

APPENDICES

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APPENDIX 1: Recognising signs of abuse¹

“Recognising indications of potential abuse is complex and there is no simple checklist to allow easy recognition.”²
“There are potential warning signs that [you] can be alert to but they should be observed and assessed with care.”³
“It should not be automatically assumed that abuse is occurring, and talking to the child may reveal something quite innocent. It is important, however, not to dismiss significant changes in behaviour, fears, worries, and physical indicators a child is exhibiting. [...] Do not ignore these signs, but remember it is not your role to become an investigator.”⁴ Report any concerns to the designated child protection contact in your organisation.

Possible signs of physical abuse⁵:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention⁶
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.⁷
- Repeated urinary infections or unexplained tummy pains⁸
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

Possible signs of neglect⁹:

- Frequent hunger
- Failure to grow¹⁰
- Stealing or gorging food¹¹
- Poor personal hygiene
- Constant tiredness
- Inappropriate clothing, e.g. summer clothes in winter
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

Possible signs of emotional abuse¹²:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias¹³
- Sudden under-achievement or lack of concentration¹⁴
- Attention seeking behaviour¹⁵
- Persistent tiredness¹⁶
- Lying¹⁷

Possible signs of sexual abuse:

- Age inappropriate sexualised behaviour (Sense International, 5.2.3)
- Physical indicators (general and in genital and anal areas)¹⁸
- Behavioural indicators (general and sexual) which must be interpreted with regard to the individual child's level of functioning and development stage¹⁹

Possible signs of concern regarding adult behaviour:

- A person in whose presence a child or children becomes unusually distressed or agitated can be a cause for concern (Sense International, 5.2.5)
- A member of staff, volunteer, or parent asking a child to lie about anything (especially if it is about meeting that child) is a cause for concern (Sense International, 5.2.7)
- Any member of staff, volunteer, or parent who asks you to lie about a situation involving a child - particularly if that child looks distressed - is a cause for concern (Sense International, 5.2.6)
- Any person who persistently fails to follow the organisation's Code of Conduct / behavioural protocols (detailed in the child protection policy) is a cause for concern, particularly if reasons are evasive (Sense International, 5.2.4)
- Private (i.e. outside of work) meetings between a child and a member of staff or volunteer are a cause for concern (Sense International, 5.2.8).

FOOTNOTES TO APPENDIX 1

1 This material has been based on information compiled from Sense International Child Protection Policy, section 5.2. and ECPAT Australia, Choose with Care, pp.34-35 and materials from the Methodist Church.

2 Sense International Child Protection Policy, section 5.2.1.

3 Sense International Child Protection Policy, section 5.2.2.

4 ECPAT Australia, Choose with Care, p.34.

5 ECPAT Australia, Choose with Care, p.34.

6 Churches' Child Protection Advisory Service - Guidance to Churches, July 2003

7 *ibid*

8 *ibid*

9 ECPAT Australia, Choose with Care, p.35.

10 Churches' Child Protection Advisory Service - Guidance to Churches, July 2003

11 *ibid*

12 ECPAT Australia, Choose with Care, p.35.

13 Churches' Child Protection Advisory Service - Guidance to Churches, July 2003

14 *ibid*

15 *ibid*

16 *ibid*

17 *ibid*

18 Detailed indicators are outlined in ECPAT Australia, Choose with Care, p.36.

19 Detailed indicators are outlined in ECPAT Australia, Choose with Care, p.37.

APPENDIX 2: Participation of children in developing, implementing and monitoring child protection policies and procedures

What is child participation?

Participation: "being a part of a process or playing a role in a process"

Child participation: "anyone below the age of 18 taking part in a process or playing a role in a process at his / her level, according to their evolving capacities. Children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people; it means involving the children in the decisions which affect their lives, the lives of the community and the larger society in which they live."²⁰

Why is it so important?

Child participation is one of the 5 umbrella rights of the UNCRC - refer back to Stage 2 Section 2.1: Foundation Stone 2. It must be seen particularly in the light of Article 2 (non-discrimination). Care must be taken to ensure that all children are given equal opportunities to participate, regardless of their sex, ethnicity, sexual orientation, whether abled or differently-abled, caste, social status, HIV status or any other status.

Not only is child participation an essential right, but it also has very practical benefits in relation to child protection because:

The best way to protect children is to empower them to protect themselves

- One way of doing this is to ensure that children acquire specific skills and information in relation to child protection, so that they are *empowered to protect themselves in situations of risk*. Such skills and information might include: understanding what constitutes 'good touch' and 'bad touch', appropriate and inappropriate behaviour and guidelines, and knowledge of and ability to use organisational reporting procedures
- A second way to empower children to protect themselves is to ensure active, ethical and meaningful child participation at each stage of developing, implementing and monitoring your child protection policies and procedures. This will not only help to ensure that your child protection policies and procedures are relevant and effective, but will also help to develop children's participation skills in general.

How do we empower children to protect themselves and involve them in developing and implementing child protection policies & procedures?

The following table represents what child participation and empowerment might look like in practice in relation to child protection. The activities shown in the table overleaf are suggestions only.

Note on sensitivity when working with children on child protection issues:

- All activities involving children's participation in relation to child protection issues must be handled with great sensitivity - especially role-plays and discussions. See Foundation Stone 5 on sensitivity and Appendix 3.
- Children's participation should be informed and voluntary and age-appropriate - i.e. they should know what they are being asked to do and they should not be forced to do anything they don't want to.
- Children should be made aware that they can stop participating in an activity / discussion at any point.
- Children should be made aware that there is someone they can talk to if they feel uncomfortable about anything.
- Boys and girls may feel differently / react differently to discussions about child protection; this needs to be taken into account and may require gender and age-segregated discussion groups.
- Children mutually agree that discussions that include personal stories should not be shared outside the discussion room.
- Children should never go away from a session on child protection feeling unclear or upset. Make sure that there is plenty of opportunity for children to ask questions / air concerns.

²⁰ Adapted from Save the Children UK training materials for West Africa.

WHAT ARE THE CHARACTERISTICS OF AN EMPOWERED CHILD IN RELATION TO CHILD PROTECTION?	HOW DO YOU EMPOWER CHILDREN IN YOUR ORGANISATION?	WHAT ACTIVITIES AND MATERIALS CAN HELP WITH THIS?
Is able to input into development, implementation and review of child protection policies & procedures	Child-friendly meetings are set up with children to elicit their views on issues such as: behaviour guidelines - inc. peer abuse / bullying, communication guidelines, risk assessment for different activities / environments, ways of displaying information within the organisation, mechanisms for feedback on the implementation of child protection policies & procedures	[See below for more detailed examples on developing and implementing different elements of the policy]. For children's input into monitoring and evaluating the policy and procedures, ensure that children are included in discussions, either in separate meetings where the information is guaranteed to be accurately reported to the adult meetings, or in child-friendly joint meetings. Children can also use a suggestions box, etc.
Knows the difference between 'good touch' and 'bad touch' / understands that their body is their own and that it doesn't 'belong' to anyone else / understands what is a 'good secret' and a 'bad secret' / when it is OK to pass on a secret	Orientation given to children themselves on all relevant aspects of the organisation's child protection policies and procedures	e.g. Groups discussions (possibly gender and age segregated) giving examples of types of touch / secret where the children divide them into 3 columns ('good', 'bad' and 'don't know') or where they have to run to a designated spot in the room for 'good', 'bad' and 'don't know'; use of pictures of the human body / dolls / puppets to explore some of these issues Practice saying 'no' to different types of situation / resisting pressure where a child feels uncomfortable - i.e. "come with me and steal some glue"; "would you like to come to my house for a private maths lesson tonight?"
Knows what behaviour to expect from personnel and from each other and how they themselves should treat others	Develop behaviour code of conduct together with the children	Discussion: what do the children like / dislike about behaviour in the playground, classroom, shelter, at meetings etc.? Do they all agree? Can they come to a consensus which feeds into the organisation's policies? How do they think breaches of the code should be dealt with? How do they think the information should be written up / documented & displayed? Are they allowed to check and comment on the final written / illustrated version?

CHARACTERISTICS ...CONTINUED	HOW TO EMPOWER ...CONTINUED	ACTIVITIES AND MATERIALS ...CONTINUED
<p>Understands how personal information about his/herself can be used and feels comfortable and able to say 'no' to use of personal information / images about his/herself</p>	<p>Involve children in the development of communication guidelines. Children's consent is sought in relation to the use of information in a way that is easy to understand by the child, which clearly outlines how the information will be used, and which gives them a genuine option / choice / option to opt out.</p>	<p>In a group session, children are shown examples of how information and photographs about them are used by organisations (those working directly with children and those supporting / funding them) about children for different purposes - i.e. for fundraising, for reporting to donors, for media, for advocacy, for public campaigns etc. Children agree to a list of 'do's' and 'don'ts' / guidelines. How do they think breaches of the code should be dealt with? How do they think the information should be written up / documented & displayed? Are they allowed to check and comment on the final written / illustrated version?</p> <p>Practice saying 'no' to different types of situation / resisting pressure where a child feels uncomfortable - i.e. "Can I take a photo of you?"; "Can I use a photo of you in a newspaper with a story about how you came to this shelter?"</p>
<p>Knows how and when to speak out if s/he feels uncomfortable</p>	<p>There are clear procedures in place - which are made clear to children and young people - regarding who to report allegations to. Ensure that children are taken seriously.</p>	<p>Design a child-friendly orientation session, including role plays, on the child protection policy and procedures: 2 or more children can volunteer to act out a situation (e.g. bullying in the playground, a member of staff losing their temper) which the other children can give advice in terms of what to do next.</p> <p>Children are encouraged to draw a picture of / name one or two adults in the organisation that they trust / feel they can talk to (this picture does not necessarily need to be shared with others). What would they do if their favourite person was not around?</p>
<p>Knows who to turn to if they feel uncomfortable</p>	<p>Children have access to a number of responsible adult personnel with whom they might develop a relationship of trust. All of these adults have been trained on how to listen to children and how to respond to allegations from a child.</p>	<p>Involve older, literate children to assist in creating child-friendly versions of the organisation's child protection policy.</p> <p>Ask children's opinion about how and where information should be displayed.</p>
<p>Knows that there's a system in place to respond to inappropriate behaviour by other children or staff</p>	<p>Children have been oriented on the organisation's child protection policy (in an age-appropriate / child-friendly way) and are familiar with the processes in place. Such information may be clearly displayed for children - such as a flowchart on a notice board for example.</p>	
<p>Is able to advise their friends on what to do if they feel uncomfortable</p>	<p>Encourage open discussions in the organisation on child protection issues between staff and children and between children themselves - open and aware culture.</p>	<p>Use role plays and stories where a sense of solidarity, friendship and responsibility for others is encouraged.</p>

OBSTACLES AND SOLUTIONS IN RELATION TO CHILD PARTICIPATION IN CHILD PROTECTION

OBSTACLES	SOLUTIONS
<p>Reluctance to talk about child protection issues at all, let alone with children</p>	<p>Break down taboos through the promotion of an 'open and aware' culture within the organisation where issues are discussed transparently. Discuss child protection with staff first so that they are comfortable before they speak with children on the issue.</p>
<p>Children not consulted in general, let alone in relation to organisational policy</p> <p>May be seen as disrespectful and / or a threat to organisational hierarchy</p> <p>In some organisations, not even the junior staff are listened to, let alone children</p>	<p>Organisational training for senior management on participation in general and staff empowerment / democratic decision-making. Training also for senior management and staff working directly with children on child participation, possibly with the assistance of partner organisations, and prioritising the exchange of information between organisations on the importance and benefits of participation in general and child participation in particular.</p>
<p>There may be strong cultural or religious beliefs which perpetuate children's low status in society</p>	<p>Sensitive discussions need to explore personal views and beliefs and how these impact on day to day work with children and whether these views ensure that the best interests of the child are being met. Involvement of cultural and religious leaders in information exchange, discussions and training opportunities.</p>
<p>It may be difficult to develop child participation due to lack of financial (and therefore human) resources</p>	<p>Child participation should be a core value of your work with children therefore all programme and organisational budgets need to reflect the real costs of child participation. International donors increasingly insist on evidence of child participation and are willing to fund such work.</p>
<p>Takes a long time and slows down the process of developing policies and procedures</p>	<p>An organisational action plan allows for additional time from the outset of the planning process. Remind stakeholders that children are central to the process of developing relevant and effective policies.</p>
<p>Staff may not have the appropriate skills to facilitate sensitive & meaningful child participation / organisations may lack experience in 'translating' policy information into child-friendly language</p>	<p>See training option above. Consider mentoring options with more experienced staff partnering those who are less experienced. Prioritise exchange of experience with other organisations through visits, workshops and information exchange.</p>
<p>Lack of understanding and skills to involve differently-abled children / children with communication challenges</p>	<p>Explore options for specialist support and training - i.e. information exchange with organisations that work with disabled children such as Action on Disability and Development: http://www.add.org.uk See also Appendix 20 and 30.</p>
<p>Concern for age-appropriate discussions / vocabulary - i.e. sex organs / parts of the body, etc.</p>	<p>Orient staff on different approaches to use with children of different ages, genders and education levels.</p>

It is difficult to develop meaningful participation when working with constantly changing / itinerant children (e.g. street children) who come and go from shelters

Difficult to orient all children on the organisation's policies and procedures - i.e. those who are only in contact with organisation for a very short time and/or who may be under the influence of drugs, etc.

Ensure that your stakeholder mapping accurately distinguishes between different sub-groups who are affected by the policy (i.e. children in the schools programme, children in longer term residential care, children accessing drop-in centres). Then ensure that your consultation approaches are appropriate with each group. For example, some can be involved in a series of ongoing / longer-term consultations while others may only realistically be able to participate in a one-off event.

Display information as clearly / visibly / eye-catchingly as possible and use peer approaches to orient children. Adapt child protection orientation procedures to suit individual needs on a case-by-case basis.

APPENDIX 3: Dealing with sensitivities about child abuse

(Information on Adult Sensitivity adapted from "Choose with Care" - A Handbook to Build Safer Organisations for Children, Bernadette McMenamin, Paula Fitzgerald, ECPAT Australia, 2001, pp. 28-29)

It is important to raise the issue of child abuse and its prevention within your organisation without creating suspicion and alarm. Some people may feel very threatened or uncomfortable about the issue of child abuse.

Many projects/programmes have had long term participation by people who have developed intimate friendships and bonds. This intimacy is often based on trust and being part of a community. Sometimes these groups find it impossible to contemplate abuse occurring in their programme. People also may have privacy concerns about undergoing screening and police checks.

Guidelines on how to introduce the issue of child abuse prevention

- Take it slowly
- Acknowledge and respond to people's concerns
- Acknowledge their discomfort in dealing with child abuse
- Create plenty of opportunities for discussion
- Make educational materials available on child abuse and child sex offending
- Reassure people that the process is not about distrusting each other but protecting children and safeguarding the organisation
- Reassure people that the screening of staff and volunteers will be managed professionally and confidentially
- Use "what if" scenarios - they can be useful in assisting people to think realistically about the possibility of risk in their work
- Show examples (media clippings, reports) of child abuse occurring in other organisations
- Show examples of other organisations' child protection policies and procedures
- Be firm and focussed about the need to introduce child protection measures
- Involve people and encourage ownership of the process

It is important to explain the benefits of becoming a *child safe* organisation:

- The importance of being preventative rather than reacting to an unfortunate incident after it happens
- The moral and legal imperatives of protecting children in your care
- The damage an incident of abuse would do to the children, their family, people within and outside the organisation, as well as to the organisation itself
- How the introduction of safeguards will protect children, staff, volunteers and the organisation
- The satisfaction that your organisation is doing all that it can to protect children

Sensitivity in relation to activities with children on child protection issues

- All activities involving children's participation in relation to child protection issues must be handled with great sensitivity - especially role-plays and discussions. See Foundation Stone 5 on sensitivity
- Children's participation should be informed and voluntary - i.e. they should know what they are being asked to do and they should not be forced to do anything they don't want to
- Children should be made aware that they can stop participating in an activity / discussion at any point
- Children should be made aware that there is someone they can talk to if they feel uncomfortable about anything
- Boys and girls may feel differently / react differently to discussions about child protection; this needs to be taken into account - may require gender and age-segregated discussion groups
- Children mutually agree that discussions that include personal stories etc. should not be shared outside the discussion room
- Children should never go away from a session on child protection feeling unclear or upset. Make sure that there is plenty of opportunity for children to ask questions / air concerns

APPENDIX 4: Examples of behaviour guidelines

Example 1: ChildHope Behaviour Code of Conduct

(An essential component of ChildHope's Child Protection policy)

This aim of ChildHope's Behaviour Code of Conduct is to protect children from abuse. By setting standards for appropriate behaviour it also protects people who come into contact with children from unfounded accusations of improper conduct.

It clarifies unacceptable forms of behaviour that will result in a formal enquiry and which could lead to disciplinary measures being taken, or criminal proceedings instituted. Additionally, the Code of Conduct gives guidance on expected standards of behaviour of adults towards children, and also of children towards other children.

This Code of Conduct applies to ChildHope staff and anyone acting as a representative of, or on behalf of, ChildHope who may come into direct contact with, or be responsible for, bringing children into contact with adults.

Minimising Risk Situations

NEVER

- Condone or participate in behaviour that is illegal or unsafe

TRY NOT TO

- Be alone with a single child, including in the following situations: in a car, overnight, in your home, or the home of a child
- Show favouritism or spend excessive amounts of time with one child

TRY TO

- Avoid placing yourself in a compromising or vulnerable position
- Be accompanied by a second adult whenever possible
- Meet with a child in a central, public location whenever possible
- Immediately note, in a designated ChildHope Child Protection Log Book, the circumstances of any situation which occurs which may be subject to misinterpretation by a third party
- Avoid doing something that could be misinterpreted by a third party

Sexual Behaviour

NEVER

- Develop physical/sexual relationships with a child
- Behave physically in a manner that is inappropriate or sexually provocative
- Engage in or allow sexually provocative games with children to take place
- Do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming

Physical Behaviour

NEVER

- Hit or otherwise physically assault or physically abuse a child

DO

- Wait for appropriate physical contact such as holding hands, to be initiated by the child
- Ask permission from children before taking photographs of a child/children except under exceptional circumstances, based on the child/children's best interest, where this might not be possible or desirable

Psychosocial Behaviour

DO

- Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide

DO NOT

- Use language that will mentally or emotionally harm a child
- Suggest inappropriate behaviour or relations of any kind
- Act in any way that intends to embarrass, shame, humiliate or degrade a child
- Encourage any inappropriate attention seeking behaviour, such as tantrums by a child
- Show discrimination of race, culture, age, gender, disability, religion, sexuality, or political persuasion

Peer Abuse

DO

- Be aware of the potential for peer abuse
- Encourage ChildHope partners to develop special measures/supervision to protect younger and especially vulnerable children
- Avoid placing children in high-risk peer situations (eg. Unsupervised mixing of older and younger children)

DO NOT

- Allow children to engage in sexually provocative games with each other

Physical Environment

DO

- Encourage partners to develop clear rules to address specific physical safety issues relative to the local physical environment of a project (eg. For projects based near water, heavy road traffic, railway lines)

What to do if you suspect or witness an abuse/ potentially abusive behaviour

Immediately bring to the attention of the partner (this may not always be appropriate) and ChildHope any instance of witnessed or suspected abuse, and any action or behaviour that could be construed as poor practice or potentially abusive.

Example 2: from Mkombozi, Tanzania

Code of conduct for Mkombozi staff / volunteers / consultants

Staff / volunteers / consultants and partners should always

- Be aware of situations that may present risks to children and manage these
- Plan and organise their work and workplace so as to minimise risks
- As far as possible be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Empower children - discuss with them their rights, what is acceptable and unacceptable and what they can do if there is a problem
- Be a positive role model
- Be loving / caring / responsible
- Demonstrate encouragement / motivation
- Show equal treatment between girls and boys
- Try as much as possible to involve children in decision-making. Allow children to make their own decisions, particularly about their own lives

- Be good role models of how to be with children both in our homes or working places
- Be sensitive to acts of abuse, and aware of children's concerns and complaints
- Respect children's dignity in homes, workplace and centres
- Listen carefully to children
- Act on children's concerns / problems immediately
- Act fairly on matters that involve children and adults together
- Play a positive role in safeguarding children and promoting their safety
- Endeavour to provide advice and clear guidance to children. Offer appropriate advice and guidance

Unacceptable adult behaviour in relation to children

Staff / volunteers / consultants should never

- Spend excessive time alone with children away from others
- Take children to their home, especially when they will be alone with you
- Hit or otherwise physically abuse children
- Develop physical or sexual relationships with children or any client of Mkombozi (Sexual abuse)
- Use language, make suggestions or offer advice, which is inappropriate, offensive or abusive
- Behave in a manner, which is inappropriate or sexually provocative
- Have a child / children with whom they are working stay the night at their home unsupervised
- Sleep in the same bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves
- Condone or participate in behaviour of children which is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show different treatment or favour particular children to the exclusion of others
- Perpetrate psychological and emotional abuse
- Expose children to pornography
- Expose children to hazardous work
- Stigmatise children
- Exploit children through child labour, sex work and domestic work
- Discriminate between children of different genders e.g. punishing pregnant schoolgirls, favouring boy / girl child
- Neglect children e.g. not meeting children's needs, not offering adequate care to children
- Infringe children's rights e.g. to privacy and confidentiality
- Employ children under the age of 18 or those who have not completed their primary school
- Involve children in harmful practices e.g. female genital mutilation
- Involve children in sexual relationships
- Beat or otherwise assault children

APPENDIX 5: Alternative forms of discipline

The use of various forms of violence to discipline children is a common occurrence throughout the world.

Definition of physical punishment²¹

Corporal/Physical Punishment

These two categories of punishments can occur separately or together:

- Corporal or physical punishment and the threat of it includes hitting the child with the hand or with an object (such as a cane, belt, whip, shoes); kicking, shaking, or throwing the child, pinching or pulling the hair; forcing the child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; burning or scarring the child;
- Humiliating or degrading punishment takes various forms such as psychological punishment, verbal abuse, ridicule, isolation, or ignoring the child

What does Physical Punishment Include?

Although there has not been much research on physical punishment, children tend to say that violent words can be as painful as a beating, and that physical punishment can take many forms, not just being slapped or hit with a stick.

In the Save the Children Handbook - *How to Research the Physical and Emotional Punishment of Children, Save the Children Southeast Asia Region, 2004*, they describe physical punishment as including:

- Punishment or penalty for an offence, or imagined offence, and/or acts carried out for the purpose of discipline, training or control, inflicted on a child's body, by an adult (or adults) - or by another child who has been given (or assumed) authority or responsibility for punishment or discipline. This includes:
 - Direct assaults in the form of blows to any part of a child's body, such as beating, hitting, slapping or lashing, with or without the use of an instrument such as a cane, stick or belt;
 - Other direct assaults on a child's body, such as pinching, pulling ears or hair, twisting joints, cutting and shaving hair, cutting or piercing skin, carrying or dragging a child against his or her will;
 - Indirect assaults on a child's body, through using adult power, authority or threats to force a child to perform physically painful or damaging acts, such as holding a weight or weights for an extended period, kneeling on stones, standing or sitting in a contorted position;
 - Deliberate neglect of a child's physical needs, where this is intended as punishment;
 - Use of external substances, such as burning or freezing materials, water, smoke (including from smouldering peppers), excrement or urine, to inflict pain, fear, harm, disgust or loss of dignity;
 - Use of hazardous tasks as punishment or for the purpose of discipline, including those that are beyond a child's strength or bring him or her into contact with dangerous or unhygienic substances; such as tasks including sweeping or digging in the hot sun, using bleach or insecticides, unprotected cleaning of toilets;
 - Confinement, including being shut in a confined space, tied up, or forced to remain in one place for an extended period of time;
 - Any other act perpetrated on a child's body, for the purpose of punishment or discipline, which children themselves define as corporal punishment in the context of their own language and culture; identified through scientific participatory research with children;
 - Witnessing any form of violent conflict resolution;
 - Threats of physical punishment

The section overleaf explores some of the common arguments for physical punishment. Although these arguments mainly focus on parents' reasons for hitting children, these attitudes of parents are the same attitudes that individuals take with them into the workplace. Hence children who come into contact with adults in schools, social services institutions, the juvenile justice system, non-government shelters and activities, medical facilities etc. will often experience discipline which involves some degree of physical punishment from adults.

²¹ *How to Research the Physical and Emotional Punishment of Children, Save the Children Southeast Asia Region, 2004*

WHY PEOPLE HIT CHILDREN: ANSWERING COMMON ARGUMENTS²²

ARGUMENT 1 *Parents' right to do as they think best with their children is sacred: any interference or legal restriction will destroy family privacy.*

The UN Convention on the Rights of the Child recasts the concept of parents' rights as a concept of parental responsibility which includes responsibility to protect the rights of the children themselves. Although the assertion of children's rights seems an unwarranted intrusion to people accustomed to thinking of them as parents' possessions, other aspects of inter-personal violence within families - including behaviour between husbands and wives - is already subject to social control and/or law almost everywhere.

ARGUMENT 2 *In many societies, almost all parents sometimes hit their children and always have done.*

Generations of parents cannot be wrong. Parents hit children because they were hit as children. Children identify with their parents or parent figures - that is the basis of all family bonds - so they cannot afford to believe that what parents do is 'wrong.' Even cruelly abused children seldom see themselves as victims, but as wrongdoers who merited those punishments. Many grow up expressing gratitude to punitive parents. Most will repeat the pattern of their own childhoods when they become parents.

ARGUMENT 3 *Children must be taught to obey and physical punishment is necessary to accomplish this.*

The assumption that physical punishment is effective in modifying children's behaviour is based on a misreading of everyday experiences and a misunderstanding of popularised psychological research. The idea that children will stop doing wrong if they are hit for it has been wrongly ascribed a pedigree going back to the great figures in behaviourism and learning theory. When a child keeps getting into danger, both professionals and parents may feel that a smack will 'teach him/her a lesson' and the fact that the child stops exploring seems to prove the point. But that 'lesson' is only a real contribution to discipline if the child's FUTURE behaviour is altered.

To change behaviour we have to do several things that punishment cannot do: motivate children to do something different from what impulse or inclination suggests; ensure that they understand what that different and desirable behaviour is and that it is open to them, and make sure that choosing to behave that way brings some reward. The slapped child is hurt, angry and humiliated. S/he knows s/he has done wrong but s/he neither knows nor cares what s/he should have done instead and should do in the future. When s/he stops crying s/he will start exploring again and the cycle will repeat.

ARGUMENT 4 *Even if physical punishment is not effective it should not be outlawed because little smacks and spankings are in no way dangerous, do not cause real pain and are entirely unrelated to abuse.*

Physical punishment that does not cause pain or discomfort is a tautology. If it does not hurt it is not punishment. If such blows are not really intended to cause pain, why are they not directed at the punisher's thigh instead of the child's?

In the large body of international research concerning physical punishment no single study suggests that it does good, numerous studies suggest that it does harm. The following are some of the points made again and again:

- Hitting children is physically dangerous because children are small and fragile relative to punishing adults. Misplaced or dodged blows that are intended to be light sometimes cause ruptured eardrums or falls. Shaking babies or toddlers can cause concussion, brain damage and death.
- Mild punishments in infancy are so ineffective that they tend to escalate as children grow. The 'little slap' of babyhood often becomes a real spanking by four years and a belting by seven.
- While not all physical abuse of children is a simple escalation of physical punishment, parents convicted of cruelty frequently explain that their ill-treatment of the child began with disciplinary intent.
- Physical punishment can be emotionally harmful to children. Research especially indicts messages confusing love with pain, anger with submission: 'I punish you FOR YOUR OWN SAKE'; 'I hurt you BECAUSE I LOVE YOU'; 'My punishments make you feel angry and humiliated but you must bottle up your anger, submit, pretend remorse.'

²² Arguments extracted from - *Hitting People Is Wrong - And Children Are People Too*, Radda Barnen, published by EPOCH-Worldwide

- An enormous body of research shows that aggression breeds aggression. Children subjected to physical punishment are more likely than others to be aggressive to siblings; to bully other children at school; to take part in aggressively anti-social behaviour in adolescence; to be violent to their spouses and children and to commit violent crimes. National commissions or committees in the United States, the Council of Europe, Germany, and Australia have all recommended ending the physical punishment of children as the most effective single way of reducing all violence in society.

ARGUMENT 5 *Even if physical punishment does not prevent aggressive behaviour, it is still the best way to punish it; children who bite should be bitten; older children who bully others should be beaten.*

Psychological research shows that where there is a contradiction between an adult's words and actions, children pay more attention to what is done than to what is said. If there is one circumstance above all others in which physical punishment is most likely to produce aggression it is the use of physical punishment FOR aggressive behaviour. Even while the punishing parent's words say 'you are not to hit other people,' the hitting hand demonstrates the opposite.

ARGUMENT 6 *Many parents are under stress from difficult socio-economic conditions. Forbidding physical punishment would add to that stress and should await better standards of living.*

This argument is a tacit admission of an obvious truth: physical punishment is often an outlet for the pent-up feelings of adults rather than an attempt to educate children. In most parts of the world parents urgently need more social and economic support than they get, but however real adults' problems may be, venting them on children cannot be justifiable, nor is there any reason why children's protection from physical punishment should await improvements in their parents' lives.

In any case, hitting children is seldom an effective stress-reliever. Most parents who hit out in temper feel guilty; most who discipline by painful punishment wish that they could find other ways; few find pleasure in the company of angry, crying children. Life in families that eschew physical punishment in favour of more positive discipline is generally less stressful for all.

ARGUMENT 6 *If adults are not to hit children, what alternatives will ensure good discipline?*

Alternatives to physical punishments are not different punishments but an approach to 'discipline' which is positive rather than punitive. Research clearly shows that effective control of children's behaviour does not depend upon punishment for wrong-doing but on clear and consistent limits that prevent it. Thereafter good discipline - which must ultimately be self-discipline - depends on adults modelling and explaining the behaviour they prefer; having high expectations of children's willingness, and realistic expectations of their developmental ability, to achieve it, and rewarding their efforts with praise, companionship and respect.

Alternatives which might be used to prevent the use of physical punishment²³

An ideal scenario is one in which the parents or adults working with children try to establish from the beginning specific attitudes, taking into consideration the evolving capacities of the children:

- Establish clear, coherent and consistent limits with the child, in order to show them what they can do and what they cannot do;
- Dedicate time during the day to be with them;
- Try to take decisions together with children, explaining when appropriate, why the children's suggestions cannot be accepted;
- Listen to and respect the opinion of children, and stimulate their autonomy;
- Praise the things they do well and, when a criticism is necessary, talk about the wrong action and not about 'a problem of the person';
- Try to put yourself 'in their shoes' in order to understand why they are behaving or thinking in a particular way;
- Understand the evolving capacities of children (ie. Capabilities according to their age) and let them to assume tasks or responsibilities according to their evolving capacities.

²³ Translated and adapted from - *We can All care without Violence - A practical Guide for Families and Communities, Draft 2003. PROMUNDO, Brazil - to be published by SCF Sweden in 2005*

Positive Discipline Without Hurting or Humiliating Children - Some Principles²⁴

- Positive discipline requires confidence from parents: confidence that you really are the most important people in your children's lives, and confidence to see bringing children up as a matter of family cooperation, rather than adult authority and childish obedience.
- People learn much more through cooperation and rewards than through coercion and punishment: think of yourself. Punishments don't motivate people to try harder or do more; they make people upset, angry and obstinate instead. Your child is a person and also learns more from rewards than punishments. The rewards don't have to be things like presents or sweets; what children really want is parental attention. They want you to notice them, talk to them, share your life with them, acknowledge and affirm the positives in them.
- **Positive discipline means working with children, not against them:**
 - Children are your apprentices In learning how to behave, show and tell them how It is done.
 - Keep them safe while they grow: give them secure limits they can test but not overturn. Make sure the baby can't reach the fire; the toddler cannot open that forbidden gate; the older child is holding your hand before you reach the road.
 - Keep them secure while they learn: give them their say, listen to them, respect their point of view, but don't let them bore or blackmail you into giving in against your better judgment.
- **Children need your attention and will do anything to get it. The more you give when they are being a pleasure, the less they will try to force from you by being a pain. Do you always answer when they speak or only when they whine? Positive discipline means trying not to be negative:**
 - 'Do' works better than 'don't': rewards work better than punishments.
 - Show and tell what they should do - not just what they shouldn't.
 - Explain your real reasons - 'because I say so' teaches nothing for next time.
 - Try to say 'yes' and 'well done' at least as often as 'no' and 'stop that'. . Be as ready to praise behaviour you like as to scold for behaviour you don't.
 - Rely on rewards like hugs and jokes, not punishments like smacks and yells.
 - Ignore minor silliness and 'cheek'. The more you nag the less they'll listen.
 - When they do something wrong explain what it is and how to put things right.
 - Even when you dislike your child's behaviour, never suggest that you dislike your child.

What it is necessary to know and do to avoid conflicts with children?²⁵

One of the most important things that helps to avoid or reduce conflicts is to know and understand the *stages of child development*, as well as the characteristics, limits, and responses that are necessary at each of these stages. Lack of knowledge of these stages frequently generates unreal expectations in adults ie. They expect results that are not possible: they expect children to understand or undertake something for which they are not prepared, or alternatively attempt to explain to children that they are not capable of doing something that they could in fact do.

Without an understanding of the limits imposed by children's development, adults tend to become infuriated with the things that children can or cannot do.

Some professionals that study children's development suggest that the development of a child occurs at three levels: biological, cognitive (knowledge) and emotional/social. This means that children need food and care, but also other equally important things, such as the necessity to feel that people love them, that they are protected, and the fact that they are living in a caring environment. The place and the people with whom they have relationships are equally important.

²⁴ From *Hitting People is Wrong* - CRIN website - <http://www.crin.org/resources>

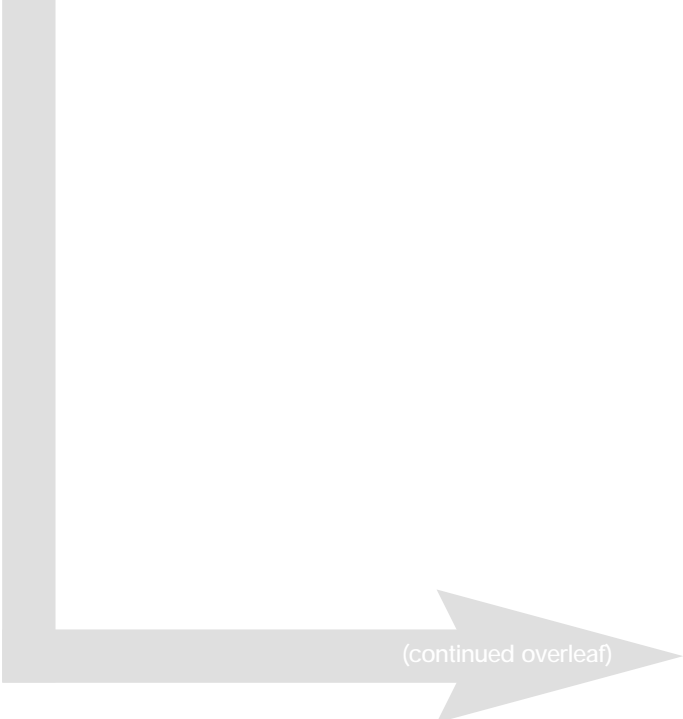
²⁵ Translated and adapted from - *We can All care without Violence - A practical Guide for Families and Communities, Draft 2003. PROMUNDO, Brazil* - to be published by SCF Sweden in 2005

The first and strongest contact that a child has is with his or her family. The family is usually defined as the group of people that have ties of affection, shared blood and co-existence with the child. Regardless of the composition of the family, it is the first influence on children in terms of transmitting values and the customs of a society. From day-to-day the child receives the first lessons and internalises society's values, in other words, how a person should behave. Hence it is said that the family reproduces cultural values in the next generation, since the lessons are transmitted from one generation to the other.

Following on from the family, there is contact with friends, the school, the media etc. From these sources, the child learns more about life and living in groups, acquiring new knowledge, new rules and accepting that he or she is part of a community, accepting responsibility for his or her personal behaviour and decisions, and learning to recognise, understand and express emotions and care for others etc.

The following table contains some characteristics of children between 0 - 11 years, in three different stages of their development:

CHARACTERISTICS	ADVICE
<i>From birth until 2 years old</i>	
<ul style="list-style-type: none"> • The baby depends completely and all the time on adults. • Crying is one of his/her communication methods. • In this stage of development, physical contact is very important for the baby's development. • Being in the mother's lap gives the baby security. • The child does not manage to share his/her toys when playing with other children. 	<ul style="list-style-type: none"> • When the baby cries, be patient and discover why he/she is crying. Check he/she is not hungry, dirty, feeling cold, hot or in pain. A baby sometimes cries because he/she wants to be close to his/her mother, father or guardian. • Do not allow other children to take care of the baby, even for a moment. • Between 1 and 2 years old, the baby does not understand well what people say, but understands very clearly when an adult talks to him/her with affection.



<i>From 2 to 3 years</i>	
<ul style="list-style-type: none"> • The child starts to show his/her will and is very curious. • In this stage, the exploration of different spaces and objects is necessary and important for the development of his/her knowledge (however stay close to the child to avoid accidents). • The child needs to learn the things he/she can and cannot do. Be prepared to say 'no' many times. • The child starts learning to control his/her toilet habits and asking to go to the toilet. You can start training him/her in personal hygiene and stopping to use nappies step by step. • He/she understands many things that are asked, but can refuse to do them. 	<ul style="list-style-type: none"> • Avoid accidents. Try to create a safe environment for children to play. Keep any dangerous objects removed (medicines, cleaning products, alcohol, breakable things, or others that could be eaten, and sharp objects). Cover the sockets. • Children should not be left alone in places such as wet toilets, near to the kitchen, windows or the front door. • If the child is in a nursery, try to be well informed about the place and the personnel, and attend any activities at the nursery. Maintain this approach throughout the child's school life.
<i>From 3 to 5 years</i>	
<ul style="list-style-type: none"> • The child is very active; talks alone; invents "imaginary friends"; collaborates with his/her parents and teachers and waits for their approval. • In this stage the child is calculating the limits of what he/she can or cannot do • The child becomes accustomed to touching their intimate parts and asking how babies are born. 	<ul style="list-style-type: none"> • Always explain your reasons when you say 'no'. • Teach your child through play. Always play with him/her. • When going out with the child, take things with you to stimulate interest, such as a toy. • Answer the questions about sex in a simple manner.
<i>From 6 to 11 years</i>	
<ul style="list-style-type: none"> • The children start to relate to society and conflicts within the family or at school can occur. • The child is now capable to listen to and understand others' reasons. • Children like to relate to other children through chatting or playing. They also like to explore the world by running and jumping. Progressively, it is easier to share his/her toys. • It is a stage with lots of accidents, fights with brothers and sisters, lots of activity. • He/she is aware about the attitudes/ behaviour that society expects from a man and a woman. • The influence of a peer group of friends is increasingly stronger. 	<ul style="list-style-type: none"> • It is the moment when parents and educators should present clear values and limits to children's behaviour. They must allocate responsibilities according to age. • It is always good to explain the importance of studies and the routine. • The parents, brothers, sisters, and other members of the family are taken as examples (behaviour). The family attitudes say more than words sometimes. • Although it is necessary to establish limits, be clear about the importance of respecting other people and following rules, it is also important to acknowledge and value good behaviour and to praise children for their achievements. • It is important that the child participates in family decisions, and that his/her desires and willingness are taken into account. • The parents should agree with regards to the rearing of their children. As a child gets older, it is easier for him/her to notice contradictions between his/her parents.

Further Resources

www.cei.net/~rcox/hitting.html

The Centre for Effective Discipline: www.stophitting.com has useful resources such as:

- "28 Ways to teach non-violence, kindness, and peacefulness to children" by Dr. C. Landy, www.stophitting.com/disathome/28ways.php
- "10 Guidelines for raising a well-behaved child", www.stophitting.com/disathome/10guidelines.php
- "Kids creating peace pledge", www.stophitting.com/disathome/LandyKIDScreatingPEACE.php
- "Peace-teaching parenting pledge", www.stophitting.com/disathome/PEACETeachingParentingPledge.php
- Webpage on "Religion and discipline", www.stophitting.com/religion/ (N.B. Christian only)

Radda Barnen (Save the Children, Sweden) - information about corporal punishment

www.rb.se/eng/Programme/Exploitationandebuse/Corparalpunishment/1412+What+we+think.htm

Radda Barnen (Save the Children, Sweden), A Crowley, C Vulliamy "Listen up! Children talk about smacking". The report presents the views and experiences on 'smacking' of over 70 young children, aged 4 - 10 years, living in Wales.

Radda Barnen (Save the Children, Sweden), "We can work it out: parenting with confidence". Training material for parents www.savethechildren.org.uk/onlinepubs/workitout/

APPENDIX 6: Anti-bullying policy, ChildHope

Purpose of this paper

This paper was researched and written for ChildHope by Steve Waller and adapted by ChildHope. ChildHope is extremely grateful to him and to those agencies that offered him their support and full and open access to their information.

This initiative for this work is borne from the child protection concerns of some of ChildHope's partners in the field, and it is designed for them.

Many of ChildHope's partners work with children in a variety of settings, including:

- Street schools
- Drop in centres
- On the street, by day and night
- Emergency feeding shelters
- Day or night shelters
- Children's hostels
- Formal or non formal education settings
- Vocational training institutes
- Refugee camps, and
- Internally Displaced Peoples' camps

The power and authority that is implicit - and often explicit - in the nature of adult / child relations, behoves professional organisations to maximise the protection and defence of the rights of children. As active - and often leading - members of civil society, NGOs have a particular responsibility to set an example of best practice with regard to child protection.

Child protection issues are an important element of the Convention on the Rights of the Child, and are increasingly regarded as mainstream development concerns. This guideline is designed to support ChildHope's partners in considering and addressing an important aspect of child rights. ChildHope has a child protection policy, which is available upon request.

It is important to note that this is a guideline and not a policy in its own right. However, ChildHope is happy to work with its partners to help them develop policies that are both culturally appropriate and consistent with the Convention on the Rights of the Child.

Guidelines for developing an anti-bullying policy

Bullying is a difficult issue to tackle, largely because it is generally a hidden one. Child victims of bullying are often afraid to talk about it for fear of the bully or awkwardness to admit they are being bullied. One research study found that 50% of people being bullied tell no one²⁶. But the long-term affects can contribute towards a negative effect on self-esteem and sometimes depression can result. There is therefore a responsibility to all for tackling it when it happens. Developing an anti-bullying policy is a way of addressing the issue and a good step forward.

A framework

The aim of these guidelines is to give some steps and practical suggestions that can be considered and then adapted to the specific context of work. Five questions to be considered therefore form the framework for these guidelines. These have been adapted from a support pack for developing anti-bullying policies in schools (produced by the Scottish Council for Research in Education). Other good practice ideas by agencies that have specialised on this subject have been added in to each section.

26 From a research study where 1000 questionnaires were carried out in 10 schools in Scotland - 'Bullying in Scottish secondary schools' by Andrew Mellor (1989)

Active involvement

Involvement in developing the policy should include all the staff and also the client group, where possible, as only commitment to the policy by all will make it effective and ensure bullying is addressed openly.²⁷ Involvement of young people in the solution has been seen as a key factor in making an anti-bullying policy successful.

Question 1 To consider what counts as bullying

A first step is to gain an awareness of the amount of bullying that is taking place and the nature of it. A practical point to consider is to agree a definition of what behaviour counts as bullying, as different people may have different views (their own experience may play a part in this). Below is a list of possible behaviours that could be thought of as bullying:

Types

- 1 Physical assault (violence)
- 2 Teasing, for example calling names
(verbal bullying can be as harmful as physical bullying)
- 3 Exclusion from peers
- 4 Spreading rumours
- 5 Harassment (where seen as different from others)
- 6 Forcing to hand over money
- 7 Threatening
- 8 Initiation ceremonies to someone new
- 9 Gang-bullying
- 10 Witnesses watching and laughing (as may encourage the process)

(It may not be bullying when two children of approximately equal strength or confidence are fighting. Bullying usually involves an imbalance of power in the situation, where one person is using their power to hurt or exploit the other).

There are a few key questions that staff may need to consider:

- How much bullying is there?
- Where it is happening?
- When is it happening?
- What do staff and young people think should happen?
- What strategies could be used for dealing with it?

A key question is how an effective needs assessment can be made sensitively. One effective way in a residential project is through developing the one-to-one relationships of trust with the children so they feel more confident to talk about the problems and situations they are facing. The system of allocating time for one-to-one sessions with residents could be useful for this - empathy and active listening skills are key qualities for making these sessions work.

Also, developing some form of regular group work sessions within a project can help children to get used to talking about sensitive issues. Group work is a useful strategy for bringing hidden problems into the open to be shared and dealt with effectively.

²⁷ *Anti-bullying network: 'Bullying in communities' (an information paper)*

Question 2 Aims of the policy

Ideally an anti-bullying policy should include both

- 1 Approaches for prevention of bullying
- 2 Intervention where bullying occurs

[Other relevant policies and procedures of the organisation/ project may also need to be taken into account when developing an anti-bullying policy. For example a child protection policy, and the rules for the project].

Question 3 What the policy would cover?

- **Raising awareness of the issue** - one approach to raising awareness on bullying is through developing some form of social education on the issue. [There are some practice models for this within the UK, and further information can be supplied if requested].
- **Creating opportunities to talk about bullying** - the most effective ways for this are through one-to-one support with the children and also through group work. However, if group work is developed it may be useful to allow time for the process of an effective group to form and for openness and trust to be established within the group time, before more sensitive topics like bullying are introduced.
- **Supervision of key areas** - one particular area to consider is how to effectively supervise the night times, to prevent bullying occurring then. What is important is that all are involved (or consulted in some way) in the process of discussing the most effective way forward for this, not only all the staff, but also all the children themselves.²⁸
- **Developing peer support** - a way to help encourage the children to take care of one another, and to create an environment where they can help others to be able to report bullying when it occurs. The systems for night supervision need to consider child protection issues as well, and how this could also link into a child protection policy.
- **Procedures for investigating incidents and guidelines for listening** - it may be useful for staff to listen to all involved including witnesses and bullies. Useful actions to take:
 - *It is important to really listen to the person (not to make assumptions of what has happened)*
 - *To problem-solve and take some action*
 - *It is helpful to let the child know what you will do with the information they give you and keep in communication with them (if the person being bullied discloses information and then does not know what will happen next it may create fear for them)*
 - *It is recommended to make a record of incidents of bullying, and also to follow up afterwards to make sure the situation has stopped.*

Some further ideas for staff listening and issues in supporting someone when they have been bullied are listed in the Appendix.

Question 4 Who is going to do what?

To make the policy happen in practice it is useful to identify specific responsibilities for taking it forward.

Question 5 Communicating the policy to everyone involved?

The best way to communicate the policy is for everyone to feel that they have some ownership of the policy. One idea to consider is whether there are appropriate ways for some involvement of all those involved in the project in discussing the first four questions.

Internet resources

A recommended agency is the Anti-Bullying Network, who are based in Scotland.
Web site address www.antibullying.net

²⁸ The Anti-Bullying Network on the issue of night cover in residential projects recommended the involvement of all any decisions made.

Appendix - Helpful and unhelpful responses to bullying²⁹

Staff Some actions that staff can take when dealing with a situation of bullying

Helpful actions

- To listen to all involved
- If advice is given it needs to be practical
- Modelling a non-bullying environment, therefore avoiding calling the children any names or putting them down in any way.

Unhelpful actions

- To trivialise or patronise them when a child reveals that they are being bullied
- To ignore the situation
- To give inappropriate advice, for example to tell the victim to fight the person who is bullying them, as the victim would then risk being seen as a bully.

Key messages that a victim of bullying needs to hear

- "It's not your fault" - The child being bullied may need help to recognise this. The person doing the bullying can make the child feel that it is their fault it is happening. The victim may also feel that they need to change, when the problem is actually with the bullying behaviour
- "You do not have to face this alone"- Isolation is a big effect of bullying and the stigma that the person is being bullied may create an obstacle in asking for help.

Person being bullied

The following are some helpful actions recommended for the person who is being bullied to take

Helpful actions

- Talk to someone they trust
- Seek friendships - different / more
- Recognise it is not their fault
- Taking some action.

Unhelpful actions

- Dealing with it alone
- Taking no action about it
- Believing all said about them
- Exaggerating what has happened.

Peers and witnesses

It is helpful for the peer group of someone being bullied to know why it is important for them to act (due to the potential harmful effects to the victim if bullying carries on)

Helpful actions

- Encourage the victim to talk to an adult (and to offer to accompany if they are afraid to)
- Befriend the victim (as will need this when being bullied)
- It is helpful to not let those who are bullying think that you're too afraid to act.

Unhelpful actions

- To tell the victim to deal with it alone.

Person who is bullying

Someone who is bullying other children has often either been bullied themselves or may be unhappy in their own life. While not accepting the behaviour, staff can help them to understand why they are bullying others, and to help them deal with the real issues.

²⁹ These are adapted from materials by the following organisations: Anti-bullying Network, Scottish Council for Research in Education, and Child Line.

APPENDIX 7: Examples of guidelines on communications about children

ChildHope Communications Guidelines

Within its fundraising and publicity materials, ChildHope will sometimes be required to use text and imagery from its projects around the world. In so doing, it recognises that it has a responsibility to the children that are portrayed. To this end, ChildHope looks on all children as human beings, who are the subject and receivers of human rights and will respect these rights at all times.

In communications about children, the following therefore, applies:

- Every child has a right to be accurately represented through both words and imagery. The organisation's portrayal of each child must not be manipulated or sensationalised in any way, but provide a balanced depiction of their life and circumstances. Children must be presented as human beings with their own identity and dignity preserved.
- ChildHope will avoid the following:
 - Language and images that could possibly degrade or victimise or shame children
 - Making generalisations which do not accurately reflect the nature of the situation
 - Discrimination of any kind
 - Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible and should be relevant to any accompanying text).
- Where children are indeed victims, the preservation of the child's dignity must, nevertheless, be preserved at all times. The organisation should attempt to depict a balance between victimisation and empowerment by using necessary tools, such as 'before' and 'after' shots.
- In images, children should not be depicted in any poses that could be interpreted as sexually provocative.
- Personal and physical information that could be used to identify the location of a child within a country and cause them to be put at risk will not be used on the organisation's website or in any other form of communication for general or public purposes. Where it is necessary to use case studies to highlight the work of ChildHope, names of children will be changed.
- Permission will always be sought from the child/children themselves before taking photographs, except under exceptional circumstances, based on the child/children's best interests, where this may not be possible or desirable.
- To the greatest extent possible, the organisation will acquire informed consent/the permission of the child, child's guardian and/or NGO responsible for the child, before using any image for publicity, fundraising, awareness raising or other purpose. The purpose should be made clear to the consent giver.
- As far as possible, people (including children) should be able to give their own accounts, rather than have people speak on their behalf. People's (including children's) ability to take responsibility and action for themselves should be highlighted.
- Information about a child/children's life and photographs of children (including information stored on the PC) will be kept in secure files. Access to these should be limited to those that need to use them during the course of their work.
- Individuals or organisations that request the use of ChildHope's resources, such as photographs, will be required to sign an agreement with the organisation as to the proper use of such materials. Suggested wording of this agreement is next:

ChildHope UK Photo/Photo Negative/Slide/Resource Lending

ChildHope UK is pleased to lend you the resources detailed below, for the purpose listed. They are lent on the basis that you or your organisation uses them specifically for the purpose agreed. In order to comply with our child protection duties, we reserve the right to cancel this agreement if we feel that the use of ChildHope's materials breaches the organisation's agreement or infringes on the rights of the child/children in the photograph.

DESCRIPTION	AGREED USE OF RESOURCE

I have borrowed the above photographs from ChildHope UK.
I agree to abide by ChildHope's policy as outlined above.

Signed _____

Date _____

Lent By _____

Guidelines on communications about children

International HIV/AIDS Alliance

In all its communication and publicity materials, the International HIV/AIDS Alliance upholds the responsibility to treat children as individuals with rights, who should be treated with dignity and self worth. The following constitutes guidelines on communications about children:

- Children shall be accurately represented either verbally or in images in ways that do not amount to manipulation or sensationalism.
- Children are not to be depicted in images or poses that might be regarded as sexually provocative.
- Informed written consent from a child or parent or person with parental responsibility will be obtained before any photographs, recordings, statements or other information identifying the child (personal data) is recorded, disclosed or otherwise used.
- In particular children are not to be depicted in images or poses that might identify them as HIV positive without their informed consent.
- The purpose for which images or information on children is to be obtained must be clearly explained and understood, and the consent must be recorded on an approved consent form and informed consent must come from the child or person able to give valid consent (by signature on a consent form).
- A copy of the consent form shall be retained by the Alliance, and use of the personal data shall be carefully monitored and kept secure and within the control of the Alliance.
- In particular where external contractors or consultants record personal data, such as photographs and moving images, the Alliance shall be careful to impose this policy on such contractors and ensure that future use of such personal data is retained by the Alliance. For example, this may be ensured by license or assignment of copyright to the Alliance in specific contracts.
- All such personal data will only be retained for as long as it is relevant and necessary to do so, and shall be destroyed thereafter.
- Duties of confidentiality and data protection legislation (including the Data Protection Act of 1998) shall be followed when handling child related personal data.
- Information that may be used to identify or locate a child and place their life in danger in their country of residence or elsewhere should not be made available in public media like websites and magazines.
- To the extent possible, children have to be allowed to give their own account or views on issues as opposed to adults or institutions speaking for them.
- Information on child abuse cases shall only be shared on a "right to know" and "need to know" basis in accordance with data protection legislation. (Parents, guardians and primary care givers have the right to know while child protection designate, HR officers and others directly involved in investigations, like the police, have a need to know).

Declaration

I have read and fully understood the Alliance guidelines on communication about children and agree to adhere to the guidelines as defined above.

Name

Title

Signature

Date

APPENDIX 8: Participatory facilitation³⁰

What is facilitation?

Facilitation involves managing group dynamics and discussion in face-to-face situations. A facilitator who works in a participatory manner creates an enabling and trusting environment in which all people present feel safe to discuss the issues concerned. Attitude and behaviour are what differentiates a facilitator from a trainer/teacher; the facilitator's role is much more one of ensuring that all voices are heard, that no one dominates, that conflict is diffused and possible agreements are reached, rather than a focus on providing input to the group.

When might you need to facilitate?

You may need to facilitate group discussions as part of a workshop for introducing the project; project training; monitoring and evaluation.

Involving children

Care must be taken if you want to involve both adults and children in the same group to ensure that children feel comfortable, that they have given their informed consent to be involved, that the discussion is meaningful to them and that they feel able to contribute their opinion. You might feel that it is more appropriate to work with a group of children separately, using different approaches. However, whether in mixed or separate groups, children's opinions and concerns should be given equal value to those of adults.

The pros and cons of participatory facilitation

Advantages

- Allows all concerned to voice their views
- Creates enabling environment conducive to sharing and learning
- Reaches vulnerable and 'invisible' groups
- People are motivated:
 - If their experience is valued and drawn upon,
 - If they are allowed to participate in an activity,
 - If this experience is seen to have immediate relevance to them.

Disadvantages

- Not a good medium if your messages require much input
 - Bad facilitation skills can leave lasting impression
 - Need a competent facilitator
-

³⁰ Adapted from IMA Training Materials

Guidelines for facilitators

1 **The skilled facilitator** knows when to be dynamic and when to be receptive so as to strike a balance between directing people and encouraging people's self-reflection.

2 **Think about** how the following variables will affect the way you manage the group:

- group size
- group dynamics (e.g. gender, hierarchy, age, experience, personalities)
- domination by/marginalisation of some members
- presence of senior person

3 Types of communication

REMEMBER NON-VERBAL COMMUNICATION	REMEMBER VERBAL COMMUNICATION
Maintain eye contact with everyone in the group when speaking. Try not to favour certain participants.	Ask open-ended questions that encourage responses. If a participant responds with a simple yes or no, ask 'why do you say that?'
Move around the room without distracting the group. Avoid pacing or addressing the group from a place where you cannot easily be seen.	Ask other participants if they agree with a statement someone makes.
React to what people say by nodding, smiling, or engaging in other activities that show you are listening.	Be aware of your tone of voice. Speak slowly and clearly.
Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.	Paraphrase statements in your own words. You can check your understanding of what participants are saying and reinforce statements.
	Be sure that participants speak more than you do.
	Let participants answer each other's questions. Say 'does anyone have an answer to that question?'
	Encourage participants to speak and provide them with positive reinforcement.
	Avoid using slang or other 'special' language.
	Keep the discussion moving forward and in the direction you want. Watch for disagreements and draw conclusions.
	Summarise the discussion. Be sure that everyone understands the main points.

4 Preparation

- a) Consider your target group characteristics. Think about number of participants and how they will be arranged into groups.
- b) Identify topic, plan the aims and objectives. (It is important to be clear about what you want to have achieved by the end of the session).
- c) Plan your introduction, what do you need to consider in this section?
- d) Plan any instructions for the group and the time allowed.
- e) Arrange visual aid equipment if needed.
- f) Plan seating: everyone in the group should be able to see each other's faces.

5 Delivery

- a) Introduce yourself, the topic, link the discussion to previous learning or experience; explain the purpose of the discussion; establish rapport.
- b) State aims and objectives.
- c) Give instructions - explain what is expected of the group and state time allowed.
- d) Present first point for discussion as an open question. Allow a period for thought.
- e) Feed in more prepared questions as required. Guide the group to keep to the point.
- f) Listen carefully to contributions and use to build discussion as needed.
- g) Make sure that all participants, including the quiet ones, have a chance to participate.
- h) Make notes of major points for the summary.

6 A major challenge for facilitators is how to draw quieter people into the discussion. There are a variety of methods a facilitator can use to ensure equal participation, for example:

- a) Distribute 2-3 cards to all participants before the discussion, and state that whenever someone speaks, they 'use up' a card and need to hand it in. Once you have used up your cards you cannot speak any more on that subject. This limits the contributions of the more 'vocal' participants and ensures that everyone gets a similar chance to voice their opinions.
- b) Work using tree diagrams and problem trees, and brainstorming for suggestions rather than putting people on the spot and directly questioning individuals. The purpose of these techniques is to create the first step of engagement for ensuring participants' contributions.

7 Tips for success:

Do

- Trust in other people and their capabilities
- Have patience and good listening skills
- Be confident but not arrogant
- Have respect for the opinion of others, and do not impose ideas
- Use questions that encourage thought and participation
- Be aware of the behaviour of the group
- Keep the whole group involved

Do not

- Rush
- Lecture
- Criticise
- Interrupt
- Dominate
- Sabotage

APPENDIX 9: Guidelines on recruitment

CHILD PROTECTION - STAFF RECRUITMENT

It is strongly advisable to state that you have a child protection policy in the wording of any job advertisements. This will demonstrate your commitment to child protection issues and will act as a deterrent to individuals seeking out organisations with weak protection procedures.

Suggested wording for job advertisements:

"[Name of org] recruitment and selection procedures reflect our commitment to the safety and protection of children (or prevention of child abuse) in our care / activities / programmes." [Taken from ECPAT Australia]

OR (shorter version for expensive ads!) "[Name of org] has a child protection policy in place"

OR "Candidates will be expected to comply with [name of org's] child protection policy"

Suggested wording for application forms:

Applicants are expected to comply with [name of org's] child protection policy. This includes:

- 1 Signing a personal declaration stating any criminal convictions, including spent convictions. [See attached for sample form]. This declaration must be returned with the application form.
- 2 Providing the name and contact information of two character references they have known for no less than two years, excluding family members. [See attached for sample form]. This declaration must be returned with the application form.

Successful candidates will be expected to comply with the following as a condition of employment:

- 3 Both acceptance of and commitment to our Child Protection Policy and Code of Conduct for working with children.
- 4 Satisfactory clearance through a police check conducted by the Criminal Records Bureau where applicable.

Guidance on addressing child protection issues in interviews:

Prior to interview:

- 1 Ideally, all of the shortlisted candidates for interview will have already signed a statement of criminal convictions which has revealed no problems in relation to child protection [see suggested template].
- 2 The recruitment procedure can also include a requirement to sign a statement of commitment to the organisation's Child Protection Policy which includes a statement that they would be prepared to undergo a police referee check if appointed. The purpose of this up-front, transparent approach even prior to interview is to deter abusers from applying to the organisation in the first place.

During the interview:

- 1 However, according to good practice, the interview should also 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 (if the candidate has had a career working in children's issues)
 - frequent changes of employment or address (if the candidate has had a career working in children's issues)
 - 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 organization 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 All applicants 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 organization takes the policy seriously.

- 5 Direct and challenging questions encourage self-selection (i.e. candidates withdrawing themselves from the process). Suggested / possible direct questions (adapted from ECPAT 'Choose with Care'). The exact questions should obviously be adapted to suit the type / level of seniority of the position being applied for:
 - 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?
 - Are you aware of our Child Protection Policy? What do you think of it?
 - When might it be appropriate and inappropriate to be alone with a child (on, say, an overseas project visit)?
 - How and when might it be appropriate to comfort a child?
 - 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 the photo depicts prostituted children / children in conflict with the law their faces should be blurred and their names changed; was the photo taken (and - in an ideal world - used!) with the child's permission? etc.]
 - Is there anything that we might find out about during reference checks that you'd like to talk about?

- 6 Warning signs as listed by ECPAT 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!" [ECPAT Australia - 'Choose with Care'].

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

- 9 Also, a final reminder that under Equal Opportunities law, an organisation is not allowed to discriminate against anyone on the grounds of age, gender, marital status, race, religion, sexual preference, disability etc...

[NAME OF ORGANISATION]

Character References

Please provide the name, address and contact number of two character references you have known for no less than 2 years, excluding family members.

Referee Name

Address

Email

Contact Number

Referee Name

Address

Email

Contact Number

Declaration of Criminal Convictions

Do you have a prosecution pending or have you ever been convicted, bound over or cautioned by the police or received a formal reprimand or final warning for any offences, including road traffic offences? Yes ___ No ___

If yes, please provide details, including those prosecutions or convictions considered 'spent', and declare any previous investigations or allegations made against you. These will be kept confidential by the designated Child Protection Officer at [name of organisation], who will assess whether they pose any risk or not in relation to child protection.

"I declare that the information I have given is complete and true and understand that knowingly to make a false statement may result in termination of any agreement held between myself and [name of organisation]."

Signed

Print name

Date

PERSONNEL - TRAINING / ORIENTATION

Please note, these guidelines relate to UK NGOs supporting partners/ project overseas.

- a) Conduct a training needs assessment for personnel associated with the organisation which identifies who needs to be trained, what type of information they need to know, who will conduct the training, by when, and the materials needed to conduct the training. [See suggested template above].
- b) In consultation with stakeholders, establish a timetable for the training of personnel.
- c) There are likely to be different types of training / orientation needed. For example:
 - I. **Initial / basic awareness raising and training** on the organisation's child protection policy for existing staff and associated personnel;
 - II. **Initial / basic awareness raising and training** on the organisation's child protection policy for new staff and associated personnel as and when they join the organisation;
 - III. **General refresher training** for personnel (perhaps once a year) to remind personnel of procedures in place and to update on any new developments;
 - IV. **Overseas briefings** for personnel due to travel overseas on project visits etc. to remind personnel of behaviour codes of conduct and use of photography (communications guidelines) and reporting procedures in the event that the visitor may witness abuse whilst overseas;
 - V. **Specialised briefings** / training for particular audiences such as sponsorship staff, communications, media and fundraising staff on the use of images and case studies etc.
- d) Ensure that participants have plenty of opportunity to ask questions and discuss issues of concern as part of the training. The trainer should know where they can go for advice if they need additional help in answering these questions (e.g. local organisations with expertise on child protection, ChildHope, CSC UK).
- e) Where possible, get feedback from the participants on how the briefing / session went with suggestions for future improvement.

APPENDIX 11: Allegations from a child - listening to a child's disclosure of abuse³¹

General points

- Accept what the child says
- Keep calm
- Don't panic
- Don't seek help while the child is talking to you
- Be honest
- Look at the child directly
- Do not appear shocked
- Let them know that you need to tell someone else
- Assure them that they are not to blame for the abuse
- Never ask leading questions
- Try not to repeat the same questions to the child
- Never push for information
- Do not fill in words, finish their sentences, or make assumptions
- Be aware that the child may have been threatened
- Take proper steps to ensure the physical safety and psychological well being of the child. This may include referring them for medical treatment or to a psychologist
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer
- Let the child know what you are going to do next and that you will let them know what happens³²

Things to say

- Repeat the last few words in a questioning manner
- 'I believe you'
- 'I am going to try to help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'

Things not to say

- 'You should have told someone before'
- 'I can't believe it! I'm shocked!'
- 'Oh that explains a lot'
- 'No not...he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Where? Who?'

At the end of the disclosure

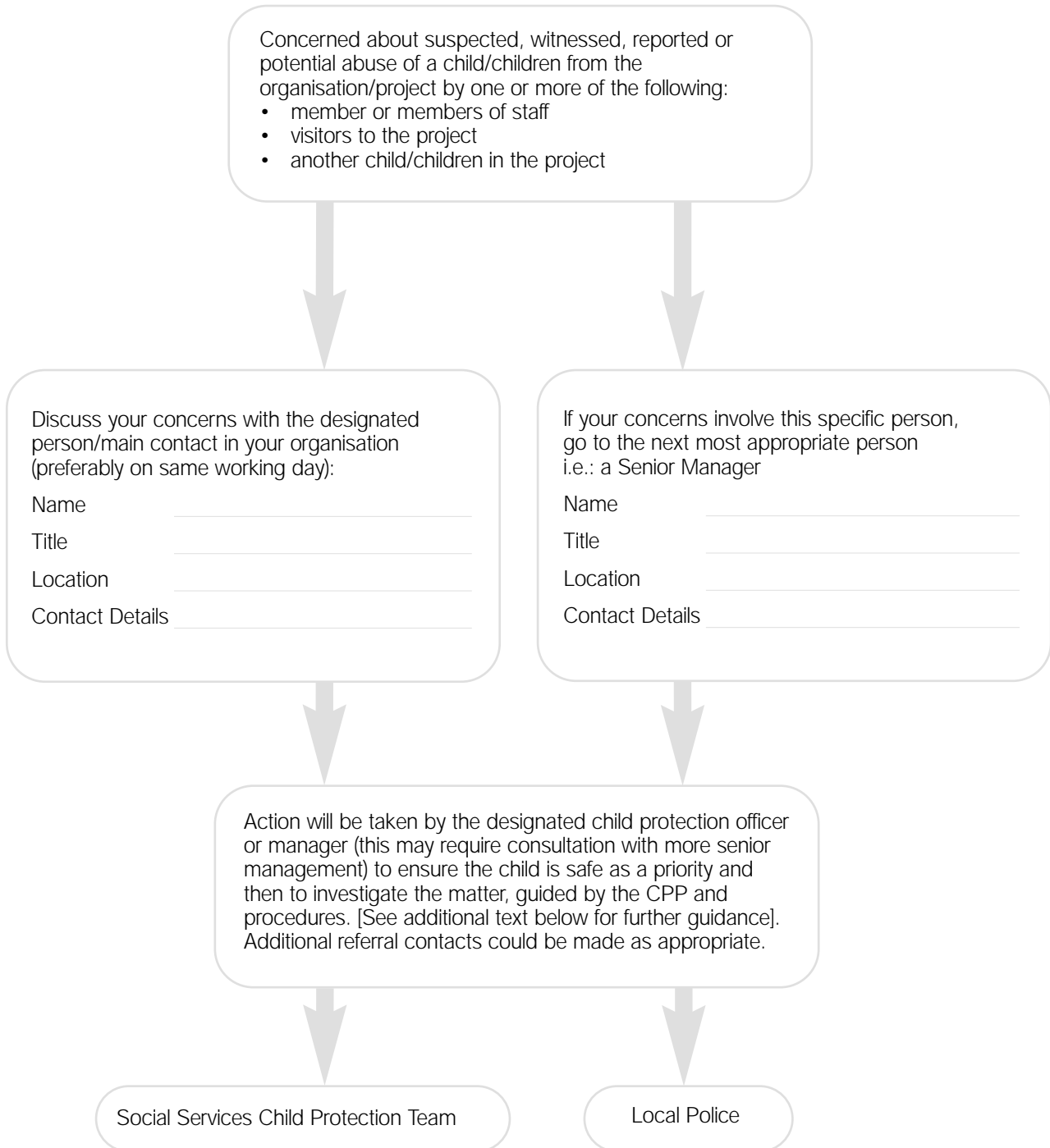
- Reassure the child that it was right to tell you
- Let them know what you are going to do next
- Immediately seek help, in the first place from the designated child protection officer
- Write down accurately what the young person has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in helping your organisation/ Social Services/ the Police decide what is best for the child, and as evidence if necessary
- Seek help for yourself if you feel you need support

³¹ Methodist Church Guidelines: Listening to a Child's Disclosure of Abuse and including some points from Tearfund Child Protection Policy, May 2001, Section C

³² Anti-Slavery International draft Child Protection Policy, Oct 2002, 'Raising and reporting of child abuse'.

APPENDIX 12: Reporting and reaction protocol: Recommended guidelines

Sample management flowchart for reporting suspected abuse³³



³³ Adapted from tools and resources found in the child protection policies of SENSE International, Save the Children UK and Tearfund.

Further guidance

- If your concerns involve immediate harm to a child, act without delay, as inaction may place the child in further danger.
- If you know any information about the maltreatment of a child, it is your responsibility to tell someone.
- 'In certain instances there will be the obligation for the organisation and its staff and others to report concerns to the appropriate external bodies. This will usually occur as a consequence of the reporting procedure. However, if urgent action is required in order to protect children then it may be prior to the reporting procedure'.³⁴
- The responsibility for investigating allegations of child abuse in many countries rests with the Police and local Social Service Department. The organisation's designated child protection officer may seek legal advice, the advice of the Social Services or Police in deciding whether a formal referral to the authorities is necessary. If it is decided that external reporting should not take place then there must be a clear rationale for that decision which should be recorded. The decision not to report in such circumstances should be unanimously approved by the relevant management personnel - e.g. Executive Director, Operations Director and the Child Protection Officer.³⁵
- Reports that are made maliciously or not in good faith shall warrant strict disciplinary action in line with the Human Resources staff manual.³⁶
- The process leading to decision making should be well documented and all facts or written allegations and responses kept on file.³⁷
- When a case is immediately dropped, the reasons for doing so shall be communicated to the person who reported the matter.³⁸

³⁴ Tearfund Child Protection Policy, May 2001, Section C (Reporting - Making Reports).

³⁵ Adapted from Tearfund Child Protection Policy, May 2001, Section D (Responding).

³⁶ HIV/AIDS Alliance Child Protection Policy January 2005

³⁷ HIV/AIDS Alliance Child Protection Policy January 2005

³⁸ HIV/AIDS Alliance Child Protection Policy January 2005

APPENDIX 13: Sample report form for suspected abuse³⁹

If you have knowledge that a child's safety might be in danger, please complete this form to the best of your knowledge. Please note that child protection concerns must be reported directly to the designated child protection officer immediately (preferably within the same working day). You may wish to complete this form before contacting the designated child protection officer in your organisation's reporting process or you may wish to complete the report after contacting the designated child protection officer. This report is to be used as a tool to develop the most un-biased information-based report possible. For confidentiality reasons, the report should be written and signed solely by you. It should only be sent only to the designated child protection officer. It will be held in a safe and secure place and treated in the strictest confidence.

1 About You

Your name _____

Your job title _____

Workplace _____

Your relationship to the child _____

Contact details _____

2 About the Child

Child's name _____

Child's gender _____

Child's age _____

Child's address _____

Child's guardians _____

3 About your Concern

Was the abuse observed or suspected? _____

Is this concern based on first hand information or information divulged to you by someone else? _____

(If so who?) _____

Did the child disclose abuse to you? _____

Date of the alleged incident _____

Time of the alleged incident _____

Location of the alleged incident _____

Name of alleged perpetrator _____

³⁹ Based on tools and resources from Child Protection Policies of SENSE International and Tearfund.

Job title

Nature of the allegation

Your personal observations (visible injuries, child's emotional state, etc.)

[N.B. Make a clear distinction between what is fact and what is opinion or hearsay]

Exactly what the child or other source said to you [if relevant] and how you responded to him or her

[Do not lead the child. Record actual details]

Any other information not previously covered

Were there any other children/people involved in the alleged incident?

Action Taken

Signed

Date

APPENDIX 14: Ramifications of misconduct

Suggestions of general points to include in the 'Ramifications of misconduct' section of a child protection policy:

- If an allegation of a violation of the policies, guidelines, principles or practice of child protection is made concerning a named individual from a verifiable source against any employee, contractor, trustee, officer, intern or volunteer, they may be suspended from all activity / association with the organisation pending the outcome of an independent investigation. Staff will continue to receive full pay during this time.
- Depending on the outcome of the independent investigation: 'If it comes to light that anyone associated with [the organisation] commits acts in relation to children - whether within or outside the context of [the organisation's] work - which are criminal, grossly infringe children's rights, or contravene the principles and standards contained in this document, the organisation will take immediate disciplinary action and any other action which may be appropriate to the circumstances'. This may mean, for example, for:
 - Employees - disciplinary action / dismissal
 - Volunteers, trustees, officers and interns - ending the relationship with the organisation
 - Partners - withdrawal of funding / support
 - Contractors - termination of contract
- 'Depending on the nature, circumstances and location of the case, [the organisation] will also consider involving authorities such as the police to ensure the protection of children and criminal prosecution where this is appropriate.'⁴⁰
- The decision to suspend is not subject to challenge. When investigating and determining the concerns or complaints, the process should always be fair and any adverse determination should be open to challenge through an appeals process.

It would be useful to include more specific information regarding the ramifications of specific types of misconduct in relation to child protection so everyone is clear from the outset what the consequences of any type of abuse will be.

Organisations will need to decide the kind of responses or disciplinary action to be taken for different levels of offence. For example, if a member of staff verbally humiliates a child (and depending on whether this is the first time they have committed this offence or not), the type of action taken by the organisation may not necessarily be suspension but could be a verbal warning, followed by a monitoring of this member of staff for a specific period.

⁴⁰ Adapted from Save the Children UK Child Protection Policy, 1999, Section 1.4 (Responsibilities Under this Policy)

APPENDIX 15: Tips for overall impact assessment in M&E

1 Risk

To measure changes in risk to children following implementation of child protection policies and procedures: Re-evaluate the risks you identified as part of your initial risk assessment - are there fewer risks than before? Is the level of these risks lower, the same or greater? Are there any existing or new risks in the organisation that are not covered by current policy and procedures which need to be dealt with?

2 Knowledge

- Check you staff's knowledge about child abuse
- How to respond to / report alleged abuse for both children and staff
- Knowledge of behaviour guidelines for both children and staff
- Do relevant staff know about recruitment procedures / media / communications guidelines?
- Knowledge of opportunities available for training
- Do staff know who the child protection officer is?
- Is each person aware of their child protection responsibilities within their particular role?

3 Attitude

- How seriously do people take child protection issues in the organisation?
- How openly is child protection discussed in the organisation?
- How much are children respected as individuals?
- Do staff think that children should be consulted on child protection issues?
- How proactive are people at all levels of the organisation, including children, in feeding into / improving child protection policies and procedures?

4 Practice

- Are lessons learned from the successes and challenges of implementing child protection policy and procedures, are they documented, and are they acted on?
- What do children feel has changed in the project since child protection issues have been introduced?
- What do staff feel has changed in the project since child protection issues have been introduced?
- Have there been changes to the physical environment to increase safety (e.g. play areas have been cleared of hazardous objects and are made secure from outsiders; fire exits have been identified and labelled and fire drills have been carried out; electrical wiring has been made safe etc)?
- How safe do children feel overall in the project (see example of questionnaire below)?

	YES	NO
1 Have you had an accident at the project in the past year?		✓
2 Have you been frightened by another child in the project in the past year?		✓
3 Have you been frightened by an adult in the project in the past year?		✓

	YES	NO
4 Have you been hurt by another child in the project in the past year?		✓
5 Have you been hurt by an adult in the project in the past year?		✓
6 Has another child in the project made you feel humiliated (stupid, useless, worthless) in the past year?		✓
7 Has an adult in the project made you feel humiliated (stupid, useless, worthless) in the past year?		✓
8 Has an adult in the project asked your opinion about the best ways to keep children safe in the project in the past year?	✓	
9 Is there an adult in the project that you would speak to if you had a secret problem?	✓	
10 Do you feel safe here in this project?	✓	

This tool may highlight incidents which have already been responded to as part of the CPP and procedures, but it may also identify areas that need to be addressed. If the child/children have indicated feeling unsafe in any of the situations listed above, then further investigation will be needed to identify problems in more detail.