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

This Toolkit has been produced by ChildHope as a practical learning tool and set of resources for non-governmental / civil society organisations, in particular those in developing countries, working with children. The tools and techniques included here could also be applied, however, to private / commercial and government sector organisations.

The Toolkit outlines and explores some of the key principles and issues relevant to child protection, as well as outlining the steps that are needed in order to develop, implement, monitor and evaluate child protection policies and procedures. The tools can be used by those with overall executive responsibility for an organisation or by a designated person or group within the organisation with responsibility for child protection issues.

The Toolkit also serves as background reading on child protection policies and procedures for those who will be involved in developing policies and procedures and their implementation. The exercises have been designed as a learning and reference tool and there are a number of appendices which will serve as further reference tools providing detailed information and guidelines. As with all learning materials, the information and materials provided in this Toolkit will be most effective when adapted and applied to meet specific needs.

A training course supports this Toolkit and has been designed to fit alongside other ChildHope courses so that a comprehensive and coherent personal or staff development programme can be planned avoiding repetition or contradiction between individual modules.

We hope that you find this Toolkit useful and enjoy any associated training experiences with ChildHope.

Acknowledgements

The authors would like to thank the following organisations and individuals: Paul Nolan and the Save the Children Fund UK, Chris Beddoe, ECPAT UK, ECPAT Australia, International HIV/AIDS Alliance, Jenny Myers and the National Society for the Prevention of Cruelty to Children (NSPCC), TearFund, World Vision UK, Sense International, Terre des Hommes, Anita Schrader and International Children’s Trust, Cathy James and Chisomo, CINI ASHA, SEED, PBKÖJ P, OFFER, Sabuj Sangha, Mkombozi, JUCONI Mexico, Instituto PROMUNDO, Steve Waller, Methodist Church, David Maidment, Mike Northcroft and Tarah Minchin, ChildHope, Andres Gomes Torres, Robin Jackson.

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The Staff of ChildHope and the Consortium for Street Children.

The best way to protect children is to empower them to protect themselves
Glossary / Definitions

CHILD
For the purposes of this document, a “child” is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child.

CHILD ABUSE
According to the World Health Organisation, “Child abuse” or “maltreatment” constitutes ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.’

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; involving children in the decisions which affect their lives, the lives of the community and the larger society in which they live.

CHILD PROTECTION
A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In the current context, it applies particularly to the duty of organisations - and individuals associated with those organisations - towards children in their care.

DIRECT CONTACT WITH CHILDREN
Being in the physical presence of a child or children in the context of the organisation’s work, whether contact is occasional or regular, short or long term.

INDIRECT CONTACT WITH CHILDREN
• Having access to information on children in the context of the organisation’s work, such as children’s names, locations (addresses of individuals or projects), photographs and case studies.
• Providing funding for organisations that work ‘directly’ with children. Albeit indirectly, this nonetheless has an impact on children, and therefore confers upon the donor organisation responsibility for child protection issues.

[Please note: this list of examples is not exhaustive].

MYTH
A belief which is commonly held, but which is not true.

CHILD PROTECTION POLICY
‘A statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty and responsibility of care seriously.’

INFORMED CONSENT
Capacity to freely give consent based on all available information, according to the age and evolving capacities of the child. For example, if you seek consent from a child regarding taking their photograph and using it for publicity purposes, the child is informed as to how the photograph will be used and is given the opportunity to refuse. If a child is invited to input into the development of a child protection policy, they must be made aware of the time it will take, what exactly will be involved, their roles and responsibilities and only then will they be able to give their “informed consent”.

LIGHTBULB - INDICATES TOP TIPS / SUGGESTIONS

INDICATES A WORD OF WARNING

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

AIM OF THE TOOLKIT
To introduce organisations to child protection in an organisational context and to equip them to develop, implement, monitor and evaluate their own child protection policies and procedures.

TARGET AUDIENCE
Organisations working either directly or indirectly with children, particularly - but not only - in developing countries. The toolkit can be used by organisations with a very broad range of experience in child protection: from those that are considering child protection for the very first time to those that are more advanced in implementing child protection policies and procedures.

BACKGROUND
All organisations working with children, either directly or indirectly, have a moral and legal responsibility to protect children within their care from both intentional and unintentional harm. This is known as a duty of care. This toolkit has been designed in response to demand from overseas organisations working with children for a comprehensive set of training and resource materials to assist them in fulfilling this duty of care. It builds on existing materials available from other organisations and has been widely circulated for international input and feedback. The materials were piloted through a 3-day training course with organisations in India in December 2004.

We cannot ignore the broader child protection issues faced by organisations in the communities in which they work – for example domestic violence, abuse by the police, commercial sexual exploitation, etc. It is every organisation's responsibility to do their best to protect the children who they are in contact with, whether harm is taking place either inside or outside the organisation. However, the scope of this particular toolkit is concerned only with child protection within organisations – i.e. recruitment, management, behaviour of staff and children, the physical environment of facilities, etc.

The toolkit does not address issues of child protection outside the contexts of organisations. For example, it does not look at issues of violence against children in the family, school, streets and community. These types of child protection concerns outside the organisation should be dealt with through the organisation's programme and project work. It must be stressed, however, that although this manual focuses on child protection within organisations, an organisation – and an individual working within that organisation – also has a responsibility towards children they work with who may be experiencing specific forms of maltreatment external to the organisation.

The toolkit does not address the special situation of establishing child protection policies and procedures for emergency situations dealing with the temporary accommodation of large numbers of refugees and displaced children, although many of the approaches and materials included here will be useful for organisations working in such situations. (For more information on child protection in emergency situations see Appendix 30 - References/ Further reading).

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

The toolkit is structured systematically in 6 distinct stages aiming to take users through the necessary steps in order to build a **child-safe organisation**. The 6 stages are shown in the table below:

The 6 stages involved in building a child-safe organisation:

<table>
<thead>
<tr>
<th>STAGE 1: INTRODUCING CHILD PROTECTION</th>
<th>focuses on introducing the concepts of child protection and child abuse and explores why we need child protection policies and procedures</th>
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<td>STAGE 2: THE NECESSARY FOUNDATIONS</td>
<td>the organisational principles needed to ensure the effective development and implementation of child protection policies and procedures</td>
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<td>STAGE 3: DEVELOPING A CHILD PROTECTION POLICY &amp; PROCEDURES</td>
<td>this section covers in detail the elements of a child protection policy and how to develop a policy and procedures within an organisation</td>
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<td>STAGE 4: IMPLEMENTING THE POLICY AND PROCEDURES</td>
<td>includes guidelines on implementation as well as an organisational action plan for implementation</td>
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<td>STAGE 5: DEALING WITH OBSTACLES AND CHALLENGES</td>
<td>covers the obstacles and challenges which may be encountered by organisations and explores possible solutions.</td>
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<td>STAGE 6: MONITORING AND EVALUATING CHILD PROTECTION POLICIES AND PROCEDURES</td>
<td>explores how child protection policies and procedures can be monitored and evaluated</td>
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These 6 Stages are represented visually in the context of **building and maintaining a safe and comfortable house** (see the diagram overleaf) which depicts the stages as follows:

**STAGE 1:** First you need to prepare the ground so that you can lay foundations on suitable land.

**STAGE 2:** A house must be built on firm foundations. Otherwise it will collapse.

**STAGE 3:** The house is built up through the layers of bricks that make up the child protection policy and procedures.

**STAGE 4:** The policies and procedures must be implemented in practice for the house to be complete – in other words, the house needs a roof.

**STAGE 5:** Obstacles to implementation are represented as bad weather which may affect the process of building your house, leading to delays or poor workmanship. These obstacles must be planned for as much as possible, so as not to jeopardise your work.

**STAGE 6:** Once the house is built, it needs regular monitoring and ongoing repairs to ensure that it remains safe and secure and to see if any improvements can be made. This maintenance represents the regular monitoring and evaluation of your policies and procedures.

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4. The metaphor and drawing of the ‘house’ can be adapted to suit local cultural circumstances (e.g. many cultures may be familiar with only one-storey buildings, not necessarily made of bricks.) However, the principles of firm foundations, a secure roof to protect against the elements and the need for ongoing checks and ‘repairs’ should remain relevant cross-culturally.
FOR ORGANISATIONS CONSIDERING CHILD PROTECTION FOR THE FIRST TIME - we recommend you work through the toolkit step by step from the beginning. Those with existing experience in child protection can start at the point most relevant to their situation. See quick reference guide, page 14.

Each stage is featured in a separate module and some of the stages contain a number of sections.

Each stage or section is divided into the following 3 parts which can be easily identified by coloured tabs and different coloured pages:

1) INFORMATION AND GUIDELINES - This is the basic information on any specific topic. This section can be easily photocopied to use as handouts for training purposes.

2) PRACTICAL EXERCISES - This section contains exercises which are designed to provide relevant practice to help users understand and take forward each of the stages of the Toolkit.

3) GUIDANCE NOTES FOR FACILITATORS - This section contains guidance notes to Facilitators who may use the material in the toolkit for training purposes. This section includes specific guidelines about the exercises, the support materials and powerpoint presentations which are available on the CD Rom version of this toolkit.

CHILDREN’S PARTICIPATION
We believe that children’s participation is essential in all stages of introducing, developing, implementing, monitoring and evaluating child protection policies and procedures. Guidance on children’s participation is included as Appendix 2 so that this information could be kept in one specific document to serve as a set of guidelines rather than being interspersed in different parts of the Toolkit. However, key points and reminders on children’s participation are included throughout the Toolkit.
User Guide

The toolkit is designed to provide information in a logical order, organised in a way that will enable users to:

- introduce concepts of child protection into their organisations
- develop policies and procedures
- implement these policies and procedures
- monitor and evaluate these policies and procedures.

The authors encourage people to build on their own experience, develop their own examples and to work on child protection policies and procedures with other NGOs in local networks.

The toolkit is based on a broad understanding of child protection that includes protection from both intentional and unintentional harm within the context of organisations. It therefore includes information on deliberate abuse (physical, psychological and sexual), neglect (physical and psychological) and from accidents related to the physical environment and inadequate staff supervision (health and safety).

THE TOOLKIT CAN BE USED IN VARIOUS WAYS:

- As background reading - on child protection issues;
- As a reference manual - containing guidance notes, sample documents and practical examples;
- As a training manual - all materials can be adapted to suit training courses of different lengths.

GUIDANCE TO FACILITATORS FOR USING THE TOOLKIT

- Individuals intending to undertake a training course based on this toolkit would need previous experience of training and facilitation. In addition they should ideally have knowledge and experience of developing and implementing child protection policies and procedures in organisations.
- The case studies and practical exercises provided in the sets of practical exercises can be adapted to suit local contexts. It is therefore recommended that trainers and facilitators using this toolkit, substitute alternative examples and stories to fit their particular audience.
- Guidance to each Stage and Section is provided as Facilitators’ Tips which are colour-coded at the end of each section following the practical exercises.
- The CD Rom provided along with this toolkit contains all the material within the toolkit. This allows facilitators to adapt text and handouts to suit local circumstances. The CD Rom also contains sets of powerpoint presentations relating to each stage of the toolkit. These could also be adapted to use as transparencies for use with an overhead projector.
- Suggestions and guidance materials for a 3-day training course:
  - 3 day course agenda - Appendix 26
  - Quiz on child protection which you may want to include in the course or in sessions with staff on child protection - Appendix 27
  - ‘Snakes and Ladders’ Game which may be useful to include in training activities or for sessions with staff - Appendix 29
  - The Course Evaluation Form - Appendix 28
- The following approach was used in piloting this toolkit:
  - A group of 6 ‘shadow’ facilitators were identified by the hosting organisation to observe the day to day implementation of the training. It had been decided that these people would be responsible for taking forward the development of child protection policies and procedures in that organisation or would be involved in training other organisations on child protection.
  - This group was briefed at the beginning of each day with regard to the aims of the day and the exercises to be covered.
Quick Reference Guide

1) To gain an understanding of child abuse and child protection - See Stage 1 - Sections 1.1 and 1.2
2) Guidance and practical approaches for risk analysis of your organisation in relation to child protection issues - See Stage 1 - Section 1.3
3) For an understanding of the organisational principles needed before child protection policies and procedures can be effectively developed - See Stage 1 - Sections 2.1 and 2.2
4) The process of introducing child protection policies and procedures for discussion in your organisation - See Stage 2 - Sections 3.1 and 3.2
5) To identify stakeholders to involve in the development of a child protection policy and procedures - See Stage 3 - Section 3.3
6) Developing a child protection policy - what are the essential and desirable components of a policy? - See Stage 3 - Section 3.3
7) Putting child protection policies and procedures into action - guidance - See Stage 4 - Section 4.1
8) How to develop an organisational action plan for the development and implementation of child protection policies and procedures - See Stage 4 - Section 4.1 - Organisational Action Plan
9) Responding to allegations of abuse in organisations in practice - See Stage 4 - Section 4.2
10) How to deal with obstacles and challenges to developing and implementing child protection policies and procedures - See Stage 5
11) How to monitor and evaluate child protection policies and procedures - See Stage 6
12) To plan a 3 day training course for participants to enable them to understand the process and approaches required to facilitate the development of child protection policies and procedures in their organisations - See Appendix 26 for 3 day agenda, 27, 28 and 29 for further materials useful for training. Also note - all Facilitators’ Tips sections throughout the toolkit and powerpoints on CD Rom.
13) To plan shorter training courses for participants, adapt the 3 day agenda - See Appendix 26 and powerpoint presentations on CD Rom.
The best way to protect children is to empower them to protect themselves.

User Flow Chart

1. **What is Child Protection / What is a Child Protection Policy (CPP)?**
   - Section 1.1 page 19

2. **What is Child Abuse?**
   - Section 1.2 page 24

3. **Why do we need Child Protection Policies and Procedures?**
   - Section 1.3 page 28
   - "We want to develop a policy and procedure"
   - "We already have a policy - but wish to revise it"
   - "We don’t think we need a policy"

4. **Risk Management**
   - Section 1.3 page 28
   - See Section 1.3 Exercise 4, page 32 and Exercise 5, page 34

5. **Summary of Necessary Foundations**
   - Section 2.1 page 40

6. **The 6 Foundation Principles of Developing CPP and Procedures**
   - Section 2.2 page 43

7. **Stage 3: 7 Elements of CPP and Procedures**
   - Section 3.1, 3.2 page 55

8. **Involving Stakeholders**
   - Section 3.3 page 65, Exercise 8

9. **Agreeing Essentials and Desirable Components of CPP**
   - Section 3.3 Exercise 10, page 69

10. **Putting Policies and Procedures into Action**
    - Section 4.1 page 84

11. **Responding to Situations in Practice**
    - Section 4.2 page 93

12. **Solutions!**

13. **Review Obstacles and Challenges**
    - Stage 5, page 101

14. **Learning & Review**

15. **Monitoring and Evaluation of CPP and Procedures**
    - Stage 6, page 107

16. **Lessons Learned Through Practice**

17. **What do we have in Place?**
    - Section 3.4, Exercise 12, page 80
    - Self Audit Tool
    - Appendix 19, page 162

18. **Self Audit Tool**

19. **Implementation Analysis Preparation and Policy Design**

20. **Summary of Necessary Foundations**
    - Section 2.1 page 40

21. **The 6 Foundation Principles of Developing CPP and Procedures**
    - Section 2.2 page 43

22. **Stage 3: 7 Elements of CPP and Procedures**
    - Section 3.1, 3.2 page 55

23. **Involving Stakeholders**
    - Section 3.3 page 65, Exercise 8

24. **Agreeing Essentials and Desirable Components of CPP**
    - Section 3.3 Exercise 10, page 69

25. **Putting Policies and Procedures into Action**
    - Section 4.1 page 84

26. **Responding to Situations in Practice**
    - Section 4.2 page 93

27. **Solutions!**

28. **Review Obstacles and Challenges**
    - Stage 5, page 101

29. **Learning & Review**

30. **Monitoring and Evaluation of CPP and Procedures**
    - Stage 6, page 107

31. **Lessons Learned Through Practice**

32. **What do we have in Place?**
    - Section 3.4, Exercise 12, page 80
    - Self Audit Tool
    - Appendix 19, page 162

33. **Self Audit Tool**

34. **Implementation Analysis Preparation and Policy Design**

35. **Summary of Necessary Foundations**
    - Section 2.1 page 40

36. **The 6 Foundation Principles of Developing CPP and Procedures**
    - Section 2.2 page 43

37. **Stage 3: 7 Elements of CPP and Procedures**
    - Section 3.1, 3.2 page 55

38. **Involving Stakeholders**
    - Section 3.3 page 65, Exercise 8

39. **Agreeing Essentials and Desirable Components of CPP**
    - Section 3.3 Exercise 10, page 69

40. **Putting Policies and Procedures into Action**
    - Section 4.1 page 84

41. **Responding to Situations in Practice**
    - Section 4.2 page 93

42. **Solutions!**

43. **Review Obstacles and Challenges**
    - Stage 5, page 101

44. **Learning & Review**

45. **Monitoring and Evaluation of CPP and Procedures**
    - Stage 6, page 107

46. **Lessons Learned Through Practice**

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