

Quality Improvement System Child Protection

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A Child's Experience

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

Take a balloon and inflate it. Draw a face, symbol or a sign on the balloon that you think communicates something about children's experiences. For example:

- a happy face communicates happiness and fun, which every child should experience.
- a sad face may represent the difficult situations children live in and how hard their lives can be.

Share the image on your balloon, saying what it signifies to you.

Our Perception of Children

It might seem that the answer to the question "what is a child?" needs little exposition. However, our understanding of what it means to be a child is shaped by our own childhood and family experiences, our society and culture. These perceptions may influence how we imagine that God views children. So it is helpful first to clarify our own personal concept of a child.

Risk and resilience of children

On your own, choose one from the following age ranges:

1. Children aged 0-5 years
2. Children aged 6-12 years
3. Children aged 13-18 years

Think of a child within the given age range. This could be a child within the project you work in, or a friend or family member. Picture this child in your mind.

Write down some answers to the following questions:

1. What qualities and characteristics does this child have?
2. What is this child able to do?
3. What makes this child vulnerable?
4. What makes this child resilient?

Now go into groups with people who have chosen the same age range. Share your answers with each other, making a common list to describe the child in this age range.

Discuss in your groups:

1. In what ways would these vulnerabilities and resiliencies change depending on the cultural and social context of the child?
2. In what ways does the gender of the child affect these things?
3. What have you learned about children's qualities and capacities as you have worked with them?

Each group should draw a big outline of a child in the middle of the paper,

1. Invite each person to draw their findings on the outline.
2. Display the outcomes from each group around the communal area.
3. Select a person from each group to present their findings.

Comment on...

1. Notable differences for the children in different age ranges,
2. Any similarities or things that remain constant as the child grows.

Application questions:

1. How did your responses to the activity questions reflect the way you perceive and value children?
2. What insights or learning did you have?
3. How can you apply your learning in the way you relate to children?

God's View of Children

Having thought about our own understanding of what it means to be a child, we now want to try to discover how God views children. This will involve exploring biblical passages and sharing our insights. We will then apply this perspective to our own context by reflecting on our experience in working with children. At the end we will have our collective learning written up, and a visual image representing our reflections.

Discovering God's perspective on children (exploring the Bible)

1. In pairs, look for passages in the Bible that show how God views children. From each passage, make statements reflecting how God values children.
2. Now form groups, and write agreed statements with references.
3. Finally, on a sheet of large paper, copy the final statements with verses.
4. Now present your final statements to the others.
5. Display the posters around the communal area and give time for all to read them.

Children in the centre of our work (reflecting on life)

Once when Jesus was talking with his disciples he invited a child to come and stand in the middle in order to show them God's way of doing things (see Mark 9:33-37, and Matthew 18:1-5).

1. If you invite this child into the middle of your activities and planning, how would you do things differently from what you do now?
2. What would you want to change in your understanding, actions, and in the structures of your ministry or organisation?
3. Are there any statements from the Biblical activity that you would now like to alter or reconsider?
4. Share your thoughts with another, and then pray for each other.

Form groups of about five people.

1. On a large sheet of paper, one member of the group should draw a picture of a child standing next to Jesus. In the space around this picture each member of the group should draw a person representing themselves.
2. In each group one participant should read the scripture passage (either Mark 9:33-37, or Matthew 18:1-5) out loud to the others.
3. Keeping this scripture and their insights in mind, each person should draw two speech bubbles on the picture. In the bubbles, write the words they are saying...
 - to Jesus, and
 - to the child.

Application questions:

1. How did your own perception and value of children compare with what we have learnt God perceives and values children?
2. What insights or learning did you have?
3. How can you apply your learning in the way you relate to children?

God's Vision for a Child-friendly World

When Jesus said, "let the children come to me, and don't get in their way," (see Mark 10:13-16 and Matthew 19:13-15) he was emphasizing how highly he valued children, and how important they are to him. Yet today life is often difficult for our children. Around the world many children suffer.

In this activity we are going to think about children who are at high risk due to the adverse situations in which they have to live today. We can find such children around the world, and also in our own locality. Poverty, exploitation, neglect, abuse, illness, war and displacement, may be some of the factors.

Think about and write down four things that have concerned you personally about children living in high risk situations.

- 1.
- 2.
- 3.
- 4.

Discovering God's intention for children

What was God's original intention for children?

In the world God created there was wholeness in human relationships, and people were to be good stewards of creation which would provide for the needs of all. Sin has marred and broken what was once untainted and whole.

Despite this, we have the assurance that God's intention for all humankind, including children, is still at work today through the redeeming, reconciling and restoring power of Christ's death on the cross and rising to new life.

We need to explore the Bible to discover God's vision and intention for children.

1. Get in to groups with people working in a similar type of ministry to yourself, e.g. networks, under 5s, youth, churches, children etc. Imagine a child in Kampala and draw God's idea of a child-friendly world for this child, based on your studies of God's vision and intention for children.
2. Begin with an outline representing your locality. Imagine what sort of activities are happening which show God's desire for a child-friendly environment. Add these to the picture.
3. Read out your list of statements indicating the biblical references, and present a picture of a child-friendly world. You can draw this on the following page.
4. Compare your picture to the picture on the next page and add ideas into it that you could then use in training your staff on how to build a protective environment for your children.

A picture of a child-friendly environment.

This is the protective environment model by UNICEF. It shows that children are entitled to grow up in an environment that ensures they are protected and therefore creating this protective environment is the best way to safeguard children from abuses.



Discuss the model highlighting the different duty bearers and their roles.

Comparing God's View of Children with UN Convention on the Rights of the Child

It is not only Christians who are trying to ensure that children are cared for in the best possible way! Almost every government around the world has signed and ratified the Convention on the Rights of the Child as a commitment to improving the lives of children.

Originally conceived in the early 1900s by a visionary Christian named Eglantyne Jebb, the document went through many revisions before finally being adopted by the United Nations on November 20th 1989, and entered into force almost a year later.

This document has developed into the most influential global legal instrument for ensuring children are protected and have all they need to thrive and flourish, and achieve their God-given potential.

We are going to look at how the UN Convention on the Rights of the Child compares with our understanding of God's view of children. This will help us to see how a right-based approach might be helpful to inform our work.

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

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

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

Article 1

Everyone under 18 has these rights.

Article 2

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

Article 3

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

Article 4

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

Article 5

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

Article 6

You have the right to be alive.

Article 7

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

Article 8

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

Article 9

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

Article 10

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

Article 11

You have the right to be protected from kidnapping.

Article 12

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

Article 13

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

Article 14

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

Article 15

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

Article 16

You have the right to privacy.

Article 17

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

Article 18

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

Article 19

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

Article 20

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

Article 21

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

Article 22

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

Article 23

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

Article 24

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

Article 25

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

Article 26

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

Article 27

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

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

Article 28

You have the right to a good quality education.

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

Article 29

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

Article 30

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

Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

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

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

Article 33

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

Article 34

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

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

Article 37

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

Article 38

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

Article 39

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

Article 40

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

Article 41

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

Article 42

You have the right to know your rights!

Adults should know about these rights and help you learn about them, too.

Articles 43 to 54

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

Allocate each of the articles to one of the three categories, coming to a consensus on the answer.

Protection (keeping children from harm)	Provision (giving what children need to live and develop)	Participation (engaging children in their world)

Write up a comparison between God's view of children and the view expressed in the CRC. The response statements should reflect the priorities and values of the group, the most important clauses coming first. The responses must be specific. You must compare rights articles in the CRC with particular statements from the previous sessions. The following questions will help the group to think through the exercise:

How does your Christian understanding...

differ from the CRC?	agree with the CRC?	improve upon the CRC?

Use these questions to discuss:

1. How do you feel that the UN Convention on the Rights of the Child benefits our understanding of God's heart for children?
2. How could it be useful to your work?
3. If a government official or donor agency asked you to demonstrate that your work with children complies with the Convention on the Rights of the Child, how could you show that and be true to your Christian understanding at the same time?
4. How could you use the Convention on the Rights of the Child and the Bible to help empower and protect your children?

Regulations that Control our Work with Children

1. Uganda ratified the UNCRC in 1990.
2. At a national level, we have the children's statute called the Children Act. You can get hold of a copy of this from the Ministry of Gender, Labour and Social Development.
3. There are also regulations for residential care institutions. If you are providing residential care, you need to abide by these. Again, you can get hold of a copy of this from the Ministry of Gender, Labour and Social Development.

Applying our Beliefs to our Child Protection Procedures

You should now be able to begin to draft out an action plan for how you will apply this study about our Biblical beliefs about children to your organisation / church.

Below are the quality targets and the standards we need to achieve for QIS that relate to our beliefs. Eventually you will have to submit evidence to validate what you have implemented. Look at the standards and plan what you need to do to achieve each quality target.

Quality target		Standard	Action I need to take to meet the target and by when I will do this
Foundations	AIM	<i>We are committed to protecting children from the risk of all kinds of harm because they are precious to God.</i>	
Quality level	1	We believe the biblical principle that children are precious to God and that our role is to protect them from the risk of harm or neglect.	
	2	Our belief that children should be protected from harm is written into our mission documents.	
	3	We have a good awareness and understanding of the UN Convention of the Rights of the Child and any child's rights charter in our country.	
Extras	+	We use the UN Convention of the Rights of the Child, any children's rights charter and national laws in our country to help shape child protection.	

Clay models

Create a clay model of a child and Jesus to remind you that a child next to Jesus is heart of your work

Child Abuse – Attitudes and Values

Questionnaire

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

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

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

Practice, belief and the impact on the child

Local practices that may cause harm

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

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

Practice	Underpinning belief
Early marriage	Maturity determined by the development of physical features
Children as bread winners	Children considered as financial assets
Corporal punishment	Spare the rod and spoil the child
Male initiation ceremonies	The rite of passage of a boy into a man

Now look at the following table. Working with the other people in your group, try to complete the table, filling in the empty boxes. Add in other practices that you think should be included.

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

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 eg, 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 effect 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 there own good eg, 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 eg, 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 referred to 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 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.

Witch craft/ritualistic abuse Some communities believe strongly that adults and children may be in possession of evil spirits which can bring bad luck on a family, this may be known as *kindoki* or another term. The tradition comes from a mixture of evangelical Christianity and traditional African spiritual beliefs. These beliefs can lead to practices that may be harmful to children eg, fasting, beating, emersion in water. These practices can lead to extreme cruelty and even death of children. Disabled children are rarely seen as a blessing and their behaviours are often interpreted as a sign of passion by

evil spirits. Other communities or individuals may use and abuse children through ritualistic practices and ceremonies.

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.

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.

This paper has been prepared using a variety of sources and original material. Further resource information can be found on the www.nspcc.org.uk website and www.who.int

Recognising Signs and Symptoms of Abuse

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

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

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

In the table below, list the physical and emotional/psychological signs and symptoms of each type of abuse. Some boxes have been started to help you.

	Physical Signs and Symptoms	Emotional/Psychological Signs and Symptoms
Sexual Abuse	A change in walking style; Physical injuries; Bruised genitalia; Broken hymen; Pregnancy; STI, and HIV infections; Tummy pains with no apparent cause	Feeling of worthlessness; Depression; Anxiety; Guilt; Aggressive; Fear of the opposite sex; Withdrawal; Sadness; Shame and embarrassment; A distorted view of sex; Demonstrates unusual sexual knowledge and/or behaviour, evident in words, play, drawings; Low self esteem; Criminal activity; Suicidal tendencies; Drug abuse; Sexually provocative with adults; Reports nightmares and sometimes bedwetting; Eating disorders; Runs away; Avoidance of things related to sexuality
Emotional abuse		Reverting to younger behaviour; Nervousness; Sudden under-achievement; Attention-seeking; Running away; Stealing; Lying
Neglect		Looking ill-cared for and unhappy; Being withdrawn or aggressive; Having lingering injuries or health problems
Physical abuse		
Spiritual abuse		

Alternative Discipline Strategies

You will find useful material on the Internet. Useful websites include:

www.childadvocate.org www.endcorporalpunishment.org www.neverhitachild.org

GUIDELINES for CONSEQUENCES

- Make consequences age appropriate
- Be sure you can live with the consequences you set up
- Make consequences immediate
- Give child choice of consequence ahead of time
- Make consequence natural and non-punitive
- Involve child wherever possible
- Be friendly and positive
- Use consequences that are short and to the point
- Quickly offer new learning opportunities to be successful

GUIDELINES for IGNORING

- Avoid eye contact and discussion while ignoring
- Physically move away from the child but stay in the room if possible
- Be subtle in the way you ignore
- Be prepared for testing
- Be consistent
- Return your attention as soon as misbehaviour stops
- Combine distractions with ignoring
- Choose specific child behaviours to ignore and make sure they are ones you CAN ignore
- Limit the numbers of behaviours to systematically ignore
- Give attention to the child's positive behaviours

GUIDELINES for PLAY

- Follow your child's lead
- Pace at your child's level
- Do not expect too much - give your child time
- Do not compete with your child
- Praise and encourage your child's ideas and creativity
- Do not criticize
- Engage in role play and make believe with your child
- Be an attentive and appreciative audience
- Use descriptive comments instead of asking questions
- Curb your desire to give too much help
- Encourage your child's problem-solving
- Reward quiet play with your attention
- Laugh and have fun

GUIDELINES for PRAISE

- Catch your child being good - do not save praise for perfect behaviour
- Do not worry about spoiling your children with praise
- Increase praise for difficult children
- Give labelled and specific praise
- Make praise contingent on behaviour
- Praise with smiles, eye contact and enthusiasm
- Give positive praise
- Praise immediately
- Give pats and hugs and kisses along with praise
- Use praise consistently
- Praise in front of other people

GUIDELINES for PROBLEM SOLVING

- Get information about what happened
- Do not interrogate the child
- Be sure the child realises you understand his/her feelings
- Help the child to look at the other child's feelings as well as his/her own
- Ask the child for a solution to the problem
- Give praise and attention for the positive ways the child tried to solve the problem
- After the child has suggested a solution help him/her to think about the consequences of the action
- If the consequences are not positive, ask the child to suggest another solution
- Help the child to think about the consequences of the second solution

GUIDELINES for SETTING LIMITS

- Do not give unnecessary commands
- Give one command at a time
- Be realistic in your expectations and use age-appropriate commands
- Use commands that clearly detail behaviours required
- Use "do" commands
- Make commands positive and polite
- Do not use "stop" commands
- Give children ample warnings and helpful reminders
- Do not threaten children; use "when - then" commands
- Give children options wherever possible
- Make commands short and to the point
- Support your partner's commands
- Praise compliance or provide consequences for non-compliance
- Strike a balance between parent and child control
- Encourage problem-solving with children

GUIDELINES for TANGIBLE REWARDS

- Define appropriate child behaviour clearly
- Make the steps small
- Gradually increase the challenge
- Do not make programmes too complex - choose one or two behaviours to start
- Focus on positive behaviours
- Choose inexpensive rewards
- Have daily rewards
- Involve your child in choosing rewards
- Get the appropriate behaviour first THEN reward
- Reward everyday achievements
- Gradually replace rewards with social approval
- Be clear and specific about rewards
- Have a varied menu
- Show your child you expect success
- Do not mix rewards with punishment
- Consistently monitor the reward programme

GUIDELINES for TIME-OUT

- Be polite
- Be prepared for testing
- Monitor anger in order to avoid exploding suddenly; give warnings
- Give 5 minute Time-outs with 2 minutes silence at the end
- Carefully limit the number of behaviours for which Time-out is used
- Use Time-out consistently for chosen misbehaviours
- Do not threaten Time-outs unless you are prepared to follow through
- Ignore child while in Time-out
- Use non-violent approaches such as loss of privileges as a back-up to Time-out
- Follow through with completing Time-out
- Support a partner's use of Time-out
- Hold children responsible for cleaning messes in Time-out
- Use Time-out regardless of setting
- Do not rely exclusively on Time-out - combine with other discipline techniques, such as ignoring, logical consequences and problem-solving
- Expect repeated learning trials
- Build up bank account with praise, love and support
- Use personal Time-out to relax and refuel energy

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.

Role Play

Get into threes and practice listening to the other person as if they were disclosing abuse. One of you should be the child, one should be the adult and one person should observe and comment on what they have seen that are good and what needs to be worked on.

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 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 and Virtual Global Taskforce www.virtualglobaltaskforce.com (which is an international alliance of law enforcement agencies working together to make the internet safe) can be contacted for further advice in this area.

How to report abuse

A list of the content of a Child protection reporting procedure form is given below:

Case number:

Child's name:

Referral details:

Time:

Date:

Place:

Referrer's details:

Name:

Address:

Contact:

Occupation:

Relationship to child:

Child's details:

Name:

Age:

Date of birth:

Gender:

Ethnicity:

Address:

Household structure:

School:

Class:

Teacher:

Religion:

Any disability:

Changes in child's behaviour?

Any other information:

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

Alleged perpetrator's details:

Current safety of child:

Emergency medical?

Who else knows?

Actions taken to date?

Completed by:

Date:

Signed off by:

Date:

Follow up visit

Completed by:

Date:

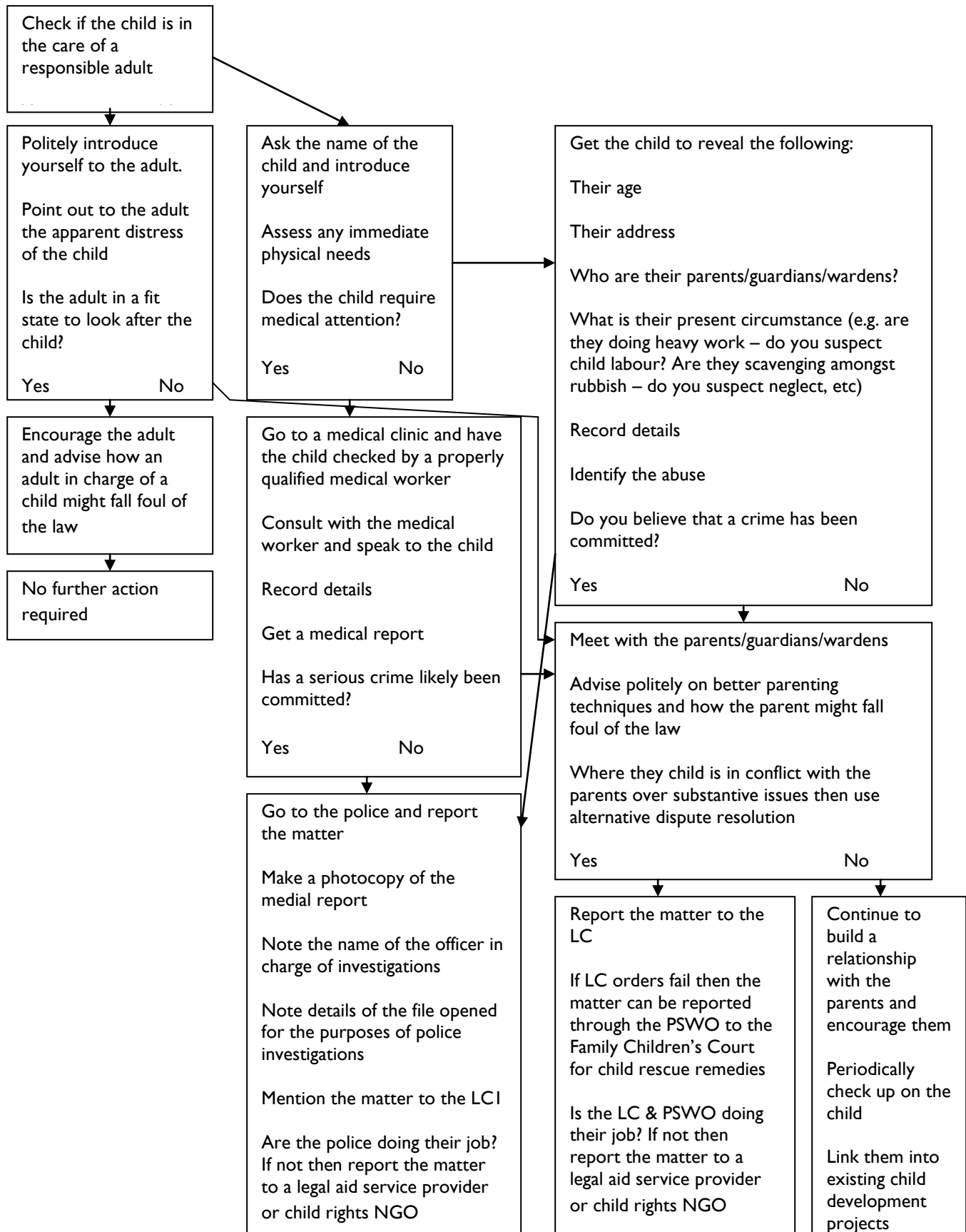
Signed off by:

Date:

Tell CRANE

Please give a summary of cases to CRANE every time they occur so we can collect data and report it to the government and other stakeholders. You can do this by phone or by email or in person.

How to take action following a case



Case scenarios

Is this a cause for concern?

Read and think about each of the scenarios below. In your small groups use the questions to help you decide how seriously you would rank each situation, where:

1 = least worrying

7 = most worrying.

Put them in order of seriousness, from 1 to 7.

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

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

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

Developing a child protection policy and procedures for your organisation

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 (UNCRC) 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.

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.

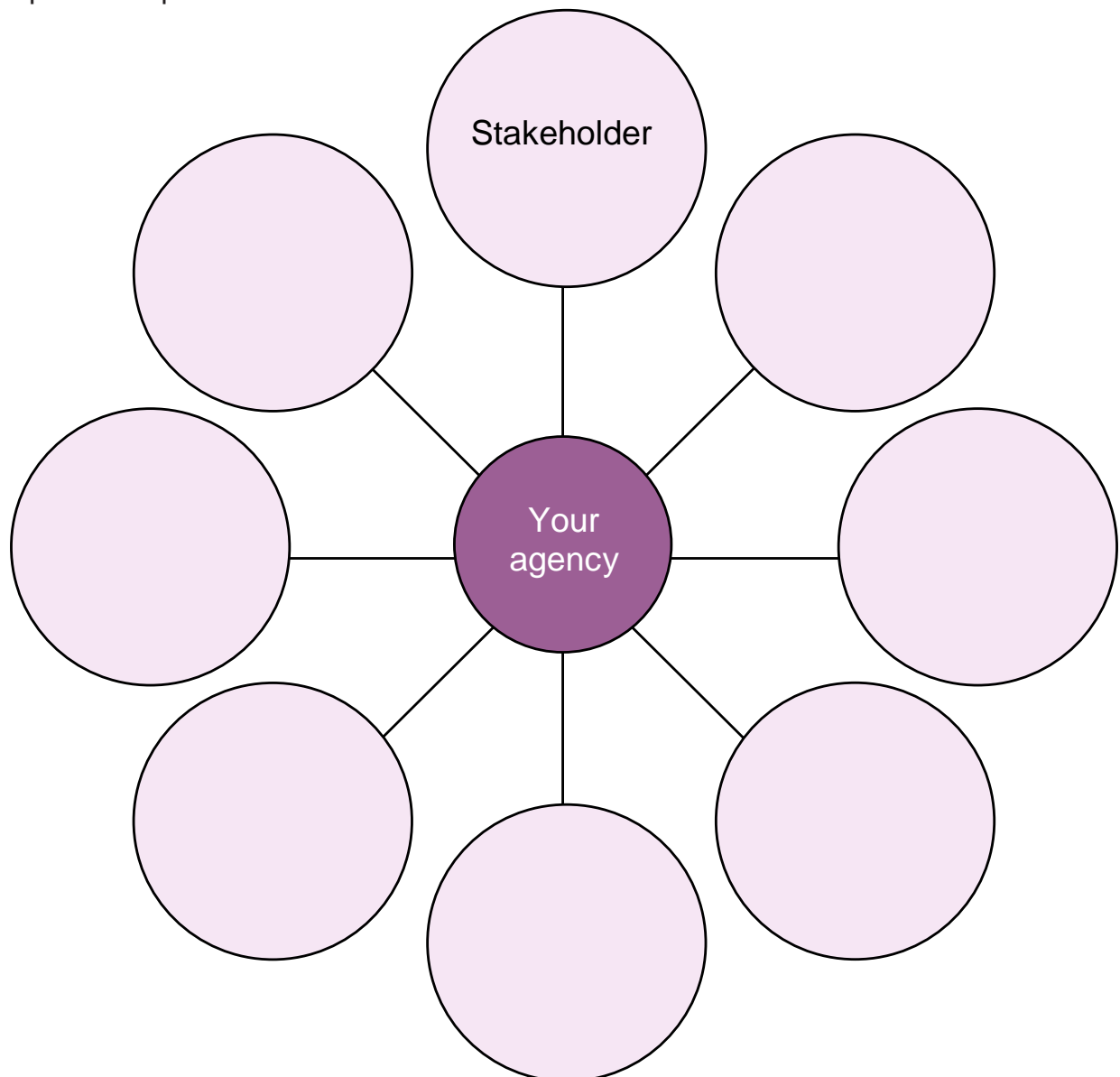
Let's look at the various stages you need to go through to develop or improve a child protection policy and procedure. The five stages are:

- Stage 1: Self-audit (We did this in the QIS self-assessment day)
- 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

Stage 2: Involve stakeholders in developing a child protection policy

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

List the stakeholders in your organisation that come into contact with children – include children, staff, parents and even society. 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. Think about external contacts as well that they might need to consult with, e.g., partner agencies, faith or community leaders. Think about how you will actively involve each of these groups in designing your child protection procedures.



Stage 3: Designing the reporting procedure

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.

What would you do in each of these scenarios?

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

The designated child protection officer (DCPO) or named person

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

The role of the DCPO or named person is to:

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

Use the scenarios from the list that you have just been discussing. Using the table below, design a procedure that would improve how they might respond if this situation arose

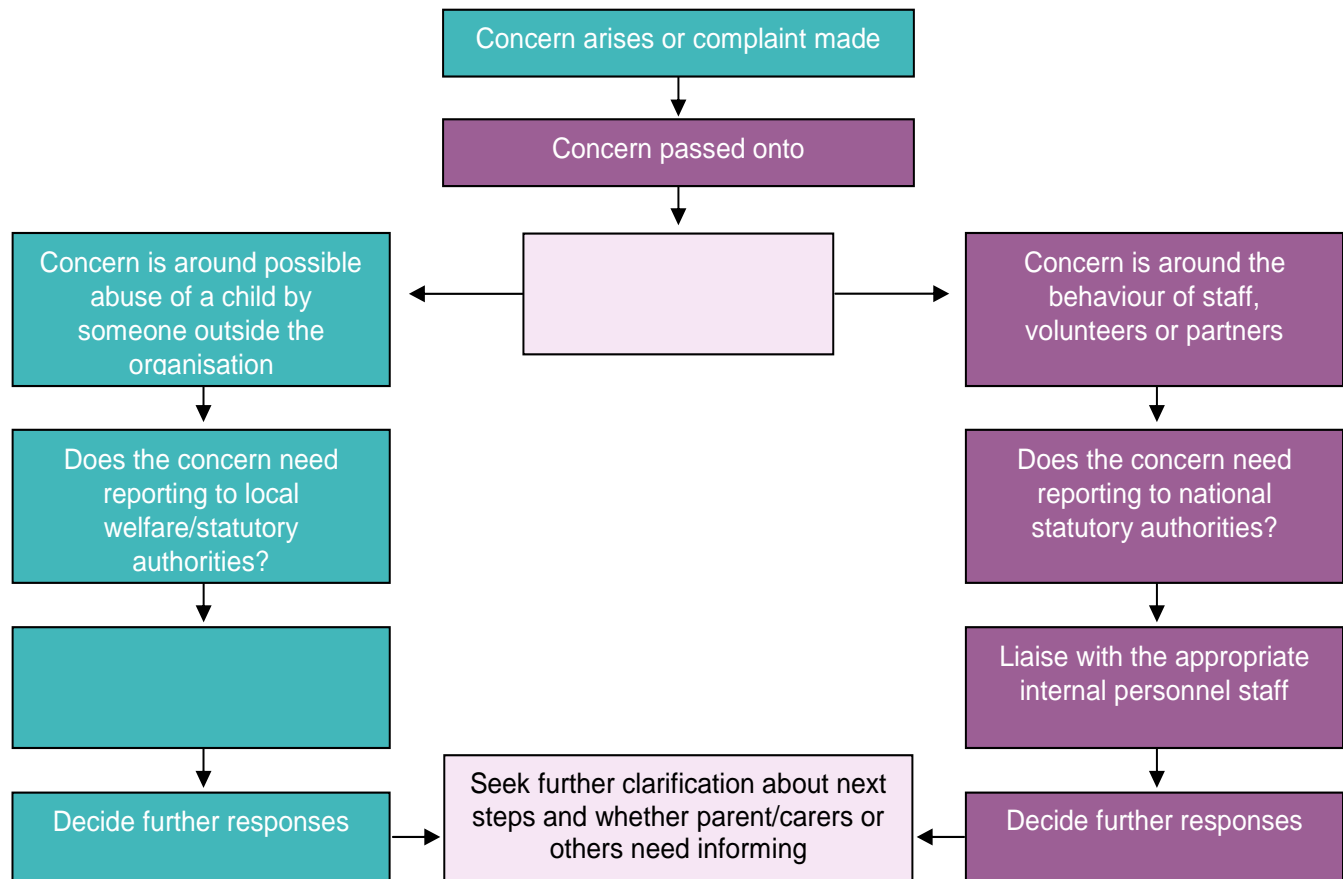
Steps to consider	Issues raised
What would happen?	
Who would be told and when? Who will be your designated/named person?	
Who will be responsible for managing the process?	
How will it be recorded?	
How will it be passed on and to whom?	

Think about who the DCPO(s) or focal person might be if you were identifying an individual who could hold this role in your organisation.

Begin to design the procedure for reporting a concern by using the flow chart on the next page. Don't forget that whatever you do, you must 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.

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:



Stage 4: Writing a policy statement

Notes on writing a policy statement

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.

A child protection policy should include:

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

The policy should be based on the following principles:

1. 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.
2. The welfare of the child should be safeguarded and promoted.
3. When there is a conflict of interest the needs of the child are always paramount.
4. Recognition of the importance of parents, families and other carers in children's lives.
5. Recognition of the importance of working in partnership with other partner agencies in the protection of children.
6. Recognition of the rights of staff and volunteers to training and support.

Design a simple policy statement that expresses the philosophy of your organisation.

Recruitment and Screening

When recruiting both paid and volunteer workers to “child care” positions you must:

- ask all applicants to complete an application form;
- give all applicants a task/job description;
- ask all applicants to complete a self-declaration form;
- ask all applicants to give the names of two suitable referees, using a ‘character reference’ form which will be checked out by the church. One will be from a Christian leader who has known the applicant for at least two years. The other will be from the applicant’s current employer / tutor or another responsible adult (but not a family member or relative) who has known the applicant for at least five years (if possible) and who can give a reliable character reference.
- invite suitable applicants to discuss the position; all applicants will declare any history, criminal or civil, of child abuse;
- if possible police checks will be sought to confirm this. Permission to interact with children is dependent upon judging these declarations. Any false declarations will be a disciplinary matter and may result in the person losing their position;
- appoint a suitable paid or volunteer worker but only after receiving a satisfactory disclosure check;
- during induction, new workers will be familiarised with the child protection policy and asked to sign in acceptance. All forms will be kept by the DCPO.

If found by the organisation to be a risk to children, or if that risk is confirmed from another source the applicant need to understand they will not be allowed to work with children again in that organisation or any allied project.

Outline of a detailed child protection policy

As you develop as an organisation, it would be a good thing to work on a much more detailed policy which covers many areas of work in some detail. An outline for such a policy is noted below.

Definitions of Terms

Need for and Scope of policy

Provision for children in Uganda's legal system

Child Protection Policy Statement

Recognising Child Abuse

Possible abusers

Definitions of abuse

Physical Abuse

Sexual Abuse

Neglect

Emotional Abuse

Organised Abuse

Bullying

Recognising Signs of Child Abuse

Signs of Physical Abuse

Signs of Neglect

Signs of Sexual Abuse

Signs of Emotional Abuse

Children with Disabilities

Communicating about child abuse

Good Practice Guidelines for the Prevention of Abuse (Behaviour protocols)

You should:

You should not:

You must never:

Partners

Recruitment and Screening

Inductions

Training

Monitoring and Evaluation

Responses to allegations and incidents

If abuse is disclosed or discovered

What to do if a child tells about abuse.

What will happen next?

When the suspicion is about project staff or representatives

When the suspicion is about child abuse in other organisations

Confidentiality

Storage of data, information and visual images

Data and Information

Agreements for Use

Stage 5: Implementing a policy

A child protection policy is only as good as the people who follow it. A piece of paper will not protect children.

1. 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.
2. All staff must be made aware of the policy, receive training on it and understand how it applies to them.

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.

Don’t forget there are discipleship training materials that have been prepared for small children, youth and staff for you to help teach all of this in your organisation.

Implementation area	Priority activities	By whom	By when	Support / resource needs
Dissemination / awareness				
Local procedures				
Management systems				
Risk assessment				
Learning and development				

Additional comments

QIS Child Protection Standards

You are now ready to look in detail at what you must do to receive the foundations award in QIS. You must prove you have achieved each aim for the 6 topics. We have already looked at beliefs. The other 5 are listed here. To achieve the higher accountability level, you must show evidence of every numbered quality target. Begin to plan how you will work towards this over the next 18 months.

POLICY AND PROCEDURES

Principle 2		POLICY AND PROCEDURES		
Quality target		Standard	Examples of evidence	Action I need to take to meet the target
Foundations	AIM	<i>We have some basic rules and guidelines to protect children (a child protection policy and procedures).</i>	<ul style="list-style-type: none"> Compulsory Child Protection policy and procedures, with consequences for non-compliance System for screening workers and volunteers before they have contact with children Senior person responsible for child protection 	
	4	We have written rules (a policy) on how to protect all children from the risk of harm during daily activities.	Written child protection policy, covering all daily activities	
	5	The director and board have approved these written rules on protecting children from harm and they are compulsory for everyone.	Child protection policy document, signed by director and board Policy states that child protection rules are compulsory Consequences for non-compliance included in policy document Interview with workers	
	6	There are guidelines about what would happen if there were concerns about a child's safety or welfare.	Step-by-step guidelines on how to report concerns (such as a flow chart on 'What to do if you are concerned about a child's safety') Interview with workers to check awareness of the guidelines Forms for reporting concerns	
Extras	+	There is a named person with clearly defined role and responsibilities to ensure that children are protected from harm in our organisation or church project.	<ul style="list-style-type: none"> Named child protection person Job description 	
	+	Everyone knows which named staff member has special responsibilities for keeping children safe.	<ul style="list-style-type: none"> A clear notice with the name (and photo if possible) of the person to whom concerns should be reported Interview with workers and children 	

PREVENTING HARM TO CHILDREN

Principle 3		PREVENTING HARM TO CHILDREN		
Quality target		Standard	Examples of evidence	Action I need to take to meet the target and by when I will do this
Foundations	AIM	<i>We make sure children and workers know what behaviour is acceptable towards children and provides a safe way for them to report any concerns.</i>	<ul style="list-style-type: none"> Code of conduct for workers, including non-physical discipline Acceptable behaviour guidelines for children Confidential system for children and workers to report any concerns 	
Quality level	7	All workers manage the children's behaviour in ways that are non-violent and do not degrade or humiliate children.	<ul style="list-style-type: none"> Child discipline guideline and consequences of breach Observation of staff conduct (verbal and non-verbal) Interview with children (confidentially and independently) 	
	8	There are procedures for recruiting workers and volunteers that assessing their suitability to work with children, including where possible police and reference checks.	<ul style="list-style-type: none"> Recruitment and interview guidelines which include checking gaps in employment history Evidence of background checks on staff, including as a minimum checks on references and where these are available, police checks, before people have contact with children Signed child protection declaration for each worker who has contact with children 	
	9	There are guidelines for ensuring that visitors who have contact with children cannot put children at risk of harm.	<ul style="list-style-type: none"> Guidance on supervision of contact between children and visitors Procedure for screening visitors before contact with children Signed agreement for contact and consequences of breach 	
	10	Every worker and child knows what is acceptable behaviour towards children and between children and there are consequences if workers and children do not follow this acceptable behaviour.	<ul style="list-style-type: none"> List of acceptable and unacceptable behaviour towards children (Code of Conduct) List of acceptable and unacceptable behaviour between children Consequences for breaking the guidelines are linked to disciplinary procedures Interview with workers and children to see whether these consequences are enforced 	
	11	Children and workers are not allowed to access websites containing inappropriate sexual or abusive material or chat with unknown persons online.	<ul style="list-style-type: none"> Child protection rules state that children cannot use computers without adult supervision Computers situated in prominent places Install software to prevent access to inappropriate sites 	
Extras	+	Every worker knows how to report concerns about unacceptable behaviour by other workers or visitors confidentially.	<ul style="list-style-type: none"> Guidelines for reporting concerns about unacceptable behaviour towards children Forms for reporting concerns Safeguards for workers who report concerns Safeguards for an alleged perpetrator while investigations are being carried out 	

IMPLEMENTATION AND TRAINING

Principle 4		IMPLEMENTATION AND TRAINING		
Quality target		Standard	Examples of evidence	Action I need to take to meet the target and by when I will do this
Foundations	AIM	<i>We give all workers some basic training on how to recognise abuse and to handle a disclosure correctly.</i>	<ul style="list-style-type: none"> • Training on recognising child abuse • Induction includes child protection issues • Guidelines for reporting child abuse 	
	12	Our child protection policies and training is sensitive to our local culture without condoning acts that might harm children.	<ul style="list-style-type: none"> • Child protection training manual • Interviews with workers to explore awareness of norms, beliefs and practices that are accepted locally but that might put children at risk of harm 	
	13	All workers have training on how to keep children safe when they join the organisation or church project.	<ul style="list-style-type: none"> • Records of training • Child protection included in staff induction training • Refresher course approximately every 2 years with updates on policy, practice and local laws 	
Quality level	14	All workers are given opportunities to learn about how to recognise and respond to concerns about child abuse.	<ul style="list-style-type: none"> • Interview with workers • Training materials or record of attendance at training • Minutes of discussions at supervision and team meetings 	
Extras	+	There is a written plan showing what steps will be taken to keep children safe.	<ul style="list-style-type: none"> • Good practice guidelines on how to carry out safe activities with children • Notes recording discussions on about how to provide safe activities for children • Minutes of consultation meeting on child protection measures 	
	+	Leaders know how to assess the learning needs of staff to arrange appropriate training for them.	<ul style="list-style-type: none"> • Training notes • Staff training records 	

INFORMATION AND COMMUNICATION

Principle 5		INFORMATION AND COMMUNICATION		
Quality target		Standard	Examples of evidence	Action I need to take to meet the target and by when I will do this
Foundations	AIM	<i>We tell children about their right to be safe from abuse and where to go for help.</i>	<ul style="list-style-type: none"> Children are taught to remove themselves from situations that could put them at risk of harm or to tell someone they trust if they do not feel safe Information for children on where to go for help if they are at risk of abuse Visible information about children's rights 	
	15	Children know about their right to be safe from abuse.	<ul style="list-style-type: none"> Visible information about children's rights in the organisation Children are given time and space to express themselves on issues of safety Children are taught to remove themselves from situations that could put them at risk of harm Children are encouraged to tell someone they trust if they do not feel safe 	
Quality level	16	Workers have contact details of people who need to be involved if a child is abused (social services, medical help, police, legal system in the event of prosecution, advocate to support the child).	<ul style="list-style-type: none"> List of contact details of local and national people who need to be involved if a child is abused 	
Extras	+	Children are given information on where to go for help about abuse or bullying.	<ul style="list-style-type: none"> Poster displayed in the organisation or information guides given to children on where to go for help A safe place where children can disclose issues confidentially to someone they trust Support system for children dealing with trauma 	
	+	There are good contacts with other relevant agencies and authorities to keep children safe.	<ul style="list-style-type: none"> Record of contact details of relevant agencies for keeping children safe Confidential records on children who have suffered abuse, including action taken and resolution Guidelines on who has access to these records 	

MONITORING AND REVIEW

Principle 6		MONITORING AND REVIEW		
Quality target		Standard	Examples of evidence	Action I need to take to meet the target and by when I will do this
Foundations	AIM	<i>We record, act on and monitor any incident, allegation or complaint about harm to children connected with the organisation.</i>	<ul style="list-style-type: none"> Guidelines to follow in the case of an allegation or complaint, including safeguards for a worker who is accused until the investigation is complete Forms for reporting incidents, allegations and complaints Confidential record book or filing system 	
	17	We regularly check that workers are following our child protection policy and procedures (every year).	<ul style="list-style-type: none"> Minutes of staff, management and board meetings where child protection has been reviewed within the past year 	
	18	Children are given opportunities to confidentially talk about whether they feel safe in our organisation or church project.	<ul style="list-style-type: none"> Record of activities with children to raise the issue of their safety Interview with children 	
	19	We record and monitor all incidents, allegations and complaints. These remain confidential and are acted upon.	<ul style="list-style-type: none"> Forms for reporting incidents, allegations and complaints Confidential record book or filing system Action points for following up incidents 	
	20	We review ways of how to keep children safe on a regular basis (ideally every three years).	<ul style="list-style-type: none"> Records of staff, management or board meetings where child protection issues have been reviewed Written guidelines and policies 	
Extras	+	Children, carers, and workers can give their input about how to keep children safe in our organisation or church project.	<ul style="list-style-type: none"> Interview with children Interview with carers Written record of children's and carers' ideas 	