practices. It aims at building capacities for coping with the grief and loss. It focuses on wellness rather than on ill health. It is important to involve community and religious leaders and local service providers being careful not to romanticise local practices and keeping a critical attitude that promotes the best interests of the child.

# Session 5a: Children's resilience

## Aim

- To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies.

## Duration

1 hour

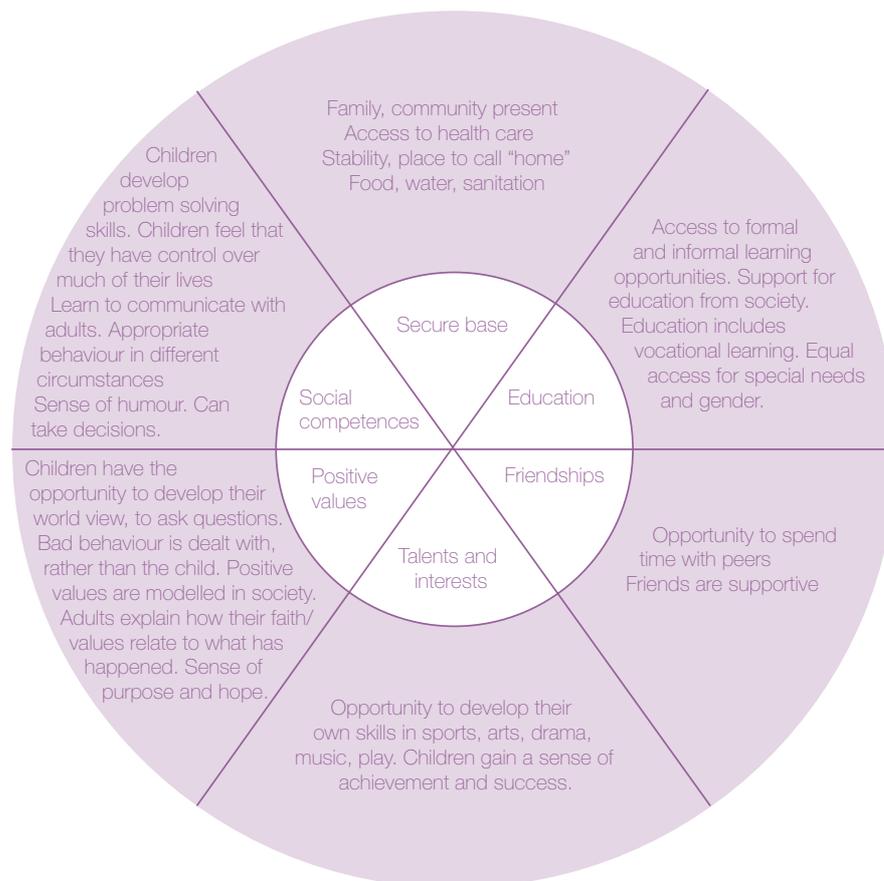
## Equipment

For this session, you will need:

- a large piece of paper and marker pens
- copies of Handout: Domains of resilience 

## Preparation

- Draw the following diagram below on a large piece of paper.



- Make enough copies of Handout: Domains of resilience 

Sample  
Workshops

## Process

1. Provide a brief presentation on resilience using the notes below:

Although in emergencies children are affected in many ways including through loss of life (their own or families' and friends'), displacement, destruction of basic services (health, education, social care) and loss of their parents' economic livelihood, they also demonstrate great resilience in adversity.

Daniel and Wassell (2002) note that there are six domains of resilience for children:

1. Positive values
  2. Friendships
  3. Talents/ interests
  4. Education
  5. Secure base
  6. Social competence
2. Divide the group into 6 and ask each group to take one of the domains of resilience and discuss how responses in emergency situations can help build on this resilience. Provide copies of **Handout: Domains of resilience** to help.
  3. At the end of the session, ask participants to feed back what they have discussed to each other.



# Session 5b:

## Child-friendly spaces

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### Aim

- To highlight to the importance of psychosocial interventions in emergency contexts.
- To introduce the concept of child-friendly spaces.
- To help participants think through how to establish a child-friendly space and what would be needed.

### Duration

2 hours

### Equipment

For this session, you will need:

- Handout/Trainer's notes: Child-Friendly Spaces (CFS) in crisis situations 
- flipchart paper and pens

### Preparation

Use **Handout/Trainer's Notes: Child-Friendly Spaces (CFS) in crisis situations** to help you prepare a 20-minute presentation for participants on the concept of psychosocial care and child-friendly spaces. You need to make sure that you use the right level of language and amend the presentation to suit your participants' work and context.

### Process

1. Begin the session by giving your presentation on the concept of psychosocial care and child-friendly spaces.
2. According to the context, suggest an emergency situation that the participants would be able to imagine, eg, flood, earthquake, outbreak of fighting etc.
3. Ask the participants to imagine that they are from a children's organisation (they may really be of course!) and they are going to establish a child-friendly space.
4. Divide participants into two groups. Call one group, Group One, the other Group Two. Allow 30 minutes for each group to consider and do the following:
  - Group One: What equipment and materials would be needed to establish a child-friendly space? What sort of activities would you have? Make a list on flipchart paper.
  - Group Two: What skills would be needed by the people running the centre? Make a list on flipchart paper.
5. When the participants have had 30 minutes, put the lists they have made on the wall. Bring the whole group back together and ask them to consider and discuss:
  - How practical is this plan in an emergency?
  - What are the alternatives?
  - How could we be prepared to implement these plans?

Sample  
Workshops

- Could we incorporate the development of these skills into existing training programmes?
6. Explain to participants that as well as focusing on the particular needs of vulnerable groups during emergencies, it is also important to recognise strengths within populations affected by emergencies which can be drawn on to protect children (see below for suggestions).

The resources available within populations affected by emergencies

- Individuals, eg, teachers, nurses, traditional birth attendants, builders, carpenters.
- Groups and organisations, eg, drama groups, football clubs, children's groups, community-based organisations, faith-based groups.
- Leadership mechanisms, eg, community leaders, religious leaders, local councils.





# Trainer's Notes

## Introductory Talk

### Module 4

### Core Workshop 1 and 2

## TRAINER'S NOTES

### Introduction to the Keeping Children Safe Standards

## Keeping Children Safe – Standards for Child Protection

### Introduction

Everyone involved in working with children has a fundamental duty of care towards them. We must all recognise the risks to children of abuse and exploitation and our responsibilities to keep them safe, during humanitarian emergencies and as part of longer-term development efforts. In building safe environments for children where their rights are respected and they are protected from harm, staff and other representatives of aid and development agencies have an important part to play. This means making sure that they are aware of their protection roles and responsibilities, and that they behave with the utmost professionalism and integrity at all times. For this to happen consistently, we need to have a systematic approach to child protection.

However, many agencies are still not sufficiently aware of the importance of building protection measures into their work. Even agencies that have taken steps to address this are discovering the real challenges of making their agencies child safe. All are looking for practical guidance, tools and support materials to assist them in overcoming a host of obstacles that confront them in tackling child protection issues in their work.

The standards contained in this document provide the basis for agencies to develop effective ways of Keeping Children Safe. The standards ensure that through awareness, good practice and robust systems and procedures, staff and other representatives are able to keep children safe from harm.

Children, especially the most vulnerable deserve the very highest standards of care and protection. This document will help aid and development agencies deliver them.

For aid and development agencies that have contact with children, some of the key issues and challenges include the fact that:

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

For these agencies, and for the sector as a whole, there is a need to develop a common understanding of child protection issues, develop good practice across the diverse and complex areas in which they operate and thereby increase accountability in this crucial aspect of their work. There are simple policies and procedures which if put in place will significantly strengthen child protection. The standards below describe the steps agencies can take to become effective in Keeping Children Safe.

## Background

Since 2001, a number of aid and development agencies based in the UK and Switzerland, along with the National Society for the Prevention of Cruelty to Children (NSPCC) have been working together on these issues, in order to share experience and knowledge and to identify a common approach to child protection. These agencies make up the Keeping Children Safe Coalition.

This initiative has developed an approach based on agreed standards that offers very practical help to agencies in addressing the issues identified above. Developing ways of Keeping Children Safe is a crucial part of operating ethically and making sure that children are protected. It also ensures that staff and other representatives are protected. This aspect of good governance is also critical in maintaining the reputation and credibility of individual agencies and of the sector as a whole.

The following standards will help any agency to meet their duty to protect children. *The Keeping Children Safe Toolkit* that accompanies this standards document will also assist in making them a practical reality for staff, volunteers and partners by supporting training and guidance on implementation.

## Who are the standards for?

The standards are aimed at:

- International NGOs, with or without a specific child focus, International Organisations, the NGO partners of INGOs and other NGOs (national and local), government partners and any other agencies that require child protection measures to be in place.

## Some key questions

- How can something written in Europe be relevant in developing countries?

There is recognition of the diverse local contexts we work in and the challenges each pose. The standards will have to be adapted to fit local needs with the understanding that individual contexts will mean that procedures adapt and change but the underpinning principles of the standards do not.

- What are the principles underpinning the standards?

The UN Convention on the Rights of the Child provides the basis for the standards, our charter and mandate, national and international law and so on.

## Advantages of implementing child protection standards

### 1. Children are protected

No standards can offer complete protection for children, but following these standards minimises the risk to children of abuse and exploitation.

### 2. Agency representatives are protected

By implementing these standards all representatives will be clear about how they are expected to behave with children and what to do if there are concerns about the safety of a child.

### 3. The organisation is protected

By implementing these standards organisations are making clear their commitment to keep children safe. The standards will help them to move towards best practice in this area and deter potential abusers from joining the organisation.

#### Overview of Standards

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

#### Summary

These standards can ensure that all agencies develop practice which keeps children safe from abuse and exploitation. They offer guidance, provide a basis for determining local standards and how these will be measured and achieved.

These standards (*Tool 1*) are supported by the other parts of the Toolkit. The standards describe what agencies need to do to keep children safe, the *How to Implement the Standards Guide (Tool 2)* describes how agencies can go about putting these child protection measures in place, and the training pack (*Tool 3*) supports agencies to raise the skills, knowledge and awareness of staff and other representatives so they can meet their protection responsibilities. The DVD (*Tool 4*) and CD Rom (*Tool 5*) provide supporting material.

Children, especially the most vulnerable – those affected by conflict, disaster, sheer poverty and ill health – deserve the very highest standards of care and protection. This document will help aid and development agencies deliver just that.



Trainer's  
Notes



## TRAINER'S NOTES

### Introductory Session

### Sample Learning Agreement

A learning agreement sets out the principles for how you will work together. You must agree these principles with the participants so that you have an effective learning environment. Child protection training can be very emotive – this learning agreement will help you to set boundaries and rules for the group work, and make sure everyone in the group is treated with respect. It also provides a basis for challenge if someone in the group breaks these principles.

- To respect and listen to what other people have to say.
- To help each other to learn.
- To be able to ask questions and talk about differences.
- To recognise the emotional nature of child protection and the effect this may have on people.

## TRAINER'S NOTES

### Module 2 – Exercise 2.2

### Module 3 – Exercise 3.2

## Core Workshop 2

# Definitions of Abuse

## Introduction

“Child abuse is a global problem that is deeply rooted in cultural, economic and social practices”

(WHO 2002)

It exists in all countries, communities and is expressed in personal values, beliefs and practices and also through wider societal, cultural and institutional systems and processes that mean children are abused and denied their right to a safe, secure happy and healthy childhood. Statistics for children globally include:

- 13 million children are orphaned as a result of AIDS
- 1 million children worldwide live in detention
- 180 million children are engaged in the worst forms of child labour
- 1.2 million children are trafficked every year
- 2 million children are exploited via prostitution and pornography
- 2 million children are estimated to have died as a direct result of armed conflict since 1990
- 300,000 child soldiers at any one time.

(State of World's Children UNICEF 2004)

Non government organisations (NGOs) and other agencies play a key role in working at a local level to support and protect children. To what extent they too are able to define and recognise child abuse and have appropriate processes for responding may depend on the local and country definitions of child abuse and protection.

These organisations inevitably work in some of the most at-risk countries directly or indirectly with excluded and vulnerable children; therefore staff will encounter issues of abuse and exploitation. These may mainly be external to the organisation but some may relate to internal issues too.

## Definitions of abuse

Trying to define child abuse as a world phenomenon is difficult because of the vast cultural, religious, social/political, legal and economic differences that children experience. What may seem to be abusive in one country may be acceptable in another. Most research on child abuse has been carried out in economically developed countries and it is not clear of its relevance to those children whose lives are very different. So, it seems impossible to agree on one, universal definition. But in order that child protection approaches make sense it is crucial that a common understanding is reached by organisations as to what the definition of child abuse is and in what circumstances their policy and procedures apply.

Any definition of child abuse and neglect assumes a definition of the child. According to the UNCRC a child is “every human being below the age of 18 years”. However, some countries state that children reach adulthood younger than 18.

“Child abuse and neglect, sometimes also referred to as child maltreatment, is defined in the World Report on Violence and Health as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust, or power.”

(WHO, 1999 & 2002)

Many children living throughout the world can therefore easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through as no child protection policy can address all abuse of children and would be ineffective if it were used in this way.

**Child abuse** is a general term used to describe where the child may experience harm, usually as a result of failure on the part of a parent/carer or organisation/community to ensure a reasonable standard of care and protection or by the deliberate harmful acts. Research studies and inquiry reports have widened our awareness to the abuse of children by peers, siblings and those employed or entrusted with their care in both community and residential settings. The report into allegations that aid workers were sexually exploiting women and children has highlighted concern about child protection issues in developing countries and placed a duty of care to beneficiaries on humanitarian and other non-government organisations (UN IASC Task Force, 2002).

**Child protection** in its widest sense it is a term used to describe the actions that individuals, organisations, countries and communities take to protect children from acts of maltreatment (abuse) and exploitation e.g. domestic violence, child labour, commercial and sexual exploitation and abuse, HIV, physical violence to name but a few. It can also be used as a broad term to describe the work that organisations undertake in particular communities, environments or programmes that protect children from the risk of harm due to the situation in which they are living.

In the context of *Keeping Children Safe – standards for child protection*, child protection relates to the responsibility and duty of care that an organisation has to protect children with whom they come into contact with. It is important to remember that child protection concerns may be more likely in emergency situations, in situations where children are displaced and separated from families, or where the family is under extreme stress. It is therefore important to distinguish between children in need of protection and specific incidents of maltreatment (abuse) that may be physical, sexual, and emotional or caused through neglect.

Within the broad definition of child maltreatment, five subtypes are distinguished – these are:

- physical abuse
- sexual abuse
- emotional abuse
- neglect and negligent treatment
- sexual and commercial exploitation.

These sub-categories of child maltreatment and their definitions were devised following an extensive review of different countries’ definitions of child maltreatment and a 1999 WHO consultation on child abuse prevention.

**Physical abuse** of a child is the actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents (WHO, 1999).



**Child sexual abuse** is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by an activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to the inducement or coercion of a child to engage in any unlawful sexual activity; the exploitative use of a child in prostitution or other unlawful sexual practices; the exploitative use of children in pornographic performances, internet pictures and materials (WHO, 1999). The recent use of technology such as the internet by adults to entice children to meet or participate in virtual sex is also an abuse.

**Neglect and negligent treatment** is the inattention or omission on the part of the caregiver to provide for the development of the child in: health, education, emotional development, nutrition, shelter and safe living conditions, in the context of resources reasonably available to the family or caretakers and which causes, or has a high probability of causing, harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible (WHO, 1999).

**Emotional abuse** includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can reach their full potential in the context of the society in which the child lives. There may also be acts toward the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, degrading, humiliating, scape-goating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment (WHO, 1999).

**Sexual exploitation** is the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another. Child prostitution and trafficking of children for sexual abuse and exploitation being one example of this.

**Commercial or other exploitation of a child** refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labour. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development (WHO, 1999). Children being recruited in to the army would also come under this category.

**Disabled children and abuse** Disability in children can make them more vulnerable to child abuse. What might be considered harmful or abusive treatment of a non-disabled child is sometimes seen as OK for a disabled child, this can be for many reasons. In discussing safeguarding of disabled children it is essential to consider not only personal attitudes and values but also the social context that children are living in, what are the community attitudes towards disability? Awareness of how society treats disabled children is critical for two reasons:

- So individuals do not reinforce abusive attitudes or behaviour in their own practice.
- So that staff can promote the rights of disabled children to be protected.

It is helpful to think of abuse in two ways. One being abuse with a small "a" which would include the abuse of a child's human rights to Abuse with a big "A" which meets the previous definitions of abuse described earlier.

Experience and research demonstrates that addressing the every day abuses of the rights of disabled children, abuse (small a), can play a significant role in reducing vulnerability to harm from Abuse (big A).

There are many things people might believe about disabled children that will affect whether they think they are at risk of abuse.

The truth is that disabled children are MORE at risk of abuse and this is known through international research and experience. Humanitarian aid workers have probably encountered many examples of disabled children being wrongly treated and abused.

Indicators of abuse give us important clues to what might be happening to a child or young person; they should not usually be seen in isolation from the rest of the child's life and experience.

For disabled children indicators of abuse may be masked or confused by their disability. People might say:

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

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

## Other forms of abuse

### Internet abuse and abusive images of children

Abusive images of children (commonly known as child pornography) is defined as any representation, by whatever means of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes. Technology has also meant that children are now subject to additional abuse through the internet. There is a trade in the transmittal of abusive images of children. Digital and phone cameras have made it possible for some children's images to be distributed across the internet without their knowledge. Children may also be at risk of coming in to contact with people who want to harm them through their use of the internet. More information is available on the section in **Module Four** of the *Training Pack* on child sex offenders and in the *How to Guide in Standard 3 on Prevention*.

Additional information on internet safety advice for parents, carers and children and young people can be found on: [www.ceop.gov.uk](http://www.ceop.gov.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### Abuse linked to belief in 'possession', 'witchcraft' or related to spiritual or religious belief

Abuse linked to the belief in 'spirit possession', 'witchcraft' or other spiritual beliefs can occur when communities or individuals believe that a child or an adult is in possession of evil spirits and action needs to be taken to 'punish' the alleged possessed person, or free him or her of the spirit.

Child abuse linked to accusations of 'possession' or witchcraft' generally occurs when the child is being viewed as 'different' (the child could be disobedient, ill or disabled) and the accuser (often small groups of people somehow related to the child) think they need to exorcise him or her. These beliefs can result in extremely cruel practices to children e.g. severe beating, burning, starvation, isolation, cutting or stabbing and can even cause death of the child. Ritualistic ceremonies or other practices to hurt children can also be part of this harmful practice.

The belief in 'possession' and 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions. ([www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk))

**Spiritual abuse** occurs when a spiritual leader or someone in a position of spiritual power or authority (whether organisation, institution, church or family) misuses their power or authority, and the trust placed in them, with the intention of controlling, coercing, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse. *[Note: This definition applies to a Christian setting and should be adapted to the specific issues relevant to other faith settings.]*

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

**Cultural values** Whilst there are some common factors such as poor economic status, violence within the home, drug and alcohol abuse which increase the likelihood of children being abused, some of the most powerful are specific to the culture and society in which a child lives. It is vital to determine what are the culturally accepted child rearing practices and attitudes to faith, gender, disability, sexual orientation in different countries and regions. This is not to lower the level of concern, or condone abuse but more to understand the environment in which it occurs and the community attitude to it.

### Additional factors

Research studies have increased awareness of the potential harmful impact on the emotional development of young people who live in families where domestic violence, mental health problems, drug or alcohol abuse may be present. Children who act as carers for disabled parents may also have additional support needs.



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Geoff Sayer / Oxfam

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

These notes have been prepared using a variety of sources and original material. Further resource information can be found on the [www.nspcc.org.uk](http://www.nspcc.org.uk) website and [www.who.int](http://www.who.int)

Additional materials for professionals working with children can be downloaded from: [www.nspcc.org.uk/freshstart](http://www.nspcc.org.uk/freshstart). Fresh Start facilitates a multi-disciplinary community of practice in relation to child sexual abuse and acts as a conduit for learning from best practice.

## TRAINER'S NOTES/HANDOUT

### Module 3 – Exercise 3.1

## The United Nations Convention on the Rights of the Child (UNCRC)

This is a simplified version of the UNCRC. The convention has 54 articles in all and a few of them have been left out because they deal with the technical nature of implementing the Convention.

Articles 2, 3 and 12 underpin all the rights in the UNCRC.

This is not an official text but simplified for purpose of raising awareness amongst children and young people.

<b>Article 1</b> Everyone has all these rights	<b>Article 10</b> If you and your parents are living in separate countries, you have the right to get back together and live in the same place.
<b>Article 2</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.	<b>Article 11</b> You should not be kidnapped.
<b>Article 3</b> All adults should always do what is best for you.	<b>Article 12</b> You have the right to an opinion and for it to be listened to and taken seriously.
<b>Article 6</b> You have the right to life.	<b>Article 13</b> You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.
<b>Article 7</b> You have the right to a name and a nationality.	<b>Article 14</b> You have the right to think what you like and be whatever religion you want to be, with your parents guidance.
<b>Article 8</b> You have the right to an identity.	<b>Article 15</b> You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.
<b>Article 9</b> You have the right to live with your parents unless it is bad for you.	<b>Article 16</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.
<b>Article 18</b> You have the right to be brought up by your parents, if possible.	<b>Article 17</b> You have the right to collect information from the media – radio, newspaper, television, etc – from all around the world. You should also be protected from information that could harm you.

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<p><b>Article 19</b> You have the right to be protected from being hurt or badly treated.</p>	<p><b>Article 27</b> You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p>
<p><b>Article 20</b> You have the right to special protection and help if you can't live with your parents.</p>	<p><b>Article 28</b> You have the right to education.</p>
<p><b>Article 21</b> You have the right to have the best care for you if you are adopted or fostered or living in care.</p>	<p><b>Article 29</b> You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.</p>
<p><b>Article 22</b> You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.</p>	<p><b>Article 30</b> If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.</p>
<p><b>Article 23</b> If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.</p>	<p><b>Article 31</b> You have the right to play and relax by doing things like sports, music and drama.</p>
<p><b>Article 24</b> You have a right to the best health possible and to medical care and to information that will help you to stay well.</p>	<p><b>Article 32</b> You have the right to protection from work that is bad for your health or education.</p>
<p><b>Article 38</b> You have the right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.</p>	<p><b>Article 33</b> You have the right to be protected from dangerous drugs.</p>
<p><b>Article 39</b> You have the right to help if you have been hurt, neglected, or badly treated.</p>	<p><b>Article 34</b> You have the right to be protected from sexual abuse.</p>
<p><b>Article 40</b> You have the right to help in defending yourself if you are accused of breaking the law.</p>	<p><b>Article 35</b> No-one is allowed to kidnap you or sell you.</p>
<p><b>Article 42</b> All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.</p>	<p><b>Article 37</b> You have the right not to be punished in a cruel or hurtful way.</p>

## TRAINER'S NOTES/HANDOUT

### Module 3 – Exercise 3.1

## The Legal Framework for Child Protection

### Introduction

Children share protected universal human rights with all other persons but, in addition, because of their dependence, vulnerability and developmental needs, they also have certain additional rights. This handout outlines the legal foundations for the protection of refugee and displaced children, taking as its starting point the State's primary responsibility for protecting the rights of all persons within its territory. The protection of refugee and displaced children has its roots in international human rights, refugee and humanitarian law. These sources provide the framework for a set of basic minimum standards for children; a legal framework which can assist those who work on behalf of refugee and displaced children.

Care must be taken to ensure that the special needs and rights of refugee children and adolescents are perceived, understood and attended to by those who seek to protect and assist them.

### Key Concepts

1. The legal basis for prioritised action on behalf of children, are well established in international law.
2. The Convention on the Rights of the Child (CRC) provides a comprehensive code of rights which offers the highest standards of protection and assistance for children of any international instrument.
3. The issue of legal status of children is particularly important and has very important implications for ensuring birth registration.
4. As a matter of principle, children should not be detained and there are a number of special measures to protect children from unlawful or arbitrary detention.
5. Refugee and displaced children are particularly at risk from many different types of abuse and exploitation, including child labour and sexual exploitation. Their rights to protection are established through the CRC and other international instruments.
6. The maintenance of family unity and the reunification of families has been established as a priority in international law.
7. Education is recognised as a universal human right which is established through a wide range of international and regional instruments.
8. The CRC establishes the right to the highest attainable standard of health for children.
9. The civil rights and freedoms established under the CRC apply equally to all children, who should be provided with opportunities to express their views in any matter affecting them and encouraged to participate in the activities of the community.
10. The CRC and other instruments provide the right to specific protection for children in situations of armed conflict.

### The importance of the CRC and other instruments

All but two countries (Somalia and the USA are the exceptions) are parties to the Convention on the Rights of the Child (CRC). As such it can be treated as almost universally applicable. It is legally binding on every government which is

a party to it and applies to all children within the jurisdiction of each State, not only to those who are nationals of that state. Indeed, the principle of non-discrimination is stated strongly in Article 2(1) and certainly covers refugee and displaced children including adolescents.

The CRC defines a “child” as everyone under 18 years of age “unless, under the law applicable to the child, majority is attained earlier” (Article 1). For normal purposes this means that it can be applied to everyone up to 18, unless it is demonstrated that they are an adult under the applicable national law for all purposes or for this specific purpose. In any case, the “scheme” of the CRC suggests that this exception should be interpreted as an empowering one, in other words that under-18s can claim the benefits of adulthood if granted by national law while still being able to claim the protection of the CRC.

### Key learning points

- The legal basis for prioritised action on behalf of children is well established in international law.
- International refugee, human rights and humanitarian law, together with regional and national law, constitute the broad framework for the protection of refugee and displaced children.
- Humanitarian workers should rely on this framework in their day-to-day work of protecting refugee and displaced children including adolescents.

A fundamental element of child protection is the recognition that States have the primary responsibility of protecting the human rights of all persons within their territories. Children share protected universal human rights with all other persons but, in addition, because of their dependence, vulnerability and developmental needs, they also have certain additional rights.

The legal basis for prioritised action on behalf of children, including refugee and displaced children, are well established in international law.

Familiarity with international law is important because it outlines the obligations of a country in protecting refugee and displaced children. It also provides the framework within which those who work on behalf of refugee and displaced children should operate.

### International Law

As a starting point it would be useful to consider the nature of a country’s international obligations to protect refugees and displaced persons. Generally, they arise from customary international law, treaties, non-binding instruments and regional instruments.

### Customary international law

Basically, customary international law arises out of universal acceptance and consistent practice by countries with respect to a rule of law. Some of the guarantees and protection found in international instruments have become part of customary international law. This means that such rules can be invoked to protect refugees and displaced persons in a country regardless of whether it has ratified a treaty that contains that specific right or guarantee. For example, all children are protected against slavery and the slave trade, torture or other cruel, inhuman or degrading treatment or punishment, and racial discrimination and prolonged arbitrary detention.

In addition, the provisions relating to children in Protocol I and Protocol II of the Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War of 12 August 1949, have gained wide acceptance. It has been argued that they have acquired the status of customary international law, binding even dissident groups in cases of non-international conflicts.



Gavin White / EveryChild

## **Treaty law**

A treaty is legally binding on those States that have consented to be bound by its provisions – in other words, States that have ratified and become party to the treaty. Treaties are also commonly referred to as Conventions, Covenants and Protocols.

Three bodies of treaty law, international human rights, refugee and humanitarian law, form the basis of protection for refugee and displaced children, and should be considered as complementary to each other. An analogy is to consider them as three rooms in one house: three distinct components but integral to the overall structure. All address different challenges but seek to arrive at the same goal of protection for refugees and displaced persons. The differences are found not so much in the content or the substance of the bodies of law, but rather in the implementation mechanisms, international supervision, and promotion and dissemination.

Human rights law applies to all human beings without discrimination, in other words to nationals, refugees and displaced persons alike. Refugee law addresses specific refugee concerns, but does not address all of the basic and fundamental human rights of individuals that need to be protected. Human rights law in this sense, can be used to supplement existing refugee law. Equally, humanitarian law may be able to provide for the protection of refugee or displaced persons in circumstances where the others are not applicable.

In refugee law, Article 5 of the 1951 Convention, clearly allows for the application of other instruments granting “rights and benefits” to refugees. These other instruments include international human rights and humanitarian law.

## **Regional instruments**

Often it may be easier for States to agree on and implement regional instruments because they provide a common approach to certain issues and deal with problems specific to the region/countries concerned. Regional instruments are usually adopted in the framework of a regional organisation. There are various regional human rights systems in Africa, Europe, the Americas and the Islamic and Arab States. Regional instruments can sometimes provide higher standards of protection than an international treaty. For example, the African Charter on the Rights and Welfare of the Child prohibits all forms of military recruitment of children under the age of 18, whereas the Optional Protocol to the Convention on the Rights of the Child permits the voluntary recruitment of children under 18 by States in some instances.

## **National Law**

National law contains the practical provisions for protecting refugee children including the provision of concrete implementation measures and mechanisms. In some States, the Constitution guarantees some of the standards contained in international instruments. In some cases international treaties are self-executing, meaning that they can be directly invoked before the courts, while in others only when the provisions have first been incorporated into the national legislation.

Often the fact that a law exists to protect certain rights is not enough if these laws do not also provide for all of the legal powers and institutions necessary to ensure their effective realisation. Staff working in a country should always refer to the national law of the State and the various mechanisms for their implementation.

## **Non-binding instruments**

Principles and practices of international law are often stated in declarations, resolutions, principles or guidelines. While they have no binding effect on States they nevertheless represent a broad consensus on the part of the international community. Sometimes they may be more detailed than treaties and can complement them.

An example is the United Nations Guiding Principles on Internal Displacement, that identifies the rights and guarantees relevant to the protection of the internally displaced in all phases of displacement. They provide protection against arbitrary displacement, offer a basis for protection and assistance during displacement, and set forth guarantees for safe return, resettlement and reintegration. Although they do not constitute a binding instrument, these Principles reflect and are consistent with international human rights and humanitarian law and analogous refugee law.

## The legal framework for refugee and displaced children

### Human rights law

Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to formally protect individuals and groups against actions which interfere with fundamental freedoms and human dignity.

Examples of international human rights treaties include, the Convention on the Rights of the Child, the International Covenant on Civil and Political Rights, and the Convention Against Torture.

The following are some of the most important characteristics of human rights:

- Human rights are founded on respect for the dignity and worth of each person.
- Human rights are universal, meaning that they are applied equally and without discrimination to all people.
- Human rights are inalienable, in that no one can have his or her human rights taken away other than in specific exceptional situations – for example, during times of war freedom of movement may be restricted.
- Human rights are indivisible, interrelated and interdependent, for the reason that it is insufficient to respect some human rights and not others.

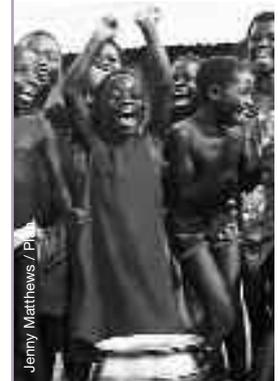
Unlike refugee law, some international human rights treaties have provision for bodies to monitor implementation by States. These “**treaty bodies**” review reports on the implementation of human rights submitted by States. They can also issue opinions on the content and scope of particular rights. Examples of treaty bodies and the Conventions they monitor are: the Committee on the Rights of the Child (CRC); the Committee Against Torture (CAT); the Human Rights Committee (ICCPR); the Committee on the Elimination of Discrimination Against Women (CEDAW); the Committee on Economic, Social and Cultural Rights (ICESCR); and the Committee on the Elimination of Racial Discrimination (CERD).

### Refugee law

The legal framework for protecting refugees is composed of the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, and regional refugee instruments, as well as UNHCR EXCOM conclusions, policies and guidelines.

Implementation of refugee law is primarily up to States, although UNHCR has a task of supervising the application of the 1951 Convention and States are required to co-operate with UNHCR under article 35.

The 1951 Convention and its 1967 Protocol are applicable to all persons who are refugees as defined in the instruments. “All persons” clearly includes children and adolescents. Age is taken for granted with respect to the non-discriminatory application of the Articles in the Convention, and as the Convention defines a refugee regardless of age, no special provisions for the status of refugee children exist.



Children thus have a right to seek asylum and obtain protection under the refugee instruments, based on their own claims. In addition, when accompanied by one or both of their parents or guardians, they may be accorded derivative refugee status as dependants, and thus benefit from the needed protection. Although derivative status is not required under any article of the refugee treaties, States nevertheless grant status in order to promote family unity<sup>2</sup>.

As a result of having been granted the status of refugee, refugee children benefit from the rights afforded to all refugees as outlined in refugee law, and national laws. These rights include, for example:

- the right not to be returned to territories where the life or freedom of the child would be threatened on account of his/her race, religion, nationality, membership in a particular social group or political opinion.
- the right to the same treatment as accorded to nationals with respect to elementary education.

UNHCR issued a Policy on Refugee Children in 1993, and Refugee Children: Guidelines on Protection and Care in 1994. UNHCR's Executive Committee has also adopted a number of conclusions on refugee children and adolescents in 1987 (Conclusion Number 47), in 1989 (Conclusion Number 59) and in 1997 (Conclusion Number 84), recommending policies and measures to be adopted by States to enhance the protection of refugee children.

## Humanitarian law

The main treaties of international humanitarian law are the four Geneva Conventions of 1949 and the two protocols of 1977. The fourth convention deals specifically with the protection of civilians and is therefore of the most relevance and importance to refugee and displaced populations.

The primary focus of the four conventions is situations of international armed conflict, although a common article 3 obliges all parties to a "non-international" armed conflict, including dissident armed factions, to respect certain minimum humanitarian rules with regard to persons who are not, or are no longer, taking part in hostilities. Children are included as any other civilian under Article 3.

In times of conflict, international humanitarian law aims to protect persons who do not, or no longer, take part in the hostilities (i.e. are not bearing arms), and aims to regulate or restrict the methods and means of warfare. It develops the concept of humane treatment.

International humanitarian law, is applicable not only in conflicts between two or more States (international armed conflicts), but also when the conflict is occurring on the territory of a single State, usually between government and dissident forces (internal conflicts). To develop the protection measures available to civilian populations in armed conflict two protocols were adopted in 1977: Protocol I expanding the common article 3 of the Geneva Conventions.

- (Protocol I) relating to the Protection of Victims of International Armed Conflicts.
- (Protocol II) relating to the Protection of Victims of Non-International Armed Conflicts.

Between the Fourth Geneva Convention, Protocol I and Protocol II, there are more than 20 provisions that give special protection to children affected by armed conflict.

Under international humanitarian law, both during international and internal armed conflicts, children benefit from protection on two levels: first, as members of the civilian population in general, and second, as a vulnerable

2 ExCom Conclusion No. 47 (XXXVIII) (1987) "recommended that children who are accompanied by their parents should be treated as refugees if either of the parents is determined to be a refugee."



category deserving specific protection. Article 38 paragraph 5 of the Geneva Convention IV states that, while protected civilians should in principle receive the same treatment as aliens in time of peace, children under 15 years are to benefit from any preferential treatment accorded to the corresponding categories of the native population.

Additionally, in terms of general principles, Article 77 paragraph 1 of Protocol I states that “children are to be the object of special respect and shall be protected against any form of indecent assault. The Parties to the conflict are to provide them with the care and aid they require.” This protection is understood to be applicable for all children, without exception, who are victims of international armed conflict. Note that the same protection is accorded by Article 4.3 of Protocol II relating to the Protection of Victims of Non-International Armed Conflicts.

Author: Katharina Samara ICVA

## TRAINER'S NOTES/HANDOUT

### Module 3

## What to do if someone tells you they have been abused

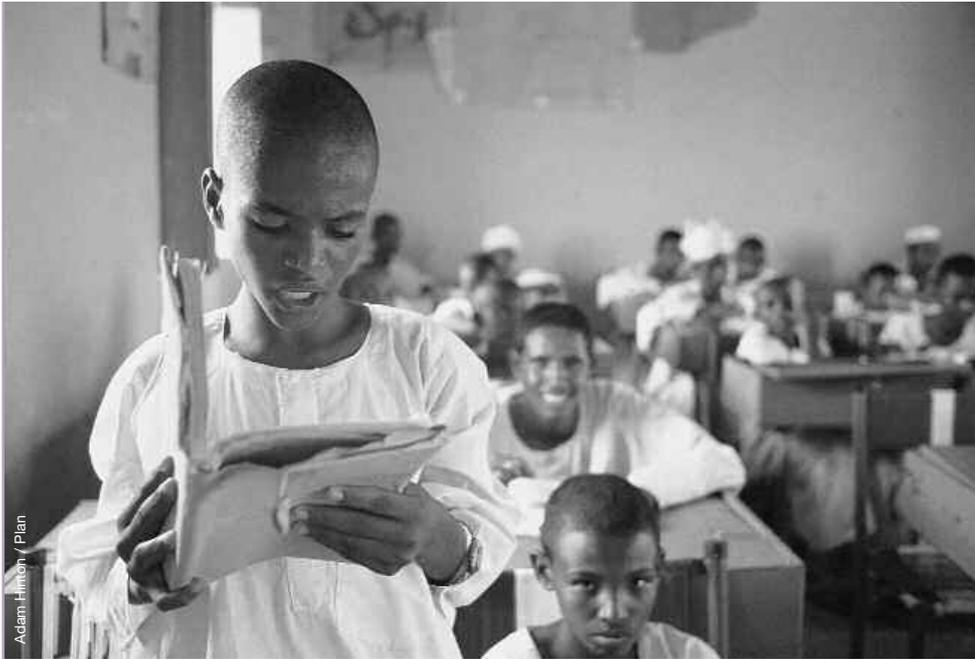
The guiding principle in responding to any concerns around child protection is that the safety and welfare of the child should always come first. No child should be put at more risk by any action you take.

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

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

### Recording information

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



Adam Hinton / Plan

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

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

## TRAINER'S NOTES

### Module 2 – Definitions of abuse

### Module 4 – Sex offenders

#### Core Workshop 1

## Organisational Abuse and Risk

These notes provide additional material and build on any presentation on the Standards to keep children safe, definitions of abuse and sex abusers.

### Introduction

In thinking about the problem of child abuse and the risks for international/national agencies, it is important to consider a range of possibilities that might include or suggest the potential for abuse.

- It is important to see child abuse in a wider context – whilst it may be helpful to differentiate types of abusers, the difference between them may simply be one of degree and it is important to recognise that a range of individuals could pose a risk to children.
- Equally, all children should be seen as vulnerable to abuse, not just those in high risk situations. Although some children may be more resilient and able to protect themselves.
- Some children may be more at risk than others, disabled children, children caught up in emergencies and conflict; unaccompanied children may be especially vulnerable.
- Children may be abused opportunistically and it is important for organisations to recognise that some staff may abuse on the basis of the circumstances they find themselves in, rather than as a result of premeditated predatory paedophile activity.
- Women sometimes abuse.

It is essential that agencies address the possibility that a member of staff or some other representative of the organisation may harm or abuse a child, and do all they can to prevent that happening or to deal with such an occurrence. It is also important to develop a broader protection focus that considers how a range of protection issues and incidents might arise in their organisations.

### Poor practice

Staff and others who are in a formal relationship to beneficiaries are in a position of trust and need to maintain professional boundaries. The professional relationship automatically gives individuals power and status and this must be recognised. This awareness is important so as to avoid factors impinging on the relationship in a way that adversely affects what is meant to be a helping relationship.

Poor practice can be a precursor to abuse. For example, staff that use physical punishment to 'control' children they are working with may go on to physically abuse if it is not made clear to them that this is unacceptable. Equally, staff that flirt with children or initiate games that have sexual overtones may also be more likely to go on and sexually abuse the children in their care. (Such behaviour may in fact be part of a grooming process in which children are tested out and manipulated with a view to them being subsequently abused).

### People who sexually harm children

A major concern for any agencies that has children as beneficiaries are that it may be targeted by and subsequently employ someone who is a danger to

children. It is possible that an individual may be employed to work directly with children and go on to abuse the children, either alone or with other adults, due to a predisposition to sexual activity with children. There is a suggestion that the risk of this has increased since legislative and other restrictions placed on sex offenders may have limited their opportunity or inclination to abuse in the west or more developed countries, although the true scale of the problem is not known.

In addition, a child sex abuser may work internationally with an NGO and not work directly with children, but is attracted to the fact that the job provides him or her with access to children locally in the host country. Children, families and communities may be less aware of the problem of sexual abuse, legal and child protection measures may be weak or absent, and the cloak of respectability provided by working for an NGO can all combine to provide the individual intent on abusing children with much greater access, opportunity and decreased chance of detection.

### **Corrupt systems and abuse of power**

Although the prospect of employing someone who may sexually harm a child may be most concerning to all agencies, in terms of risk it may be more of an issue that existing employees could sexually abuse or exploit children opportunistically. The situation of abuse and exploitation described in the West Africa assessment report arose from systemic, corrupt practices that were a feature of the operations in those countries and across a whole range of different agencies and actors. A culture of abuse had developed in which it was seen as 'normal' and to some extent acceptable for those in positions of trust and authority to exploit those positions. The same underpinnings and dynamics of corrupt systems and abuse of power operated in West Africa's refugee camps just as much as they did in inquiries into child abuse in institutions in Europe.

Equally, it is possible in many parts of the world that staff may simply find themselves in positions of relative status, wealth and power in communities in which they work and live, and find that this position opens up the possibility of relationships or activities that are essentially unacceptable and ultimately abusive. Being able to manipulate or control children (and possibly also their adult carers) could prompt a staff member to abuse.

### **Risks external to the organisation**

It should also be recognised that agencies may well be working or in contact with children that are being abused or are at risk of abuse by individuals external to the organisation, such as family, other adults or peers in their communities, peace keepers, faith leaders for example. Staff may suspect a child is being abused, or the child may confide in a member of staff. Organisations need to recognise this fact, consider their duty of care to these children, and develop policy and guidance on responses that provide clarity for staff on their role and responsibilities if confronted by such situations.

The internet and other technology such as digital cameras and mobile phones makes some children very vulnerable to abuse and exploitation from adults who want to obtain child abuse images. All organisations need to be aware both of the risks of adults gaining employment in order to access children but also of the possible vulnerability of children they work with to this type of abuse.

The risks for agencies involve staff engaging in inappropriate and unacceptable behaviour on a continuum of misconduct ranging from poor practice through to the most serious criminal breaches.

On a positive note, most people who work with children will not abuse them. However, there will always be those who seek to abuse children through the contact they have with them in a professional capacity, and this will always be difficult to defend against. So what can agencies do to try and prevent such occurrences? The following examples are some of the safeguarding measures and mechanisms that organisations can develop in order to address the risks identified above. The 11 core standards are built around them.

## Protecting children from abuse – What we have learnt about creating safer organisations

1. Start with leadership – without the commitment of managers nothing changes.
2. Have a clear protection policy and procedures for dealing with a concern about a child, or a member of staff's behaviour with children or other vulnerable adults. The protection policy needs to reflect your local situation and legal and social welfare systems.
3. Recognise that adopting standards/policy and developing safeguards involves organisational change and development, even at a cultural level.
4. Develop training opportunities to ensure that all staff have a chance to discuss and build understanding about protection issues and what to do if they have a concern or a complaint to make.
5. Build protection into all management systems to make sure it is embedded in all parts and phases of a project and/or organisation.
6. Develop clear recruitment systems to ensure that all staff are recruited properly.
7. Develop codes of practice in regard to behaviour with children, women and vulnerable adults.
8. Create an environment where children are valued and respected and their self-esteem and identity promoted.
9. Develop focal points, where children can have access to a trusted adult where they will be listened to if they want to make a complaint.
10. Make sure all staff are supervised and supported.
11. Work together with others and share expertise.



Anna Eristav / EveryChild

Trainer's  
Notes

## TRAINER'S NOTES

### Module 4 – Exercise 4.3

## Child Sex Abusers

### Aim

- To assist trainer preparing a presentation and discussion on child sex abusers

The material in this paper has been developed from a variety of sources including the NCIS website [www.ncis.co.uk](http://www.ncis.co.uk) and the NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

### What is child sexual abuse?

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or that violate the laws or social taboos of society.

Child sexual abuse covers a range of sexual behaviour including:

- vaginal or anal intercourse
- sexual touching
- masturbation
- oral sex
- use of a child in pornographic filming, internet pictures and other materials
- exploitative use of a child in prostitution
- grooming of a child online to entice a child to meet or participate in virtual sex.

### The profile of a child sex abuser

A child sex abuser is a generic term to denote someone who has a sexual interest in children. Some child sex abusers have an attraction for children and will actively seek out and target organisations and agencies where they can gain access to children, particularly through gaining positions of trust. Other people may be living in circumstances where they find themselves in a culture where sex with under aged girls is commonplace and not condemned by the community. They may not see themselves as child abusers and may not have anticipated that they would behave in that way if living in other contexts, or have taken the risk.

Child sex abusers do not fit a standard profile. Some are obsessive collectors and keep detailed diaries and pictures of children and catalogue their activities and fantasies. Some abusers have a preference for children of a particular age, sex or appearance, while others will target any child. Many convicted offenders report that they became aware of a sexual attraction towards children before the age of 18.

Although women make up only a small percentage of abusers, a larger number knowingly or otherwise facilitate child sex offences by providing access to their children or overlooking abuse. This usually occurs when the woman herself is vulnerable, either economically or emotionally.

### What kind of people sexually abuse children?

It is impossible to describe a typical child sex abuser. They come from all social and ethnic backgrounds and can be found in all professions at all levels of society and sometimes hold respected and powerful positions in the community including religious ones. They can come from any racial or religious

background, be married, well known and trusted. Some may abuse their own children, step children or other children in their own families. Some may also have sexual relationships with adults, be heterosexual, bisexual or homosexual. A number of abusers will sexually exploit children for financial gain – through pornography or by offering them to other adults for sexual purposes.

### **How do child sex abusers operate in local communities?**

Child sex abusers may act alone or organise themselves into groups which may operate within a local community, organisation, nationally or internationally. They will set up networks of communication to plan, abuse and sometimes abduct children. In such groups, children and child pornography are often passed between members.

Child sex abusers can be extremely plausible and those who employ them, work with them or just know them may be convinced that the interest they are showing in a child is totally innocent. They will go to great lengths to get close to children and are often well organised, manipulative and sophisticated in the ways they attach themselves to organisations, communities and families.

They may often befriend hard-pressed parents, or carers who are facing difficulties by offering emotional support, help with money or with child care. They may start a relationship with the parent or carer which could lead to them moving into the home. In organisations the potential sexual offender may make themselves indispensable to an organisation. They may offer to go places no one else wants to, work long hours with little support, and be willing to cover for others.

### **Grooming**

Child sex abusers, especially those with good social skills, often prime and prepare, and control their victims through a process known as grooming, which can occur over a short period or over a number of years. Grooming has the dual purpose of securing the co-operation of the victim, and sometimes that of the victim's family, and of reducing the risk of discovery or disclosure by creating an atmosphere of normality and acceptance. The latter can pose difficulties once offences come to light, with victims refusing to cooperate with an investigation, believing that the abuser has done nothing wrong. Some abusers are known to show children images of child abuse and adult pornography to make their victims more susceptible to abuse. Victims have also been groomed to introduce further victims to the process of grooming and abuse.

Most child sex abusers look to control their victims through the giving or withholding of rewards, whether in the form of gifts or attention. Some use actual violence or psychological threats to ensure cooperation.

#### **Abusers may groom a child by:**

- forming a friendly relationship with the child and his/her parents or carers
- taking a strong interest in the child or his/her activities
- offering the child gifts, money or favours such as food, sweets, clothes, games, day trips and holidays. Illicit gifts may also be offered, including alcohol, cigarettes or drugs
- telling the child that what is happening is not wrong
- using threats or violence to the child or a member of their family
- withholding supplies or aid.

### **Grooming through the internet**

Some child sex abusers use internet chatrooms (or ICQ/instant messaging) to target and groom children, looking to encourage the child to supply indecent images of themselves, or text of a sexual nature, or ultimately to meet up.

A number of offenders have shown themselves adept at manipulating the children they contact, winning their trust by pretending to understand and share their interests and feelings. The anonymity of the internet allows adult abusers to misrepresent themselves as young children or more often teenagers, making it easier for them to establish a bond. In some cases, children have been duped into meeting up with abusers, who have then attempted to abuse them sexually, sometimes successfully.

### Images of child abuse

Some experts believe that viewing images of child abuse allows abusers to normalise their sexual feelings and break down any barriers of guilt and fear which prevent them from physically offending. Whatever the precise link between viewing images and committing child sex acts, possessing the images is in many countries, a criminal offence. Moreover, the demand for new images encourages producers to find new victims or to repeat the abuse of existing victims. Production of images usually involves abuse of a child, although some images of adults are altered through a process known as morphing. The internet has enabled a rapid growth in the publication of computer-based images of child abuse and their global distribution. Computer-based images of child abuse have now largely replaced printed material.

### Sex tourism (or people who travel to have sex with children)

Some child sex offenders travel in order to abuse children. Some may take victims with them, some are known to prearrange access to victims, usually via the internet, but most seek out places where they will have easy access to children, including child prostitutes. In doing so, they are, of course, hoping to escape detection by their home country.

The attraction of particular countries relates to a number of factors, including a low age of consent or tolerance of sex with children, inadequate legislation or poorly resourced law enforcement and an established sex industry. Poverty is also an important factor and countries where natural or economic disaster has created large numbers of vulnerable children are likely to attract child sex abusers. Some child sex abusers deliberately target countries where children are less physically developed for their age.

### What is sexual offending?

Much sexual offending is behaviour that is planned and deliberate. These responses are very much based around distorted perceptions relating to power and to control which then become sexualised. The behaviour happens in cycles of repeated and compulsive behaviour.

There are several theories or models that are in use and mostly share common themes relating to the sequence of behaviour

The abuser may have past experiences or personality characteristics that lead to sexual fantasies involving children. This may be because the child meets some important emotional need or other sources of sexual gratification not as available or perceived as satisfying. These are known as **dysfunctional responses**. Something may then trigger the need to act on the fantasy and the intended victim/child will be targeted.

Following an abusive act the abuser may feel genuine remorse or guilt although their distorted thinking will quickly help them rationalise their actions as being “provoked by the child”, “conducted under the influence of drink” or that it uncharacteristically “just came over me”, or denial that it is even abuse.

As the feelings of guilt or responsibility fade, so do the desires to repeat the behaviour increase – and thus the cycle of abuse continues.



## Professional perpetrators

Professional perpetrators are people who gain access to children through a professional job in order to abuse. This raises questions about the potential motivation of professional perpetrators:

- Are they seeking this employment simply to generate opportunities to sexually abuse children or are they corrupted by the position of power?
- Is the sexual manipulation of children one of a variety of abuses perpetrated within an organisational situation?

It is evident from investigations into abuse institutions that abusers use their environment to facilitate abuse and prevent disclosure.

In a study in the UK:

- 90% of 'professional perpetrators' were aware of their interest in children by the age of 21.
- About two-thirds had committed a sexual offence against a child by age 21.
- Over half said their choice of career was wholly or partly motivated by gaining access to children.

Further study of professional perpetrators is needed to better understand their motivation to sexually abuse children within the work setting.

**Reference:** Sullivan, J and Beech, A (2003) *Professional Perpetrators: Sex Offenders Who Use Their Employment To Target And Sexually Abuse The Children With Whom They Work*: Child Abuse Review; Vol 11, Issue 3 153-167. J. Wiley and Son Ltd.

## Responding to child sexual abuse – investigating

Many instances of sexual abuse go unreported, with some estimates putting this as high as 95 per cent. Underreporting occurs for a number of reasons. Young victims are less likely to report abuse, independent witnesses are rare, and victims can be intimidated or have misplaced feelings of guilt or embarrassment. The fact that victims often report abuse historically, once they have reached adulthood, means that a sex offender may be active over a long period of time before coming to the attention of the authorities. This allows the abusers to commit multiple offences against more than one victim before authorities become aware of them.

For professionals working in the area of child sexual abuse it is important to understand the dynamics of sexual abuse. If you understand this, you will be more effective when you respond to abuse. For example, if you are investigating a complaint of child sexual abuse, not understanding the process can have significant consequences – you need to be very sensitive when you are speaking to the child, not accidentally bully or overpower, and recreate the abuse dynamics in the approach that you take. Children may respond with silence. You must also be very careful not to give the child words or ideas – ask open questions.

For example:

“What happened next?”

Make sure you do not ask closed questions.

For example:

“Did he touch your leg?”

as you could damage evidence in this way.

This is particularly important in the context of humanitarian aid/development situations as it is more likely that concerns will be investigated internally. If the investigation and the evidence are reliable, then disciplinary proceedings and other measures aimed at keeping children safe can be implemented.

## HANDOUT

### Module 4 – Exercise 4.3

#### Child Sex Abusers

- People who sexually abuse children are commonly known as paedophiles. Though it is better to say, people who sexually abuse children.
- People who sexually abuse children are often very skilled at gaining trusted positions in the community and may hold positions of authority. They operate in many ways – some act alone, others work in organised groups, some use the internet and other technology to access children. He, or less commonly she, could be a parent and have an adult heterosexual relationship so it is important not to let myths and prejudices stop you acting if you suspect that someone is abusing a child.
- People who want to sexually abuse children can get to them in a variety of ways. They will often involve themselves in activities or organisations which bring them directly into contact with children. They may seek work with agencies working in developing countries, or they may come from developing countries and migrate to or visit developed countries.
- People who sexually abuse children often befriend adults and children who need emotional support and are facing difficulties. They are very skilled at identifying children who may be particularly vulnerable. They may choose a child who is disabled or unable to communicate well, already a victim of abuse, lonely or lacking in confidence, too trusting or just eager to please and succeed at a particular activity. The child could also be outgoing, a risk-taker, prepared to do things outside the peer group. What we do know is that people who sexually abuse will carefully groom (manipulate or prepare) a child into a sexually abusive relationship using a progression of activities and rewards.
- They will make sure that the child does not tell about the abuse. Some ways they do this include threatening violence and intimidation to them or others they are close to, making a child feel it's their fault, or forcing the child to abuse other children.
- Some people who sexually abuse children will also use their professional position or authority to “trap” both women and children. In the context of humanitarian work, offenders may exploit the dependency of those in an emergency situation by providing food or financial reward in return for sexual favours in return. Survival may depend on it.
- A number of individuals will sexually abuse or exploit children because the situation that they work in condones it and the normal standards of behaviour that they would conform to do not apply.
- What we do know is that by putting a number of safeguarding measures in place, the risk of children, in organisations of any setting and size, being abused can be reduced. The measures include:
  - clear recruitment and selection procedures including the taking up of references and police checks
  - a comprehensive child protection policy and reporting procedures
  - child protection awareness training for all staff
  - a whistle blowing policy to report concerns about another member of staff or volunteer
  - codes of behaviour in caring for children and consequences when behaviour breaches these codes.

## TRAINER'S NOTES

### Core Workshop 1

## Keeping Children Safe – Developing a Child Protection Policy and Procedures for Your Agency

Use the following notes to structure your presentation.

- Many organisations are committed to improving the situation of children especially through the promotion of their rights as set out in the UN Convention for the Rights of the Child (CRC)/ African Charter or other national laws and guidance. These documents demonstrate a commitment to preventing abuse and exploitation of children.
- However, if organisations do not have clear systems, policies and procedures, they will find it hard to respond appropriately when rights are abused or concerns about behaviour towards children are raised.
- All organisations have a duty of care to the children it comes into contact with. They have a duty to make sure that all staff are aware of:
  - the existence of, and problems caused by, child abuse
  - the risks child abuse poses to children
  - how to respond appropriately when concerns arise.
- So what does a child protection policy do? It should minimise the risks of child abuse taking place. The child protection policy also defines responsibilities and what to do if concerns develop.
- The training exercises you have already done highlighted the many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff do not know who to tell and how to process the complaint.
- The child protection policy provides guidelines for dealing with issues of child abuse; the workshop aims to make sure that the policy you develop is relevant and effective in the cultural context and legal requirements of the country you work in.
- Often, the responsibility for development is placed with one person. This is a fundamental mistake. In order to create an organisational child protection policy and procedures, it is essential to engage the right people in the process of development. Without agency ownership, mandate, human and financial resources or adequate seniority it is extremely difficult to make progress.
- Let's look at the various stages you need to go through to develop or improve a child protection policy and procedure. The five stages are:
  - Stage 1: Self-audit
  - Stage 2: Developing organisational ownership – making sure key people in the organisation are in agreement
  - Stage 3: Designing the reporting procedure
  - Stage 4: The first draft
  - Stage 5: Implementation

## TRAINER'S NOTES

### Core Workshop 2: Keeping Children Safe

## Keeping Children Safe in Management

#### Key learning points

- Clear guidance is needed about the organisations child protection policy and should be available to all staff, volunteers, partners and donors.
- A common agreement must exist about what constitutes child abuse in specific local contexts.
- All staff/partners etc should have an induction about organisational procedures and expectations about behaviour.
- Child protection awareness-training must be available and reflect local contexts.
- An organisation should have a consistent process for managing child protection concerns internal and external.
- An organisation should have a common approach to recruitment, management and supervision of staff.



Jon Warren / World Vision

# Glossary

This glossary explains some of the words and phrases that are often used in this training package and in other documents. It should be a good reference if you have difficulty with the language used.

The words are listed as nouns, adjectives or verbs.

<b>Word</b>	<b>Meaning/definition</b>
<b>Address</b> (verb)	To focus on, discuss, prepares for e.g. make sure your policy addresses what will happen in an emergency situation.
<b>Address</b> (noun)	Exact details of where a person lives.
<b>Admit</b> (verb)	<ol style="list-style-type: none"> <li>1. Confess, accept, acknowledge e.g. he admitted that mistakes had been made.</li> <li>2. Allow entrance to e.g. admit candidates into the room one by one.</li> </ol>
<b>Admission</b> (noun)	<ol style="list-style-type: none"> <li>1. Confession, acknowledgement.</li> <li>2. Entrance e.g. other organisations were only allowed admission late in the day.</li> </ol>
<b>Agency</b>	An organisation, charity, NGO or service.
<b>Audio resource</b>	DVD to listen to and use e.g. in training.
<b>Audit</b> (noun)	Inspection, examination, assessment, review.
<b>Beneficiary</b>	A person who benefits or gains from something; an organisation or individual who has a right to receive something e.g. someone who receives help as part of emergency relief or development aid is a beneficiary.
<b>Child</b>	According to the UNCRC: any individual under the age of 18; this is the definition even if local country definitions of when a child reaches adulthood are different.
<b>Child abuse/ child maltreatment</b>	<p>General terms to describe harm to a child – physically, emotionally, sexually or by neglect.</p> <p>The harm happens because a parent, carer or organisation fails to ensure a reasonable standard of care and protection.</p> <p>Defined in the <i>World Report on Violence and Health</i> as:</p> <p>“all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust, or power.” (WHO, 1999 &amp; 2002)</p>
<b>Child-focused</b> (adjective)	Focused on the child or children.

<b>Child protection</b>	<p>Whatever individuals, organisations, countries and communities do to protect children from abuse and exploitation.</p> <p>This abuse might include domestic violence, child labour, commercial and sexual exploitation and abuse, HIV/Aids, and physical violence.</p> <p>Child protection also describes what an organisation does to protect children from the harm. In <i>Keeping Children Safe</i> child protection focuses on an organisation's responsibility to protect children they come into contact with, whether the harm is taking place inside or outside the organisation.</p>
<b>Child protection policy</b>	A written document that states an organisation's commitment to keep safe the children it works with, or comes into contact with – a policy explains how an organisation approaches child protection, their attitudes and basic principles.
<b>Child protection procedure</b>	Clear advice and guidelines on what individuals and the organisation should do if a concern about a child or someone's behaviour is raised.
<b>Code of conduct/ Code of behaviour</b>	A clear, concise guide for staff about what is, and what is not, acceptable behaviour or practice when working with children.
<b>Collate</b> (verb)	Bring together, collect e.g. he collated all the information into a folder.
<b>Collation</b> (noun)	Collection, act of collating e.g. she oversaw the collation of all complaints.
<b>Complement</b> (verb)	Complete, go with, work together e.g. the CD Rom complements the Training Pack and How to Guide.
<b>Compliment</b> (verb)	To say something nice about someone.
<b>Core</b> (adjective) <b>Core</b> (noun)	<p>Basic, fundamental, central, minimum e.g. he explained the organisation's core principles.</p> <p>The heart or centre e.g. the standards are at the core of our child protection policy.</p>
<b>Corporal punishment</b> (noun)	<p>Physical punishment e.g. hitting a child with a stick to punish them for bad behaviour.</p> <p>Do not confuse with 'capital punishment' – to kill someone for their crime.</p>
<b>Criteria</b> (noun)	The standards, measures, or expectations used to evaluate someone or something e.g. I gave him the selection criteria for the job – information about what skills and experience we were looking for in an employee.

<b>Cross-cultural</b> (adjective)	Communication, or other interaction that happens across different cultures, from one culture to another, or between different cultures e.g. the cross-cultural policy was designed to be relevant to everyone in the region.
<b>Cross-cultural context</b>	
<b>Designate</b> (verb)	Choose, to give responsibility to.
<b>Designated</b> (adjective)	Chosen, named responsible e.g. he was the designated child protection worker – the person to speak to if you had concerns about possible child abuse in the organisation or community.
<b>Discriminate</b> (verb)	To treat a person or group unfairly because of a personal prejudice or assumption e.g. he refused to donate funds as he believed that Thai people were not good at managing budgets – he discriminated against them on the basis of their nationality.
<b>Discrimination</b> (noun)	Unfair treatment of a person or group.
<b>Distribute</b> (verb)	Hand out; give to each person e.g. the organisation distributed aid to every family who had been affected by the earthquake.
<b>Display</b> (verb)	<ol style="list-style-type: none"> <li>1. Show publically – e.g. a sign or picture etc, on the wall or on a screen.</li> <li>2. Demonstrate or show e.g. he displayed a great empathy for the people he was working with.</li> </ol>
<b>A “duty of care”</b>	A duty to care e.g. all organisations that come into contact with children have a duty of care to those children – it is not a choice – they <i>have a responsibility</i> to take care.
<b>Emotive</b> (adjective)	Something which causes an emotional response, arouses emotions e.g. child poverty is a very emotive subject – people obviously get very upset about it.
<b>Employee</b> (noun)	Any person – paid or unpaid – who works for, or represents, an organisation.
<b>Empower</b> (verb)	To give the power to; or enable someone to have power or control, or express their feelings and opinions – e.g. how can we empower children to speak out if they have been abused? How can we give children the confidence and self-belief to speak out?
<b>Facilitate</b> (verb)	Lead, make happen e.g. the trainer facilitates the course.
<b>Familiar</b> (adjective)	Something that you know well.
<b>Familiarise</b> (verb)	To get to know well.
<b>Feed back</b> (verb)	To make comments on something that you have thought about/done, e.g. when you have finished the exercise and discussed the results with your colleagues, feed back on what you have learned.

<b>Feedback</b> (noun)	Comments, what you say about something that you have done or experienced, your judgement or ideas, your report, impressions – e.g. he read me the report and I gave my feedback (I told him what I thought about it).
<b>Gauge</b> (verb)	To measure or estimate e.g. you should gauge the level of support you have in the community.
<b>Gender</b> (noun)	Whether someone is male or female.  e.g. mixed-gender participants = men and women participants.
<b>Hand out</b> (verb)	To give or distribute something e.g. they handed out a bag of flour to each family.
<b>Handout</b> (noun)	1. Anything which is given for free e.g. he had to rely on handouts to live.  2. (In training) A piece of paper containing information that the trainer hands out/distributes to each participant.
<b>Infringe</b> (verb)	To restrict, break or violate, deny  e.g. the new law infringed on people's basic right to shelter.
<b>Infringement</b> (noun)	A restriction, break or violation e.g. denying him access to his family is an infringement of his basic human rights.
<b>Interim</b> (adjective) <b>'In the interim'</b>	Temporary, time between two things e.g. after a natural disaster, we must help communities to rebuild their hospitals. In the interim, it is vital that we provide emergency medical treatment for as long as it is needed.
<b>In place</b>	Happening, present, exist e.g. it is very important to have your policy and procedures in place before an emergency takes place.
<b>Implement</b> (verb)	To put in place, to make happen e.g. he implemented the policy – they had a policy and he made it happen in reality, put it into practice.
<b>Implementation</b> (noun)	e.g. the implementation of the policy took around three months as many changes were needed.
<b>'in the field'/'on the ground'/'in situ'</b>	When and where you work with children; your work.
<b>Judicial</b> (adjective)	1. Done by a court or according to law e.g. a judicial review found that the organisation was guilty of bad management.  2. Impartial, unbiased, just, fair
<b>Justice</b> (noun)	Fairness, according to law, authority.
<b>Injustice</b>	Unfairness, something that is not right or just.

<b>Just</b>	<p>1. Morally right or fair e.g. he received just punishment for his crimes.</p> <p>2. Barely, quite, simply He was just trying to help; He was just 9 years old when he lost his parents.</p>
<b>Unjust</b>	Not fair, not right.
<b>Justify</b> (verb)	To defend, to show why something is right e.g. the organisation was justified in its actions – there were good reasons for what they did; He justified his actions with clear arguments and information.
<b>Justified</b> (adjective)	Reasonable, with good reason e.g. his actions were entirely justified – why should he trust the organisation when they had let him down in the past?
<b>Juvenile</b> (noun)	A young person, someone under 18, a child.
<b>Juvenile</b> (adjective)	Like a child, naive e.g. his comments are quite juvenile – he shows no real understanding of the situation.
<b>Let down</b> (verb)	To disappoint, fail e.g. they had promised action but it never happened – they let them down when they most needed support.
<b>Let down</b> (adjective)	Feeling disappointed by someone else, that someone has failed or lied to you e.g. they had hoped for more from the package; they felt very let down.
<b>Mandatory</b> (adjective)	Something that everyone in an organisation has to do or agree to, compulsory.
<b>Mapping</b> (noun/verb)	<p>Assessing something in a visual way, making a map of e.g. your organisation, so that you can see where you need to make changes.</p> <p>A plan or assessment or overview.</p>
<b>Material needs</b>	Basic physical needs e.g. shelter, food, access to medical treatment, money etc.
<b>Measures</b> (noun)	Steps, action plans, notes on procedures e.g. we should take all the necessary measures to keep children safe.
<b>OHP</b>	Overhead projector.
<b>OHT</b>	Overhead transparency (to use for display on the overhead projector) – a clear plastic sheet you can write on.
<b>One-off</b> (adjective/noun)	<p>Once, for one event or time only.</p> <p>e.g. the fun-day was a one-off event and we asked for lots of volunteers who don't usually work with us.</p> <p>He had many special talents and was uniquely qualified for this job – he was a one-off – you don't find people like that very often.</p>

<b>Oppress</b> (verb)	To treat with injustice, to treat badly e.g. the people were oppressed by a tyrannical government.
<b>Oppressive</b> (adjective)	Unfair, restrictive, harsh e.g. the laws were very oppressive.
<b>Oppression</b> (noun)	The act of oppressing or treating unfairly e.g. the oppression of the people in the North of the country had continued for 15 years.
<b>Opt out</b>	Choose not to participate.
<b>Participation</b> (noun)	Involvement.
<b>Participatory</b> (adjective)	Involving, inclusive.
<b>Post</b> (noun)	Job, position in an organisation.
<b>Post</b> (verb)	1. To display e.g. a notice. 2. To mail or send a letter.
<b>Pre</b> (prefix)	Before e.g. pre-judge = to make judgements before you have seen something; pre-nuptial = something that happens before nuptials/marriage; pre-empt = anticipate, expect before it happens; preconceived = designed, thought of before.
<b>Prejudice</b> (noun)	A judgement made before proper information or experience, usually negative.  e.g. disabled people talked about the prejudice they experience every day from people who expect them to be unable to do anything for themselves, or think that all disabled people think the same.
<b>Prejudiced</b> (adjective)	Having unfair, unfounded beliefs assumptions about something e.g. he was prejudiced against Asian people; 'The jury was prejudiced, and always believed that Christians spoke the truth.
<b>Primary care-giver</b>	The person who gives most care, or has most responsibility e.g. as his mother and father had died, his aunt was now his primary care-giver.
<b>Proactive</b> (adjective)	Positive, encourages action before a problem or action, takes initiative.  e.g. the organisation took a proactive approach to healthcare, giving advice and information about nutrition, prevention of illness and healthy lifestyles.
<b>Reactive</b> (opposite meaning)	Action which responds to something that has happened, happening after something has happened.
<b>Probationary</b> (adjective)	Trial  e.g. employ new staff for a probationary period of three months to see if they are suitable for the job, before giving them a longer contract.

<b>Promote</b> (verb)	<p>1. To make known, to make popular and important.</p> <p>e.g. the organisation promoted healthcare and education for children in the region'; 'They promoted the charity through advertisements and leaflets'</p> <p>2. To give a senior role/job to someone</p> <p>e.g. after 10 years of service in the field, they promoted him to chief executive.</p>
<b>React</b> (verb)	<p>Take actions as a result of something happening.</p> <p>e.g. when the teachers walked out, the government reacted by closing the schools altogether.</p>
<b>Reflect</b> (verb)	<p>1. Think about e.g. reflect on your feelings'.</p> <p>2. Show or demonstrate e.g. choose a picture that reflects the child's. culture.</p>
<b>Reunification, reuniting, reunion</b>	<p>People who have been separated coming back together.</p> <p>e.g. in an emergency, the aim of services for children should be to reunite them with their family. All services must aim at reunification, and their actions should be consistent with that aim.</p>
<b>Role-specific</b> (adjective)	<p>Something that is especially connected to your job.</p>
<b>Safeguard</b> (verb)	<p>To keep safe.</p>
<b>Safeguard</b> (noun)	<p>A measure or practice or rule that helps to make sure something happens/does not happen.</p> <p>e.g. one of our new safeguards is that all potential employees must provide at least two character references, so that we can be confident of their character, and behaviour with children.</p> <p>In this context, safeguarding is the process of doing everything possible to minimise the risk of harm to children and young people.</p>
<b>Screen</b> (noun)	<p>1. A computer, cinema or TV display.</p> <p>2. An obstacle that prevents something from being seen e.g. there was a screen in the doctor's surgery which people went behind to change in private.</p>
<b>Screen</b> (verb)	<p>3. Check</p>

<b>Screening</b> (noun)	<p>Checking thoroughly – can be used in several contexts:</p> <p>e.g. medical: She was screened for cancer; Cancer screening is free.</p> <p>e.g. a company must have strict screening procedures in place when recruiting new staff; All new employees were screened.</p>
<b>Screening procedures</b>	A way of checking for something – previous experience; disease etc.
<b>Situation-specific</b>	Something that only happens/has meaning in a particular situation.
<b>Stakeholder</b> (noun)	<p>Everyone who has a role in or responsibility for, or will be affected by, a particular programme, policy, event etc.</p> <p>e.g. the organisation held a meeting for all stakeholders to decide what the goals should be for the coming year.</p>
<b>Standard</b>	<p>Basic, bottom line, fundamental.</p> <p>In the context of this toolkit, a standard is a benchmark or measure by which an organisation can judge how well it is meeting a minimum level that will keep children safe.</p>
<b>Testimony</b> (noun)	Evidence, statement.
<b>Tracing</b>	The process of searching for family members or primary legal or customary care-givers.
<b>Training environment</b>	Where you learn (including the atmosphere).
<b>Undertake</b> (verb)	To start, do, attempt, take responsibility for.
<b>Vet</b> (verb)	To check someone's personal details by looking at official sources, current and previous employers and qualification bodies to make sure that the information we have is accurate and true.
<b>Vetting</b> (noun)	The process of checking someone's personal details.
<b>Welfare</b>	Safety, security, contentment, wellbeing.

# Website resources

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## **ARC Action for Rights of Children**

A child rights based training and capacity building initiative.  
[www.savethechildren.net/arc](http://www.savethechildren.net/arc)

## **Child protection policies and procedures**

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

## **Child Exploitation and Online Protection Centre**

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

## **Child Wise ECPAT Australia**

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

## **Child Protection in Sport Unit**

Has lots of information about protecting children from abuse in sport and leisure.  
[www.thecpsu.org.uk](http://www.thecpsu.org.uk)

## **Child Rights Information Network**

[www.crin.org](http://www.crin.org)

## **Department for Children, Schools and Families**

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

## **EduCare**

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

## **ECPAT**

A network of organisations and individuals working together for the elimination of child prostitution, child pornography and trafficking of children.  
[www.ecpat.net](http://www.ecpat.net)

## **The Football Association**

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

## **The Humanitarian Accountability Partnership (HAP)**

HAP is the humanitarian sector's first international self-regulatory body. HAP's mission is to make humanitarian action accountable to its intended beneficiaries through self-regulation, compliance verification and quality assurance certification. In addition HAP champions beneficiaries access to give complain and feedback to humanitarian organisations. In April 2007, the Building Safer Organisations Project moved from the International Council of Voluntary

Agencies (ICVA) to HAP. The Building Safer Organisations (BSO) project assists humanitarian agencies to develop the capacity to investigate allegations of abuse or exploitation of persons of concern by members of staff. The project provides training, support and advice on receiving complaints and conducting investigations. The BSO project brings humanitarian organisations around the world together with the goal of making humanitarian organisations safer for beneficiaries. Information on the Building Safer Organisations Project and the training events and materials can be found on [www.hapinternational.org](http://www.hapinternational.org) or [www.icva.ch](http://www.icva.ch) or by contacting [bsoworkshop@hapinternational.org](mailto:bsoworkshop@hapinternational.org)

**International Red Cross Code**

The international code of conduct can be found on the web site.  
[www.ifrc.org](http://www.ifrc.org)

**International society for the prevention of child abuse and neglect**

[www.ispcan.org](http://www.ispcan.org)

**Internet Watch Foundation**

A useful website for advice and guidance on internet child abuse crimes  
[www.iwf.org.uk](http://www.iwf.org.uk)

**National Society for Prevention of Cruelty to Children (NSPCC)**

Largest UK charity working for the ending of child cruelty. Has many child protection training and resources.  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Office of the United Nations High Commissioner for Human Rights**

[www.ohchr.org](http://www.ohchr.org)

**People In Aid**

You can download a copy of the Role of HR in Child Protection from the People in Aid website  
[www.peopleinaid.org](http://www.peopleinaid.org)

**UNICEF**

The website has a range of resources and information about the protection of children.  
[www.unicef.org](http://www.unicef.org)

**United Nations IASC (Inter-Agency Standing Committee)**

Task Force Core Principles and Code of Conduct  
[www.humanitarianinfo.org/iasc](http://www.humanitarianinfo.org/iasc)

**United Nations Secretary General's Study on Violence Against Children**

[www.violencestudy.org](http://www.violencestudy.org)

**Virtual Global Task Force**

An international alliance of law enforcement agencies working together to make the internet safe, can be contacted for further advice in this area.  
[www.virtualglobaltaskforce.com](http://www.virtualglobaltaskforce.com)

**Viva**

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

**World Health Organization (WHO)**

Has information on injuries and violence prevention and definitions of child abuse.  
[www.who.int/en/](http://www.who.int/en/)

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

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

Catholic Agency for Overseas Development (CAFOD) – [www.cafod.org.uk](http://www.cafod.org.uk)

Childhope – [www.childhope.org](http://www.childhope.org)

Consortium of Street Children – [www.streetchildren.org.uk](http://www.streetchildren.org.uk)

EveryChild – [www.everychild.org.uk](http://www.everychild.org.uk)

International Federation Terre des hommes – [www.terredeshommes.org](http://www.terredeshommes.org)

NSPCC (National Society for Prevention of Cruelty to Children) –

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Oxfam – [www.oxfam.org.uk](http://www.oxfam.org.uk)

People In Aid – [www.peopleinaid.org](http://www.peopleinaid.org)

Plan International – [www.plan-international.org](http://www.plan-international.org)

Save the Children UK – [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

SOS Children's Villages – [www.soschildrensvillages.org](http://www.soschildrensvillages.org)

Tearfund – [www.tearfund.org](http://www.tearfund.org)

Viva – [www.viva.org](http://www.viva.org)

World Vision UK – [www.worldvision.org.uk](http://www.worldvision.org.uk)

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

# Registered charity numbers

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**CAFOD**

Registered charity number 285776

**ChildHope**

Registered charity number 328434

**Consortium of Street Children**

Registered charity number 1046579

**EveryChild**

Registered charity number 1089879

**International Federation Terre des hommes**

Registered charity

**NSPCC**

Registered charity numbers 216401 and SC037717

**Oxfam**

Registered charity number 202918

**People In Aid**

Registered charity number 1078768

**Plan**

Registered charity number 276035

**Save the Children UK**

Registered charity number 213890

**SOS Children's Villages**

Registered charity number 083115702

**Tearfund**

Registered charity number 265464

**Viva**

Registered charity number 1053389

**World Vision UK**

Registered charity number 285908

Further copies of this toolkit be downloaded from the Keeping Children Safe website [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

Hard copies are available from [publications@keepingchildrensafe.org.uk](mailto:publications@keepingchildrensafe.org.uk)

# The Keeping Children Safe Coalition Member Agencies



## CAFOD

CAFOD is the Catholic Agency for Overseas Development. It is the official overseas development and relief agency of the Catholic Church in England and Wales. CAFOD is a member of Caritas International.



## ChildHope

ChildHope is a leading authority on child protection. They aim to develop the capacity of organisations in Africa, Asia and South America to reduce child abuse and exploitation, give children justice and a voice, and protect children affected by HIV and AIDS.



## Consortium for Street Children

The Consortium for Street Children consists of 37 UK based organisations dedicated to the welfare and rights of street living and working children and children at risk of taking to street life.



## Everychild

EveryChild works worldwide to give vulnerable children who are, or risk being, separated from their family or community a safe and secure future.



## NSPCC

The NSPCC's purpose is to end cruelty to children. Their vision is of a society where children are loved, valued and able to fulfil their potential.



## Oxfam

Oxfam works with others to overcome poverty and suffering.



## People In Aid

People In Aid helps organisations whose goal is the relief of poverty and suffering to enhance the impact they make through better people management and support.



## Plan

Plan is one of the largest child centred community development organisations in the world. They work in 62 countries on projects and initiatives that address the causes of poverty and its consequences on children's lives.



## Save the Children

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. They work with them to find lifelong answers to the problems they face.



## SOS

SOS Children's Villages is an international, independent, non-governmental and social development organisation, which has been active in the field of children's needs, concerns and rights since 1949. Its activities focus on neglected and abandoned children and orphans, as well as disadvantaged families.



## Tearfund

Tearfund is an evangelical Christian relief and development charity that works with partners in more than 70 countries throughout the world.



## Viva

Viva is a global movement of Christians making a difference for children at risk. Working in over 40 countries and in partnership with international and local projects Viva reaches 1.8 million children.



## International Federation Terre des hommes

Founded 1960, the Terre des hommes Foundation is the leading Swiss NGO in the field of child relief and protection, present in more than 30 countries worldwide.



## World Vision

World Vision is one of the world's leading relief and development agencies. It is a Christian organisation and currently works in nearly 100 countries, helping over 100 million people in their struggle against poverty, hunger and injustice, irrespective of their religious beliefs.

### Major grant contributor:



## Oak Foundation

Oak Foundation commits its resources to address issues of global social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged

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A copy of the Keeping Children Safe Toolkit in French will be available early 2008.

Further copies of this brochure can be downloaded from the Keeping Children Safe website [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk).

Hard copies are available from [publications@keepingchildrensafe.org.uk](mailto:publications@keepingchildrensafe.org.uk)

Costs of postage may be requested for multiple copies or international despatch.

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