

# CHILD-SAFE ORGANISATIONS

## Self Study Manual

◀ A practical child protection resource for grassroots organisations

# CHILD-SAFE ORGANISATIONS

## TRAINING TOOLKIT



A practical child protection  
resource for grassroots  
organisations

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In addition, the hard work of several other groups is recognised in the use of child protection materials: ChildHope, Tearfund, the NSPCC and the Viva Network in the United Kingdom, Save the Children UK and Sweden, UNICEF, Child Wise (ECPAT in Australia), and Stairway Foundation in the Philippines, which have provided much information and inspiration for this toolkit. The child protection policies of several international NGOs have also helped to guide the training, including the policies of Save the Children, ChildHope, ECPAT International, World Vision International, Plan International and the United Nations Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises.

Every effort has been made to acknowledge sources of materials but if there are any errors or omissions please contact the publisher.

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# Preface

The emergency response to the earthquake and tsunami that devastated countries around the Indian Ocean in December 2004 has seen an explosion of non-government organisations, community-based organisations, private and public foundations and local community structures working on children's issues in the affected provinces of Thailand. Most of these organisations have direct contact with children either through the provision of services such as day care, formal or informal schooling, outreach and youth work (including sports and cultural activities, life skills training or psychosocial work). Some of these organisations are newly formed to meet immediate needs by concerned and good-willed individuals. Others are long established, well-funded national organisations which may have been working on children's issues in Thailand for up to 20 years. Save the Children UK has experience of working with many of these partner agencies since it began its operation in Thailand in 1986.

Save the Children has found that very few Thai NGOs and newly formed international NGOs are fully aware of the child protection needs within an organisation (that is, around recruitment, management and supervision, behaviour of staff and children, and the physical environment of facilities) and that few will have any sort of internal child protection measures or systems in place. This is particularly worrying within an emergency response setting where children are especially vulnerable to abuses, neglect and exploitation.

In part, the lack of focus on child protection procedures within organisations may be because:

- Despite Thailand's Child Protection Act (2003), the understanding and implementation of this law at a local level is still very weak. Agencies and staff already face difficult child protection dilemmas which are often made more complex by cultural and local sensitivities.
- Child abuse within organisations is often viewed more as a 'western' problem than a South-East Asian one.
- Even in fairly well-established organisations, good practice management and human resources procedures are often lacking, which weakens an NGO's position in relation to child protection.
- There is little common understanding across agencies of child protection issues, standards of practice or the organisational implications of these.

- Local organisations often rely on the use of volunteers where supervision or knowledge of an individual's background is limited. In the case of the tsunami-affected provinces, some organisations are struggling with the management difficulties of both national and foreign volunteers.

Save the Children UK, with technical support from ECPAT International and funding from UNICEF, has prioritised the need for as many local organisations working with children as possible to develop effective safeguards that protect children, and to make these standards a practical reality for staff, volunteers and partners alike. This aspect of good governance is also important to maintain the reputation and credibility of individual agencies and of the sector as a whole. The Child-Safe Organisations Project which has developed this training programme and toolkit aims to support the development of a standards-based approach that offers very practical assistance to agencies in addressing these issues.

The training has been tried and tested, and revised and retested, with more than 30 local organisations working with children in Thailand, with youth volunteers from six countries in the Mekong region and in abridged form with ECPAT member organisations in East Africa and Europe. The feedback from the organisations that have participated in the trainings since December 2005 indicates already a shift in attitudes and a new recognition and willingness to take responsibility within their own organisations to ensure children receive the best protection possible. Comments from the trainings include the following.

**“ I have learnt more that child abuse can happen anywhere, anytime, and we cannot know in advance. ”**

**“ I will apply everything that I have learnt today to our field work, as well as present it to our target group. I will hold a meeting to teach community members to protect children, and will also train child protection volunteers and our core youth group. ”**

If all participants and organisations can do this much, we will be a step closer to assuring all children of their right to protection.



**Lynne Benson**

Tsunami Programme Response Director  
Save the Children UK (Thailand)

# Introduction

The Child-Safe Organisations training programme and toolkit provides a framework for the development and practical application of child protection policies within local organisations that work with and for children. The training especially targets grassroots and local organisations which may not have the benefit of policy departments and in-house child protection specialists. The training, which is provided in three modules, has been tested and revised with more than 30 local organisations working with children in Thailand.

The specific aim of the training is to encourage organisations to look within their own organisations and to assess for themselves what they can do to ensure their organisations uphold best practice in child protection. In the course of doing this, organisations will also be protecting their reputations and their staff.

The purpose of this self-study guide, which accompanies the training toolkit, is to enable individuals to work independently, at their own pace, to check or develop their awareness of issues raised throughout the training. It is intended to be completed in a series of small blocks over a few days - not to be tackled solidly in one or two days as this would be overwhelming. This guide is not a child protection procedures manual. It seeks to minimise and eliminate harm against children rather than to provide training on children's rights. Child protection is a right, but it is also a need, and an essential and urgent one. The violations from which children require protection are multiple - physical and emotional punishments, bullying and humiliation, neglect, and sexual abuse and exploitation. All are harmful to children and are unacceptable.

This guide presents information according to the structure of the training modules that comprise the Child Safe Organisations Training Toolkit, addressing awareness-raising, organisational self-assessment and organisational policies and procedures for child protection. It does not contain much that is in Module 3 of the toolkit because that part of the training can be completed only by a representative group from an organisation working together to develop policies and procedures for the organisation. Instead, this self-study guide introduces the ideas from Module 3 for referencing within your organisation.

Using this guide should help you, the reader, to:

- Understand that there are different types of child abuse.
- Recognise different types of child abuse and neglect.
- Be aware that different types of child abuse and neglect can happen within your own organisation or the communities where you work, and it can often be prevented.
- Accept that workers in a child-focused organisation have a duty of care and responsibility to protect children.
- Recognise mechanisms that your organisation already has in place to address risks, and identify areas which could be further developed.
- Identify if there is a working group on child protection issues to join.

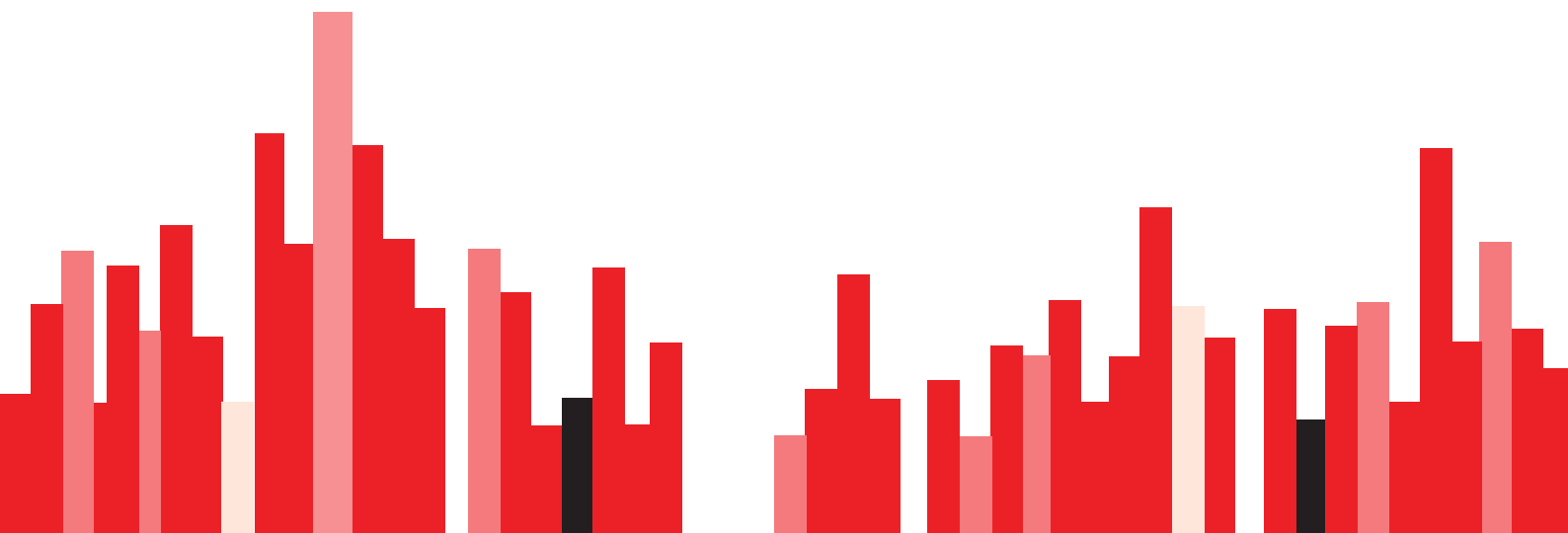
**“The easy step-by-step process is good. It does not overwhelm those who have little understanding of child protection issues.”**



# MODULE 1

## Raising Awareness About Child Protection

- ◀ **Who is to blame for child abuse?**
  - ◀ **Always, Sometimes, Never**
    - ◀ **Agreed standards about what is child abuse**
      - ◀ **Myths and assumptions about child abuse**
        - ◀ **Types of child abuse**
          - ◀ **Case studies on types of abuse**
            - ◀ **Protection in practice**



The first half of this guide aims to help you to think about different types of child abuse and neglect, to recognise that abuse and neglect could happen within your organisation or the communities in which you live and work, and to see that often it can be prevented. As a member of staff in an organisation whose work has an impact on the lives of children, you have a duty of care and a responsibility to protect children. The following activities will help you to strengthen your skills in this regard.

## 1.1 Who is to blame for child abuse?

*Read the story and think about who is most at fault for what happens to Raem?*

### The Alligator River Story

Once upon a time, Raem was in love with a guy called Kwan. Kwan lived on the shore of the river. Raem lived on the opposite shore of the river. The river which separated them was teeming with hungry alligators. Raem wanted to cross the river to be with Kwan. Unfortunately, the bridge had been washed out. So she went to ask Daeng, a river boat captain, to take her across.

Raem was wearing a tight skirt and a low-cut blouse because she wanted to look sexy for Kwan. Daeng said he would take her across. But the look in his eyes frightened Raem. So she went to her friend Yai and explained her plight to him. Yai did not want to be involved at all in the situation. Raem was begging but he still said no, he couldn't help her. She felt that her only option was to take the ferry even though she did not trust Daeng.

After leaving the river shore, Daeng told Raem that he couldn't control himself and had to have sex with her. When Raem refused, he threatened to throw her overboard. He said that if she complied he would deliver her safely to the other side. Raem was afraid of being eaten by the alligators and couldn't see an alternative for herself. So she did not physically resist Daeng. Daeng later delivered her to the shore where Kwan lived.

When Raem told Kwan about what happened to her, he said she had asked for it because of the way she was dressed. He saw her as unclean and cast her aside with disdain. Heartsick and rejected, Raem turned to a friend Singha, who was a black belt in karate. Singha felt anger for Kwan and compassion for Raem. He sought out Kwan and beat him brutally. Raem was overjoyed at the sight of Kwan getting his due.

As the sun set over the horizon, Raem can be heard laughing at Kwan.

\*\*\*\*\*

*Who among the following characters is the most at fault for what happens to Raem? Why? (There could be more than one answer.)*

1. Kwan
2. Yai
3. Raem
4. Singha
5. Daeng

\*\*\*\*\*

Consider the following:

1. Abuse happens in situations where the power between people is unequal.
2. Abuse is never a child's fault even if she or he acts inappropriately (further abuse could be prevented by teaching protective behaviour).
3. An adult has the main responsibility to protect a child because children do not have the same level of life experience or ability to make decisions as an adult does.
4. Abuse can often be prevented if adults take a child's complaint seriously and intervene

**Raem is a 12-year-old girl.**

**Does this change your view about who is most at fault?**

The story reflects a situation of child sexual abuse:

- Raem represents a child victim.
- Kwan is someone whom a child is trying to please (boyfriend, mother, father).
- Daeng is an abuser (his power is symbolised by the boat).
- Yai is a trusted adult.
- Singha is someone in the community or family who does not help but makes things worse

*On the next page are some comments that people have made about this story, which imply that Raem is to blame, together with some responses to these suggestions.*

Points considered	Comments by some People	Responses
<p>Raem's ability to make an appropriate judgment for herself, or to avoid the risks.</p>	<p>Raem was aware of the risks and should not have gone with Daeng.</p> <p>Raem made her own decision to get into the boat, Daeng did not force her.</p> <p>We should not overprotect a child.</p> <p>Raem should have taken more responsibility to protect herself.</p>	<p>Children (as represented by Raem) do not have the same level of life experience or the ability to make decision as do adults. Thus in the legal system, they are not allowed to drink alcohol, drive or vote until they are considered to have reached a certain level of maturity.</p> <p>Children may be aware that there are risks, but they may not fully understand the extent of those risks. We cannot apply to children the standards used to judge adults. For this reason, it is our responsibility to protect children and prepare them so that they will have the ability to protect themselves in the future (by teaching them life skills etc).</p>
<p>Raem's behaviour as the factor that contributed to the abuse.</p>	<p>Raem is the most to blame because she brought it on herself.</p> <p>It is Raem's fault because she dressed seductively.</p>	<p>The way Raem behaves is not an excuse for an offender to violate her rights (but can be prevented by teaching a child appropriate behaviour).</p>

Points considered	Comments by some People	Responses
<p>The application of the story to reflect child abuse situations in real life.</p>	<p>The story is just a tale, not a true story.</p> <p>Raem cannot be 12 years old because a child that young should not be in love yet.</p>	<p>It is not about Raem being in love, but more about a situation where a child does something that is not appropriate for her age in order to please people that she loves or respects (parents, teachers etc).</p> <p>Characters in the story also symbolise people with different roles in a real life situation (Daeng as an abuser and Raem as his victim). The purpose of this story is more to explore participants' subconscious thinking about abuse of a child, not for them to perceive it literally.</p>

**! As a worker responsible for protecting children against abuse, it is essential to recognise that Raem could not be blamed for what happened – abuse is never a child's fault.**

## 1.2 Always, Sometimes, Never

Read the following statements and tick the column that you think applies to each one. Think about why you make the choice you do and if you think it is okay or not okay in different contexts.

	Always	Sometimes	Never
1. Smacking does no serious harm and works well as a punishment.			
2. Children often make up stories about being sexually abused to get your attention.			
3. A 13-year-old boy is very mature and likes to spend time with his 22-year-old brother and friends. A few times they have watched pornographic films together. There has not been any sexual activity or suggestion of it by the older brother or his friends.			
4. A 14-year-old boy takes his younger sister into a room and masturbates in front of her. He does not touch or have sexual activity with her. The girl is more curious and excited than frightened. She is 8 years old.			
5. A child asks a volunteer teacher for help with his math homework. The teacher says yes but the child has to mow the lawn for her in return.			
6. A teacher says he will give a student a high mark for an exam if she agrees to have sex with him.			
7. The aunt of a 10-year-old girl makes her sell flowers in bar areas of a resort town alone all evening to midnight each night. It is okay because she is helping her family to earn money.			

	Always	Sometimes	Never
8. A father asks his 10-year-old daughter to help clean out the garage every week.			
9. 'Doing without' makes a child appreciate the value of things.			
10. If a child is cold and hungry because his/her parents are too poor, then it is child abuse.			
11. A little girl has dark skin and crooked teeth. In the classroom, a teacher teases her that she needs to get plastic surgery or no one will marry her.			
12. A foreign volunteer working in the community buys beer for a 15-year-old boy when the boy asks for it.			
13. A journalist interviews an orphan at a temporary shelter. The next day, the boy's picture is on the front page of a newspaper. A subtitle says 'devastated and home wrecked, both parents killed instantly by the tsunami'. When the boy sees the newspaper he is very upset.			
14. Reporting abuse is likely to humiliate a child even more, so it is better to be quiet about it and let it go.			
15. There is no proper legal system here, so why report anything.			
16. I would not trust the police to do anything about reported cases of child abuse.			



The following is some feedback and responses about these issues. How do your own responses and thoughts compare with these?

Scenarios / points considered	Issues people have raised in response	Appropriate responses
Smacking does no serious harm and works well as a punishment.	<p>I was smacked as a child and turned out fine.</p> <p>Gentle smacking is okay.</p> <p>Smacking is an effective way to discipline children.</p>	<p>If you smacked an adult, you would be arrested. In Sweden, you would be arrested for hitting a child. Children are more vulnerable than adults and most times they cannot stand up for themselves in the same way as an adult. The psychological aspect of physical punishment will have a long-term effect on a child. You can discipline a child in other ways that are not violent and emotionally abusive.</p> <p>Who is to decide whether the smacking is harsh or gentle? Your 'gentle smack' might be painful for the child. But more importantly, it is the emotional impact of physical punishment that does more damage to children, not the degree of pain.</p> <p>There is a difference between discipline and punishment (smacking).</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
		<p>Discipline directs the punishment at the behaviour, not the child. After being punished, a child behaves as required by a parent because she or he is scared, not because they understand the parents' reasoning.</p>
<p>Children make up stories about being sexually abused to get attention.</p>	<p>It is true because some children crave attention, for example, street children.</p> <p>We can decide whether or not to believe a child or take further action based on his or her personality or behaviour in the past. (If a girl has a nice personality, it means that she does not lie.)</p>	<p>When a child is sexually abused, she or he would have to reveal a lot of details involved in the commission of the crime. Children would not usually go to great lengths to make up such details. Disclosure can be very embarrassing for a child.</p> <p>As NGO workers, we must take a child's words seriously and report to relevant people/agencies for further investigation. It is not our job to make judgment on children.</p>
<p>A 13-year-old boy has watched pornography films with an older brother. There is no sexual activity or suggestion of it.</p>	<p>This is not considered an abuse because sexual activity does not actually happen.</p> <p>It is sex education.</p>	<p>This is a non-contact form of abuse. The boy is exposed to pornographic materials that are not suitable for his age. Pornography does not</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
	<p>It is better for the child to watch with a family member than with someone else (because the older brother means well).</p> <p>This is the only way that parents can get to their child. They may think they are cool parents by letting a child view pornography.</p>	<p>reflect healthy sexual relationships but is generally a depiction of casual and non-monogamous, as well as unprotected, sexual activities that are removed from real-world experiences. International police note that online pornography is increasingly more violent. Pornography does not provide children with good guidance for mature relationships.</p>
<p>A 14-year-old boy masturbated in front of his younger sister. She was not frightened.</p>	<p>This is not considered an abuse because sexual activity does not actually happen.</p> <p>I thought only adults can abuse children.</p>	<p>This is a non-contact form of abuse. The brother's indecent exposure is not appropriate for the girl's age.</p> <p>If this behaviour is found to be acceptable, there is a likelihood that it could lead to further, more extreme behaviour.</p> <p>Abusers can be minors themselves too.</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
<p>A volunteer teacher helps a local child with his homework. In exchange, the boy has to mow the lawn for her.</p>	<p>Children should learn to work hard to earn something, or else they would not appreciate the value of things in life</p> <p>A 'volunteer' teacher does not get paid, that is the least she should get in return.</p>	<p>Children have the right to education. They should not have to work to earn it. Also the teacher is an adult who has chosen to volunteer while the child has no choice and should not be penalised for wanting to learn. At most, service in return for extra tuition should be school based, not personal.</p> <p>'Abuse of (superior position or) power'. It is the teacher's job to teach and not expect a favour in return from students.</p> <p>Mowing the lawn in return this time, but what if the teacher asks for sex in return next time? Does that mean it is okay?</p>
<p>A teacher offers good grades in exchange for sex.</p>	<p>The student may have 'led on' the teacher.</p>	<p>This is never acceptable.</p> <p>Children have the right to education with no strings attached!</p> <p>An adult should never have sexual relationships with children.</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
		<p>A teacher is in 'loco parentis' and as such should have a duty to protect a child not to exploit her or him.</p>
<p>An aunt makes a girl sell flowers in bar areas of a resort town every night.</p>	<p>She has to help earn money for her family.</p> <p>Making children work will help them to be stronger and more independent.</p> <p>Children helping their parents work is common in our community.</p>	<p>It is not an appropriate place or time for a child. It may also expose the child to nudity or sexual activities inappropriate for her age (non-contact form of sexual abuse).</p> <p>Take into account the sensitivity of child labour issues in some cultures. For example, in rural areas of Thailand, children help their parents work after school to earn income. This is a tradition and considered normal. If participants insist that the girl must sell flowers to help out the family, ask them if there are other ways to earn income. If it is absolutely the only option, the child must be accompanied by an adult at all times.</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
A father asks his daughter to help clean out the garage every week.		This could be an activity that helps family members bond, and is okay as long as it is not exploitative or interferes with the child's rest, play and study time.
Doing without makes children appreciate the value of things.	Children need to have discipline and should learn to work hard to earn something.	Children need to have discipline, however there are minimum standards. Children should not be made to do without basic needs such as food, health care etc.
If a child is cold and hungry because his or her parents are too poor, then it is child abuse.	It is the parents' fault.	It is not the parents' decision to starve a child but has to do with them not being able to provide basic needs (social abuse).  This statement is very subjective. It is not necessary that the participants reach the same conclusion.
A teacher tells a little girl with dark skin and crooked teeth that she needs to get surgery.	The teacher was only teasing.	This is cruelty and humiliation – emotional abuse.  A teacher should have higher professional standards that motivate

Scenarios / points considered	Issues people have raised in response	Appropriate responses
		<p>children and set good examples rather than damage them and set bad examples.</p>
<p>A foreign volunteer buys beer for a 15-year-old child.</p>	<p>It is just a beer and besides, the boy asked for it.</p> <p>It is better that the boy drinks with a volunteer (who we can trust) than with a stranger.</p>	<p>Adults should know better than to give alcohol to a child even if he asks for it. It is illegal and certainly an abdication of responsibility by the adult.</p> <p>It could lead to further problems for the child and the adult would then be responsible for this too.</p> <p>Same responses as above apply.</p> <p>Can you really trust a volunteer? The information in this training module regarding humanitarian workers who sexually exploited children proves this to be wrong. We cannot tell if someone has bad intentions towards children.</p>

Scenarios / points considered	Issues people have raised in response	Appropriate responses
<p>A journalist interviewed an orphan for a feature article. The boy was very upset when he saw it.</p>	<p>The journalist's action is okay as a channel for fundraising, or to raise the public's awareness of the problem.</p> <p>Being in the news will help the child learn to stand on his own and move on.</p>	<p>This is not worth it when the cost is the child's emotional damage.</p> <p>Would it be okay if you were raped and your picture was on the front page of the newspaper? If it is a way to show reality, the child's identity should be shielded and his privacy respected.</p>
<p>Reporting abuse will humiliate a child so it is better to keep quiet.</p> <p>There is no proper legal system here, so why report anything.</p> <p>I would not trust the police to do anything about reported cases of child abuse.</p>		<p>If you keep quiet then an offender will not be punished, and a child will not be helped.</p> <p>There are usually a variety of routes for reporting – local NGOs, more senior police or social welfare people, and human rights groups.</p>

**! Remember: At all times a child's best interest is most important and should inform your decisions and actions.**



## 1.3 Agreed standards about what is child abuse and neglect

Although we all probably have different views, there are some agreed standards about what constitutes child abuse and neglect. Here are two definitions.

Child abuse or maltreatment constitutes '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.'

World Health Organisation

'Abuse' means any commission or omission of acts which cause the deprivation of freedom of, or mental or physical harm to, a child; sexual abuses committed against a child; inducement of a child to act or behave in a manner which is likely to be mentally or physically harmful to the child, unlawful or immoral, regardless of the child's consent.

'Neglect' means failure to care for, nurture or develop a child in accordance with the minimum standards as stipulated in ministerial regulations, to such an extent that it appears likely to be harmful to the child's physical and mental well-being.

- Thailand Child Protection Act 2003

***Is there a child protection act in your country? Find out and keep a copy of it for your own reference.***

### Children are at risk globally


- 13 million children have lost one or both parents to HIV/AIDS.
- 1 million children worldwide live in detention.
- 180 million children have faced 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.
- There are 300,000 child soldiers at any one time.



**! Child abuse is a global problem that is deeply rooted in cultural, economic and social practices.**

## 1.4 Myths and assumptions about child abuse

Look at the following statements and decide whether you agree or disagree with each? If you are not sure, do you feel closer to agree or disagree? Tick the relevant box.

### Agree or Disagree

	Agree 	Disagree 
1. Children with disabilities should be kept separate from other children so they don't inflict their bad luck on others.		
2. 'Difficult' children should be punished severely.		
3. Disabled children are asexual. Therefore they are less likely to be abused.		
4. Child abuse is not a problem in my community. It happens somewhere else.		
5. Teachers and parents have the right to beat children who they feel are not behaving well enough.		
6. Most abuses are unintentional and happen on the spur of the moment.		
7. Abusers were abused as children. Therefore they can't control themselves.		
8. Abusers come from a lower class, uneducated family.		

	Agree 	Disagree 
9. Sometimes victims are the most to blame because they bring it on themselves.		
10. Boys are not really at risk of being sexually abused.		
11. Child sexual abusers are always dirty old men.		
12. Women never sexually abuse children.		
13. Strangers are the biggest threat to children.		
14. Teachers would never abuse children.		
16. You can always tell who is safe with children.		
17. Staff employed to work with children are unlikely to abuse them.		

***Now, look at the following information to see how your understanding of myths and assumptions about child abuse and neglect compares.***

- ‘Disabled children are asexual and so they are less likely to be abused’

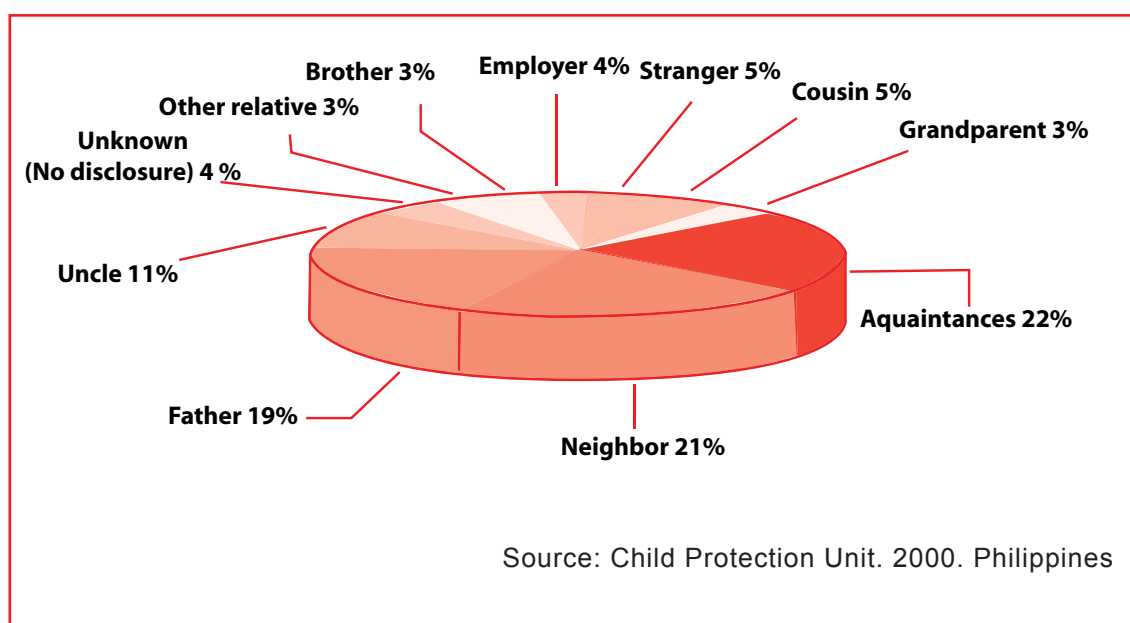
### False

Disabled children are almost four times more likely to be sexually, physically, and emotionally abused and neglected than non-disabled children, according to a report from the UK by NSPCC and the National Working Group on Child Protection and Disability. Yet the report says it is commonly believed that disabled children are not abused. It also stresses that disabled children often lack the necessary skills to report abuse. Most people fail to consult with disabled children about their experiences and feelings. Child protection systems and practices do not take account of the particular circumstances and needs of disabled children who are abused.<sup>1</sup>

- ‘Strangers are the biggest threat to children’

### False

In 501 cases of sexual abuse reported to the Philippines police and the Department of Social Welfare and Development in 2000, the four main groups of abusers were: acquaintances (22 per cent), neighbours (21 per cent), fathers (19 per cent) and uncles (11 per cent). Five per cent of sexual abusers were strangers.



<sup>1</sup> NSPCC. 2003. It doesn't happen to disabled children: Child protection and disabled children. London, UK: NSPCC and National Working Group on Child Protection and Disability.

- **'You can always tell who is safe with children'**

Which one of these three people would you choose to care for a group of children?

Which one is safe to trust with children?



*As you read through the next pages you will discover the answer.*

*Did you choose the young woman? Or perhaps the older man who looks like a grandfather?  
Or maybe the younger man?*

Common myths are that:

- **Women never abuse children**
- **Child abusers are always 'dirty old men'**
- **Boys are not really at risk of being abused**
- **Most abuses are unintentional and happen on the spur of the moment**
- **Child abuse is not a problem in my community - it happens somewhere else**

**False**

The woman in the picture is Mary Kay LeTourneau. Her trial was perhaps the most publicised case of a female child molester in the United States.

Mary Kay LeTourneau, a teacher, was convicted in Seattle, the US, in 1997 of raping one of her students. She was 35 and the boy was 13 at the time. She pleaded guilty and received a jail sentence which was suspended on condition she receive counselling, not contact the boy and adhere to legal requirements for sex offenders.



In 1998, LeTourneau was re-sentenced because she continued to see the boy, who was then 14. She was given a prison sentence of more than seven years. At the time of her arrest, LeTourneau was pregnant with the boy's child. She was also married with four children

LeTourneau first met the boy when he was a student in her second grade. She was also his teacher in the sixth grade. The relationship reportedly became sexual when the boy was in the seventh grade in 1996. Suspicions were initiated by LeTourneau's husband, who discovered letters written by his wife to the boy and told relatives, who contacted child protection services. LeTourneau's husband divorced her and moved with their children to another state. The school where LeTourneau worked suspended her from her job without pay.

The boy's mother now cares for the baby of her son and LeTourneau. At the sentencing hearing she said LeTourneau should receive mercy from the court because she was "a human being who made one horrible mistake". The boy has said in interviews that his relationship with LeTourneau was "real love" and he does not consider himself a victim.

Adapted from CourtTV.com. 1998. 'Washington v. Letourneau: Original Sentencing from November 14, 1997'. Courtroom Television Network. 18 March.

Photo credits: Court TV and CNN

Another example of a woman abuser is Myra Hindley, a convicted child killer, probably Britain's most notorious female offender.

Myra Hindley and Ian Brady murdered four children in 1963 and 1964 and buried their bodies near Manchester, in northern England. The victims - Lesley Ann Downey, 10, John Kilbride, 12, Keith Bennett, 12, and Pauline Reade, 16 - were sexually assaulted before they were murdered.



Hindley and Brady were arrested after they killed Edward Evans, 17, at their home in the presence of Hindley's brother-in-law, who reported the murder to police. He told police he had heard Brady talk of other murders and burying bodies, but he had not believed it.

Hindley and Brady pleaded not guilty at their trial in 1966. Evidence was presented to the court of a recording made by Hindley and Brady of one of their victim's last moments as they tortured and sexually assaulted her before strangling her.

Both were convicted of murdering Lesley Ann Downey and Edward Evans, while Brady was also convicted of murdering John Kilbride. They were jailed for life. The bodies of Keith Bennett and Pauline Reade had not been found at the time of the trial, but in the 1980s Hindley and Brady admitted to the murders.

Adapted from BBC News. 2000. 'The Moors murders'. UK: BBC. 28 February.

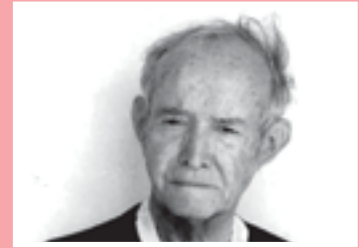
Photo credit: Manchester Police.

The crimes of LeTourneau and Hindley show that women are also capable of sexually abusing children. Abusers may not be 'dirty old men.' These cases show how wrong is the belief that most abuses are unintentional, and happen on the spur of the moment, and that boys are not really at risk of being abused. Hindley repeatedly tortured several children. LeTourneau abused her student on more than one occasion. Boys were victims of both women.



The older man in the set of pictures is Michael Lewis Clark. He sexually abused boys many times.

Michael Lewis Clark, a 70-year-old retired Army sergeant, was the first person prosecuted and convicted under a new law in the US aimed at discouraging US citizens from travelling abroad to have sex with children. He was sentenced in Seattle in June 2004 to just over eight years in prison.



Clark, who had lived in Cambodia off and on, was arrested in Phnom Penh in 2003. He pleaded guilty in a US court to having sex with two Cambodian boys aged 10 and 13. According to court documents, Clark told investigators he had probably had sex with as many as 50 boys aged between 10 and 18, paying them about US\$2 each time. The judge said the children exploited by Clark were at extreme risk due to their poverty.

Clark was the first person in the US to be convicted under legislation passed by the US Congress in 2003. The law allows the prosecution of Americans who travel to foreign countries seeking sex with children and is part of an increased effort worldwide among governments, NGOs and child-welfare organisations to address the sexual exploitation of children in poor countries. As of June 2004, six men had been indicted under the new law.

Lawyers said the relatively harsh sentence against Clark put would-be child predators on notice.

Adapted from Clarridge, C. 2004. '8-year term levied in 1st prosecution under new child-sex law'. The Seattle Times. 26 June.

Photo credit: US Immigration and Customs Enforcement (ICE).

- 'Child abuse is not a problem in my community - it happens somewhere else'

## False

It is common for people to suggest that child sexual abuse happens only in Western cultures, or that it is committed only by foreigners. However, the case of Waralongkorn Janehat, the younger man in the set of pictures, proves this assumption to be wrong. Child sexual abuse is a worldwide phenomenon and offenders can be any of nationality. (This material was written initially for use in Thailand. If you are in another country you will need to gather information about local cases.)

In August 2005, a provincial court in Thailand sentenced Waralongkorn Janehat (Kru Nong), a former secretary of a children's foundation, to 48 years' jail for sexually abusing children under his care. His lawyer planned to appeal.

Kru Nong, 38, was charged with sexually abusing children aged under 15 (with or without the children's consent), sexually abusing children aged over 15 without their consent, and using physical force with children under his care in the children's home he managed.



Police laid the charges after investigating complaints to the Social Development and Human Security Ministry's provincial office that children from the home were running away and involved in petty theft and fighting. The inquiry found that Kru Nong sexually abused two children while they stayed at the home. The abuse happened several times until the children ran away. The children gave evidence that many other children had also been sexually abused. Six children aged 14 to 17 were abused before escaping to other government or NGO homes.

After an arrest warrant was issued for Kru Nong in February 2004, the children's foundation was closed. Kru Nong was still in charge of the children's home, although he was supposed to have no children under his care.

Adapted from Manager On Line. 2005. '48 Years Sentencing for Kru Nong'. 5 August.

*Photo credit: Manager On Line.*

Child sexual abuse does not just happen in Western countries but is also a local issue about which everyone needs to be aware. In addition, commercial sexual exploitation of children - a form of sexual abuse involving a transaction of some sort (money, gifts, food and shelter, etc) - is common to all countries and does not only involve foreign abusers. In Thailand, a large number of children are at risk of being sexually abused and exploited. Each year, a large number of sex tourists travel to countries in South-East Asia to sexually abuse children. Cities in Thailand such as Bangkok, Pattaya, Phuket and Chiang Mai are among the main destinations for foreign abusers in Thailand. Sexual abusers may also be people in the community and people from elsewhere in the country. The production and dissemination of images of child sexual abuse (child pornography) is also of great concern. *(If you are studying this in another country, research equivalent information about your own country.)*

### Child pornography and new technologies

Thailand is among a number of countries to which most free websites with child pornography (images of child sexual abuse) have been traced, according to an ECPAT International report. Russia and former Soviet States, the US, Spain, Japan and South Korea are the countries where most free websites are offered. The US and Russia are also the leading hosts of commercial child pornography websites, followed by Spain and Sweden.

ECPAT says new technologies are outpacing the ability of police to stop online child pornographers. It wants tougher national laws and coordinated industry action to protect children from abuse through new information technologies. Even in poor countries where Internet access is limited, there has been a surge in pornographers using camera phones to record child abuse and then transmit pictures globally. Instant messaging services have also become a forum for sex offenders to meet children. The report highlights 'the ease with which people who are intent on harming children move between the physical and virtual worlds in order to exploit a child.'

Adapted from AFP. 12 November 2005. 'Thailand 'is among nations with the most free websites'. The Bangkok Post.<sup>2</sup>

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<sup>2</sup> See also Muir, D. 2005. Violence against Children in Cyberspace. Bangkok: ECPAT International. Available at <http://www.ecpat.net>

Two types of child sex abusers are known as situational offenders and preferential offenders. Situational offenders do not have an exclusive sexual inclination for children but take advantage of a situation where they sexually abuse a child. They may intend to do this only once. Sometimes, they will develop a preference to have sex with a child and repeat such abuse. Preferential sex offenders have an active sexual preference for children. Many people with such a preference will go to great lengths to have sex with a child, including planning to meet children and travelling some distance to solicit children (they often go to countries or towns other than where they usually live). Their sexual desire for children is compulsive.

Although most sexually abused children are girls, boys are victims too. Boys may receive less sympathy than girls and it can be sometimes more difficult for a boy to disclose sexual abuse - committed by a man or a woman. A boy who is sexually abused by a woman may not report the abuse because he is confronted with ideas - promoted in many cultures - that sexual experiences are a way of proving manhood and that males will always accept sex. The boy may not admit even to himself that he has experienced abuse. If a boy is sexually abused by a male, he may fear social stigmas about homosexuality, which is a taboo subject in some cultures.

- **‘Staff employed to work with children are unlikely to abuse them’**

### **False**

Waralongkorn Janehat used his managerial position in a home meant to protect children to exploit children. Mary Kay LeTourneau was a teacher whom children should have been able to trust. She abused her position to take advantage of a boy who was too young to understand that he had been abused. Relationships between a child and a caregiver or other humanitarian worker should be discouraged because the power dynamics between them are unequal. Aid workers, for example, are in a superior position because they have the resources that comprise aid. People with abusive intentions may use their ability to provide support as a bargaining tool to their own advantage. Consider the Alligator River Story, where Daeng had power over Raem (symbolised by a boat) that he then misused to hurt Raem.

The following is an example of the way aid workers in West Africa exploited refugee children.

## Refugee children abused by aid workers

“When ma asked me to go to the stream to wash plates, a peacekeeper asked me to take my clothes off so that he can take a picture. When I asked him to give me money he told me, no money for children, only biscuit.”

The need to protect refugee and displaced children from humanitarian workers did not receive much attention until the 2002 release of findings from a joint UNHCR and Save the Children UK report. Based largely on children’s testimonies collected in 2001, the report presented evidence of extensive sexual exploitation of refugee children in Liberia, Guinea and Sierra Leone, much of it allegedly perpetrated by workers locally employed by national and international NGOs as well as by UN agencies, including UNHCR. In all 3 countries, workers reportedly used “the very humanitarian aid and services intended to benefit the refugee population as a tool of exploitation”.

A joint Note for Implementing and Operational Partners on sexual violence and exploitation of refugee children in West Africa says most of the alleged exploiters were male national staff who traded services and humanitarian commodities (such as biscuits, soap, medicines and tarpaulin) for sex with girls under 18. It says the practice appeared particularly pronounced in places with established aid programmes and in refugee camps in Guinea and Liberia. The report also cites allegations of sexual exploitation of children by international peacekeepers and community leaders. More than 40 agencies and organisations and nearly 70 individuals were mentioned in testimonies.

After the report’s release, an Inter-Agency Standing Committee established a Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises. The task force’s June 2002 report sets out the core principles of a code of conduct for humanitarian workers. Some of these include the prohibition of sexual relations with beneficiaries aged under 18; prohibition of exchange of goods, services or assistance for sex; and a requirement for the staff to report their concerns and suspicions. The task force also made recommendations about camp governance and delivery of humanitarian assistance such as increasing the number of female staff; more frequent site visits by supervisory staff; and developing confidential complaints procedures.

Adapted from Naik, A. 2002. ‘Protecting Children from the Protectors: Lessons from West Africa’.

Another example of the way adults who have responsibilities to care for children can abuse their position of trust is detailed below.

### Sexual violence at school

In schools in South Africa, thousands of girls face sexual violence and harassment that impede their access to education, according to a Human Rights Watch report. School authorities rarely challenge the perpetrators, and many girls interrupt their education or leave school altogether because they feel vulnerable to sexual assault.

The report - based on interviews with victims, their parents, teachers and school administrators - documents how girls are raped, sexually abused, sexually harassed, and assaulted at school by their male classmates and even by their teachers. Teachers may misuse their authority to sexually abuse girls, sometimes reinforcing sexual demands with threats of corporal punishment or promises of better grades or money.

The report tells the story of PC, 15, who was struggling with her studies after she was sexually assaulted by her teacher at school. She told how her trust in her teacher was shattered when instead of helping her with homework, he asked her to start a “dating relationship” and propositioned her for sex. “He asked me to take off my shirt,” she said. The teacher sexually assaulted her before her parents arrived to pick her up from school. “I told him to stop. I told him it was time for my parents to come get me. My parents came 10 minutes later ... I didn’t go back to school for one month after ... everything reminds me of what happened.”

Although PC’s teacher was on leave from the school at the time of the report’s release, pending his criminal trial for raping another student, PC was fearful and did not feel comfortable at her school. “I don’t want to be there. I just don’t care anymore. I thought about changing schools, but why? If it can happen here it can happen any place. I didn’t want to go back to any school.”

It is mandatory to report child sexual abuse in South Africa, but girls who do report sexual abuse generally receive hostile or indifferent responses from school authorities. Schools often promise to handle matters internally and urge families not to alert police or draw publicity to problems.

Human Rights Watch urged the Government to adopt and disseminate a set of standard procedural guidelines governing how schools are to address allegations of sexual violence and explaining how schools should treat victims, and perpetrators, of violence.

Adapted from Human Rights Watch. 2001. ‘South Africa: Sexual Violence Rampant in Schools’. Johannesburg, South Africa: HRW. 27 March.<sup>3</sup>

Obviously not all humanitarian staff or caregivers will abuse children, sexually or otherwise. However, in some rare cases it may happen. This is why it is necessary to have written documents and policies to which to refer when aid agencies have to deal with such situations.

There is a Code of Conduct for Humanitarian Workers which covers expected standards of behaviour. For example, sexual relations between aid workers with beneficiaries aged under 18 is prohibited; staff are obliged to report concerns and suspicions regarding sexual abuse by fellow workers. If you have Internet access you can check examples of full codes of conduct at the following websites:

- [http://ineeserver.org/education\\_structures/IRC.pdf](http://ineeserver.org/education_structures/IRC.pdf)
- [http://www.r-e-t.com/pages/11/12/about\\_us/our\\_code\\_of\\_conduct](http://www.r-e-t.com/pages/11/12/about_us/our_code_of_conduct).

**We can never predict how child abuse may happen and so organisations working with children must have a system in place to prevent it and to deal with it when it does occur.**



**! Children everywhere are vulnerable to abuse and exploitation by those in positions of power and trust.**

*- Setting the Standard*

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<sup>3</sup> See also Human Rights Watch. 2001. Scared at School: Sexual Violence Against Girls in South African Schools. HRW. Available at: <http://www.hrw.org/reports/2001/safrica/>

## 1.5 Types of child abuse and neglect

How many different types of child abuse and neglect can you think of? Write down each category. For example, physical abuse may be a category. Under each heading, write as many examples as you can, such as beating a child, isolating a child, leaving a young child unsupervised, or making sexually suggestive phone calls to a child.

Look at the information on the next pages about forms of abuse and neglect. Keep in mind this list may not include all abuses. Is there anything here which you have not considered? Note that each abuse will not necessarily fit in just one category. For example, physical abuse, neglect and sexual abuse are also forms of emotional abuse.

### Types of Abuse, Exploitation and Neglect

Abuse includes but is not limited to the following.

<p>1. Physical</p> <ul style="list-style-type: none"><li>• Punishing a child excessively</li><li>• Smacking, punching, beating, shaking, kicking, burning, shoving, grabbing</li><li>• Hitting a child with an object</li><li>• Leaving a child in an uncomfortable and/or undignified posture for an extended period of time or in a poor environment</li><li>• Forcing a child to work in poor working conditions, or in work that is inappropriate for a child's age, over a long period of time</li><li>• Gang violence</li><li>• Harmful initiation ceremonies</li><li>• Bullying</li><li>• Threatening to harm someone</li></ul>	<p>2. Emotional</p> <ul style="list-style-type: none"><li>• Isolating or excluding a child</li><li>• Stigmatising a child</li><li>• Treating a child who is a victim as a suspect (repeated questioning and investigation)</li><li>• Failing to provide a supportive environment</li><li>• Failing to give a child an appropriate sense of self (for example, criticising weight)</li><li>• Main caregiver(s) does not respond to a child's emotional needs</li><li>• Exploiting a child</li><li>• Treating or looking at a child with disdain, disrespect, denigration</li><li>• Patterns of belittling, denigrating, blaming, scaring, discriminating or ridiculing</li><li>• Spreading rumours</li><li>• Blackmailing a child</li></ul>
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	<ul style="list-style-type: none"> <li>• Institutionalising a child without exploring other options</li> <li>• Cyber bullying and sexual solicitation</li> </ul>
<p>3. Sexual</p> <p>Involvement of a child in a sexual activity that s/he does not fully comprehend, is unable to give informed consent to, or is not developmentally prepared for, such as:</p>	
<p>Contact</p> <ul style="list-style-type: none"> <li>• Kissing or holding in a sexual manner</li> <li>• Touching and fondling genital areas</li> <li>• Forcing a child to touch another person's genital areas</li> <li>• Forcing a child to perform oral sex</li> <li>• Vaginal or anal intercourse and other sexual activity</li> <li>• Biting a child's genital area</li> <li>• Incest</li> <li>• Sex with animals</li> <li>• Sexual exploitation, where sexual abuse of a child involves some kind of commercial transaction (monetary or in-kind)</li> <li>• Child sex tourism, where abusers travel to a place other than their home and there have sex with a child</li> </ul>	<p>Non-contact</p> <ul style="list-style-type: none"> <li>• Obscene calls or obscene remarks on a computer or a phone or in written notes</li> <li>• Virtual sex</li> <li>• Online sexual solicitation and grooming</li> <li>• Voyeurism</li> <li>• Exhibitionism</li> <li>• Exposed to pornography or used to make pornography</li> <li>• Sexually intrusive questions or comments</li> <li>• Forced to self-masturbate or watch others masturbate</li> <li>• Sexual exploitation and child sex tourism also may be abusive without physical contact (for example, a tour operator or taxi driver who arranges tours and/or children for sex tourists is an exploiter of children as well).</li> </ul>
<p>NOTE:</p> <p>Physical abuse, neglect and sexual abuse are also emotional abuse.</p>	

#### 4. Neglect

Neglect also harms children although it is more about being inactive and not doing something than the previous forms of abuse, which are more active. Neglect may include:

- Inattention/omission of care
- Failing to supervise and protect from harm
- Leaving a child at home for a long period without supervision
- Sending a child away without ensuring they will be safe and happy at the place to which they are sent
- Failing to ensure suitable nutrition for a child (a parent may give a child money for food but not monitor to ensure they eat healthily; a parent may deliberately withhold food from a child )
- Failing to ensure a child attends school (parent and/or teacher)
- Failing to follow up or report repeated bruising or burns (for example, a community health worker)
- Giving in to a child's every wish because it is an easy option – despite knowing this choice is not in the best interest of the child's development.
- Failing to take time to reasonably monitor children's activities and thus potentially exposing them to risks
- Failing to ensure a safe environment (leaving dangerous things within reach of a child, such as medication, guns, knives, pornography etc.)

Emotional abuse can be divided into emotional abuse and emotional neglect. Emotional abuse involves intentionally causing psychological pain to someone (it is active abuse). Emotional neglect involves being neutral, not showing appreciation or recognition (it is passive).

Verbal abuse is emotional abuse depending on the quality of the relationship between a perpetrator and their victim, how long the abuse continues (persistence) and how often it occurs (frequency). It includes:

- Excessive, disproportionate scolding, shouting, bickering and/or swearing at a child.
- Making comments that show discrimination or humiliate a child.
- Persistent teasing.

According to international standards, some cultural practices violate children's rights and/or cause harm to their development. Some people may therefore view certain abusive practices as normal or acceptable. While a balance between child protection standards and respect for cultural beliefs is appropriate, the rights of a child are fundamental.

## 5. Social (Poverty)

This is not strictly a form of abuse but it is included here to help differentiate between abuse and neglect and social circumstances, all of which can result in harm to a child.

- Homeless / stateless
- Displaced by war / natural disaster
- Forced into being a child soldier
- Political uncertainty
- Lack of economic options
- No or limited access to basic social services
- Being denied basic rights through the law (for example, where an offender aged under 18 is tried in court as though they were an adult)
- Practices such as early marriage, male and female genital mutilation, prenatal sex selection and female infanticide
- Attitudes that promote ideas of children as the property of adults (parents and husbands) and beliefs that girls are property and inferior to boys
- The view of children as half an adult with half of adult rights
- High prevalence of violence in mainstream mass media
- Political campaigns that encourage round-ups of children living on the street

## 1.6 Case studies on types of abuse

*The following case studies will help you to develop your technical knowledge about child abuse and exploitation issues. Try to decide which type(s) of abuse occur in each case study and note down your views. Notes about the case studies will be given after each one.*

### Case study 1: Bullying

A British schoolgirl who had complained of being bullied died with a mobile phone in her hand after taking painkillers with alcohol, an inquest heard. Danielle Goss, 15, left two notes to her family which appeared to have been written after she took an overdose. One read: 'If I live, I'm sorry. I love you all. I love you very much. Hope I live. Love Dani.' She died later the same night, at the flat of her grandmother.

Danielle's mother, Diane Goss, 38, told the hearing: "At one stage, one girl chased her and called her a mummy's girl. They also used to bother her by ringing her up and then putting the phone down." She added that Danielle's tormentors had 'hounded' her over the telephone. She said: "I think she did what she did in an attempt to frighten them off. I've looked at the telephone records and they show several calls from mobiles and from a kiosk on the night she died. My daughter had everything to live for but those calls pushed her over the edge. She even died with her phone in her hand."

Mrs Goss, who has two other children, added: "I think it was a cry for help, I just didn't hear it." She said her daughter's death was a warning to parents. "When your child is upset and tries to put you off, I think you have to get to the bottom of it."

"Danielle did speak to me, we could talk quite openly about most things, but I didn't realise the real extent of the misery she was feeling and how these people were getting to her. I didn't see the warning signs. I looked for them but I didn't see them. Sometimes youngsters hide the way they feel. They don't like to open up about the way they are being treated."

Friends of Danielle told the inquest that she had been bullied on several occasions and threatened over a small amount of money which she was accused of owing an older girl. The head teacher described her as 'a lovely, quiet, sensitive girl,' and told the hearing: "Looking through her records I found nothing but good comments."

The inquest heard that Danielle had taken a fatal level of painkillers and enough

alcohol to put her slightly over the drink-drive limit. The coroner said he believed she had taken the action as a plea for help. “In my view the notes showed how upset she was,” he added. “She had written the notes after taking the drugs to express how she felt. She had no intention of taking her own life.”

Verdict: accident.

Source: Stokes, P. 2000. ‘Teenage victim of phone bullies died clutching mobile’.  
UK: The Telegraph. August 19.

This case study reveals:

- Emotional abuse (a traumatising attack on a child’s self-esteem).
- Verbal abuse (name calling and hounding).
- Social abuse (the need to be accepted by peers).

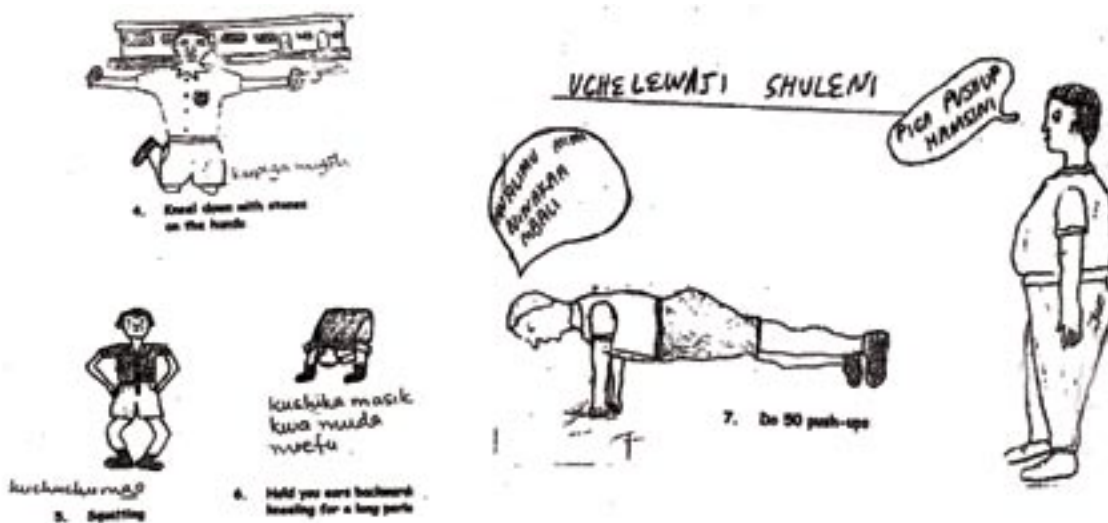
This case shows how verbal abuse can easily turn into emotional abuse, and can have a severe impact on the victim. Consider the three factors that turn verbal abuse into emotional abuse:

- Quality of relationship: Who is the perpetrator?
- Persistence: How long?
- Frequency: How often?

Another example would be: If a close friend and a stranger humiliated you, which person would make you feel more hurt? Which would upset you more - a friend mocking you once or a friend mocking you persistently many times a day? Think back to the example of a girl with crooked teeth in the Always, Sometimes, Never exercise. Where is the line drawn between friendly teasing and humiliating a child? Children have different coping mechanisms. The shy ones may not express their embarrassment. We need always to be conscious of our own words and actions so as not to cause any psychological damage to children.

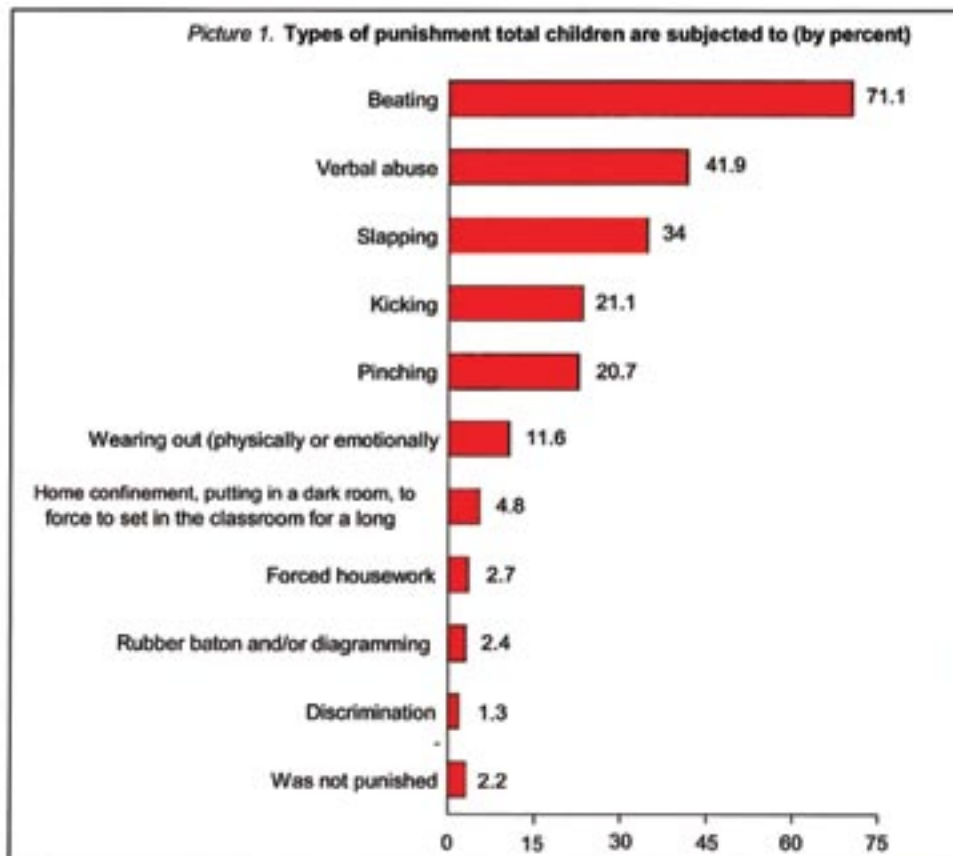
This case study is an example of how new technologies can be used in ways that cause harm. Individuals and organisations should be aware of these new ways of committing abuse and try to prevent it from happening within an organisation or the community. For example, knowing that a mobile phone can be used to take photos, organisations should consider adding guidelines to their child protection policies that prohibit visitors from using mobile phones as well as cameras to take pictures of children in the organisation’s care.

## Case study 2: Corporal punishment



These drawings by children in Mwanza, Tanzania, depict corporal punishment they have experienced or witnessed.

*Only 12 out of the 595 children who participated in the survey responded that they have not been subjected to any form of punishment*



This chart shows children's experience of corporal punishment in Mongolia.

This case study reveals:

- Physical abuse.
- Emotional abuse.
- Verbal abuse.

The pictures from Tanzania show children's depictions of corporal punishment they have experienced.<sup>4</sup> The graph shows research findings from Mongolia on the number of children who have been subjected to any form of punishment.<sup>5</sup> A total of 595 children participated in the survey. Most had experienced corporal punishment.

What is the situation in your country?

It is important to note that physical abuse may result in either actual or potential harm. Most people think of physical abuse as conscious actions which result in harm to a child. Such actions may be spontaneous or may involve forethought. Physical abuse would usually be an aggressive action such as hitting a child, placing a child in a physically painful position or environment for a long time, or even pushing a child in front of an on-coming car.

The subject of corporal punishment is much debated. Recognise however the difference between punishment and discipline. Discipline directs attention to a behaviour, not at a child. A child should always receive an explanation about why he or she is being disciplined. We may discipline children, but not punish them. We should consider positive reinforcement instead of physical punishment.



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<sup>4</sup> Ahmed, S. et al. 1998. Children in Need of Special Protection Measures: A Tanzanian Study: Fieldwork Protocol, Phase II. Dar es Salaam, UNICEF.

<sup>5</sup> Save the Children UK (Mongolia) . 2005. Corporal Punishment of Children: Views of Children in Some Schools, Kindergartens and Institutions. Save the Children UK.

Reward a child when they do something good. Remove what they like or use a ‘time-out’ method when they have done something considered wrong. (The period for time-out must be appropriate for their age and an adult must always explain why the action is occurring.) Children who experience corporal punishment comply because they are in fear of being hurt, not necessarily because they understand why it is good for them to listen to adults. Two quotations reflect the psychological impact that physical punishment has on a child.<sup>6</sup>

**“The teacher says I am a slow learner, therefore he hits me. It hurts inside.”**

- Brazilian girl, 12

**“Even light physical and humiliating punishment does not help children learn. Teachers tell students that beating will make them learn and do well in exams. With me, I just wait with fear in the classroom – so I cannot even communicate. I just have fear when the teacher is teaching. I am worrying that he will beat me. I cannot learn that way.”**

- Kenyan boy, 17

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<sup>6</sup> Save the Children. 2005. Ending Physical and Humiliating Punishment of Children: Making It Happen. Save the Children.



### Case study 3: Sexual abuse and exploitation

A British sex tourist was jailed for at least six years after preying on deprived children in Africa. Alexander Kilpatrick, 56, repeatedly went to Africa to prey on poverty-stricken children while visiting one of his sons, a “highly respected” aid worker in Ghana.

The judge told Kilpatrick: “You travelled to Ghana and there you systematically abused two children, both of them 13 to 15 years of age. They were vulnerable because of their age and because of their circumstances. This is an element of sex tourism which is of particular abhorrence. You took advantage of the abject poverty and the circumstances in which children in Africa and other countries find themselves. You plied them with meals, treats and alcohol and then you sexually abused them in the most appalling ways.”

Kilpatrick’s reign of perversion came to an end when another tourist saw him in Ghana giving toys to children. He was arrested on his return to the UK, where customs officials found 4000 photographs and video clips on his laptop computer containing images of child sexual abuse (child pornography). The father of two is the first person to be jailed under a new law allowing authorities to “reach out across the world” to bring British child sex abusers to justice.

In the UK at the time of his arrest, Kilpatrick had also been grooming a boy in England for abuse. If he had not been arrested “the boy would have been further groomed with a view to sexual abuse”, the London court was told. The court heard how the boy narrowly escaped being abused. The boy and his single mother used to know Kilpatrick and when he visited them they unsuspectingly welcomed him. Because of the trust he enjoyed, Kilpatrick was allowed to take the boy for a ride in his van, which had been converted to include a bed, kitchen and toilet. But during the ride the child was given alcohol and became ill. His mother was furious. Kilpatrick’s arrest prevented any further contact with the boy.

Kilpatrick, who will have to register as a sex offender for life, was banned from ever working with children or being in their company unless authorised, and banned from Africa, Thailand and a string of other sex tourist destinations.

Source: News and Star. 2006. ‘Perverted sex tourist jailed’. UK: News and Star. 7 January

This case study reveals:

- Physical abuse: Administering a substance (alcohol) with intent to cause harm.
- Sexual abuse (contact): Child sex tourism.
- Sexual abuse (non-contact): Possession of child sexual abuse images and 'grooming'.
- Emotional: Sexual activities and solicitation not appropriate for a child's age, consequently harming their development; abuse of a trusting relationship.
- Social: Poverty of children.

Sexual abuse is the involvement of a child in a sexual activity that she or he does not fully comprehend, is unable to give informed consent to, or is not developmentally prepared for. Sexual abuse includes contact abuse (having physical sexual interaction with a child) and/or non-contact abuse (possession of child pornography and grooming a child in preparation for sex).

Child sex tourism is a form of child sexual abuse and exploitation that involves an individual travelling from one place to another (either another country or another town) and having sex with children there.

Grooming is a process of seducing or soliciting a child for sex. The cycle of abuse may continue because abusers use tactics such as promises, threats or coercion to keep a child silent about the abuse. It is also difficult for a child to report abuse because their abuser may be regarded by others as a good-hearted person and therefore the child fears they will not be believed.

Sexual abuse was considered initially to be a form of physical abuse. The nature of abuse however is now understood to be more complex. For example, new technologies are used to abuse and exploit children in ways where sexual abuse may occur although there is no physical contact (for example, through the use of the Internet to make and spread images of child sexual abuse, or the use of a phone camera to take an abusive picture of a child, etc). Thus, sexual abuse is a distinct category of harm that involves contact and non-contact abuses.

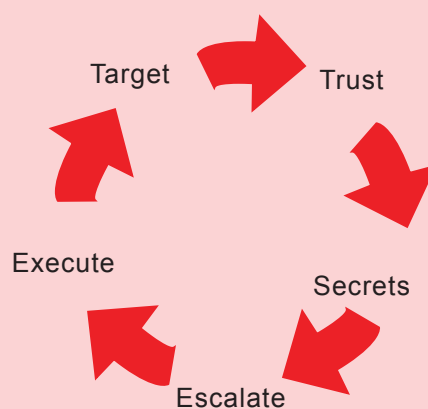
**“ Sexual abuse is not about individual touching acts, but about relationships. Sexual offences begin far before the touching. They begin in the mind of the sex offender.” – Stairway Foundation**

This shows that non-contact abuse can cause as severe an impact on a child as physical sexual abuse because the abuse is as much about the betrayal of trust as it is about physical acts.

Dedicated abusers are known to take advantage quickly of situations where children have been made especially vulnerable, for example in underdeveloped or developing countries and in emergency situations. Often times, such children are the target groups with whom NGOs work. For this reason, knowledge about how child sex tourists and other abusers operate can be applied to many areas of NGO work. When human resources staff are alert to the problem, they are better prepared to deter abusers through the recruitment process and are better able to identify abuse if it occurs. Field staff who are alert to the strategies of sexual abusers can intervene early to prevent abuse occurring.

### How a sexual abuser operates

- An abuser knows how to target the more vulnerable children (isolated from the group, socially marginalised, often times in the care of aid or social welfare agencies).
- An abuser builds a child's trust by sharing their interests, offering them gifts, being their friend - this is the beginning of the grooming process.
- An abuser starts having secrets with a child in order to isolate him or her from others.
- An abuser makes sure a child won't tell by using promises, threats or coercions.
- An abuser escalates the sexualisation of the relationship; refers to sexual matters and shares sexual materials with a child so that he or she becomes 'desensitised'.
- An abuser may then execute physically abusive actions as well.



## Case study 4: Neglect

Seven-year-old Jessica was found by the police who responded to a call by her mother. Soon after the girl's body was taken away, police put the parents in jail, as prosecutors began piecing together their case. Jessica's parents told police that she had been vomiting, and then fell into a coma after crawling into bed with her father. An autopsy later revealed she had choked on her own vomit, likely induced by an intestinal obstruction caused by a lack of food.

Police later said the parents had kept the girl in a darkened room, with no heating and no access to water or a toilet. A report in a German magazine said investigators had revealed that the father had tried to set a trap to electrocute the young girl.

Psychiatrists have since speculated that the parents, who apparently had alcohol problems, suffer from extreme personality problems rooted in their own traumatic experiences as children. The parents denied having had a hand in their daughter's death, and told investigators she was a difficult child.

Jessica apparently had no friends, having never attended any sort of kindergarten or school. Neighbours said they saw very little of the girl, and only saw her parents go in and out of the apartment. In Jessica's case, Hamburg school authorities came under attack for not doing more after sending someone to the apartment to find out what was wrong. Although authorities sent the parents a notice to pay a penalty for not enrolling their child in school, they failed to notify the relevant child protection agency.

The couple face up to 15 years in prison if convicted.

Source: Deutsche Welle. 2005. 'Trial of Parents in Child Neglect Case Begins'. Germany: Deutsche Welle. 24 August.

This case study reveals:

- Neglect.
- Social abuse.

Neglect is about not providing for a child's proper development: Care, love, attention, guidance, shelter, nutrition, education etc. Neglect includes failing to act to ensure a child's

environment is safe and suitable, as when a carer is inattentive (wilfully or mistakenly) and neglects a child's safety. For example, a carer may perhaps be under the influence of drugs or alcohol and their child may meanwhile be harmed by burning him or herself on a stove, wandering onto a dangerous road, or not receiving medical attention when needed.

A child can be provided with wealth, luxury and material possessions yet may still be neglected if they are deprived of care, love, encouragement and attention. The failure to provide basic non-material essentials constitutes neglect regardless of how much is given to a child in material terms. For example, parents may pamper a child with luxuries but spend no time caring for the child themselves. The failure to provide the care a child needs is neglect because this failure impedes a child's social development.

Some people argue that neglect should not be considered an abuse because it is about doing nothing, not aggressively harming someone. Indeed neglect is not commonly categorised as abuse. It is a separate category because it harms children by omitting appropriate care and support. Abuse is linked with the notion of aggressiveness and violation, while neglect is more passive and is about not acting. Nevertheless neglect is an act that violates a child's rights. It means a child's rights to protection are not fulfilled.

Some people may then ask, "Does having rights mean that children can do anything they want?" The answer is "no". What children want may not necessarily be the most appropriate things for their age and development. Children do not usually have enough life experience or maturity always to make the right decision about what they want or need. Adults have a responsibility to decide what is best for them, though this should be done in consultation with children so they understand and may agree. Rights and responsibilities should always be discussed in the same context. Children have rights but at the same time they must be responsible to ensure their own actions do not violate other people's rights.

## Case study 5

Just like other hill tribes in Thailand, the children of Mae Yao face a challenging situation regarding their social status. About 50 % of all tribal people in Thailand do not have citizenship. Immediate Thai citizenship is awarded only if both a child and their parents were born in Thailand, and it is only considered if one has been resident in the country for more than three years.

Those without citizenship are denied access to any government welfare benefits. The school certificate awarded at age 15 is stamped non-citizen, meaning that all further education must come at the individual's expense, far beyond the budget of an average hill tribe family. Thai citizens are charged a standard flat rate of 30 baht for every treatment received at government hospitals, but people living in Thailand without proof of Thai citizenship are obliged to pay the full price. Without citizenship it is impossible to vote, buy land, travel outside your district, work legally or even own a vehicle. A non-citizen is literally a non-existing person.

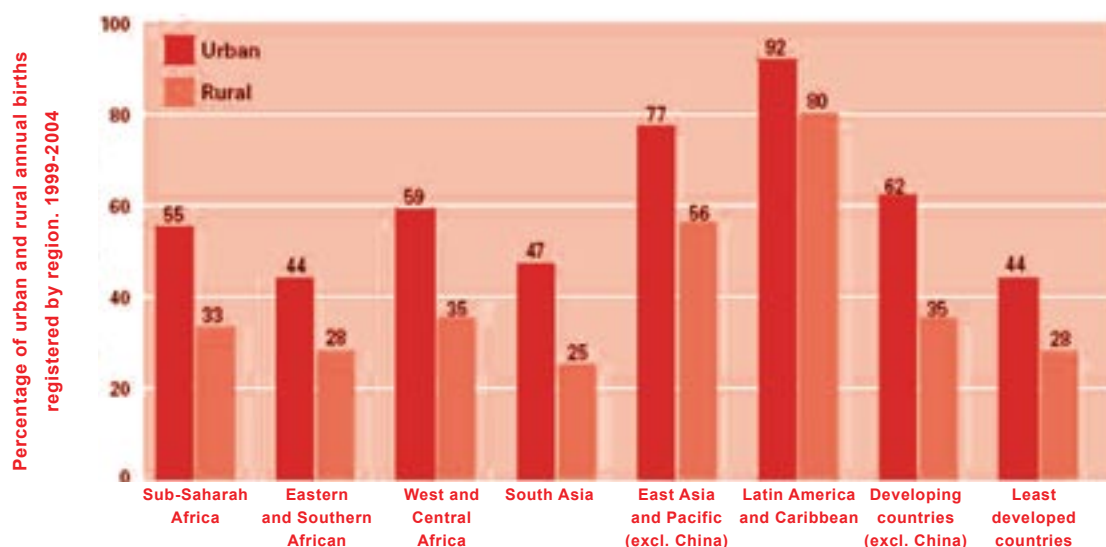
Over the years, Thailand's policy on the school system has been changed to include minorities. This generation of hill tribe children is the first that has the opportunity to go to school and gain a different perspective on the world, a fantastic opportunity to gain skills useful in the modern world. The catch is that many hill tribe children are unable to pay the bills necessary to attend higher education without citizenship, and leave school at the age of 15. Moreover, some Thai teachers may belittle a tribal child's ethnic identity, thus many children become ashamed of their home and culture, which they come to view as primitive. Instead of going home, they travel to the cities in search of employment, stepping directly into the cycle of exploitation.

Once going to the cities, hill tribe people are vulnerable to being exploited by employers who take advantage of the villagers' lack of citizenship. Even hill tribe people with Thai citizenship are exploited due to the lack of knowledge about their rights and Thai law enforcement system. Sexual abuse, financial exploitation, child labour, prostitution or often a combination of all four are common problems for the minorities in the city of Chiang Rai.

Until the citizenship issue has been solved, the safety and total well-being of hill tribe children will always remain uncertain.

*Source: The Mirror Art Group. 'Peoples of Mae Yao – Hilltribe Issues'. Thailand: The Mirror Art Group.*

Figure 3.1: Birth registration \* in the developing world



The graph shows the percentage of children under 5 whose birth was registered at the time of the survey, compared between rural and urban areas in developing countries. According to UNICEF estimates, 55 per cent of births in the developing world (excluding China) each year go unregistered.<sup>7</sup>

The notion of social abuse emphasises the idea of society rather than individuals as the abuser. Examples include children who have been made vulnerable by a natural disaster or political conflict, limited local resources, economic crisis etc. In the case study, the lack of formal identity is the factor that makes children vulnerable. Without birth registration and citizenship, children are denied access to basic social services such as education, health care and protection.

Note that social abuse is not a formal category of abuse but is included here to aid understanding of social contexts often considered to be abusive.

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<sup>7</sup> UNICEF. 2006. Excluded and Invisible: State of the World's Children. Geneva: UNICEF.

*Do you have a better understanding of different types of abuse?*

Remember that these categories are just guidelines. The most important thing is to be aware of different aspects of child abuse. What we cannot sometimes see - for example, emotional and verbal abuse - can be just as harmful as more obvious types of abuse.

Emotional abuse (including verbal abuse), physical and sexual abuse, and neglect, will be looked at again to focus on what organisations can do to prevent these abuses occurring. Social abuse will not be dealt with further because it is more difficult for organisations to control and the focus here is on what individuals and organisations can do to protect children.

*You should now recognise that child abuse happens on a large scale in all societies.*

*But what about within your own organisation or community?*



## 1.7 Protection in practice

*Which types of abuse discussed in the previous section do you think could happen in your organisation or community?*

*If you answer 'none' or 'very few' - think again. Can you be absolutely certain?*

It is impossible for people to know everything about everyone. Even if you work with someone for a long time, you cannot know all about them. If someone is an abuser of children, do you really think they would make this information public? There is no way to know with certainty if, when and how child abuse may happen within an organisation. But as humanitarian workers we must be committed to create as safe an environment for children as possible and to ensure all the rights of all children in our care are met.

### Duty of care

Part of our duty of care is to protect children from all possible harm and unforeseen situations.

#### Shared responsibility

Our duty of care is our responsibility to take whatever steps are reasonable and practical to protect the well-being of those people we are responsible for. Duty of care in some countries is bound by law. But regardless of whether or not laws exist to reflect duty of care, it is a concept based on our moral or ethical responsibility to keep people in our communities safe. Duty of care acknowledges the shared sense of responsibility that exists when groups of people provide care for each other. - Child Wise Australia, 2005 <sup>8</sup>

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<sup>8</sup> Lowndes, J. 2005. Community Leadership and Life Skills Training. Thailand: Childwise and World Vision. (Unpublished.)

## **The UN Convention on the Rights of the Child (CRC)**

Article 2: States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3: States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 19: Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Are there laws in your country regarding a duty of care for children? Find out and keep a copy of it for your own reference.

## **Thailand's Child Protection Act 2003**

Guardians must take care, exhort and develop a child under their guardianship in manners appropriate to local traditions, customs and culture but which in any case must not be below the minimum standards as stipulated in the ministerial regulations. They shall also safeguard the child under care against potentially harmful circumstances, whether physical or mental.

## A system: Policies and procedures

Organisations can provide better protection for children when the organisation has a system in place. A child protection system includes policies and procedures that are transparent to all staff.

A policy is “a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children and staff. It helps to create a safe and positive environment for children and staff, as well as to show that the organisation is taking its duty and responsibility of care seriously”.

Procedures are policy in action. They provide clear step-by-step guidance on what to do in different circumstances.

A policy is a “mission statement” of an organisation. Procedures are included in codes of conduct for staff members to help the organisation achieve its policy goals. For example, a policy is “We value every child’s opinion”. The procedure that reflects this policy is “Take a child’s words seriously when he or she reports abuse”.

A child protection system will protect children and also an organisation and its staff. Setting good child protection standards helps an organisation establish its accountability and credibility. A properly implemented system will also guide an organisation to deal with any false allegations or difficult and unexpected situations.

### A guide for difficult situations

Any NGO should have a child protection policy if its direct or indirect beneficiaries include individuals under the age of 18. A strong policy will guide you in dealing with difficult situations. When there is a crisis it may be harder to think clearly. If you have a reliable policy you can react in an informed way and avoid accusations of a biased response in any participant’s favour or disadvantage.

- *Child Hope UK, 2005*<sup>9</sup>

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<sup>9</sup> Jackson, E. and Wernham, M. 2005. Child Protection Policies and Procedures Toolkit. London: ChildHope.

You may say, “We already do good work for children (such as helping abused victims or running a children’s centre). We do not need to have a child protection policy.” Or, “A policy is just a document. It is not practical in field work.” Or, “We do not need child protection standards because all our staff members have good intentions.”

However, you can never be absolutely certain about all of your colleagues, volunteers and visitors in your organisation. Most NGO workers have good intentions. In an emergency or crisis they may not, however, be able to think clearly. Maybe your current staff members do have good intentions, but can you be sure this will remain the case in the future? Establishing formal written guidelines will help to preserve knowledge and good practice within an organisation. With documents to refer to, future staff will know exactly how to respond in different situations.

A child protection policy helps also to protect staff members from false allegations and the organisation from media damage or scrutiny. As a consequence, the organisation will be able to work for children more effectively.

Some people say, “Why should we have an organisational policy when external referral systems are not going to change (they are still corrupt and ineffective)?” Establishing child protection standards within an organisation is a good start and a good way to advocate for other organisations to do the same. If many organisations act in this way, they can push together for the wider society to change attitudes and practices that harm children.

It is important for organisations to create a solid child protection system to minimise the severity and possibility of abuse occurring within an organisation and also within the wider society. When staff are all made aware of the issue and work together they can prevent many abuses of children.

### Babies in the River

Once upon a time villagers found babies floating in the river. Every morning when they went to collect water, they would find babies floating down along the river stream. Day after day, they would pick up the babies and bring them back to the village. Villagers took care of any wounds and fed the babies until they were healthy.

One day the villagers could not put up with this any longer. They went up the hill to find out who was throwing babies in the water, and persuaded them to stop doing it.

Since then, they no longer have to pick up and nurse sick babies. All of the babies are perfectly healthy and dry!

The story above shows why preventing something bad from happening is always a better idea than trying to fix it after it has happened. A functioning child protection system is an effective prevention tool that will significantly reduce the likelihood of children being abused.

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This brings us to the end of Module 1. The next module will help you to assess how well your organisation deals with child protection issues and to identify its good practices. The Child-Safe Organisations Training Toolkit also has a Module 3 (What Organisations Can Do To Improve Their Child Protection Status). It is not included in this self-study guide however because it needs to be done with others from your organisation to assess your organisation's practices and to develop appropriate policies and procedures. Organisations with child protection mechanisms already in place may still need to consider how to improve their child protection standards.

# Module 1 Self-Assessment

*Before beginning Module 2, reflect on Module 1 and assess your learning. Complete the following statements:*

1. One thing I have learnt is ...
2. A case study I remember the most is ...
3. A case study that surprised me the most is ...
4. The type of abuse or neglect that has the most severe impact is ...
5. The value of having an organisational policy and procedures is ...

You might like to share these ideas with your supervisor and/or your team

# MODULE 2

## Your Organisation's Contact With Children and How Well You Deal With Child Protection Issues

◀ **The circle of interactions**

◀ **Risk factors**

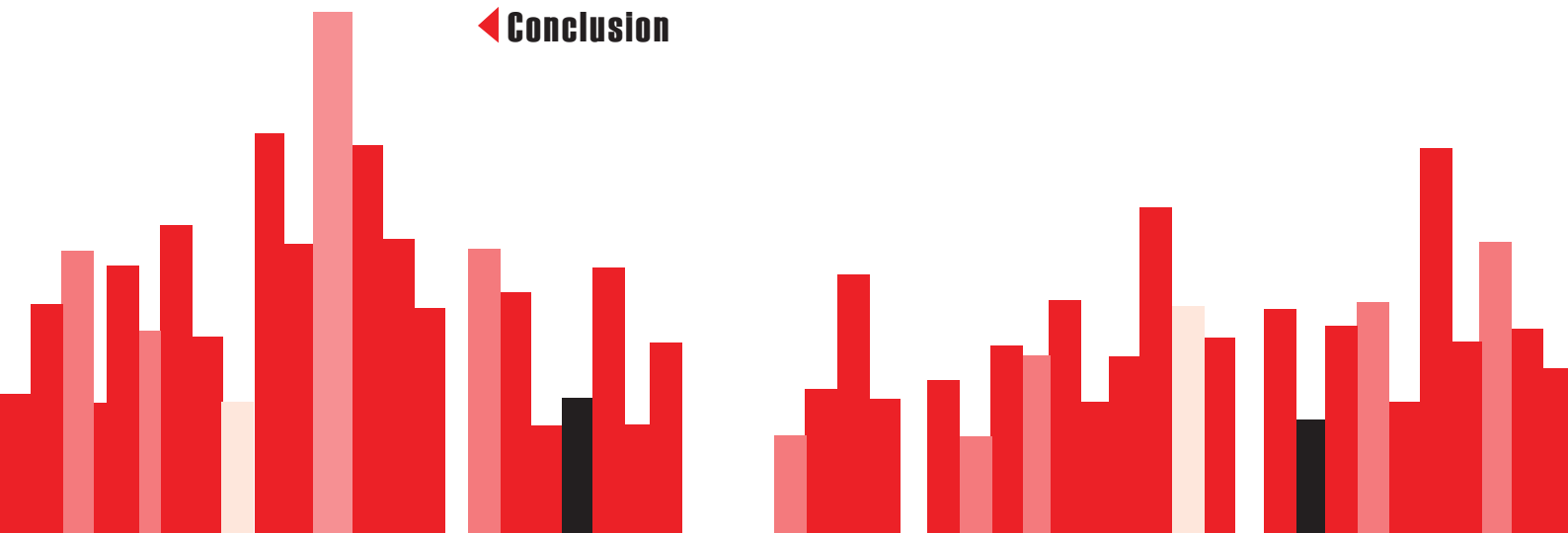
◀ **Minimising risk**

◀ **Child protection case studies**

◀ **The Grid of Good Practices**

◀ **Policies and implementation procedures**

◀ **Conclusion**



Before beginning this section, reflect on the key messages covered in the first half of this guide.

- What is child abuse?
- You can never tell when, where and how child abuse and neglect will happen.
- Organisations have a responsibility to care for and to protect children.
- A child protection system is needed - a 'buffer' to reduce the possibility of child abuse and neglect happening within an organisation or a community.

In this section, you will:

- Assess the nature of contacts between your organisational staff and children.
- Understand and identify the risks of child abuse (or false allegations) happening within your own organisation.
- Think about your responsibility to deal with risks, the child protection mechanisms your organisation has in place, and how they might be improved.
- Identify what your organisation already does well
- Find out about your organisation's child protection system and identify if there are any areas in it which might be improved.
- Identify if there is a child protection working group you may be able to join.

**“ I can tell you now, that many organisations - especially those that do not work directly with children - do not believe the standards are relevant to them because of many factors. I disagree, and believe that every organisation (whether they work directly or indirectly with children, whether they are funding or being funded) must take responsibility for child protection. ”**

*- Setting the Standard*

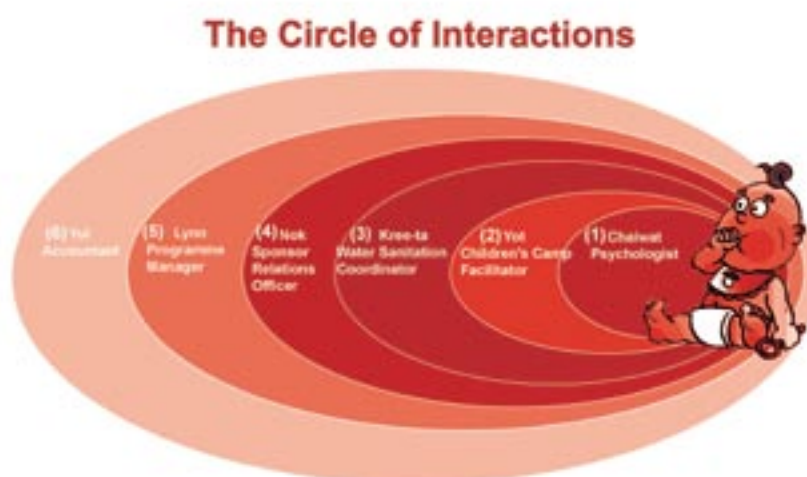


## 2.1 The circle of interactions

This exercise will show the different levels of involvement that staff have with children and potential impacts that follow.

If you are new to your organisation you will first need an outline of your organisation's staff in relation to each other (often called an 'organogramme') and copies of job descriptions so that you know what type of work is done by different staff members. Include all support staff. If you have been with the organisation for a long time you will probably know people and their roles well enough to do this from memory. If a colleague is willing to work with you, it may be a good idea to ask another member of staff to do this exercise with you.

Look at this diagram of an imaginary organisation and related positions held by various staff.



Draw a similar set of circles but do not write any names in yet. You may draw a child in the inner-most circle. Think about a routine day in the field or office. What are the main roles and responsibilities of people with whom you work? Identify their positions and roles in the organisation, and their contact with children, and write them in the circle of interactions in accordance with the following questions. Where applicable, each position or role may be included in more than one type, or circle, of contact.

1. In circle 1, write the names or roles of people who work directly with children. This shows direct contact with children at the most personal level. Positions may include teachers, counsellors and caregivers

2. In circle 2, write the names or roles of people who work with a group of children. This also signifies direct contact with children. Positions may include field staff who run a children's centre, or facilitators for youth camps or other activities. Some people may have this type of contact only occasionally. For example, researchers (during data collection) or national-level staff (during monitoring trips).
3. In circle 3, write names or roles of people who work directly in a community or communities where children are present. This highlights the type of contact where children are secondary beneficiaries. For example, some organisations work with the community as a whole and children may not be a primary target group. But the work has an impact on children because they too are community members. Staff may come into direct contact with children while working in the field. For example, they may be working on a water sanitation system while children in the community are around.
4. In circle 4, write the names or roles of people who do not work full-time in the field but occasionally go there (for example, on a monitoring trip), or never visit a project but have access to children's personal information (names, ages, photos, locations etc) which they may obtain directly from field staff or children or via other communication channels such as a database, phone or email. This highlights an organisation's indirect contact with children. National-level staff may not physically spend time with children, but they are in a position that can expose children to vulnerabilities, such as giving out a child's confidential information.
5. In circle 5, write the names of people who make decisions that affect children (in terms of policy, practices, funding etc). This aims to point out that although management-level staff may never have direct contact with children, they still make decisions that have an impact on children. People in this group may include executives and finance and operations managers. Some organisations do not work directly with children but provide funding to ones that do. They too are obliged to make child protection a priority when making decisions.
6. In circle 6, write the names or roles of people who are organisational staff whose functions do not affect children directly. Some staff's work may not have a direct impact on children, such as accountants, drivers or cleaners. However, children may be familiar with their presence and trust them as adults in the organisation. Moreover, a community may have a high level of trust in them because they work for a child-welfare organisation. Child protection standards should be applied to these staff in the same way as to other staff (because their position could still be exploited in order to gain contact with children).

Now, look at your diagram. You should find that all staff members of your organisation have contact with children at one or more levels.

You can see that the work of your organisation has a wide-ranging potential impact on children. An organisation which identifies the focus of its work as community development, for example, may be surprised at the variety of types of contact that people in the organisation have with children. Everyone needs to be involved in organisational child protection systems because humanitarian workers all interact with children at some point in their work - some with multiple layers of interaction and responsibility.

### Different types of contact

One-on-one:	Direct contact, most personal
A group of children:	Direct
Work with community:	Indirect, children as secondary beneficiaries
Occasionally visit project site and/or have access to children's information:	Indirect, may expose children to vulnerabilities
Make decisions that affect children:	Indirect
Have function that does not affect children directly:	Indirect, may exploit position (abuse of power)

You may have found that staff in your organisation have a high frequency of direct interactions with children or may have little direct contact. This does not reflect higher or lower risk levels. If staff members have infrequent direct contacts with children, it does not mean that your organisation has less child protection risks than organisations with more regular contacts. Many factors are involved in determining potential harm to children or - in some cases - may cause damage to an organisation and/or its staff. These factors will be looked at in the next exercise.

## 2.2 Risk factors

Think again about a routine day in the field or office, and the roles and responsibilities of people within your organisation.

Look at the grid below (it may be good to make several copies of the grid in order to do the exercise). Then, referring to the list of activities following the grid, consider what happens in your organisation in relation to the questions posed in the grid. Are any of these activities the kinds of things that your organisation does? If so, separate those activities into one group. Are there other activities or situations not listed here that occur within your organisation? If so, note them down and answer the grid questions in the same way as for the other activities and situations. Circle the most accurate answer for each activity. For example, a teacher at a school may hold a dance practice, with another staff member supervising, in the school's recreational centre after school hours.

### Risk factor grid

Copy one for each of the organisational activities you identified.

Who (else is around?)	When?	Where?
With two or more workers	Morning	Workplace / office
With another worker	Lunchtime	Private space but other people can still see
With community members around	Afternoon	Public places / planned
With volunteers or visitors around	Evening	Public places / unplanned
Alone with a group of children	Late night / overnight	Your or a child's place
Alone with a child	Not usual office hours / weekends	Private and secluded space

**Possible activities:**

1. Teach a subject / organise and conduct recreational activities.
2. Private tuition / extra help with homework / school detention.
3. Look after children (in children's centre, foster home, nursery, hospital).
4. Accompany children to planned public events (children's camp, field trip).
5. Accompany a child somewhere (to emergency room, hospital, court) for personal matters.
6. Accompany a child (home etc) unexpectedly or at short notice.
7. Comfort a child when s/he is upset and comes to you.
8. Give counselling, give physical treatment and/or medication.
9. A child has bruises on his/her legs and you have to examine the wounds.
10. Bathe a disabled child.
11. A donor comes to visit a child whom s/he sponsors.
12. Volunteer doing activities (teaching, playing games) with children.
13. Collect research data (focus group discussion, questionnaire, drawing).
14. Volunteer doing community service (bridge construction, school renovation) in an area where children are present.
15. Conduct an interview (for monitoring trips, evaluation, to collect information from a victim or a high-risk individual).
16. A media representative wants to interview a child for a media report.

This exercise is intended to identify gaps in practices in order to improve practices (it is not an exercise in criticism) so do not feel bad if risks are identified. Look at the answers for your own organisation. Answers that fall in the top three lines (shaded in pink) are considered relatively low risk. Your organisation should be concerned however if many of the answers relating to its work fall into the bottom three lines (shaded red). This reflects a high level or tendency for child protection risks in an organisation's practice

### Risk factors

When assessing the potential for harm to a child: the following factors should be taken into account

- Who else is around? (supervision)
- When? (time)
- Where? (location)
- How? (nature of contact)

Do not expect the answers to be clear-cut. For example, practising sports at the weekend may be fine if there is another staff member (or more) also in attendance. Providing private tuition during the day is not safer than at night if the tutor is alone with a child behind closed doors. The essential thing is that all these factors must be weighed before the risk level of an organisational activity can be assessed.

**Supervision:** Humanitarian workers should always work in pairs or as a group to avoid false accusations or the chance that harmful behaviours towards children go unnoticed. In the absence of a working partner, it is advised that adults in the community be around when an organisational staff member conducts activities with children. Community members are closer to children than people from outside the community and will perhaps be more alert to protecting their children and reporting abuse. While acknowledging that risk to a child is more likely to come from members of their own community (see Module 1), the absence of background checks for volunteers and visitors to organisational premises can present risks.

**Time and location:** The context of meeting a child outside of work is different than dealing with a child within a clear work context. This can present a risk. The risk is even higher when NGO staff spend out-of-work time with a child or children overnight. This leaves room for misinterpretation, even where staff have the best intentions.

**Nature of contact:** The nature of some activities may increase the level of risk, such as one-on-one activities or those that require physical closeness. Risks are likely to

increase when working with vulnerable, physically challenged or victimised individuals because they require more care and attention than other children. In addition, children are more vulnerable when their personal information could be exposed. This is the case when collecting research data, accessing a database or interviewing children. Children's vulnerabilities also increase when they are out of their element, such as occurs in emergency situations or when they are otherwise displaced.

Activities with children should always involve at least two staff members (even if one is not participating directly). This includes when transporting a child. Providing a child with comfort or counselling requires a private place, but this should be done in a way that still allows others to see (for example, by leaving the door to a room open or interacting with a child in a public place just far enough from others so that the conversation cannot be heard). If possible, choose office hours or weekdays to conduct activities. If you encounter a child in your project out of work hours, immediately inform your colleagues the next day.

Visitors such as sponsors or media representatives should never be left alone with children. They also should not visit children at home because that puts them in touch directly with children. They may consequently go to see children later without notifying an organisation, in which case no supervision by the organisation is possible.

A key point is that an organisation should have an 'open and aware culture'. It should always let other people know or see what is happening when staff conduct activities with children. Individuals should also always be aware of their own conduct. Humanitarian workers' actions must leave no room for misinterpretation or for risks to arise. Later in Module 2, child protection case studies will be looked at to identify gaps in practice and how your organisation may be able to improve your practices.

## 2.3 Minimising risk

The previous exercise helped to identify danger points where risks to children (or an organisation) may increase. Now you will think more about what risk means. The aim is to increase recognition of the need to assess potential risks for children and for organisations and to use that understanding to act in advance to minimise risks.

Consider these terms and decide what you think they mean:

- Risk
- Risk assessment
- Risk management

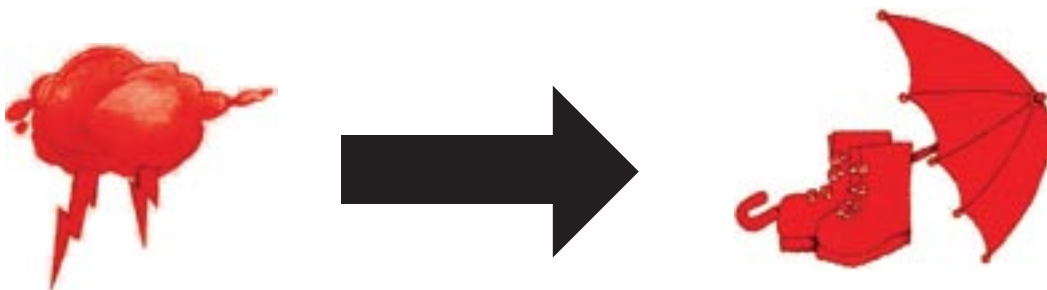
Risk means the potential for something to go wrong.

A risk assessment is a means of identifying the potential for something to happen that will have an impact on children, your staff and organisational objectives and reputation.

Risk management means identifying the potential for an accident or incident to occur and taking steps to reduce the possibility of it occurring.

To prevent unwanted situations, we need to be able to identify the risks involved and take action to stop or minimise them. Risk assessment and risk management are simple concepts that everyone uses in everyday life without realising it. The following two examples will try to explain these concepts.

### Example 1: Weather forecast





Someone listens to a weather forecast and hears there is a chance that it will rain that day. (This identifies risk.) They hear it will be heavy rain. (This analyses the scope of problem.) They therefore carry an umbrella when they go outside. (This manages the risk, to reduce the severity of the problem of getting wet.)

### **Example 2: Child in a house**

Look at the picture below and consider what you think could cause harm to the child, how serious the harm might be and how you could prevent it happening.



These simple examples show how to assess and manage risks. See how simple it can be? Anyone can do it.

If you need more examples to clarify this, read on, if not skip to the next paragraph.

One scenario might be to think of someone who rides a motorcycle. The risks may include the vehicle breaking down at night and an accident occurring. The rider deals in advance with these risks by checking the engine before taking off, does not travel at night, and/or wears a helmet. Another scenario is crossing a road. You check if cars are passing (identify the risk) and if there are, you assess how many and their speed and proximity (analyse the risk). Then you reduce the risk depending on the level of severity, such as not crossing the road at all or stopping halfway on a traffic island etc.

Risks occur in many different aspects of our lives. Here, we are looking only at risks related to child protection issues.

What do you think the child protection risks are for your organisation?

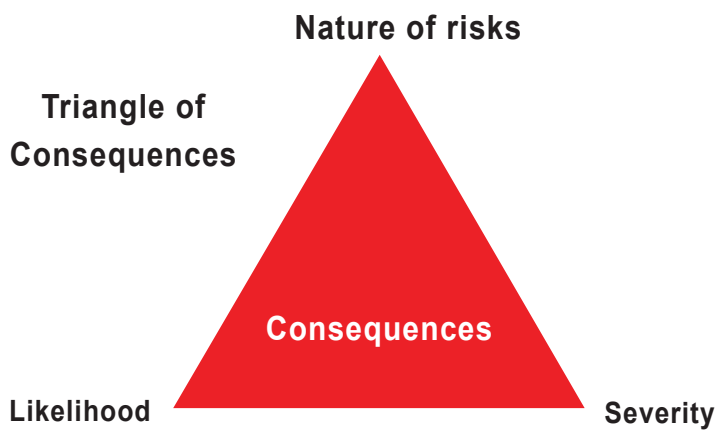
### What are child protection risks?

Staff with bad intentions can exploit or abuse children.

Staff with good intentions may face false allegations.

Your organisation may face prosecution or a lawsuit, false accusations, media scrutiny, loss of respect and trust from the public, and increasing scrutiny by donors and partners.

The concepts of risk assessment and management are particularly useful when creating a child-safe organisation. In considering the consequence of any risk, it is important that all the factors in play are considered:



## 2.4 Child protection case studies

The next exercise will look at child protection scenarios to investigate how the need for assessing and managing risks applies in an organisation's work. The aim is to help you to be able to identify risks, to assess the scope of the problems and prioritise interventions, to assess how well your organisation deals with child protection issues and to identify appropriate responses for different scenarios.

Below is a selection of case scenarios. Try to answer the following questions for each scenario.

- What are the child protection risks in this scenario? Why?
- How serious are the risks? Why?
- How likely is it to happen (in your organisation)? Why?
- What should be done? Why?

Here are the two examples already looked at to demonstrate how to respond to the questions.

### Example: Scenario 1

You listen to the weather forecast on the radio just before you go out for an appointment

- Risk: There could be heavy rain
- How serious? And why? It is serious - you could get really wet.
- How likely is it to happen? And why? It is most likely to happen – usually, the weather forecast is accurate.
- What should be done? Take an umbrella and wear shoes for the rain.

### Example: Scenario 2

The door is open while a baby is left unattended.

- Risk: The baby may crawl out of the house and be hurt.

- How serious? And why? It is very serious - a baby cannot protect him or herself.
- How likely is it to happen? And why? It is very likely to happen - the baby does not know it is dangerous outside.
- What should be done? Close the door and have an adult mind the child.

Complete the grid below for each of the following 6 child protection scenarios.

Child protection risks are:  Why?	
How serious?  Why?	
How likely to happen?  Why?	
What should be done?  Why?	

### Case study 1

A foreigner shows up at your office. He plans to stay for two years in the country and would like to volunteer as an English teacher in a community where you work. He has travelled extensively, working in each of the countries he visited. In his previous job, he worked for six months in Cambodia. There was a two-year gap between that position and his previous employment. He did not specify a referee in his resume (he explains this is due to his frequent relocations).

### **Case study 2**

You are the coordinator of many children's projects in one community. One day, a child at a children's centre comes and tells you he does not feel comfortable around his stepfather. He says the stepfather often comes into his room uninvited, especially when the boy is taking a shower and is undressed. He is left at home alone with the stepfather a lot because his mother works long hours. The boy feels that something bad might happen and asks for your mobile number.

### **Case study 3**

You are visiting one of your project sites (shelter, drop-in centre etc). During the visit, as a form of discipline, you witness a staff member shouting at and making fun of one boy in front of a group of other children who are being encouraged to laugh at him.

### **Case study 4**

A girl in your class is well behaved and to your knowledge never lies. Lately she has not been herself, seeming distracted and isolated. After class one day, you sit her down and ask what is wrong. She says the principal, your boss, has touched her private parts on several occasions. She does not feel comfortable with it at all. However she asks you not to tell anyone about this.

### **Case study 5**

Your project site can be accessed through both main and back roads. The main entrance has a sign for visitors to report to your NGO's main office before entering the community, but there is no sign on the back road. One day you find a few strangers talking to children. Later, the children tell you that the people asked them a lot of personal questions, such as where they live and go to school, where they play.

### **Case study 6**

You escort a child from a village to receive treatment at a big hospital in town. It is late at night by the time you set out to take her back home. A storm has washed out the bridge to her village. Both of you stay in the same bungalow as it is the only one available. The next morning you return the child to her parents. You have not touched the girl at all. A few days later, the parents file a complaint against you for statutory rape.

Now that you have made your assessments of the case studies, read the following notes about them to see how your responses compare. Be aware of which category of the six organisational protection areas you would match with each case study.

### Six organisational child protection areas

Child protection areas in organisations can usefully be looked at in terms of six areas:

1. Recruitment, employment and volunteering
2. Education and training
3. Professional code of conduct
4. Reporting mechanism (for concerns / cases) and referral
5. Access by external visitors and communications
6. Policy and procedures

## Case study 1: Recruitment, employment and volunteering

### Child protection risks

- No referees specified and no background check: It is important to find out whether the job applicant or volunteer has court convictions that indicate violent or abusive or inappropriate behaviour.
- Frequent relocation: Paedophiles and other child sex abusers commonly relocate for fear that people might find out about their crimes. Sometimes they choose to stay in countries where child protection laws are weak. But frequent travelling is not a deciding factor in determining whether a person is potentially dangerous or not.
- Gap in employment history: If no reasonable and provable explanation is offered, this may be due to time in custody or suspicious activity. Check it carefully.
- In emergencies, time constraints sometimes prevent immediate reference checks - so there is a need for strong monitoring systems, and no unaccompanied or unsupervised work.

### What should be done?

- Do not recruit someone who does not specify a referee in their curriculum vitae. Ask for at least two referees who are not family members. One should be a colleague

from the previous job. Ask the referee if they think the applicant is suitable to work with children.

- Ask the applicant to undergo a police check where applicable, or to bring one from his or her country if it is available.
- In an emergency situation, an organisation may argue it is necessary to hire people quickly, including someone who is qualified and much needed but has no reference. In such an extreme situation, hire him or her but do not permit them to be alone with children without staff supervision. This practice should be a last resort and avoided wherever possible.
- Include guidelines for recruitment in the human resources manual. HR staff should be trained to identify possible child abusers (for example, to note suspicious behaviour, to ask questions about gaps in an applicant's employment history or frequent relocations) or a child protection officer should be on the interview panel.

## **Case study 2: Education and training**

### **Child protection risks**

- All staff should be informed about the organisation's code of conduct.
- The code of conduct should include a prohibition on personal relationships between a worker and a child. Giving someone a personal phone number is very personal. It is risky for a child to become over-dependent on one staff member; unintentionally, psychological damage may be caused to a child if the staff member leaves the organisation. Giving out a personal phone number also means that the staff member has a full-time obligation, including nights, holidays and weekends, to support the child. This violates the staff member's personal boundaries and may affect his or her ability to continue working in this field in the long run.

## **Case study 2: Reporting mechanism for concerns/cases and referral**

### **Child protection risks**

- NGO workers have a responsibility to report suspicions and concerns to the organisation's child protection focal point or relevant referral agency, so that possible abuse can be addressed.

## What should be done?

- Provide information to staff regarding the organisation's child protection policy and procedures. The education can be done through staff orientation, a manual, and refresher courses.
- Set up an effective system within the organisation for children to report abuse. One option is a 'duty phone' system, where staff members are available during a designated time to answer such calls. A child will then feel that he or she gets support from organisational staff with whom they are familiar, and staff still have their private time.
- Organisations should have clear guidelines on reporting procedures, which specify to whom staff should report suspicions or cases of abuse, what happens next and what the staff can do (for example, remove the child from that environment or give him or her a strategy to deal with the risk).

## Case Study 3: Professional code of conduct

### Child protection risks

- Humiliating a child is emotionally abusive. Humanitarian workers should set an example for the community and behavior like this is never acceptable.
- Bad behavior might continue if there are no proper disciplinary procedures.

## Case Study 3: Reporting mechanism for concerns/cases and referral

### Child protection risks

- There is a risk if the staff witnesses do not report their concern, or there is no proper internal system for dealing with complaints.

## What should be done?

- Provide information regarding the code of conduct for the staff through staff orientation, information and education materials and refresher courses in child protection.
- Clear guidelines on disciplinary procedures.
- Clear guidelines on reporting procedures.
- Educate children and the community so that they can identify abuses and report suspicions and cases.



## Case study 4: Reporting mechanism for concerns/cases and referral

### Child protection risks

- If the suspicion is proved true, the girl is at risk of being sexually abused more severely or for a longer period of time.
- If the suspicion is proved not true, the principal is wrongly accused. The organisation's reputation may be damaged.

### What should be done?

- In both cases, the confidentiality of the child should be breached because the child's safety is at stake. An internal investigation is required before any external reporting.
- Explain to the child that her complaint must be reported, and why. Explain to her what will happen next.
- Report the suspicion to the child protection focal point and complete a complaint form. The person who initially received the complaint should not conduct the investigation. The principal should be suspended from work or having contact with children until the investigation is complete.
- Follow up with the child. This might include interventions such as counselling, ensuring the child's well-being at school and in her studies, and supporting the child to deal with any legal consequences.
- Remember that the accused person is presumed innocent until evidence shows that the allegation is true. If it is true, the staff member should be removed from the organisation.
- If the allegation is false, the principal needs to be fully exonerated and supported by the organisation to deal with what has happened.
- Investigate the reasons for the false allegation. If the child has lied, she will need to understand why she must apologise to the principal. She will also need counselling (to address the false accusation and to assess whether she has perhaps been abused by someone else).
- If it is found that the child was encouraged to make the accusation by someone outside the organisation, that person should be required to apologise to the principal and the organisation. If the encouragement came from a staff member, the staff member should be removed from the organisation and required to apologise to the principal.

## Case study 5: Access by external visitors and communications issues

### Child protection risks

- Besides the main entrance, there is no way of controlling visitors' access to the community with whom you work.
- There is no way of knowing how the visitors may use the children's information. They may use the information in a way that stigmatises them or exposes them to harm.

### What should be done?

- Block the back road or set up an entrance system by installing a sign for visitors to report to the NGO office before they enter the community.
- Educate children and the community on how to deal with unexpected visits (for example, do not give out personal information to strangers, report to NGO staff if there are suspicious visitors) through trainings and educational materials.

## Case study 6: Policy and procedures

### Child protection risks

- The child protection policy should include prohibition on staff travelling alone with children, particularly at night time.
- Child protection procedures should be made available to all staff in simple language.

### What should be done?

- Always have at least two workers accompanying children or have a child's parent or relative in company.
- No night travel.
- If there is an unexpected situation where a worker must stay overnight with a child, call the manager/child protection focal point and the child's parents to inform them about the situation in advance.

## 2.5 The Grid of Good Practices

The next task is to assess risks within your organisation by prioritising the most likely and severe risks. Organisations need to prioritise their interventions based on the severity and frequency of potential risk. If an organisation has time, it should address all child protection issues, but if time is limited, they should begin with the priority areas.

The focus of organisations may differ depending on the nature of their work and the gaps they identify to be addressed. It is therefore not necessary for an organisation to emphasise equally all six organisational child protection areas noted earlier (in the short term). For example, there may be two scenarios and both are equally severe, but one may be likely to arise more often. The organisation should deal with the problem that may occur more often before addressing the next problem.

For example, an organisation might identify that the risk in recruiting volunteers is a low priority because it does not have volunteer workers. It may regard child sponsorship as a priority because it is the main fundraising activity. It is reasonable then for the organisation to focus on dealing with access by outsiders (sponsors) and the media rather than volunteering. The focus would be different for volunteer-based organisations. It is for organisations to determine their priorities.

If you are a new staff member, you will need to do some research to complete this exercise. If you are a longer-standing staff member, then you can rely on your memory, although it is worth consulting colleagues about your responses in the exercise.

The questions in the Grid of Good Practices seek to identify areas of good practice in your organisation. The focus is on whether good practice is formalised in writing or is simply 'known' by staff.

*Answer yes, no or don't know. Talk with other staff to find out the answer if you do not know it yourself.*

## The Grid of Good Practices

1. Recruitment / Employment / Volunteering		
	(1) Do you have?	(2) Is it in writing?
Job vacancy adverts refer to the organisation's child protection policy and screening process.		
Guidelines for HR staff to identify suspicious behaviours, suspicious activities, gaps in employment history.		
One member of the recruitment panel has been trained or is familiar with issues of child protection.		
Reference checks (by phone, email, fax).		
A job applicant signs a personal declaration that they have no criminal convictions (or provides a police check where available).		
Successful candidate / volunteer signs a statement of commitment to the organisation's child protection policy.		
Personal file contains employee's photo id and contact details are kept up to date.		
A recording system for internal disciplinary processes, investigation and outcomes.		

## 2. Education and Training

	(1) Do you have?	(2) Is it in writing?
Awareness-raising in child protection training as a part of staff orientation (within 3 months of hiring).		
An induction on child protection policies and procedures for staff in clear and simple language (ideally, within 2 weeks of hiring).		
Staff members who know what to do in different circumstances in relation to child protection issues.		
A resource person and/or resource materials always available for staff to refer to if they have questions in relation to child protection.		
An update of training and education materials every 6-12 months.		
An information pack for the general public and visitors about the organisation's child protection policy and procedures.		
Volunteers and part-timers undergo basic training in child protection.		
Orientation given to children on children's rights, how to protect themselves, and where and how to report abuse.		
Orientation given to community members on child abuse and how to report abuse.		
Information on training materials and process shared with other organisations.		

### 3. Professional Code of Conduct

	(1) Do you have?	(2) Is it in writing?
Code of conduct towards children that reflects the Convention on the Rights of the Child as well as organisational ethics (such as no physical/humiliating punishment, no shouting at children, behaviour management, guidance on physical contact etc).		
Organisational disciplinary procedures in case the code of conduct is breached.		
Appropriate adult supervision during children's activities.		
Prohibition of personal relationships between a worker and a child.		
Prohibition of hiring a child as a domestic worker.		
Guidelines on accompanying children (including no travelling alone with children, no travelling at night).		
Requirement for staff to be always responsible for their actions (however a child may behave).		
Guidelines on appropriate behaviour of children towards other children.		

#### 4. Reporting Mechanisms (for Concerns and Cases) and Referral

	(1) Do you have?	(2) Is it in writing?
An organisational culture in which you feel that you can talk openly about child abuse concerns.		
Requirement for staff to report child abuse concerns and cases.		
A focal point to whom staff can report concerns/ and cases.		
Guidelines in dealing with allegations (steps to be taken, standardised reporting form).		
Management flow chart for reporting suspected abuse (who is responsible for what actions).		
Tracking system (folder, book, database etc) to follow up cases (may reveal common trends).		
Arrangements to provide supervision and support to those affected during and following allegations.		
A process for follow-up with a child and family about a complaint.		
Appropriate agencies to which a child protection focal point can pass on information (and up-to-date contact details).		
Other NGOs with which you have proactive working relationship (support network).		

## 5. Access by External Visitors (Donors, Media, Other NGOs) and Communications

	(1) Do you have?	(2) Is it in writing?
Communication with the staff (such as between national and field offices) before visitors arrive at a project site.		
Communication with the community and children before visitors arrive at a project site.		
Briefing session in which the community and children are informed of the purpose(s) of a visit or interview.		
A way(s) to control visitors' movements (fences, specific points of entry, signs).		
Screening of correspondence between a child and outsider (such as a sponsor) to prevent the exchange of home addresses or inappropriate language.		
Guidelines on releasing information, internally and externally (such as disclosure of children's personal information limited to those who need to know), to deal with requests for information from donors or visitors.		
Guidelines on media use of children's information - interviews, photographs, voice or video recordings (such as obtaining a consent form, ensuring children appropriately clothed and accurately portrayed).		



## 6. Policy and Procedures

	(1) Do you have?	(2) Is it in writing?
Child protection policy incorporates all of the above.		
Child protection policy which clearly describes the organisation's understanding and definitions of abuse.		
Child protection policy is applied in culturally sensitive ways but without condoning acts of maltreatment that are universally described as abusive.		
Procedures that reflect the policy.		
Minimum standards in child protection as requirements for partners with whom you work.		
An organisational culture that ensures children are listened to and respected as individuals.		
Management that understand the importance of having a child protection policy.		
A working group for overall responsibility to ensure implementation of a child protection policy.		
Staff members who understand why an organisation should have a child protection policy.		
The intention and commitment to develop your own child protection policy and procedures (if you do not have them yet).		
Other organisation(s) that can provide technical support to set up your own child protection system.		
Planning to have a consultation with children when developing policy and procedures.		

*Are there many areas for which the answer is 'no'?*

It would not be surprising to find gaps which your organisation needs to address. Most organisations have good practices. But if they are not formalised in writing there is a risk that the knowledge and awareness will be lost when people leave the organisation. It is also easy for people to forget or misinterpret things that are not put in writing. Organisations may have good practices, but in emergency and crisis situations the thinking may not be clear. With written documents as a reference, organisational staff can respond in an informed way to minimise risks and avoid making mistakes. For this reason, it is important that organisations *formally* develop their own child protection policies.

*For the section in the grid 'Is it in writing?', address the following questions:*

- If the organisation has a child protection practice in this area in writing, do you have or can you get a copy of the document?
- If the organisation has this practice and it is in writing but the practice needs to be improved, think about what needs to be improved and write it down? Can you discuss your ideas with anyone in the organisation?
- If the organisation has this practice and it is not in writing, how do you know that it is a practice of the organisation? Is it a common practice? How is it implemented? Do all staff know about it? How do they know about it?
- If the organisation has this practice but it is not in writing, can you agree with some colleagues on what the practice is and write it down?
- If the organisation does not have this practice, can you agree with colleagues on what the practice should be, write it down. If you are a senior or long standing staff member you may feel confident to suggest to your management team that what has been written down be considered for formal adoption as an organisational policy. If you are a new staff member or do not feel able to take the issue to senior management, at least pass it on to your line manager to take forward or ask a colleague to do this.

*Consider the points above as you read the following story.*

## The Office Plant

There was a worker in an office who had the most beautiful plant by his desk. He had been taking good care of it until one day the man took a new job and had to leave the office. He left the plant as a gift to his office colleagues, so they too could enjoy its beauty.

But no one in the office knew much about taking care of plants and anyway, they thought they did not have the time to take care of it. No one thought it was their responsibility. Slowly, the leaves of the beautiful plant began to wither and the plant eventually died. The office staff were sad that the beautiful plant was gone.

A policy is like the plant in this story - in order for it to survive, everyone in the organisation has to take care of it from the beginning so that they feel responsibility for its care. You are part of this process.

### Good practice in practice

If you have the time you may wish to take the Grid of Good Practices idea further. It would be good to involve other colleagues in this process. Three more questions to consider for each of the sections of the grid are:

1. Is the good practice shared with staff?
2. Is it put into practice?
3. How can it be improved?

Here is an example of how the grid might be completed.

Recruitment / Employment / Volunteering					
	(1) Do you have?	(2) Is it in writing?	(3) Is it shared with staff?	(4) Is it put into practice?	(5) How can it be improved?
(1) Do you have?	√	x	√	Don't know	Include in human resources manual

In thinking about sharing good practice with staff, consider how the practice or strategy is shared (information brochures, the staff manual, through emails, staff orientation, meetings, and so on.) Do you have the relevant documents to which to refer?

In thinking about putting good practice into practice, consider how you know the strategy is being put into practice? Give an example or scenario and note down how it is dealt with in the organisation. Is there a mechanism in place to monitor the strategy's implementation and whether it is always put into practice? For example, how does the strategy work when a team goes to the field occasionally to monitor a project, or how does it apply in practice when a site manager is monitoring at the field level?

Work through your grid again to address the questions in columns three to five above.

Here are some more questions to consider:

- Do you feel that your organisation involves all its staff in its child protection policies and procedures?
- Are the staff generally committed to and supportive of the organisation's child protection policies and procedures?
- Is there a focal point person for child protection in your organisation?
- Is there a working group on child protection issues? If not, is one needed?
- Is work under way to improve the child protection policies and practices of your organisation? Can you join this group?

## 2.6 Examples of policies and implementation procedures

Finally, you may wish to look at existing examples of child protection policies and procedures from other organisations. These examples cover each of the six areas from the Grid of Good Practices and show how different organisations may have different policies depending on the nature of their work. They can be found in the appendices beginning on page 93.

When you are looking at these examples, ask yourself the following questions:

- What do you think of these policies in comparison with what is in place in your own organisation?
- Are there any elements of the above policies that your organisation should incorporate into its policies?
- Can you discuss this with the person responsible for child protection in your organisation?

## 2.7 Conclusion

The most important factor to consider when organisations develop policies and guidelines is **the best interest of children**. What is best for children must always be considered a priority when an organisation creates child protection standards. It is important that children's rights are respected in accordance with the United Nations Convention on the Rights of the Child and national laws. Basic rights include the right to protection from harm, the right to a safe and appropriate environment, and the right to be listened to and valued.

**Other important factors to remember are:**

**Policy is a harm-minimisation strategy.** Having a policy does not mean that something bad will never happen; rather it shows that organisations are proactive and have put measures in place in advance to try to prevent harm and to deal with it as well as possible if it does occur.

**Responsibility and ownership.** Staff at all levels should be involved in the whole process of developing organisational policy and procedures so that they feel a sense of responsibility and ownership. An organisational policy will be more likely to be recognised and followed if all staff are involved in its creation.

**If all staff in all organisations working with children and communities can do this much, we will be better able to assure the right to protection for all children.**

# Module 2 Self-Assessment

*Reflect on Module 2 and assess your learning.*

*Complete the following statements:*

1. One thing I have learnt is ...
2. The thing about risk management I remember the most is ...
3. The thing about my organisation's child protection systems that is best is ...
4. The thing about my organisation's child protection systems that surprised me the most is ...
5. The value of having organisational policy and procedures is ...
6. One thing I plan to do to improve child protection practice in my organisation is .....

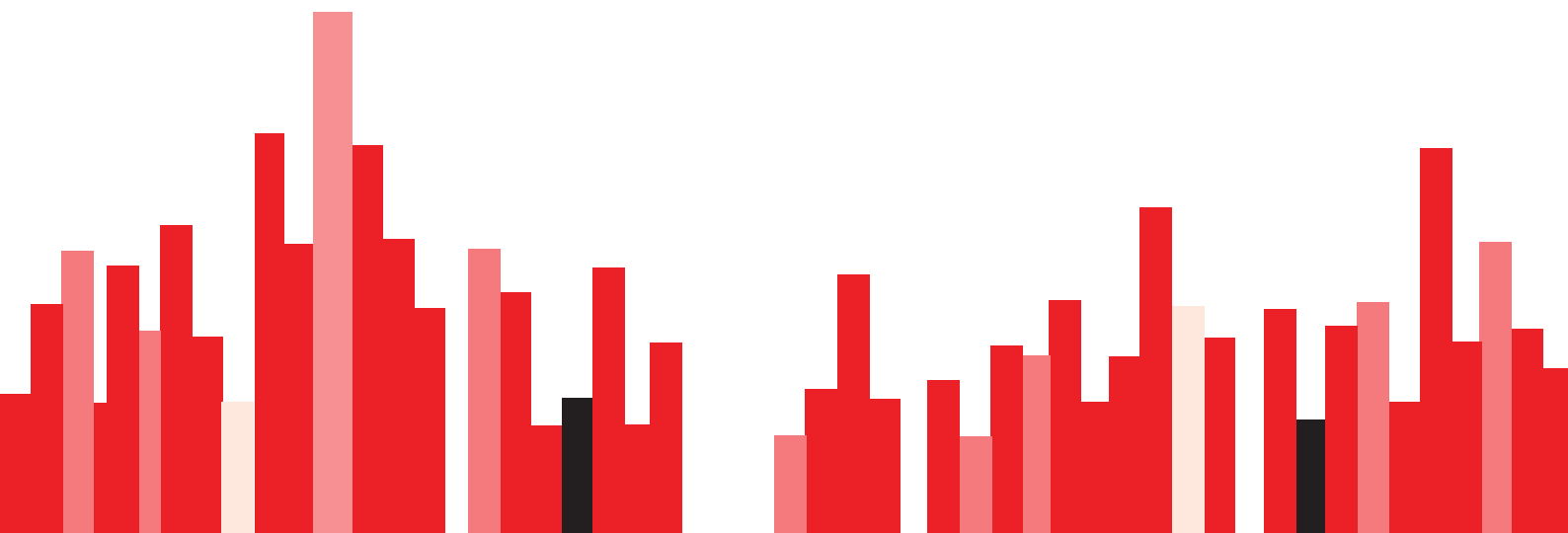
You might like to share these ideas with your supervisor and/or your team





# Appendices:

Example policies and implementation procedures



## APPENDIX 1:

### Sample Policies from International NGOs

*The following are excerpts from the child protection policies of some international non-government organisations (ECPAT International, Plan International, Save the Children, World Vision International and the UN Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises). Note that organisations have different policies depending on the nature of their work.*

#### Area 1: Recruitment / Employment / Volunteering

- [The organisation] must ensure that job specifications / volunteer assignments / terms of reference, etc, clearly outline generic and specific child protection responsibilities.
- Basic screening of applicants for employment includes a written application, personal interviews and reference checks. During the interview process, applicants should be asked about previous work with children.

#### Area 2: Education and Training

- [The organisation believes in awareness-raising providing education for staff, board members and volunteers in the definition of exploitation and abuse and neglect, including indicators of paedophilia (defined as a preference for sexual activity with a child) and sexual abuse in the local context.
- All staff, board/advisory council members and other personnel are required to acknowledge in writing receipt and understanding of [the organisation's] Child Protection Policies and Required Standards. They are to be kept informed of policy changes as they arise.
- All staff, volunteers and other representatives of [the organisation] must be familiar with the policy and be aware of the problem of abuse and the risks to children.
- It is important for all staff and others in contact with children to be aware of situations which may present risks and manage these.
- Managers are accountable for ensuring that all work is risk assessed and steps taken as necessary to minimise risks to children.

- Managers are accountable for ensuring that measures for raising awareness and identifying training needs are put in place, and identified needs are met, e.g. via supervision, Performance Management.
- Programme plans promote the prevention of child abuse, exploitation and neglect by exploring the causes and implementing responses to support family and community responsibility for the well-being of children.
- It is important for all staff and others in contact with children to talk to children about their contact with staff or others and encourage them to raise any concerns.
- It is important for all staff and others in contact with children to empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
- Staff should contribute to an environment where children are able to recognise unacceptable behaviour and feel able to discuss their rights and concerns.
- Children are considered active participants whose hopes and aspirations are respected, whose welfare is of paramount importance. They are involved in programmes designed to protect them through mechanisms that give them a voice and provide them with skills for protecting themselves. However, the responsibility for protection of children lies with adults. Children should not be expected to make adult decisions.
- For effective implementation, a policy needs to be understood accurately by all staff. [The organisation] will conduct a series of briefings for staff members, board members, partners, volunteers, interns, consultants and other representatives. [The organisation] will make all people associated with it aware of the child protection policy through training, induction and briefing.

### Area 3: Professional Code of Conduct

- Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence.
- [The organisation's] personnel need to be aware that they may work with children who, because of the circumstances and abuses they have experienced, may use a relationship to obtain 'special attention'. The adult is always considered responsible even if a child behaves seductively. Adults should avoid being placed in a compromising or vulnerable position.
- [The organisation's] personnel must not fondle, hold, kiss, hug or touch minors in an inappropriate or culturally insensitive way. To avoid misunderstanding, it is recommended that a child be asked for permission before touching or holding hands.
- In general, it is inappropriate to spend excessive time alone with children away from others.
- Where possible and practical, the 'two-adult' rule, wherein two or more adults supervise all activities where minors or children are involved and are present at all times, should be followed. If this is not possible, staff members are encouraged to look for alternatives such as being accompanied by community members on visits to children.
- Staff and others *must* avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, they should never behave physically in a manner which is inappropriate or sexually provocative.
- Staff of [the organisation] must be concerned about perception and appearance in their language, actions and relationships with minors and children.
- Staff should never sleep in the same room or bed as a child with whom they are working.

- Staff should never do things for children of a personal nature that they can do for themselves.
- Staff should never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.
- Staff should never discriminate against, show differential treatment towards, or favour particular children to the exclusion of others.
- [The organisation's] personnel should not hire minors as 'house help' or provide shelter for minors in their homes. Even though providing employment for a minor may be culturally acceptable and provide benefits not otherwise available to the child, the hiring of minors may lead to misunderstandings and is inconsistent with [the organisation's] efforts to ban exploitative child labour.
- Exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- An alleged perpetrator of child abuse will normally be suspended from their normal relationship with [the organisation] during investigation of allegations. [The organisation] will sever all relations with any [organisation] Associate who is proven to have committed child abuse.

#### **Area 4: Reporting Mechanism (for Concern and Cases) & Referral**

- Where a humanitarian worker develops concerns or suspicions regarding abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via established agency reporting mechanisms.
- It is important for all staff and others in contact with children to ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed.
- [The organisation] will ensure that it takes seriously any concerns raised.
- [The organisation] will ensure that it listens to and takes seriously the views and wishes of children.
- [The organisation] will ensure that it supports children, staff or other adults who raise concerns or who are the subject of concerns.

- On being informed of an incident, the national/country director or regional vice-president immediately informs the Partnership Child Protection Coordinator (with a copy to the Partnership Legal Department). The Child Protection Coordinator confidentially monitors and reviews the response and outcome for the purpose of revising and refining child protection measures.
- If you have any suspicions or concerns regarding possible child abuse, or if there is anything with which you feel uncomfortable, you should raise these with your line manager or your main contact within [the organisation]. If this is not possible, seek out a senior manager.
- Managers are accountable for ensuring that procedures are in place for reporting *and responding to* concerns, including clear links to external sources of support where available.
- Staff should raise concerns about any case of suspected abuse in accordance with applicable local procedures.
- The welfare of a child is of prime importance to [the organisation]. If sexual abuse is proven or suspected, every effort is made to assist the child in coping with any trauma or guilt he or she may be experiencing. This may include psychological counselling or another form of assistance deemed necessary and appropriate.
- The employee should be informed that charges have been made against him or her and given an opportunity to respond. Furthermore, as a result of these charges, [the organisation] has an obligation to initiate an internal investigation. The employee is encouraged to participate in the investigation by providing information and the names of witnesses to be interviewed. At the conclusion of the investigation, the employee should be informed of the results of the investigation and what corrective action, if any, will be taken.
- All information concerning the incident and investigation is documented in writing. A copy of the confidential report of the investigation and conclusion should be provided to the Child Protection Coordinator.
- A reporting plan should include a plan for dealing with media inquiries that includes a designated spokesperson.

- If an employee raises a legitimate concern about suspected child abuse, which proves to be unfounded on investigation, no action will be taken against the employee. Any employee who makes false and malicious accusations, however, will face disciplinary action. [The organisation] will take appropriate legal or other action against other [organisation] associates who make false and malicious accusations of child abuse.
- An allegation of child abuse is a serious issue. In following this policy and local procedures, it is essential that all parties maintain confidentiality. Sharing of information, which could identify a child or an alleged perpetrator, should be purely on a 'need to know' basis. Unless abuse has actually been proved to have occurred, one must always refer to 'alleged abuse'.

### **Area 5: Access by External Visitors (Donors, Media, Other NGOs) & Communications**

- A sponsored child's history, picture folders and photographs of children are stored in locked and secure facilities to which a limited number of people have access.
- All sponsor correspondence with a sponsored child is reviewed for inappropriate or suggestive comments, requests or obscenities. In the event of inappropriate correspondence being discovered, [the organisation] reserves the right to decline sponsorship or sever the sponsorship relationship.
- At the time of sponsorship, sponsors should be advised that [the organisation's] policy prohibits unannounced visits. Sponsors should be asked to sign a statement that they have received and understood [the organisation's] visit policy.
- Communities and families participating in sponsorship programmes are advised of [the organisation's] procedures regarding sponsor visits. They are encouraged to report immediately any visit that has not been arranged by [the organisation's] staff or any request from a sponsor that encourages withholding information from [the organisation's] staff or other members of the community.
- A sponsor and his or her sponsored child should not exchange home addresses.
- Visits to sponsored children must be observed. This may require that a sponsor meet with a child in a central location such as an NGO office.
- A staff member must accompany all visitors to project sites.

- Staff must not disclose information that identifies sponsored families or children to unauthorised persons or make it available to the general public without the informed consent of the family and, when appropriate, the child.
- Communications about children should use pictures that are decent and respectful, not presenting them as victims. Children should be adequately clothed and poses that could be interpreted as sexually suggestive should be avoided. Language that implies a relationship of power should also be avoided.
- [The organisation's] websites should not use scanned images of children without formal permission of the [the organisation's] office responsible for the project and the parent(s)/guardian(s) of the child. This permission should be in writing and may be part of the packet of documents signed by the child's parent(s)/guardian(s) when the child joins the sponsorship programme.
- Child personal and physical information that could be used to identify the location of a child within a country should not be used on [the organisation's] websites or in any other form of communication about a child.
- Faxing of information is discouraged unless absolutely necessary. Generally titles on electronic mail messages should be innocuous and flagged as confidential.

### **Area 6: Policy and Procedures**

- [The organisation] believes that the abuse of children is an abuse of their rights as set out in the UN Convention on the Rights of the Child.
- *A child* means every human being below the age of 18 years.
- *Child abuse* means sexual abuse or other physical or mental harm deliberately caused to a child.
- *Sexual exploitation* is any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially, or politically from the sexual exploitation of another.
- Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliation, degradation or exploitation is prohibited. This includes exchange of assistance that is due to beneficiaries.



- The policy recognises that, on occasions, staff and others engaged by [the organisation] or its partners to work with children may pose a risk to children and abuse their position of trust.
- The policy demands the highest standards of professional practice in work with children and describes the values and principles that must underpin our approach to children.
- Managers at all levels have particular responsibilities to support and develop systems which maintain an environment which prevents exploitation and abuse and promotes the implementation of their code of conduct.
- Managers are accountable for ensuring that all staff, partners and relevant others have access to the child protection policy, are aware of its contents and clear about the responsibilities it places on them.
- Managers are accountable for ensuring that an open and responsive management culture is developed so that staff and others are able to discuss the issue of child abuse and be confident of a positive response to any concerns that may arise.
- [The organisation] will ensure that the child protection policy is referenced in all contracts, grant/partnership agreements etc.
- [The organisation] will ensure that child protection systems are subject to periodic monitoring and review and that issues and processes are fully documented so that appropriate action can be taken and lessons from experience drawn together at local and corporate levels.
- [The organisation] also recognises that it has a moral and legal responsibility to ensure that children are protected from exploitation, abuse, violence and neglect from its staff members, board members, partners, volunteers, interns, consultants and other representatives, within and outside the programmes - directly or indirectly.

## APPENDIX 2: Implementation Procedures

The following are examples of child protection policy implementation procedures used by various international non-government organisations (ECPAT International, Plan International, Save the Children, World Vision International and the UN Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises which may offer guidance to other organisations in developing their own implementation strategies). Note that organisations have different strategies depending on the nature of their work.

### Area 1: Recruitment / Employment / Volunteering

#### Example 1: Job advertisement

*This example is provided by Save the Children UK*

Save the Children is an international non-government organisation working to achieve lasting benefits for children. The Save the Children Alliance improves children's lives in 115 countries worldwide. Save the Children is expanding its operations and is seeking the following positions.

#### Thailand Child Protection Project Officer

##### Main Responsibilities

- Advocate for xxxxx
- Assist in xxx
- Contribute to xxx
- Facilitate xxx.

##### Please note, positions require: -

- Thai nationals only
- Degree in a relevant subject
- Excellent interpersonal skills
- Etcetera .....

**Recruitment and selection procedures and checks reflect our commitment to the protection of children from abuse.**

Curriculum vitae and covering letter should be emailed to [scfuk@seapro.or.th](mailto:scfuk@seapro.or.th). Only shortlisted candidates will be notified , Closing date: 18<sup>th</sup> August 2006

Full Job description will be available only to shortlisted candidates.

## Example 2: Job interviews

*This example is provided by ChildHope.*

1. The interview should be seen as an opportunity to assess candidates' suitability in relation to child protection. The Child Protection Officer should remind the interview panel of some basics in relation to child abuse, e.g. that abusers look completely 'normal,' are often very skilled at deception, salesmanship and 'grooming' (of organisations as well as individual children).
2. Therefore, bearing in mind the principles of an equal opportunities interview (i.e. everyone should be asked the same questions without discrimination), the interview panel should pay attention to;
  - Gaps in employment history
  - Frequent changes of employment or address
  - Reasons for leaving employment (especially if this appears sudden)
  - It's also good practice to get clarification on any duties or accomplishments that come across as 'vague' in a CV in relation to work with children
  - Keep an eye out for body language and evasion, contradiction and discrepancies in answers given (although this must be interpreted in context and in a spirit of common sense)
3. It is important in the interview that the issue of child abuse is openly discussed and that the interview panel reinforces that the organisation has a comprehensive child protection policy and procedures in place. Transparency is an important part of abuse prevention: an abuser may decide that there are not enough opportunities to offend in an open and aware culture.
4. Applicants, especially for positions directly involved with child protection issues, should have read the policy already prior to interview (and preferably have signed a commitment to it). The interview panel could use this as an opportunity to see if the candidate has read the policy properly and whether they have understood it. The interview panel can ask them their opinion of it/ask specific questions about it. This reminds the candidate that the organisation takes the policy seriously.
5. Direct and challenging questions encourage self-selection (i.e. candidates withdrawing themselves from the process). The exact questions should be adapted to suit the job description or level of seniority of the position being applied for:

- a. Have you ever worked anywhere where a colleague abused a child? What happened and how was it handled? What did you think of the way it was handled? Would you have handled it differently yourself?
- b. Are you aware of our child protection policy? What do you think of it?
- c. When might it be appropriate and inappropriate to be alone with a child (on, say, a project visit)?
- d. How and when might it be appropriate to comfort a child?
- e. What sort of things might make a photograph of a street child inappropriate for publication in our organisation's annual report? (The interview panel should be looking for things like: inappropriate clothing; if their names have not been changed; the photo taken and used without the child's permission)
- f. If a child was raped because she is not careful and dressed seductively, do you think what happened is partly the child's fault?

6. Warning signs include (but are not limited to):

- Overly smooth presentation or keenness to please
- Poor listening or rapport or communication skills
- Strange or inappropriate questions/statements about children
- Expresses an interest in spending time alone with children/in working with children of a particular age or gender
- Excessive interest in child photography
- Background of regular overseas travel to destinations where child sex tourism is prevalent

7. However it may be none of these. Signs might not be clear. "The skilled paedophile may not be detected by gut feelings or obvious warning signs. They may simulate the very person you had in mind for this job." But don't give up – remain alert: "Remember, listen to your gut reaction but harness it with good practice!"

8. In spite of these questions, the interview should be sure to end on a positive note

Source: Jackson, E. and Wernham, M. 2005. *Child Protection Policies and Procedures Toolkit*. London: ChildHope. pp.144-145.

## Area 2: Education and Training

*This example is provided by World Vision International.*

### Example 3: educating children and communities

The text below appears on posters that are part of World Vision's child protection toolkit which has been used in several temporary shelters in Tsunami-affected areas. The purpose is to ensure that children and communities are aware of their rights and know what to do if staff, volunteers or visitors do not follow the code of conduct. The toolkit also includes 1) A child protection policy (to be acknowledged and signed by all staff, volunteers and visitors) 2) A risk assessment survey (to find out the vulnerabilities of children in communities and 3) text for a signboard, which is intended to assist staff to control the movement of visitors in temporary shelters, and to make it easier to provide visitors with a child protection policy to sign.

#### Information for children

You have a right to

- Be safe
- Be listened to and believed
- Be respected
- Privacy
- Be protected from abuse
- To ask for help

World Vision takes children seriously.

Your safety and happiness are important to us.

We want you to be safe when you are with World Vision staff, in a World Vision building, or taking part in activities with World Vision.

When you receive food, blankets, tents or other things from World Vision and other agencies you should not have to give anything in return.

#### What you can do if you do not feel safe or comfortable

- Say no to taking part in an activity.
- Try not to be on your own with someone who makes you feel uncomfortable.

- Talk to someone you trust- perhaps someone in your family, your teacher, or a member of World Vision's staff. If you want you can talk to \_\_\_\_\_ who is based in \_\_\_\_\_

#### **What we will do if you talk to us about not feeling safe:**

- We will listen to you and take you seriously.
- We will act in your best interests.
- We will do our best to help you to feel safe.

#### **What we will not do:**

- Tell you it is your fault
- Tell lots of people how you feel or what happened

### **Information for Communities**

All staff of World Vision and all volunteers and visitors to your community have agreed to follow a code of behavior. This poster gives you information about this code. It also tells you about your rights and what you can do if you are concerned about any behavior by staff or visitors to yourself, your children, or others.

- World vision staff and visitors are guests of the community. People in the community, including children, must be treated with respect and dignity
- All visitors must be accompanied by World Vision staff at all times
- Visitors must not take pictures of children or play with children without parents' permission
- Staff and volunteers must not be alone with a child without parental consent. Visitors and visitor volunteers must never be alone with children.
- Staff, volunteers and visitors must not have sexual relations with members of the community
- When you receive food, blankets or any other thing from World Vision you do not have to give anything in return
- Children must not be touched or cuddled in a way that makes them or their parents feel uncomfortable
- Touching the sexual areas of children is illegal, and if you see this happening report it immediately
- You have a right to cultural and religious freedom
- No staff member, including teachers in child friendly spaces, may slap or hit a child

## What to do if you are worried about abuse by staff or visitors:

- Try not to be on your own with someone who makes you feel uncomfortable
- Talk to someone you trust – a member of World Vision staff, or the member of another NGO staff, a teacher, or a community leader.

## What World Vision will do to help you:

- We will listen to you and take you seriously
- We will take immediate action to address the problem and then discuss with you what we have done
- We will not tell any other people how you feel or what happened unless you want us to
- We will not tell you it is your fault or that you are wrong

## Example 4: educating children

*This example is provided by the Stairway Foundation*

*It is important to teach children skills so that they are able to recognise and report cases of abuse. The following activities are part of a children's workshop by the Stairway Foundation in the Philippines. In the workshop, children are taught about their rights and how they should be treated by adults. They have learned that they do not have to tolerate behaviors or situations that they are not comfortable with.*

*Note that these are not stand-alone activities; they need to be adapted and put into context of child rights training.*

### **Activity 1: Discussions about Safety/Touching Rules**

The goal is for children to love and respect their body, and to teach them about touching rules

#### ■ **Touching Rule 1**

It is never all right for someone older or more powerful than you to touch your private body parts, or to ask you to touch his/her private body parts, or to take pictures of private body parts (give examples and ask children for examples).

### ■ Touching Rule 2

If someone tries to touch your private body parts or asks you to touch his/her private body parts or wants to take a picture, say "NO!". Run away to someone safe and tell that person what has happened (give examples and ask children for examples).

### ■ Touching Rule 3

It is never the child's fault if she/he is touched on her/his private body parts (give examples and ask children for examples).

### ■ Touching Rule 4

Never keep secrets about breaking a Touching Rule (give examples and ask children for examples).

#### **Training Points:**

- Tell the young people they are all special and every part of the human body is sacred and must be respected.
- Your body belongs only to you and nobody has the right to touch you in a way that you don't like or understand.
- Understanding and respecting your bodies can help you keep yourselves safe.
- You have the right to be protected from all forms of abuse and exploitation.
- You also have the right to express your views and opinions.

#### **Activity 2: Recognising What's Always OK and What's Never OK**

*The goal is for children to learn the Touch Continuum*

#### **You Need:**

- Touch Continuum (SAFE/UNSAFE/CONFUSING TOUCH); index cards with descriptions of a variety of situations involving different examples of touching (one situation per card). Some situations need to depict inappropriate touching; others need to depict appropriate touching; or ambiguous. Incorporate opposite sex and same-sex situations as well as a mixture of children and adults.

#### **How to Do This:**

- Post the Touch Continuum on the board/wall.
- Elicit from the young people examples of the varieties of Safe, Unsafe and Confusing Touch.



- ✎ **Safe Touch** (appropriate touching) - a mother hugging a child
- ✎ **Unsafe Touch** (inappropriate touching) - punching so hard that a bruise is left
- ✎ **Confusing Touch** (ambiguous touching) – an uncle rubs the breasts of his niece.

- Next, give each participant a card (or form groups) and ask each to take turns reading the situations aloud.
- After each is read, ask the group to decide together whether the touching described is always OK, sometimes OK (depending on the circumstances), or never OK.

#### **What to Do Next:**

- Explain that many situations involve a gray area—the behavior may be OK in some circumstances but not in others.

#### **Training Points:**

- Children/young people need to be able to recognize potentially dangerous situations early.
- One way for them to do this is for them to recognize uncomfortable emotions and then act on them. *CHILDREN MUST REPORT ON UNSAFE AND CONFUSING TOUCH.*

### **Activity 3: The Discussion about Passive, Aggressive, Assertive Behaviours**

The goal is for Children to learn the differences between passive, assertive and aggressive behaviour

#### **You Need:**

The definitions of passive, aggressive and assertive behaviour:

**Passive** - when others get their needs met by violating your rights.

**Aggressive** – when your needs are met by violating other’s rights

**Assertive** – when your needs are met and you don’t violate your or others’ rights.

#### **How to Do This:**

- Post the definitions of “passive,” “aggressive,” and “assertive.”
- Tell the group there are different ways of how we respond to situations.
- Discuss each definition, giving specific examples, and ask for examples from the group.

- Demonstrate the definitions through role playing by the group.
- Have the young people form small groups of 3-4 and discuss/practice which behaviour they will role play, or you can give assignments to each group.
- Have each group role play their behaviour in front of the others. The others should try and guess what kind of behaviour is being acted out.

### What to Do Next:

- After each role playing, ask the group to share whether they thought the person who wanted something or tried to protect herself used passive, aggressive, or assertive behaviour. If time permits, repeat the role playing that illustrated passive/aggressive behaviour; however, this time, use an assertive approach instead.

### Sample Role-Playing

- A younger child is playing basketball with his friends. An older child comes and takes the basketball away from him and pushes him on the ground.
- One teenager sees a second teenager bothering his girlfriend and approaches him about it.
- A child has repeatedly asked a math teacher for some extra help; the teacher always promises to get back to the child but never does.

### Training Points

- When you want to be assertive, you say
  - “I think” (state what the facts are)
  - “I feel” (state how the facts affect you emotionally)
  - “I want” (ask for a change)
- An assertive statement deals with one thing at a time and is specific and focused.
- Being assertive to an offender or a potential offender can prevent an abuse from happening.

## **Activity 4: Practicing Ways of Responding to Abusive Situations (“What If”)**

The goal is for children to practice ways of responding to abusive behaviours

### **How to Do This:**

- Practice “What If” with the group, with specific examples for touch and assertiveness.
  - What if at school your teacher asks you to stay after class and says that you are special and should get special grades, and puts his/her arms around you too tightly and says he/she wants to be your special, secret friend. (Responses could include: no; push away and run out of the room; say you will tell your parents... always with conviction, eye contact, and body language.)
  - What if your uncle gave you a kiss on the mouth and told you not to tell anyone?

### **What to Do Next:**

- Tell the group that if someone attempts to approach or abuse you, you can do the following things:
  - Get away.
  - Yell “Fire!”
  - Say no.
  - Tell the person you will tell.
  - Find an adult immediately and ask for help; if the first adult does not respond, find another.
  - Pay attention to how the person looks in case you are asked questions later.

### **Your Training Points:**

- Learning assertiveness helps you to stand up for your rights without violating your rights or the rights of others.
- If someone attempts to approach or abuse you, remember to say “No.” Run and tell a trusted adult.
- The more knowledge and practice with personal safety, the better prepared you are to cope with potential problems—especially abuse.

Source: Stairway Foundation. ‘Animation for the Prevention of Child Sexual Abuse’. Oriental Mindoro, Philippines: Stairway Foundation Inc. (Unpublished training manual.)

## Area 3: Professional Code of Conduct

### Example 5: codes of conduct

*This example is provided by Save the Children UK, where all new staff are requested to sign a code of conduct. The following is a condensed version of the code of conduct.*

#### Staff Code of Conduct - what does it mean for me?

As an employee or representative of Save the Children, **I will** promote its values and principles and protect its reputation by

- respecting the basic rights of others by acting fairly, honestly and tactfully, and by treating people with dignity and respect, and respecting the national law and local culture, traditions, customs and practices that are in line with UN conventions
- working actively to protect children by complying with Save the Children's child protection policy and procedures
- maintaining high standards of personal and professional conduct
- protecting the safety and well-being of myself and others
- protecting the organisation's assets and resources
- reporting any matter that breaks the standards contained in this Code of Conduct

Maintaining high standards of personal and professional conduct means I will not behave in a way that breaches the code of conduct, undermines my ability to do my job or is likely to bring Save the Children into disrepute.

For example, **I will not**

- engage in sexual relations with anyone under the age of 18, or abuse or exploit a child in any way
- exchange money, employment, goods or services for sexual favours
- drink alcohol or use any other substances in a way that adversely affects my ability to do my job or affects the reputation of the organisation
- be in possession of, nor profit from the sale of, illegal goods or substances
- accept bribes or significant gifts (except small tokens of appreciation) from governments, beneficiaries, donors, suppliers or others, which have been offered as a result of my employment
- undertake business for the supply of goods or services to Save the Children with family, friends or personal contacts or use Save the Children assets for personal benefit
- behave in a way which threatens the security of myself or others
- use the organisation's computer or other equipment to view, download, create or distribute inappropriate material, such as pornography.

## Area 4: Reporting Mechanism (for Concern and Cases) & Referral

### Example 6: reporting mechanisms

*This example is provided by ECPAT International.*

REPORTING FORM FOR SEXUAL OFFENCES AGAINST CHILDREN	
<p><b>Name and Details of Child</b> (including identity papers and numbers):</p>	<p>Name of person and organisation completing report form &amp; who spoke with the child about the incidence:</p> <p>Date of Report:</p> <p>Case Number:</p>
<p>Where does the child stay, and who is responsible for them?</p> <p>Is this safe? (If not, alternative living arrangements need to be organised.)</p>	<p>Who is the abuser/abusers? (Record as much information as possible – where names are not known include descriptions.)</p>
<p>What happened?</p>	

## REPORTING FORM FOR SEXUAL OFFENCES AGAINST CHILDREN

What were the circumstances? (i.e. place time etc).

Who else was there?

**Who else knows about the incident?** (Full details, including names and other agencies involved.

**What would the child like to happen next?**

**What services does the child need?** (such as medical and support) who should provide these?

**Who will follow up the case, and what is the timescale?**

**What action needs to be taken?** (Specify by who and when.)

**REPORTING FORM CONTINUED**

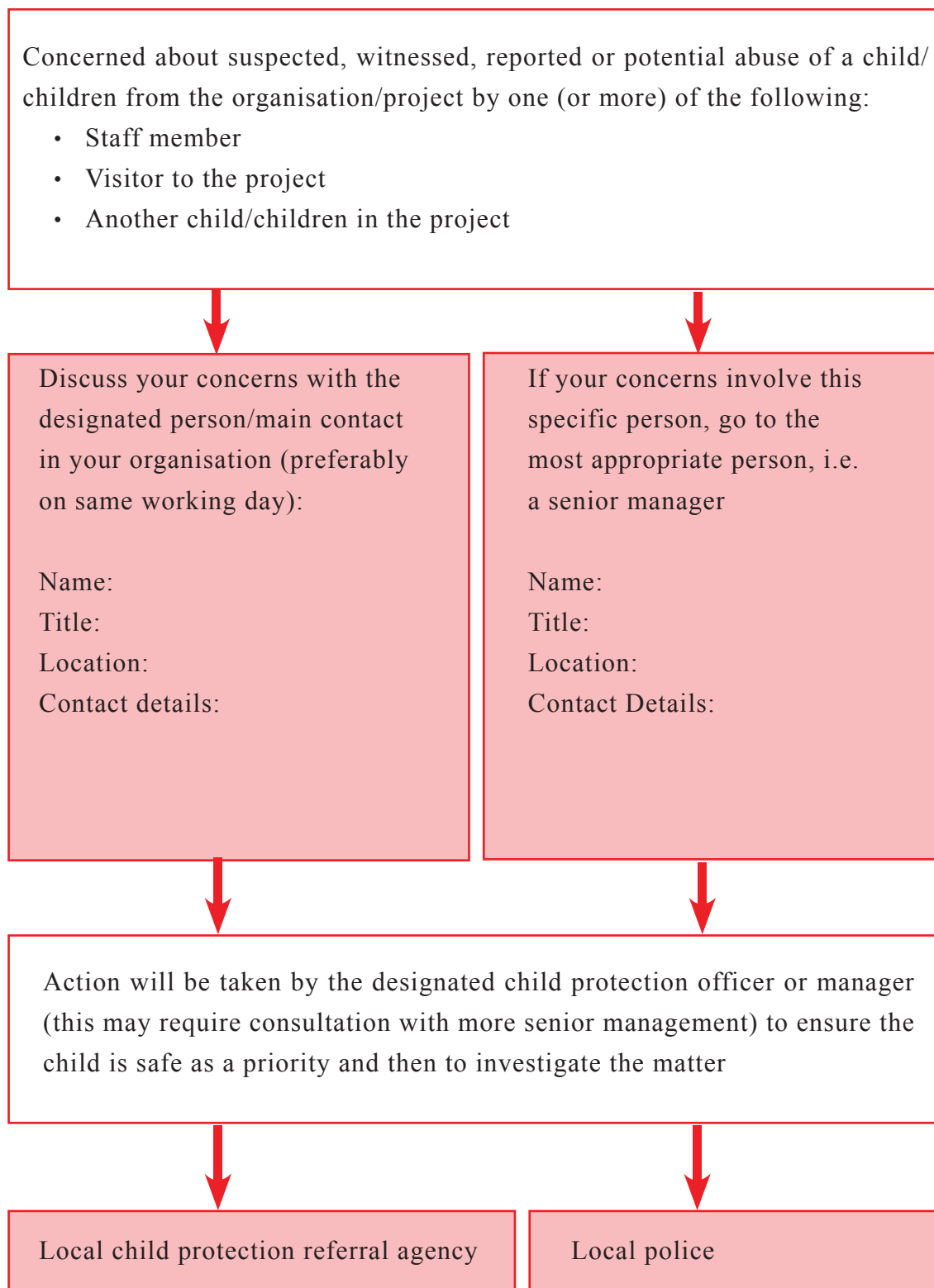
Case Number:

Record of Follow Up, Subsequent Action and Information:

<b>Date:</b>	<b>Action/Information</b>	<b>Record made by:</b>

## Example 7: reporting mechanisms

*This example provided by ChildHope outlines a reporting process for a small organization (or an organization that does not normally deal with community cases.)*



Source: ChildHope. 2005. Child Protection Policies and Procedures Toolkit.















## Area 5: Access by External Visitors (Donors, Media, Other NGOs) & Communications







### Example 8: children's consent form

*This example is provided by Save the Children UK*

#### Informed consent form For child interviewee under 12 years of age

My name is \_\_\_\_\_.

There is a visitor/ visitors from Save the Children to talk with me, I feel	 	to talk with them.
They will ask me about my life and my ideas, I feel	 	to tell them about things.
They will spend as much as two to three hours talking with me, I feel	 	to spend time talking with them.
If it is too long for me, I might ask to go playing with friends or have a rest. I feel	 	that I can take a break.
They will record my conversation on a tape recorder and cameras, I feel	 	to have my face on books and television.
But if I do not want others to know my name, I can say do not tell my name. I feel	 	that my name can be hidden.

They will also talk with my parents/guardian, teachers and friends, I feel	 	about that.
They said they already asked permission from my parents/guardian to talk with me, I feel	 	that they have done that.
They promise to let me have copies of any book and film that has my face on, I feel	 	about that.

This is my signature: \_\_\_\_\_

Date:

Place:

## Example 9: use of photographs

*This example is provided by ECPAT International*

No photograph or image of an identifiable child may be used in any ECPAT International publication to illustrate any aspect of the commercial sexual exploitation of children. Nor may an image of an identifiable child be used in any ECPAT International publication if it might reasonably lead the viewer to believe that the child is a victim of commercial sexual exploitation. This prohibition stands regardless of consent given by either the child, any adult legally responsible for their care, or any agency which may own the photograph.

The only exception is when the child in the image, having reached the age of 18, gives fully informed consent for himself or herself to be identified as a victim of commercial sexual exploitation in an ECPAT publication. A mechanism must be in place for that individual to withdraw consent at any time, and for the image to be removed as soon as possible from publication.

The purpose of this policy is to protect the privacy and reputation of child victims of commercial sexual exploitation and to prevent any additional harm to them through the publication of their image. It also seeks to protect other children from being wrongly perceived as victims of commercial sexual exploitation.

In this context, an identifiable child is a child whose identity is likely to be revealed by showing all or part of their face or their body, or particular surroundings. A publication may include any materials stored or transmitted in hard-copy, film, electronic or digital formats. Informed consent means the individual understands the circumstances in which the image will be used and any possible repercussions from its publication or distribution or circulation.

In ECPAT International publications where the images are clearly not portraying aspects of commercial sexual exploitation (for example, child and youth participation activities, non-formal education projects), the image of an identifiable child may be used if fully informed consent has been obtained from both the child and their parent or legal guardian. When informed consent of both the child and parent/legal guardian has not been obtained, for whatever reason, the photograph may not be used in any way that identifies the child.

## CHILD SEX ABUSE IMAGES

ECPAT opposes the use of child pornography for educational purposes as an unnecessary violation of the child victim's privacy.

On certain occasions, law enforcement agencies may deem it essential to release to the public photographs of child victims of pornography also known as child abuse images to enable the immediate location and rescue of the child. ECPAT believes such public release should occur only when the law enforcement agency has good reason to believe the immediate danger to the child is greater than any danger posed by publication. In such cases, the image released should not be a child sex abuse image, the safety of the child should be paramount, and law enforcement agencies should make every effort to consult other professionals on the best interests of the child before releasing any such image.

It is against ECPAT policy for its staff or members to be in possession of child pornography, unless this is done with the specific permission and cooperation of the local police and in a strictly controlled environment such as a hotline or a similar monitoring, reporting or tracking operation which also involves law enforcement.

## Example 10: use of photographs

*This example is an extract from the policy provided by Save the Children UK*

### Every picture tells a story

The power of photographs is indisputable. They play a vital role in illustrating who we are, our values and our work with children.

The images we use should show the situations children are living in, the circumstances that make them vulnerable, and the work we are doing to help bring about real and lasting change in their lives.

Our use of images should be consistent and an accurate reflection of both our work and brand, and should avoid damaging stereotypes and clichés.

So that our audiences can get a sense of what life is like for the children we work with, photographs should give the impression that there is no camera present, and should avoid looking staged.

It is the responsibility of everyone using or taking photographs for Save the Children to exercise some judgement within the framework of these guidelines. Contact the Picture Editor [pictureeditor@savethechildren.org.uk](mailto:pictureeditor@savethechildren.org.uk) for additional support.

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**I. Vulnerability and dignity. We work with some of the world's most vulnerable children. We need to show this vulnerability, without robbing children of their dignity.**



**Do not** show children as helpless victims – eg, closely cropped pictures of children with sad eyes looking up to the camera. We should be truthful not sentimental.



**Do** show the circumstances that make children vulnerable. Show them as active and resourceful when they are able to be. Where relevant, include families, parents or carers.

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## 2. Reality and context. Our images should show the reality of children's lives, and the environments in which they live.



**Do not** use pictures where the child could be anywhere in the world, in any situation. Avoid pictures where the child is posing, or smiling at the camera.



**Do** use images that tell a story and that the audience can engage with. Show the circumstances and environments in which children and their families live. Show children getting on with their lives rather than engaging with the camera.



**Do not** use stylised photography that accentuates angles and distorts perspective (eg, looking up to or down on the child).



**Do** use pictures that have a "fly on the wall" style, taken at the level of the child or children, and where they appear to be unaware of the camera.



**Do not** use black and white photography, as it does not show the world as we see it – in colour.



**Do** use colour photography – it is more realistic.

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Remember to always make sure that the images you use have been taken with the child's (if old enough) and their carer's consent.

Consent forms are available for UK commissions (this is a legal requirement). For overseas and UK photography, you can also use our information booklet *Your Story is Important* and copies of our magazines or other publications to help you explain to people why we would like to photograph them.

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### 3. Inclusive. Communicating our work in a non-discriminatory way that promotes equal opportunities.



**Do not** show children from a single ethnic group in situations where Save the Children is working with diverse communities or in a range of countries.



**Do** represent the diverse cultural backgrounds of the children we work with, particularly when you are producing generic material and in material that depicts our work in multi-ethnic societies.



**Do not** use photographs of girls and boys in stereotypical roles unless you are making a point about discrimination or it reflects the reality of their lives.



**Do** show both girls and boys taking part in activities – eg, in education or as participants in children's groups. Ensure there is a good balance of girls and boys when you are using a number of images.



**Do not** show children with disabilities as passive and isolated from their communities, unless you are making a point about this situation.



**Do** promote positive attitudes towards disability by showing children with disabilities going about their everyday lives as members of their communities.

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When you are commissioning photography, always make sure:

- the Picture Editor briefs the photographer or provides you with guidance – there are legal, organisational and ethical obligations to consider
- any collections you have are sent to the Picture Editor for editing for general use and inclusion in our photo library.

## Area 6: Policy and Procedures

### Example 11: agreements with partners

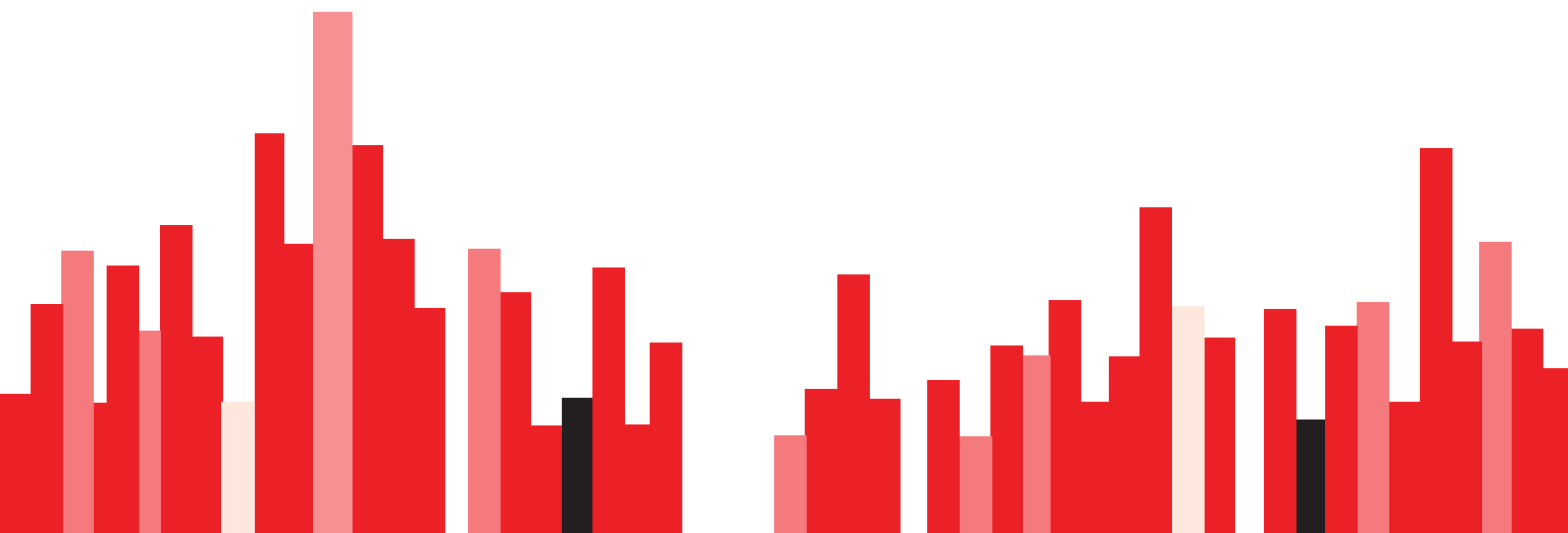
*This example provided by Save the Children UK, is a simple statement taken from a funding agreement with a partner.*

#### Child Protection Policy Agreement

(organization) acknowledges that it has received a copy of and has read SC UK's Child Protection Policy (CPP). It is an absolute requirement of SC UK and a condition of this agreement that no person or body who/which carries out work on SC UK's behalf pursuant to this agreement is or has been or becomes in any way involved in or associated with the abuse or exploitation of children as described in the CPP. (organization) agrees to share the CPP with all its staff and workers and instruct them to observe and apply the policy strictly in all of their dealings with children. If it becomes known that (organization) staff has become involved in the maltreatment of children as described in the SC UK CPP, then this would constitute a breach of the terms of this agreement and result in SC UK being entitled to summarily to terminate the agreement.



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



ECPAT International is a network of organisations in more than 75 countries working towards eradicating all forms of sexual exploitation of children

supported by unicef

