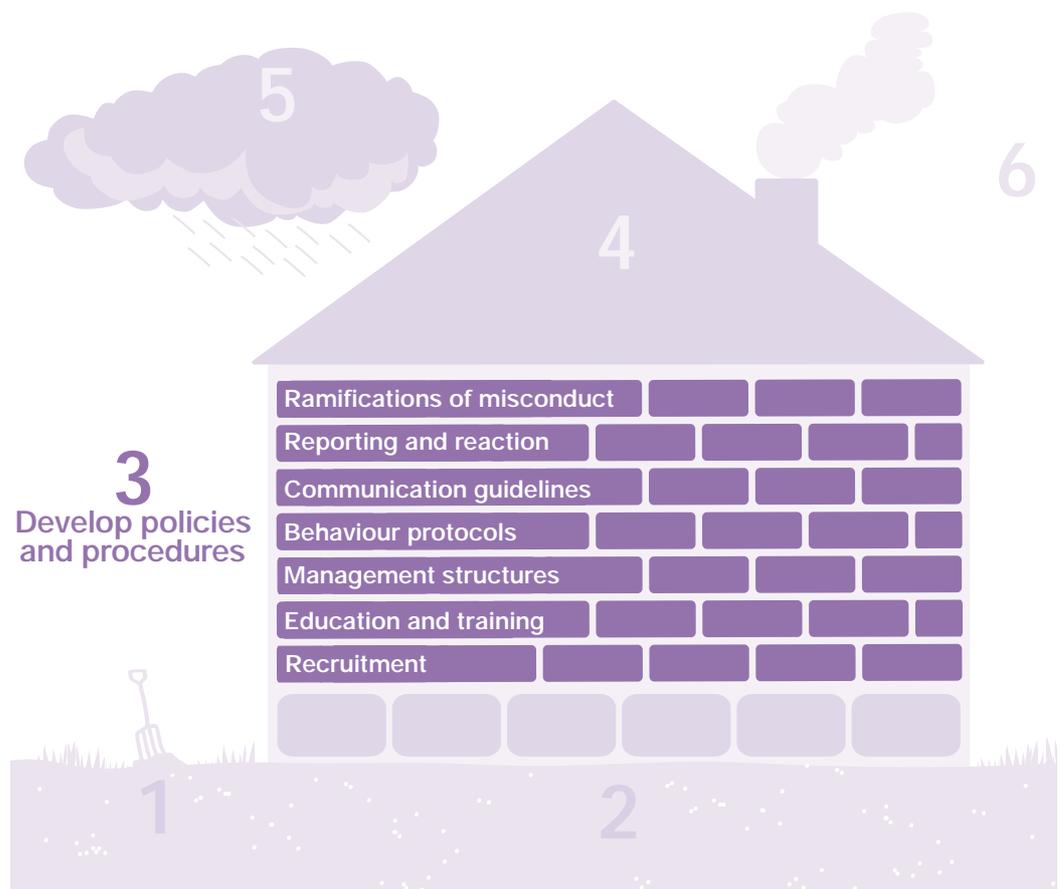


STAGE 3 DEVELOPING A CHILD PROTECTION POLICY AND PROCEDURES

Overview

Stage 3 builds on the 6 foundation stones outlined in Stage 2. It takes a step by step approach towards developing child protection policies and procedures. In order to follow this module, users of the toolkit / participants in the training should already understand what child protection is, what a child protection policy is, and the importance of having child protection policies and procedures in place (as covered in Stage 1) and the importance of the underlying principles necessary to develop effective and practical child protection policies and procedures (as outlined in Stage 2).



Stage 3 - Developing a Child Protection Policy and Procedures

This module is divided into the following 4 sections:

- 3.1) Introducing the 7 elements of a child protection policy and procedures
- 3.2) The 7 elements of a child protection policy and procedures in detail
- 3.3) How to decide on which elements to include in a child protection policy and procedures
- 3.4) What does your organisation currently have in place?

Objectives

Upon completion of this section you will be able to:

- 1) Identify the elements which make up a child protection policy and procedures and understand why each of them is important
- 2) Identify the stakeholders who should be involved in the design and development of the policy as well as in its implementation, monitoring and evaluation
- 3) To practice facilitating participatory discussions and managing consensus about child protection within your own organisation amongst different stakeholders
- 4) Identify which elements of a child protection policy should be 'essential' to your policy and which should be 'desirable'
- 5) Identify the extent to which the elements that you consider essential to child protection, and the elements you consider desirable are already in place in your organisation in order to identify gaps: which elements are documented in a written policy and which are being implemented in practice.

Additional materials

Additional materials are available to support the information provided in the main text for additional handouts:

APPENDICES

- Core child protection principles and values - **Appendix 24**
- Participation of children in developing, implementing and monitoring child protection policies and procedures - **Appendix 2**
- Child protection for disabled children - **Appendix 20**
- Participatory facilitation - **Appendix 8**
- Examples of Behaviour guidelines - **Appendix 4**
- Examples of guidelines on communications about children - **Appendix 7**
- Guidelines on recruitment - **Appendix 9**
- Statement of commitment - **Appendix 17**

POWERPOINTS

- For facilitators (on CD-Rom) if the toolkit is to be used in a training context



3.1 Introducing the 7 elements of a child protection policy and procedures

Section Objectives

Upon completion of this section you will be able to:

- 1) Identify the elements which make up a child protection policy and procedures and understand why each of them is important.

INTRODUCTION TO THE ELEMENTS OF A CHILD PROTECTION POLICY:

Now that the 6 foundation stones of the child-safe organisation are in place and it is clear that they must be mainstreamed across the process as a whole, we need to build up the walls of the building by developing policies and procedures. Based on research of a number of child protection policies from a range of organisations, we have divided the contents of a child protection policy into the 7 areas shown below. For each of these areas we have suggested a checklist of elements to include in your child protection policies which are listed in **Table 1**, below. Some of these standards can be considered **essential** while others may be only **desirable**. In **Exercise 10** you will facilitate a consensus on which of these are essential and which are desirable in the context of your own organisation.¹⁶

1) PERSONNEL RECRUITMENT

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

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

2) EDUCATION AND TRAINING

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

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

3) MANAGEMENT STRUCTURE

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

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

4) BEHAVIOUR PROTOCOLS

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

WHY To clarify what constitutes appropriate and inappropriate behaviour towards children and to ensure that all personnel understand and abide by behaviours which create a 'child safe environment' that respects children's physical and mental integrity / space / privacy.

Behaviour guidelines also allow children to know what behaviour to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable.

To avoid potential misunderstandings which may lead to false allegations of child abuse.

¹⁶ For checklists of broader elements that make up child protection implementation see *Setting the Standard: A Common Approach to Child Protection for International NGOs*, www.peopleinaid.org.

5) COMMUNICATION GUIDELINES

WHAT There should be a set of guidelines to control confidential information regarding children and to prevent the presentation of degrading images of children through the organisation's publications and website.

WHY To clarify what constitutes appropriate and inappropriate use of written, visual and verbal information relating to children and to ensure that all personnel understand the importance of protecting and respecting children's dignity and privacy and which safeguards them from being identified by those who may wish to harm them.

Communication guidelines also allow children to know what rights they have regarding the use of information that relates to them, to introduce them to the concept of 'informed consent' regarding such information and when to speak out if they feel uncomfortable.

6) REPORTING AND REACTION PROTOCOLS

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

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

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

7) RAMIFICATIONS OF MISCONDUCT

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

WHY To signal that the organisation takes child protection seriously.

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

FACILITATORS' TIPS FOR STAGE 3, SECTION 3.1

Present Section 3.1 in the form of a powerpoint or using other methods (see powerpoint 8 on the CD-Rom).

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of section 3.1

1

2

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3.2 The 7 elements of a child protection policy and procedures

Section Objectives

Upon completion of this section you will be able to:

- 1) Familiarise yourself with and understand the elements which make up a child protection policy and procedures in more detail.

TABLE 1

Guide to possible detailed elements that make up each of the 7 areas with an explanation of their purpose. [Please note that these elements are deliberately not in any particular order of importance].

1. PERSONNEL RECRUITMENT

| ELEMENTS | PURPOSE |
|--|---|
| Police check for information of previous convictions or investigations relating to child protection | To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying. |
| Minimum of 2 references (not family, more than 2 years relationship with candidate): check that the two referees are genuine as well as asking them to provide a reference | To ensure that staff are suitable for the specific position they are applying for in terms of character and skills. This is especially important in situations where police checks are not available. |
| Commitment to child protection policy must be a condition of employment | To signal the importance of child protection within the organisation and to hold personnel accountable to upholding standards. |
| Candidate specification included with job description | To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills. |
| Successful candidate must sign personal declaration of criminal convictions | To ensure that you are not employing a convicted child abuser to work with vulnerable children and to deter convicted child abusers from applying. This is especially important in situations where police checks are not available. |
| Standardised interview process | To ensure that you recruit the best person for the job (above and beyond child protection issues) by assessing applicants according to pre-determined specific essential and desirable skills. To ensure that every recruitment opportunity is used to explore candidates' suitability for a post in relation to child protection issues. To ensure that all candidates are judged on the basis of equal opportunity. |
| Attentiveness to suspicious gaps in employment history & use of references to clarify concern | To find out whether there have been previous child protection concerns relating to when the candidate was working for other organisations and whether this might have led to dismissal or frequent changes in jobs; to explore whether periods of absence from employment may be due to (e.g.) time in custody, and suspicious activity. |
| One member of the recruitment panel has undergone training / is familiar with issues of child protection | So that at least one person has specialist knowledge of child protection-related questions to ask and warning signs to look out for so that maximum use is made of a job interview to implement child protection safeguards. |
| Advertisements for job vacancies make reference to the child protection policy and screening | To deter child abusers from applying and to communicate your organisation's seriousness and transparency about child protection issues. |

(continued)

| | |
|--|--|
| Candidates who wish to become trustees and volunteers of the organisation are equally bound to sign a statement of commitment to the organisation's child protection policy and undergo training on child protection | To ensure comprehensive protection for children from all personnel who have direct or indirect contact with children through the organisation (not just paid employees). |
|--|--|

2. EDUCATION & TRAINING

| ELEMENTS | PURPOSE |
|---|--|
| Induction process for all representatives, including child protection policy principles and procedures, learning about, recognising and responding to child abuse | Having a 'child-safe' organisation depends on all personnel associated with the organisation fully understanding the child protection policy and procedures, knowing exactly what to do as part of their ongoing work and also in case of an incident, knowing where to get further advice and support. Personnel must feel confident and comfortable in discussing child protection issues. |
| Organisational atmosphere encourages opportunities to question and learn about child protection issues | To overcome taboos related to discussing child abuse in order to create an open and aware culture where secrecy is not allowed to prevail and learning is maximised. |
| Training on behaviour guidelines available for those with direct contact with children | To make sure that guidelines are understood and implemented in practice, giving personnel the opportunity to discuss and work through challenges and to have clear guidance where circumstances may be less clear-cut. |
| Orientation given to children themselves on all relevant aspects of the organisation's child protection policy and procedures | To ensure that children know how to protect themselves, what behaviour to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when and to how to speak out if they feel uncomfortable. To open up opportunities for children to input into ongoing implementation and review of child protection policy and procedures. |
| New representatives to receive child protection training as soon as possible (within 3 months at latest) | See induction process above. Training schedules for personnel / timelines and deadlines are important so that child protection remains a priority and does not become sidelined by other issues. |
| Existing representatives to receive child protection training within designated period of the child protection policy coming into force (3 months) | See above. |
| Training should be flexible and accessible for part-timers and volunteers | To respond to the different needs of different personnel. |
| Training available on acceptable and unacceptable sharing of information on children | To respect children's right to privacy and confidentiality, and to protect children from those who may use information about them to cause them harm. |
| Emotional / counselling support available for individuals (including children) participating in training / orientation in the case of an emotional reaction to the topics | To support personnel and children to cope with possible emotional effects of discussing issues around child protection, and that there is someone they can speak to if such discussions raise painful issues in relation to their own past. |
| Constant re-evaluation and updating of training and education | To ensure that information being given is as up-to-date as possible and that personnel find it relevant to their work; that every opportunity is taken to maximise the quality, effectiveness and impact of training and education. |

3. MANAGEMENT STRUCTURE

| ELEMENTS | PURPOSE |
|--|---|
| Open lines of communication; atmosphere of support and encouragement for reporting; positive environment for giving and receiving feedback | Creating a 'child-safe' organisation depends on having clear structures and an open and aware culture in place to ensure that all personnel and children feel confident and comfortable speaking out and implementing child protection safeguards. |
| Designated person to implement the child protection policy | Officially assigning responsibility for child protection issues to one person as part of their job description ensures that child protection is prioritised within the organisation and that it doesn't fall through the gaps. |
| Role of designated child protection person is clearly defined | To ensure that everyone in the organisation is clear about the extent of the roles and responsibilities of the designated person, so that expectations on all sides are clear and that deliverables are monitored. |
| Ongoing supervision, monitoring and support for all personnel | To ensure that child protection policies and procedures are understood and being implemented and that any problems or queries are dealt with as soon as they arise. |
| Child protection issues are included in regular, formal staff evaluations / appraisals | <p>To provide a two-way forum for discussing areas of concern regarding the individual's part in implementing the organisation's child protection policy and procedures.</p> <p>To assess existing knowledge and to identify further training needs on an individual basis.</p> <p>To provide an opportunity for personnel to input into suggestions for improvement and to feed into overall organisational monitoring of the child protection policy.</p> |
| Management should reflect core principles and values, uphold professional approach and demonstrate awareness of abuse | Having a 'child-safe' organisation depends on strong and proactive support for child protection issues from management at all levels. Management should demonstrate leadership in this area and act as role models. |
| Disclosure of personal information on children limited to those who need to know | To ensure that there is a system in place for information storage and sharing (both hard copy and electronic) - that does not solely rely on individual practice - that ensures respect for children's right to privacy and confidentiality, and that protects children from those who may use information about them to cause them harm. |
| Trustees' / Executive Body overall responsibility / oversight to ensure implementation | To ensure that management take the issue of child protection seriously and that there is a collective body with which to share responsibility for child protection implementation / that ultimate responsibility for implementing child protection issues does not just rest with one individual (i.e. Director). |
| Incorporate child protection into regular internal and external programme and organisational evaluations / assessments | Internal assessment monitors the progress of child protection policy implementation against targets agreed. External assessment promotes and ensures objectivity and transparency (which in itself encourages an open and aware culture to prevent abuse) and provides a different / fresh perspective / recommendations for improvement on child protection policies and procedures. |

4. BEHAVIOUR PROTOCOLS

| ELEMENTS | PURPOSE |
|--|---|
| Code of Conduct developed as appropriate to the organisation that includes guidelines on appropriate behaviour of personnel towards children. The Code of Conduct should include a statement which encourages personnel to interpret the Code in a spirit of transparency and common sense, with the best interests of the child as the primary consideration. | To clarify what constitutes appropriate and inappropriate behaviour towards children. To ensure that all personnel understand and abide by behaviours which create a 'child safe environment' that respects children's physical and mental integrity / space / privacy. Behaviour guidelines also allow children to know what behaviour to expect from personnel and from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable. To avoid potential misunderstandings which may lead to false allegations of child abuse. |
| Code of Conduct developed in collaboration with children that includes guidelines on appropriate behaviour of children towards other children. | To ensure that children know what behaviour to expect from each other, to know the difference between 'good touch' and 'bad touch' and when to speak out if they feel uncomfortable. |
| Display the Codes prominently / make them easily accessible for all organisation representatives and children. | To act as a constant reminder and to be a point of easy reference in times of doubt and emergency. |
| Representatives to promote copies of the Code in all situations where the organisation is responsible for bringing children into contact with adults. | To ensure that children's best interests remain safeguarded even beyond the scope of the immediate project environment: e.g. when children participate in workshops and conferences with adults present, when they travel to events and when they receive visitors from donor organisations / other NGOs etc. |

5. COMMUNICATIONS ABOUT CHILDREN

| ELEMENTS | PURPOSE |
|---|---|
| <p>Communication Guidelines developed including the essentials and as many desirables as possible:</p> <ul style="list-style-type: none"> Acquire permission of child / guardian / responsible NGO to use images for publicity / fundraising / awareness (informed consent) as much as possible Let people give their own accounts as much as possible rather than others speaking on their behalf; highlight ability of people to take responsibility and action for themselves Accurate and balanced portrayal of children, with emphasis on dignity and as much reference as possible to their social, cultural and economic environment Balanced portrayal even in cases of 'victimhood' (recommended use of 'before' and 'after' images / stories) Accurate representation of children: avoid manipulation or sensationalising text and images; emphasis on dignity Establish system of signed consent for use of organisation's visual materials by outside individuals / organisations with ramifications for misconduct Avoid: degrading, victimising or shaming language and images; making inaccurate generalisations; discrimination of any kind; taking pictures out of context (try to provide informative caption) Children must be appropriately clothed in images and not in sexually provocative poses No personal and physical information to identify location of a child that could put them at risk, to be put on website or in communications Always ask permission before taking photos of children except in exceptional circumstances | <p>To clarify what constitutes appropriate and inappropriate use of communications (images, stories, case studies, personal information) in relation to children.</p> <p>To ensure that all personnel understand and abide by guidelines which create a 'child safe environment' that respects children's physical and mental integrity, privacy and dignity and that protects children from those who may use information about them to cause them harm.</p> <p>To promote a culture that portrays children accurately, emphasising their role as actors in their own development and that of their peers and communities whilst also acknowledging their vulnerability.</p> |

6. REPORTING & REACTION PROTOCOL

| ELEMENTS | PURPOSE |
|--|---|
| <p>Guiding principle of the best interests of the child</p> | <p>To act as a constant reminder in situations where difficult decisions need to be made, especially in countries where there are limited infrastructures in place, that the reporting and reaction protocols remain child-focused and child-centred at all times, above and beyond the demands of bureaucracy. E.g.</p> <p>1) If a child reports an incident of abuse by a staff member, is it in the best interests of the child to report the matter immediately, even if the designated child protection contact is not available, or to wait until that person returns?</p> <p>2) If a child reports abuse by a visitor to the project, is it in the best interests of the child to report the incident to the police / authorities?</p> |
| <p>Standardised process clearly outlined and made available to all representatives and children to include reporting and storing information</p> <ul style="list-style-type: none"> • Develop and make available a standardised reporting form • Relevant contact details for child protection services, social services department, police, emergency medical help and helplines readily available and easily accessible to representatives • Guidance to all representatives on confidentiality and information sharing | <ul style="list-style-type: none"> • To ensure that everyone in the organisation is working to the same standards; • To ensure that sensitive information that emerges through the reporting and reaction process is kept confidential and shared only on a need-to-know basis; • To ensure that everyone, including children, is confident and comfortable with procedures; • To ensure that procedures are easy available in times of emergency when clear guidance can help to avoid panic; • To ensure that all personnel have guidance on when the principle of confidentiality comes second to the need to share certain information in the best interests of the child. |
| <p>Obligation on all representatives to report all concerns immediately to designated person/s who in turn may seek guidance in the local context or from local social services/police</p> | <p>To ensure that all personnel take responsibility for reporting rather than assuming that someone else will take things forward and that concerns are raised with the person best qualified within the organisation to respond.</p> |
| <p>Obligation to take appropriate steps within the organisation's power to protect the child from further harm</p> | <p>To ensure that the response is guided by concern for the welfare of the child above all else, with decisions made in the best interests of the child.</p> |
| <p>Develop and make available a standardised management flowchart for reporting suspected abuse</p> | <p>To clarify lines of reporting and responsibility in an easy-to-use / understand format.</p> |
| <p>Further guidelines are made available on dealing with allegations from a child: e.g. to reassure; listen carefully and calmly; try not to repeat questions; do not promise secrecy; take steps to ensure their safety; distinguish between what the child actually said and your interpretation; do not permit personal doubt to prevent you from reporting</p> | <p>To ensure that personnel are clear about the approach to take when a child makes an allegation that: a relationship of trust is established; that trauma experienced by the child is minimised in the telling of the abuse; and that the incident is reported with the greatest possible factual accuracy.</p> <p>To ensure that the child understands that the issue may need to be taken further.</p> |
| <p>Guidance on dealing with allegations from a child that ensure that the child is treated with respect</p> | <p>To ensure that the child is taken seriously and treated in the manner in which you yourself would wish to be treated in a similar situation.</p> |
| <p>Arrangements to provide supervision and support to those affected during and following an allegation</p> | <p>To ensure that all personnel and children within the organisation have the opportunity to discuss issues of concern in order to minimise trauma; that everyone is clear about the action that is being taken; that the person alleged of committing the offence is assumed innocent until proven guilty and that the process is conducted as smoothly as possible.</p> |

7. RAMIFICATIONS OF MISCONDUCT

| ELEMENTS | PURPOSE |
|---|---|
| In the case of an allegation by a named individual from a verifiable source, the accused individual to be suspended (on full pay if relevant) pending outcome of an independent investigation | To ensure that the child in question / children in the project in general are protected from further harm. |
| Outline disciplinary and other steps which may include reporting to the police | To ensure that child protection is taken seriously and ramifications are standardised as part of institutional practice and made clear as part of terms and conditions of employment / association with the organisation. |
| Adverse determination from an investigation should be open to challenge through an appeals process | To ensure that justice is fully adhered to. |

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FACILITATORS' TIPS FOR STAGE 3, SECTION 3.2

This section can be provided as a handout for participants to read through during the session. They will already have been presented the overview to the 7 elements in powerpoint 8. It is important to read through Table 1 in the training session before participants go on to the related exercises in later sessions.

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of Table 1

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3.3 How to decide on which elements to include in a child protection policy and procedures

Section Objectives

Upon completion of this section you will be able to:

- 1) Understand the importance of the full participation of all stakeholders in all stages of the development, implementation, monitoring and evaluation of child protection policies and procedures.
- 2) Understand how to analyse the interests and power of your stakeholders.
- 3) Practice facilitating participatory discussions and managing consensus about child protection within your own organisation amongst different stakeholders.
- 4) Identify which elements of a child protection policy should be 'essential' to your policy and which should be 'desirable'.

STAKEHOLDERS

In order for you to successfully develop child protection policies and procedures that will be the most effective for your organisation, it is important to involve all stakeholders in this process from the beginning.

Definition

'Stakeholder analysis'

A stakeholder analysis is a technique used to identify and assess the importance of key people, groups of people, or institutions that may significantly influence the success of your activity or project.

It is important to know who has an interest and can contribute to the discussion around an issue. Equally, it may be just as important to know who **DOES NOT** support your plans or project (ie. who is opposed or resistant to it) and to think about if, and how, their interests need to be managed. It is often those who do not support your proposals that need most management.

An analysis of stakeholders is generally undertaken to:

- Identify those people, groups or organisations who have an interest in a project or planned action either positively or negatively
- Identify the form of their interest
- Identify those who should be involved in the project at different stages in the project cycle
- Identify those who are powerful actors in ensuring the project's success or failure
- Identify whether and how you need to do something about them and include it in the project design.

You can imagine your initiative to develop and implement child protection policies and procedures in your organisation as a window through which all interested people and groups can be seen - some of them will be right at the margins, others very central. As project leader or facilitator you must get close to the window to maximise your view. Stakeholders may include many groups and individuals.



Exercise 8 - 'Stakeholder mapping'. This Exercise, p67, will help you to identify the different stakeholders in your organisation and analyse their importance in relation to implementing child protection policies and procedures.



Don't forget to involve children at all stages! See Appendix 2

Impact of projects on stakeholders

Impact analyses of many projects tell us that stakeholders do not have an equal chance of addressing their needs, despite the personal value they place on their 'stake' in the project. Analysts suggest that this is because the ability of stakeholders to secure their stake varies considerably. Attempts have been made to develop techniques to explore this variable potential. There are a range of models to analyse power weighting, influence and the stake that different actors have in an organisation or project.



Exercise 9, p.68, 'Stakeholder ranking' is one approach to identify which stakeholders in your organisation would be supportive, which would be hostile and which would be undecided in relation to implementing child protection policies and procedures.

Identifying which elements are essential and desirable to your child protection policy and procedures

During the process of deciding which elements to include in your policy and procedures, remember the 6 foundation stones (see **Stage 6, Sections 2.1 and 2.2** for a reminder):

- i) Child rights-based approach
- ii) Consultation
- iii) Ownership
- iv) Confidentiality
- v) Transparency
- vi) Sensitivity



Exercise 10, p69, 'Which elements are 'essential' and which are 'desirable'? Facilitating participatory discussions', is intended to demonstrate how to facilitate a participatory consultation on developing a child protection policy and procedures.

Other Consultation Options

There are various ways you could introduce discussions around child protection and the elements of your organisational child protection policy to everybody involved in your organisation.

When trying to decide on the method of consultation best suited to your organisation, you need to consider issues such as:

- Organisational hierarchy
- Size of your organisation
- Age and gender of children
- Creative approaches to consultation, e.g. drama, role plays, drawings - especially for use with children
- Time available



Exercise 11, p76, 'The pros and cons of different approaches to introducing a Child Protection Policy in your organisation', will help you to explore the pros and cons of different ways of introducing child protection policies and procedures into your organisation.



For information on how to empower children through consultation on child protection, See Appendix 2



Once you have correctly identified your stakeholders and have decided on the best method of consultation, you might find it useful to set out how you will go about consulting people and drafting your policy and procedures by filling out an action plan such as the one shown in Stage 4, Section 4.3.

PRACTICAL EXERCISES: STAGE 3, SECTION 3.3

Exercise 8: Stakeholder mapping

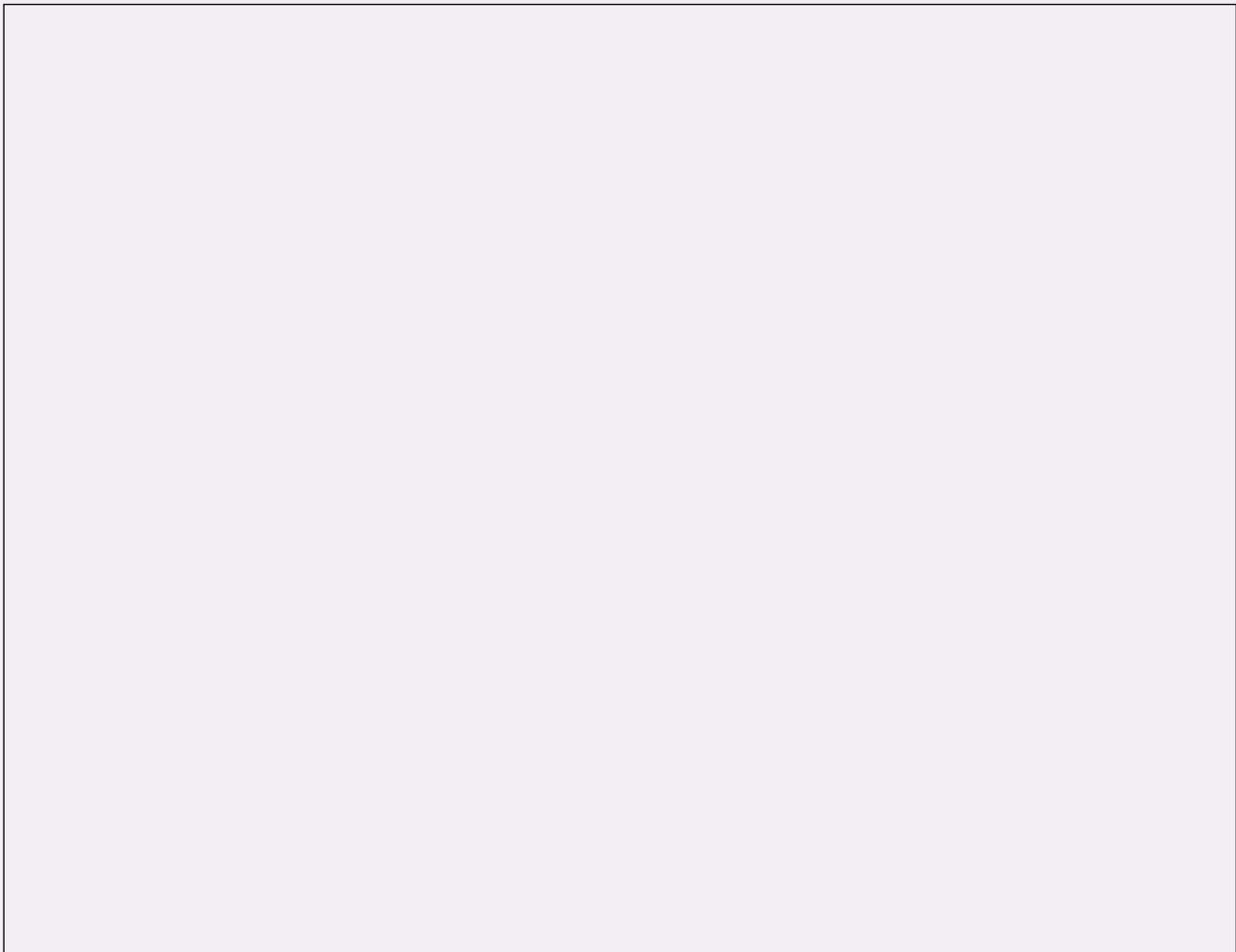
To prepare a stakeholder map

Duration 15 minutes

Task Where would you place your list of stakeholders in this stakeholder window? Put in the centre those which you feel need to be most closely involved or managed. The following list may act as a prompt in thinking about who your stakeholders are:

- The staff working directly with children
- The staff working indirectly with children
- Senior management
- Trustees
- Children
- Children's families
- Volunteers
- Interns
- Partner organisations
- Other (specify)

Stakeholder window



PRACTICAL EXERCISES: STAGE 3, SECTION 3.3

Exercise 10: Which elements are 'essential' and which are 'desirable'? Facilitating participatory discussions

Aim

- To come to a consensus as a group on which elements should be essential elements of your policy and which should be desirable.
- To practice facilitating discussions and managing consensus about child protection within your own organisation amongst different stakeholders.

Duration

1 hour

Task

Divide into two or three groups (depending on the total number of participants). Agree on a facilitator for your group. Each person in the group will take on a character from the list below. Some of the people in the group will take on a role for their character assigned to them by the facilitator. The purpose of the discussion is for each group to discuss one or two of the 7 areas of the Child Protection Policy to decide what should be included in the policy or not.

Not only must you decide which elements are essential and which desirable but you must provide a justification for your decisions in the last column of the worksheet. Possible Characters:

- Executive Director
- Programme/Project Manager/ Coordinator
- Project Officer
- Social Worker
- Child Care Worker / House Mother/Father
- Cook
- Child
- Legal Officer
- Community Volunteer
- Finance Officer
- Administrator
- Health Worker / Nurse / Doctor

Outputs

1. Complete worksheets for each of the areas you are discussing (probably a maximum of two areas per group)
2. Report back to the plenary group on the decisions you made, presenting your justifications on the essentials and desirables
3. You will also be asked to reflect on the experience of participating in a facilitated discussion and to think about how you would go about developing your organisation's child protection policy in collaboration with other members of your organisation, by discussing the following questions:
 1. Did you manage to come to a consensus within your group?
 2. Did everyone have a chance to speak?
 3. Was everyone happy with the outcome?
 4. What have you learned from this exercise to take back to your organisation?



Additional help

Please also refer to the Facilitation Guidelines in **Appendix 8** to help you with this exercise.

WORKSHEETS FOR EXERCISE 10

For each element of the policy, tick in column "E" for Essential or "D" for Desirable, write your justification in the last column. If you think a particular element should be excluded altogether, then cross it out, but remember to provide a justification as to why! Likewise, feel free to add any additional elements you would like to include in you policy in the spaces provided at the end of each section.

1) PERSONNEL RECRUITMENT

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|---|---|---|--|
| <i>For Example – Police check on preferred candidates</i> | | ✓ | <i>Not practical in our country...</i> |
| Police check for information of previous convictions or investigations relating to child protection | | | |
| Minimum of 2 references (not family, more than 2 years relationship with candidate): check that the two referees are genuine as well as asking them to provide a reference – telephone references are useful to avoid faked documents | | | |
| Commitment to the child protection policy must be a condition of employment | | | |
| Candidate specification included with job description | | | |
| Successful candidate must sign personal declaration of criminal convictions | | | |
| Standardised interview process | | | |
| Attentiveness to suspicious gaps in employment history & use of references to clarify concern | | | |
| One member of the recruitment panel has undergone training / is familiar with issues of child protection | | | |
| Advertisements for job vacancies make reference to the child protection policy and screening | | | |
| Candidates who wish to become trustees and volunteers of the organisation are equally bound to sign a statement of commitment to the organisation's child protection policy and undergo training on child protection | | | |
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2. EDUCATION & TRAINING

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|---|---|---|---------------|
| Induction process for all representatives, including child protection policy principles and procedures, learning about, recognising and responding to child abuse | | | |
| Organisational atmosphere encourages opportunities to question and learn about child protection issues | | | |
| Training on behaviour guidelines available for those with direct contact with children | | | |
| Orientation given to children themselves on all relevant aspects of the organisation's child protection policy and procedures | | | |
| New representatives to receive child protection training as soon as possible (within 3 months at latest) | | | |
| Existing representatives to receive child protection training within designated period of the child protection policy coming into force (3 months) | | | |
| Training should be flexible and accessible for part-timers and volunteers | | | |
| Training available on acceptable and unacceptable sharing of information on children | | | |
| Emotional / counselling support available for individuals (including children) participating in training / orientation in the case of an emotional reaction to the topics | | | |
| Constant re-evaluation and updating of training and education | | | |
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3. MANAGEMENT STRUCTURE

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|--|---|---|---------------|
| Open lines of communication; atmosphere of support and encouragement for reporting; positive environment for giving and receiving feedback | | | |
| Designated person to implement the child protection policy | | | |
| Role of designated child protection person is clearly defined | | | |
| Ongoing supervision, monitoring and support for all personnel | | | |
| Child protection issues are included in regular, formal staff evaluations / appraisals | | | |
| Management should reflect core principles and values, uphold professional approach and demonstrate awareness of abuse | | | |
| Disclosure of personal information on children limited to those who need to know | | | |
| Trustees' / Executive Body overall responsibility / oversight to ensure implementation | | | |
| Incorporate child protection into regular internal and external programme and organisational evaluations / assessments | | | |
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4. BEHAVIOUR PROTOCOLS

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|--|---|---|---------------|
| Code of Conduct developed as appropriate to the organisation that includes guidelines on appropriate behaviour of personnel towards children. The Code of Conduct should include a statement which encourages personnel to interpret the Code in a spirit of transparency and common sense, with the best interests of the child as the primary consideration. | | | |

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| Code of Conduct developed in collaboration with children that includes guidelines on appropriate behaviour of children towards other children | | | |
| Display the Codes prominently / make them easily accessible for all organisation representatives and children | | | |
| Representatives to promote copies of the Code in all situations where the organisation is responsible for bringing children into contact with adults | | | |
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5. COMMUNICATIONS ABOUT CHILDREN

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|--|---|---|---------------|
| Communication guidelines developed including the essentials and as many desirables as possible: | | | |
| Acquire permission of child / guardian / responsible NGO to use images for publicity / fundraising / awareness (informed consent) as much as possible | | | |
| Let people give their own accounts as much as possible rather than others speaking on their behalf; highlight ability of people to take responsibility and action for themselves | | | |
| Accurate and balanced portrayal of children, with emphasis on dignity and as much reference as possible to their social, cultural and economic environment | | | |
| Balanced portrayal even in cases of 'victimhood' (recommended use of 'before' and 'after' images / stories) | | | |
| Accurate representation of children: avoid manipulation or sensationalising text and images; emphasis on dignity | | | |
| Establish system of signed consent for use of organisation's visual materials by outside individuals / organisations with ramifications for misconduct | | | |
| Avoid: degrading, victimising or shaming language and images; making inaccurate generalisations; discrimination of any kind; taking pictures out of context (try to provide informative caption) | | | |
| Children must be appropriately clothed in images and not in sexually provocative poses | | | |

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| No personal and physical information to identify location of a child that could put them at risk, to be put on website or in communications | | | |
| Always ask permission before taking photos of children except in exceptional circumstances | | | |
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6. REPORTING & REACTION PROTOCOL

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|---|---|---|---------------|
| Guiding principle of the best interests of the child | | | |
| Standardised process clearly outlined and made available to all representatives and children to include reporting and storing information <ul style="list-style-type: none"> Develop and make available a standardised reporting form Relevant contact details for child protection services, social services department, police, emergency medical help and helplines readily available and easily accessible to representatives Guidance to all representatives on confidentiality and information sharing | | | |
| Obligation on all representatives to report all concerns immediately to designated person/s who in turn may seek guidance in the local context or from local social services/police | | | |
| Obligation to take appropriate steps within the organisation's power to protect the child from further harm | | | |
| Develop and make available a standardised management flowchart for reporting suspected abuse | | | |
| Further guidelines are made available on dealing with allegations from a child: e.g. to reassure; listen carefully and calmly; try not to repeat questions; do not promise secrecy; take steps to ensure their safety; distinguish between what the child actually said and your interpretation; do not permit personal doubt to prevent you from reporting | | | |
| Guidance on dealing with allegations from a child that ensure that the child is treated with respect | | | |

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| Arrangements to provide supervision and support to those affected during and following an allegation | | | |
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7. RAMIFICATIONS OF MISCONDUCT

| ELEMENTS OF POLICY | E | D | JUSTIFICATION |
|---|---|---|---------------|
| In the case of an allegation by a named individual from a verifiable source, the accused individual to be suspended (on full pay if relevant) the pending outcome of an independent investigation | | | |
| Outline disciplinary and other steps which may include reporting to the police | | | |
| Adverse determination from an investigation should be open to challenge through an appeals process | | | |
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PRACTICAL EXERCISES: STAGE 3, SECTION 3.3

Exercise 11: The pros and cons of different approaches to introducing a child protection policy in your organisation

Aim To explore the pros and cons of different ways of introducing a child protection policy into your organisation

Duration 15 minutes

Task Complete the table below to help you decide which approach or mixture of approaches is best to adopt in order to introduce discussions around child protection policies into your own organisation

| Approach | Pros | Cons |
|--|------|------|
| Meeting facilitated by you for the whole organisation to discuss the elements of the policy | | |
| Representatives from each level/group of the organisation attend a meeting | | |
| Separate sessions are held with different branches of the organisation (e.g. social workers, senior management, teachers) to develop ownership | | |
| Meeting run by an external facilitator versus an internal meeting with no outsiders present | | |
| Other (please specify) | | |

FACILITATORS' TIPS FOR STAGE 3, SECTION 3.3

Present Section 3.3, in the form of a powerpoint or using other methods (see powerpoint 9 on the CD-Rom). Introduce Exercises 8, 9, 10 and 11 as part of the presentation.

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of Section 3.3

Facilitators' Tips for Exercise 8

- You may need to remind participants at this stage of the distinction between child protection in the community work that the organisation does and child protection in the context of making their organisation child safe. For example, although children's families may be important stakeholders in their work with children, for the purposes of an organisational child protection policy they are less likely to be a key stakeholder.
- The mapping process should be flexible in that participants may decide that their central stakeholders should be those whom it is most important to involve or those who are most difficult to involve and therefore require a greater focus. Also it may be that there is not a clear hierarchy and several stakeholders could be placed equally. Participants should be encouraged to represent this type of scenario creatively.

Facilitators' Tips for Exercise 9

- Stakeholder ranking can be done in various ways, this is just one approach suggested here. Another option would be to use stickers - one colour for people with the most power; one colour for the people who have the greatest 'stake' - i.e. Who will be affected most by the policy and procedures? Which of these would you prioritise to be a key player in the development and implementation of your child protection policy and procedures?

Facilitators' Tips for Exercise 10

- To make the exercise more dynamic, any of the participants can be taken to one side quietly before the exercise begins and asked to perform one of the following roles within their group:

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| You interrupt the discussion a lot and talk about non-related issues |
| You are against the child protection policies and procedures because you think it will take up too much time and wouldn't happen in your organisation, you stand up to make your point of view very emphatically |
| You have useful opinions to contribute on both sides of the debate - i.e. you can see both the pros and cons - but you do not offer these unless asked to contribute by the facilitator |
| You are not paying attention and spend your time looking at papers you have brought with you to the meeting / answering your mobile phone |
| You are keen to adopt child protection policies and procedures and can give useful examples of some of the risks currently existing in the organisation |

- The participant should not reveal to the others in the group that they are deliberately playing this role. It should be kept a secret. During the feedback session, the facilitators of each group can be asked if they had any problems with any particular people in their group. At this point, it can be revealed that some of the participants had a secret identity! The aim of this is to give participants practice in dealing with difficult / particular personality types when holding discussions around child protection in their organisation.

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FACILITATORS' TIPS FOR STAGE 3, SECTION 3.3

(EXERCISE 10 continued)

GROUP DISCUSSION FOLLOWING THE EXERCISE

- When participants first come back together to the plenary group it is important to reflect on the experience of facilitation. If the facilitators can comment on their experience, particularly in handling the difficult characters then participants can feed back on what constitutes good facilitation.
- In terms of feeding back the decisions about which elements of the policy should be essential and which desirable: One option when the groups feed back to the plenary is for the facilitator to input decisions on the Worksheets for Exercise 10 on a laptop / flipchart so that everyone can see the document on the projector / wall. For difficult decisions, there could be a plenary group vote to see if the group overall can agree to the final ideas / i.e. to come up with a plenary group 'final' consensus version of what should be included in a theoretical child protection policy. Plenary feedback must give participants the opportunity to justify their decisions about what to include and exclude from policies and to debate these decisions with others.
- In a training context, the facilitator needs to explain to the group very clearly that this consensus version of a policy is only an example that the group have come up with for the purposes of this training. It outlines how to develop policies. It does not represent a final version of a child protection policy to take back and implement in participants' own organisations. Point out that participants must go through this consultative process themselves (involving all staff and children etc.) within their own organisations.
- Remind participants of the foundation stones of a child rights-based approach, consultation, transparency, ownership, sensitivity and confidentiality (refer to pages x-x for a reminder) and refer back to the diagram of the house (page x) to remind participants of the processes and stages involved.

Facilitators' Tips for Exercise 11

- The facilitator must point out the importance of the following principle: whichever option is chosen, it is essential that everyone should have an equal input into discussions, regardless of which level of the organisation they come from.

3.4 What does your organisation currently have in place?

Section Objectives

Upon completion of this section you will be able to:

- 1) Identify the extent to which the elements that you consider essential to child protection, and the elements you consider desirable are already in place in your organisation in order to identify gaps: which elements are documented in a written policy and which are being implemented in practice.

SELF-AUDIT OF YOUR ORGANISATION

Now that you have identified, through appropriate consultation, the elements that you think should be included in your organisation's child protection policy and procedures, it can be helpful to see what you already have in place.

It is important to distinguish what is understood as general practice and what is written down as guidelines, policies or procedures. Where procedures are not written down there is a danger that practice will be inconsistent, non-transparent and subject to misinterpretation. The organisation is also at risk of losing knowledge and expertise when people leave the organisation.

To explore the existing practice and to identify gaps, it is recommended that you conduct an organisational self-audit either by using **Exercise 10**, or by using the self-audit tool in **Appendix 19**.

Once you have identified gaps and areas that need strengthening, you will need to identify relevant actions and timetable these into an action plan. See **Stage 4** of this toolkit for how to implement policies and procedures.



Exercise 12, p80, 'Self-audit exercise', will help you to explore what elements of child protection policies and procedures you already have in place in your organisation.



Stage 3 - Key Learning Review

You should now be familiar with the following topics:

- 1) The 7 elements which make up a child protection policy and procedures and understand why each of them is important.
- 2) Clarification of *essential* and *desirable* parts of child protection policies and procedures.
- 3) How to facilitate participatory discussions and manage consensus about child protection within your own organisation amongst different stakeholders.
- 4) How to conduct an organisational self-audit in relation to child protection policies and procedures.

PRACTICAL EXERCISES: STAGE 3, SECTION 3.4

Exercise 12: Self-audit exercise

| | |
|-----------------|--|
| Aim | To identify and draw attention to gaps between theoretical essential / desirable elements of a policy and what organisations currently have in place in order to emphasise the importance of having a policy which is written down and implemented. |
| Duration | 30 minutes |
| Task | Working with the plenary group's (or your own) list of essential and desirable inclusions in a policy, you will be asked to put a sticker on the elements that your organisation already has included in your policy to get an idea of where people are in terms of their own policies and procedures. |

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FACILITATORS' TIPS FOR STAGE 3, SECTION 3.4

Present Section 3.4, in the form of a powerpoint or using other methods(see powerpoint 10 on the CD-Rom). Introduce Exercise 12 as part of the presentation.

Facilitators' Tips for Exercise 12

- Get each participant to put a sticker / post-it note by the elements that their organisation already has included in their policy. [Please note: this can be used to see if there is consensus within organisations / if all representatives have the same level of policy knowledge]
- The facilitator should ask participants to remove their sticker if this element does not exist in written form.
- Of the stickers then left, (if the exercise is being done as a group) the facilitator then marks those which are actually taking place / being implemented with a red star or other distinctive mark. [The objective of this is to make it clear to participants how much / how little is actually in place, how much is written down and how much is actually being implemented - in the light of the whole group having agreed that child protection policies and procedures are very important in principle and that certain things are essential and others desirable].



In the context of a training session, the facilitator needs to reassure the group that this is not a test / competition - just an overview to see what expertise is available in the room to make use of so that we can learn from each other. Encourage participants to be open and honest. If necessary, to facilitate the free exchange of honest information, you may also want to come to a mutual agreement that nothing that is revealed about organisations' policies and procedures is allowed to be repeated outside the room.

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