

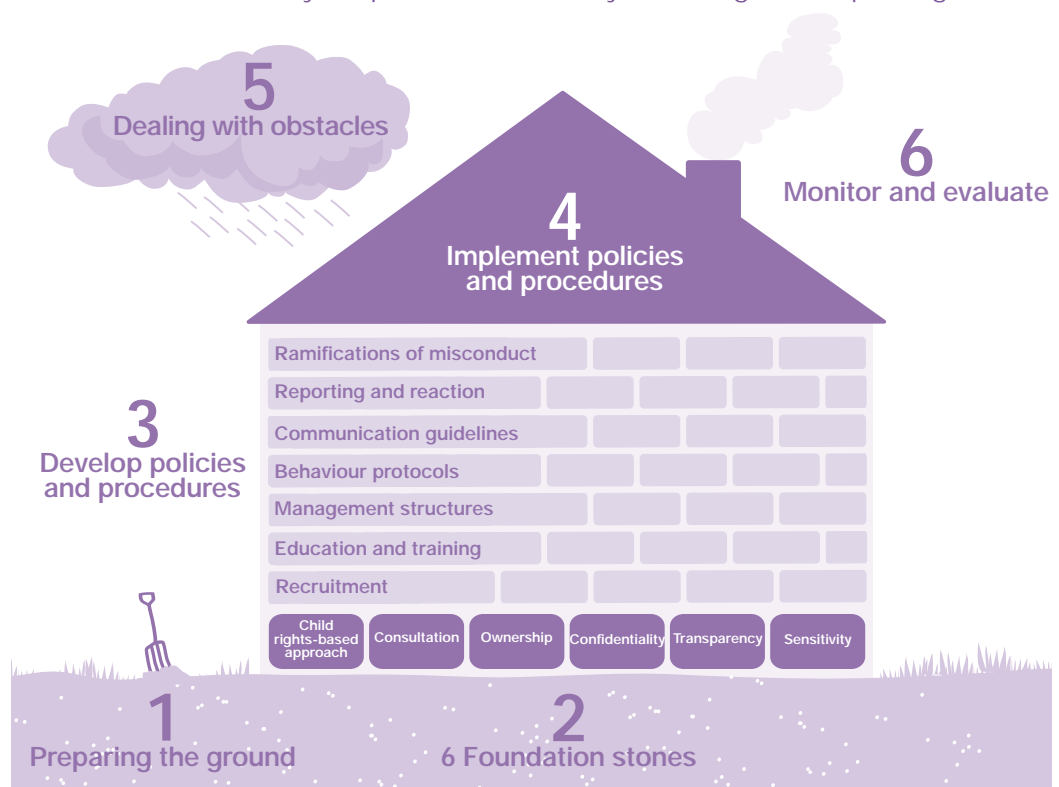
# STAGE 1 INTRODUCING CHILD PROTECTION

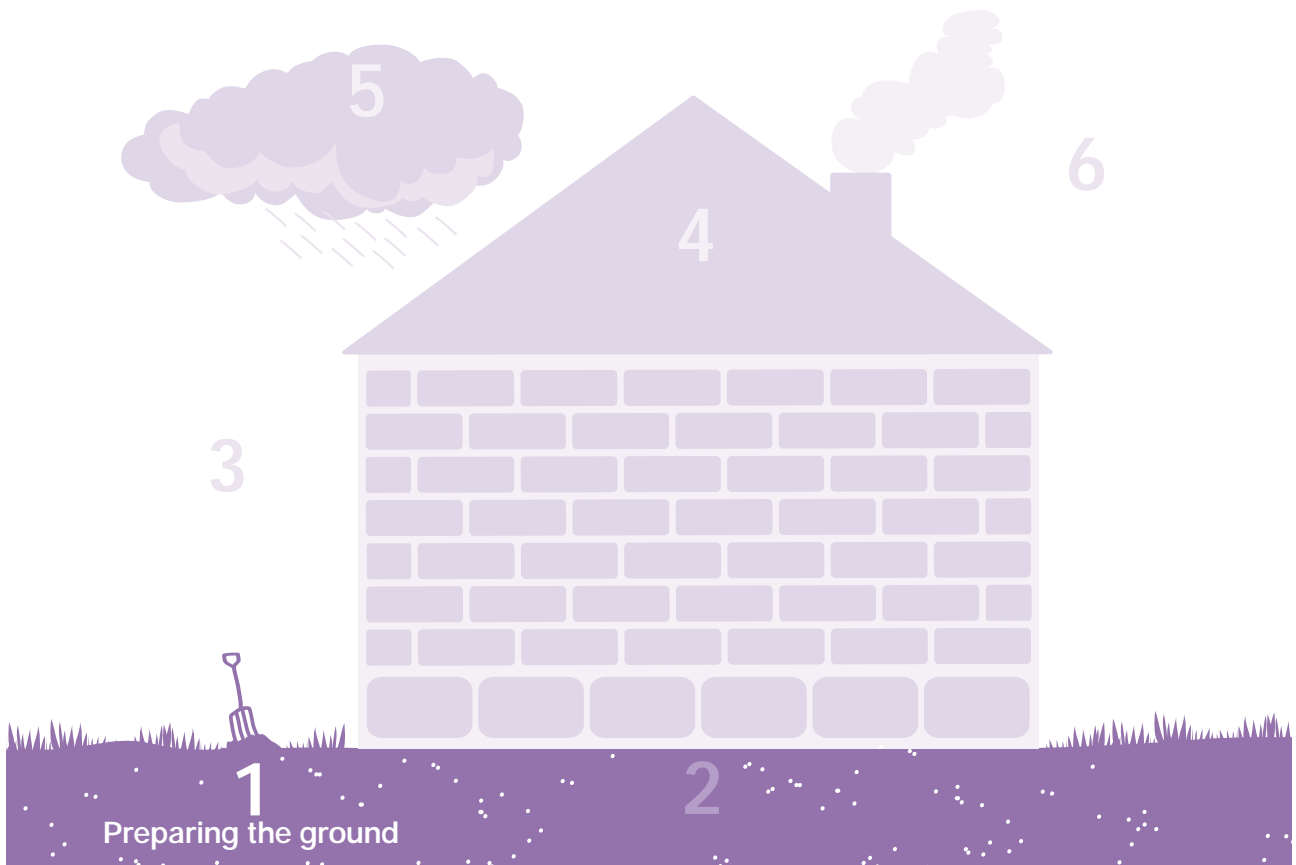
## Overview

**Stage 1** introduces the issue of child protection from scratch. It is not necessary to have any previous knowledge of child protection in order to follow this module. However, those who do have existing knowledge of these issues might nevertheless find this module useful for revision. It defines key concepts in relation to child protection and takes the reader through exercises designed to impress upon them the importance of child protection.

As described in the introduction to this toolkit, making your organisation **child safe** is depicted in terms of **building a house**. Firstly you need to prepare the ground which represents introducing the concepts of child protection and child abuse for discussion in your organisation. Once you have prepared the ground, you need to lay solid and stable foundation stones which represent the principles or ways of working which you should ideally have in place in your organisation in order to begin developing a child protection policy. The next stage is to lay the bricks which represent the elements of an organisation's child protection policies and procedures. You then need a roof for your house which represents the actual implementation of your child protection policy and procedures. You may have to deal with bad weather which represents the obstacles you may encounter in implementing your child protection policy and procedures. Finally you will need to carry out maintenance and repair work on your house which represents the need to monitor and evaluate your policies, constantly checking and improving them.

## 6 Stages - Building a House





## Stage 1 - Introducing Child Protection

This module is divided into the following 3 sections:

- 1.1) What is child protection? / What is a child protection policy?
- 1.2) What is child abuse?
- 1.3) Why do we need child protection policies and procedures?

### Objectives

Upon completion of this module you will be able to:

- 1) Understand child abuse and the related myths
- 2) Understand what child protection is and why it is important
- 3) Recognise that people have different perspectives on child protection issues
- 4) Understand the purpose of a child protection policy and related procedures
- 5) Identify appropriate responses to a number of case studies on child protection issues and recognise the advantages of having a child protection policy in place
- 6) Understand the role of risk management in child protection

### Additional material

Additional materials are available to support the information provided in the main text as reference handouts:

#### APPENDICES

- Recognising signs of abuse - **Appendix 1**
- Participation of children in developing, implementing and monitoring child protection policies and procedures - **Appendix 2**
- Dealing with sensitivities about child abuse - **Appendix 3**
- Alternative forms of discipline - **Appendix 5**
- Anti-bullying policy, ChildHope - **Appendix 6**
- Child abuse case studies - newspaper articles - **Appendix 21**
- Child protection - children's drawing used in *Exercise 4* - **Appendix 25**



#### POWERPOINTS

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





### BEFORE YOU START - A WORD OF WARNING: SENSITIVITY

Raising the issue of child abuse and its prevention in organisations can be challenging and it is important to do so without creating an atmosphere of mistrust and panic. People in the organisation may feel threatened by the issue of child abuse or think that it is not relevant to their work. Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse which could cause them distress. It is important to distinguish between different types of people's experiences in relation to child protection issues. For example, somebody in the organisation may have personal experience of abuse in their lives which must be dealt with very sensitively. However, on the other hand, people may have experience of third party abuse within an organisation (e.g. they witnessed an incident of abuse, or had to deal with an allegation whilst in a management position etc.) which could be useful for further discussion and lesson learning. For further details on sensitivity please see Stage 2 and for guidelines on sensitivity for adults see **Appendix 3**. For children, see **Appendix 2**.



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## 1.1 What is child protection/ What is a child protection policy?

### Section objectives

Upon completion of this section you will be able to:

- 1) Define child protection
- 2) Understand what child protection is in an organisational context
- 3) Understand what is meant by a child protection policy

### DEFINITION OF CHILD PROTECTION

#### 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

### CHILD PROTECTION IN AN ORGANISATIONAL CONTEXT

'Child protection' is a term used by many organisations for the work and programmes they undertake in the community or broader social environment. This may lead to confusion when discussing the child protection responsibilities and issues involved in managing an organisation.

We cannot ignore the broader child protection issues faced by organisations in the communities in which they work - for example domestic violence, abuse by 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, physical environment of facilities etc.

It must be stressed that although this toolkit 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. Broader child protection concerns outside the organisation should be dealt with through the organisation's programme and project work.

## Types of violence / abuse experienced by children

The following diagram represents different actors involved in child abuse / violence against children.

- **Self harm:** e.g. deliberately cutting or harming oneself; suicidal thoughts; attempted and actual suicide.
- **Peer abuse:** e.g. bullying (physical and/or psychological); physical and sexual abuse; gang violence.
- **Abuse by adults:** e.g. domestic violence (physical, psychological, sexual); corporal punishment in schools and organisations; sexual abuse and exploitation.
- **Societal abuse:** a social, political, economic and cultural environment which actively encourages or tacitly condones violence against children, e.g. political campaigns which encourage 'clearances' of street children; religions and cultures which encourage physical and humiliating punishment of children as acceptable child-rearing practices; harmful traditional practices such as female genital mutilation, ritual scarification etc.; high prevalence of violence in the media; cultural attitudes which condone violence against women in the home / which promote ideas of women and children as being the 'property' of men / parents rather than as human beings deserving of equal rights.



Based on this diagram, some abuse and violence against children may be perpetrated by actors within an organisation (e.g. teachers, social workers, house parents, peers, sponsors, volunteers). Other abuse and violence will take place outside the organisation (e.g. in the community / in society by parents, police, external teachers, shopkeepers, gangs). This toolkit focuses on the intentional and unintentional harm which can take place within an organisation (i.e. by actors who would appear on the left of this diagram).



**Exercise 1, p22 - What are we protecting children from? This will help you to understand the difference between child protection within organisations and child protection in the broader community.**

## WHAT IS A CHILD PROTECTION POLICY?

### 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.'<sup>5</sup>

A child protection policy provides a framework of principles, standards and guidelines on which to base individual and organisational practice in relation to areas, such as:

- Creating a 'child safe' and 'child friendly' organisation (in relation to environmental safety as well as protection against physical, psychological and sexual abuse)
- Prevention of abuse
- Personnel recruitment and training
- Robust management systems
- Guidelines for appropriate and inappropriate behaviour / attitude
- Guidelines for communications regarding children
- Recognising, reporting and reacting to allegations of abuse
- Ramifications of misconduct for those failing to follow the policy

A policy is not necessarily solely directed towards sexual abuse, but rather may also encompass all aspects of child protection including, but not limited to: disciplinary measures, health and safety measures, physical harm, working with information about children, proper recruitment and managerial procedures, and the ramifications of misconduct.

### What a child protection policy is not:

Adopting a child protection policy does not absolve organisations from further action. It is the beginning, not the end of child protection. A policy does not have to be solely directed towards sexual abuse. A policy does not have to be exclusive to organisations working directly with children on a regular basis: *"Many organisations - especially those that do not work directly with children - do not believe "child protection" standards are relevant to them because of many factors. We disagree and believe that every organisation (whether they work directly or indirectly with children, whether they are funding or being funded) must take responsibility for child protection."*<sup>6</sup>

5. *Setting the standard: A common approach to child protection for international NGOs*, Standard 1 (Policy).

6. *Setting the standard: A common approach to child protection for international NGOs*, anonymous INGO quotation, p.4.

## PRACTICAL EXERCISES: STAGE 1, SECTION 1.1

### Exercise 1: What are we protecting children from?

**Aim** To exchange ideas on what 'child protection' means to different people and to come to an agreed definition for the purposes of this toolkit / training

**Duration** 10 minutes

**Task** Brainstorm ideas: participants contribute ideas on - 'What are we protecting children from?' which the facilitator writes up on a whiteboard or flip chart for further discussion

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# FACILITATORS' TIPS FOR STAGE 1, SECTION 1.1

Introduce the training course using powerpoint 1 for an overview of the 3 day course. Present Section 1.1 in the form of a powerpoint, or using other methods (see powerpoint 2, on the CD-Rom). Introduce Exercise 1 as part of this presentation.

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

- Handout of section 1.1

## Facilitators' Tips for Exercise 1



To make the session more lively you can throw a (soft) ball around to different participants in order to elicit answers: each person who catches the ball contributes an answer and they then throw the ball to someone else etc. Write up answers on a flipchart / whiteboard. (Responses might include: abuse, neglect, violence, hurt, discrimination, accidents, humiliation, bullying, bad adults, sexual abuse, hunger, pain, being involved in war.)

- As participants call out examples, the facilitator should divide them into two groups:
  - One group on the right, representing child protection issues in the community in general (i.e. war, domestic violence, hunger) which will not be addressed in this toolkit
  - One group on the left representing child protection issues specifically within an organisation (i.e. protecting children from intentional or unintentional harm from staff, sponsors, volunteers, health and safety hazards on the organisation's premises) which are the issues which will be dealt with in the course of this toolkit
- NB. Some answers might be cross-cutting (i.e. they occur in both the community and in organisations such as 'sexual abuse', 'violence' etc. in which case these can be written in the middle. The aim of this visible division is to clarify for participants that this training focuses on child protection in organisations, not in the community. Each time during the training that an issue about community child protection is raised, the facilitator can refer back to this division and explain that - although a very valid issue - due to time constraints, it is not possible to deal with it in the context of this training.
- The facilitator should further develop this brainstorm by introducing the concentric circle diagram on page 20 to highlight whether actors who cause harm to children are inside or outside the organisation.
- The facilitator should refer to the definition of 'child protection' stated in the manual and to ask if any of the participants disagree or would like to change the definition.
- The facilitator should check participants' understanding before proceeding with the course.



Use the ball throwing activity throughout the whole of the training session to act as revision / a reminder of things that have been learnt. E.g. keep coming back to the definition of 'child protection' at different stages of the training to see if participants can remember what it includes / what is not included.

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## 1.2 What is child abuse?

### Section objectives

Upon completion of this section you will be able to:

- 1) Define child abuse
- 2) Recognise myths relating to child abuse
- 3) Understand what is abuse and what it is not

### Introduction

Child protection is about protecting children from intentional and unintentional harm within organisations intended for their benefit. This toolkit adopts a broad understanding of child protection to include (e.g.) prevention of accidents as well as prevention of deliberate abuse and neglect. However, this first module aims to specifically address child abuse because an understanding of this issue is essential to an understanding of child protection overall.

### DEFINITIONS OF ABUSE:

#### 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.'<sup>7</sup>

### MYTHS RELATING TO CHILD ABUSE

'Myths' are beliefs which are commonly held, but which are not true / accurate. There are myths relating to all kinds of child abuse, some of which are more or less common in different parts of the world, and they result in a range of views on how to treat and discipline children. Examples of myths relating to child abuse include:

- Children with disabilities should be kept separate from other children so they don't inflict their bad luck on other children
- A child with behavioural or mental challenges is 'possessed' or insane
- 'Difficult' children in homes should be punished excessively
- Children need a good spanking to show who's boss
- Having sex with a very young child or even a baby can cure you of AIDS
- Women and girls should only eat any food which is left after men have eaten
- Street children should be kept in government remand homes as they are all criminals
- Children don't make the same the mistake again if they are given a good caning
- Children always know why they are being punished

7. The WHO definition of Child Abuse as defined by the Report of the Consultation on Child Abuse Prevention WHO - 1999.



## Myths relating to child sexual abuse<sup>8</sup>

Some of the myths surrounding child sexual abuse involve blaming the victims and/or their carers for the offence, and minimising the responsibility of the offender. Other myths suggest that sexual abuse is committed mainly by strangers or by foreign paedophiles even though it is widely known that most abuse is committed by someone known to the child. Likewise there are myths which suggest that a child sex offender is somehow identifiable by their appearance (creepy, weird). These are all dangerous misconceptions which can be easily taken advantage of by a child sex offender looking to access children.

Myth	Fact
Child sex offenders are creepy or weird looking	Child sex offenders usually present themselves very normally. Most will go to work and participate in community life without drawing attention to themselves.
Child sex offenders are 'dirty old men'	Most child sex offenders commit their first offence during their teen years and continue until they are caught. While it is true that most sex offenders are men it is inaccurate to characterise them as 'old'.
Strangers are the biggest threat to children	The traditional image of the 'stranger' as the child molester is mistaken.
He was sexually abused as a child, so he could not help it	Some people who sexually abuse children were themselves sexually abused as children. However most people who have been sexually abused do NOT become sex offenders. Recent research has found that sex offenders are more likely to have experienced physical and emotional abuse, including bullying, in their childhood and this appears to be a factor in sexually abusive behaviours.
Women never sexually abuse children	Although the majority of child sex offenders are men, women are also known to sexually abuse children.
It only happened once, and he promised it would never happen again	It is rare for a sexual offence to be a one-off occurrence, and generally sex offenders are prosecuted for fewer abuses than they have committed. Sex offenders have limited commitment to change as they have already crossed substantial legal, social, and ethical boundaries to commit the offence. Treatment for adult sex offenders, while important, has proven so far to have limited success in preventing re-offending. Treatment for adolescent sex offenders, however, is reaping more positive results.
The incidence of child sexual abuse is grossly exaggerated and is more a sensationalised media story	Most stories of child sexual abuse never become public. As many as 95% of child sex offenders do not have criminal convictions for these crimes. On best estimates only about 10% of offenders are prosecuted and only half of these are convicted.

<sup>8</sup>. (This section adapted from Choose with Care - A Handbook to Build Safer Organisations for Children, Bernadette McMenamin, Paula Fitzgerald, ECPAT Australia, 2001, pp. 39)

## PRACTICAL EXERCISES STAGE: 1, SECTION 1.2

### Exercise 2: 'Abuse or not abuse?'

**Aim** To clarify how you decide what makes one thing abuse and another thing not abuse

**Duration** 10-15 minutes

**Task** Divide into pairs or small groups, discuss the following statements and decide whether they refer to cases of abuse or not. Keep the following questions in mind:

- How did you decide?
- What makes one thing abuse and another thing not abuse?

#### Statements

Is it abuse when.....

- A 12 year old is slapped hard with a hand?
- A baby is shaken by its mother?
- A father sleeps in the same bed as his 12 year old daughter?
- A mother sleeps in the same bed as a 14 year old son with a disability?
- Parents walk around the house naked in front of the children?
- A mother tells her young son that she wishes he had never been born?
- A 12 year old boy forces a seven year old girl to masturbate him?
- A man persuades a 10 year old into sexual acts by offering affection and money?
- A 13 year old boy is beaten with a belt for telling lies?
- A 6 year old girl is left on her own at home, for several hours every night, while her mother goes out to work?
- A 7 year old boy is sent out to sell sweets on the streets for 10 hours a day?
- A 10 year old girl is told to go out and not return home until she has enough money to buy food for supper?
- A 2 year old is tied to a post while her mother is making bricks by hand?

What other forms of potential abuse can you identify in your local context?

Feed back answers to the plenary group.

[Please note: We have deliberately not provided 'answers' to these questions. The purpose of the exercise is to stimulate debate around local cultural perceptions of child abuse and to identify how such decisions are made.]

## FACILITATORS' TIPS FOR STAGE 1, SECTION 1.2

Present Section 1.2 in the form of a powerpoint, or using other methods (see powerpoint 3, on the CD-Rom). Introduce Exercise 2 as part of this presentation.

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

- Handout of Section 1.2

### Facilitators' Tips for Exercise 2

The idea is to introduce this exercise to participants before a definition of abuse is provided (such as the WHO definition of abuse in this manual), so that participants are given the opportunity to come to their own conclusions / to discuss amongst themselves how they define abuse.

The exercise demonstrates that it is not always easy to decide what constitutes abuse or not. People have different views influenced by cultural and gender perspectives and personal beliefs which need to be understood when organisations are developing their child protection policies and procedures.

It may be useful to introduce some of the following ideas into the discussion:

- Factors that can help to determine whether something is abuse or not, or to determine the seriousness of abuse, might include:
  - What is the context of the behaviour?
  - Is the behaviour age-appropriate?
  - Are there cultural, gender, religious or other factors to consider?
  - Is the activity of a sexual nature?
  - Are forms of discipline proportionate to the bad behaviour committed?
  - Is the behaviour repeated or one-off?
  - How does the child feel about the behaviour - uncomfortable, embarrassed, humiliated? etc.

The facilitator can point out to participants **Appendix 1** -on how to recognise signs of abuse. (This can be provided as a handout for further reading).



The discussion might raise issues of what constitutes appropriate and inappropriate forms of discipline - both physical and psychological. Depending on the local cultural context, this may be a particularly contentious and sensitive issue (for example physical punishment and humiliation might be widely accepted as methods for disciplining children). This toolkit (ChildHope / CSC / the international human rights community) promotes positive approaches to discipline, alternatives to corporal punishment and consideration of the psychological - as well as physical - effects / impact of different forms of discipline. Guidance on positive forms of discipline is provided in **Appendix 5**.

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## 1.3 Why do we need child protection policies and procedures?

### Section objectives

Upon completion of this section you will be able to:

- 1) Explain why child protection policies and procedures are important
- 2) Identify appropriate responses to a number of case studies on child protection issues and recognise the advantages of having a child protection policy in place
- 3) Understand the concept of risk management
- 4) Undertake a risk assessment in your organisation (identify risks that exist in your organisation in relation to child safety, categorise them according to their seriousness and plan appropriate actions to minimise them)

### WHY ARE CHILD PROTECTION POLICIES AND PROCEDURES IMPORTANT?

'Any NGO should have a child protection policy if its direct or indirect beneficiaries include individuals under the age of 18'<sup>9</sup>

- Organisations working with children have a moral and legal responsibility to protect children within their care.
- Organisations working with vulnerable children have been, are and will continue to be vulnerable to harbouring abuse until the issues are brought into the open.
- Child protection policies and procedures help to create 'child-safe' organisations:
  - That have an 'aware culture'
  - That do everything possible to prevent intentional and unintentional harm coming to children
  - Where children feel safe
  - Where children can speak out
  - Where children are listened to
  - Where children & staff are respected and empowered
- 'A strong policy will guide you in dealing with difficult situations. When there is a crisis it may be harder to think clearly. If you have a reliable policy you can react in an informed way and avoid accusations of a biased response in any participant's favour or disadvantage' (ECPAT Australia).
- Organisations without child protection policies, guidelines and systems are more vulnerable to false or malicious accusations of abuse.
- Without proper policies, guidelines and procedures in place, allegations of abuse, whether founded or unfounded, can destroy an organisation's reputation. This will have serious implications for fundraising (thus undermining an organisation's entire portfolio of work, even beyond the scope of the particular project concerned) as well as damaging the reputation of the children's NGO sector as a whole.
- Donors are increasingly requiring organisations to have in place child protection policies as part of their funding criteria.



Exercise 3, p31 - 'True or false? Attitudes towards child protection policies and procedures' will help to explore attitudes towards child protection policies and procedures.



Exercise 4, p32 - 'Case studies / scenarios on child protection: 'What would you do if...?' introduces case studies of situations to explore how you would respond to these.

<sup>9</sup> *Setting the Standard: A common approach to Child Protection for international NGOs, Standard 1 (Policy).*

## THE ROLE OF RISK MANAGEMENT IN CHILD PROTECTION <sup>10</sup>

Analysing the risks to children within your organisation through the approaches recommended here can show more clearly why you need child protection policies and procedures in place.

### Definition of 'risk management'

#### 'Risk means the potential for something to go wrong.'

Risk management means identifying the potential for an accident or incident to occur and taking steps to reduce the possibility of it occurring.' (ECPAT, p.53)

For example<sup>11</sup>:

- Failure to properly screen job applicants may lead to a child abuser working for your organisation
- Failure to provide safety equipment (clothing, eye protection etc.) for activities such as metalwork may result in a child being injured through your vocational training programme
- Failure to keep a child's records securely locked up may result in them being lost and/or getting into the wrong hands (e.g. other children who may then tease the child or an adult who uses sensitive information to emotionally blackmail a child).

Correctly identifying risks and taking steps to minimise them in an organisation is essential to the development of effective child protection policies and procedures.

### How do you do a risk assessment?

**STEP 1 - Identify risks** to children within your organisation. Make sure you involve all personnel in the organisation in this process, including children. This is because different people will have different perceptions of what constitutes 'risk': e.g. a social worker might think that not having a first aid kit is the most important risk in the project; the project manager may be more concerned about the lack of vetting of volunteers; a child might be much more concerned that they have to cross a busy road in order to get to the project.



Appendix 2 , p118, on children's participation in developing child protection policies and procedures will help you with ideas on how to involve children in this process.



**STEP 2 - Group risks** to children that you have identified in Step 1 according to where they might occur in the organisation. The following are only suggested areas of risk. You may wish to come up with alternative categories.

- *Staff and volunteers* (e.g. lack of proper screening in recruitment and supervision, management systems, training on how to handle children)
- *Place / physical environment* (e.g. fire exits, recreational areas, cooking facilities, sleeping arrangements)
- *Activities and programmes* (e.g. education, health, community outreach, vocational training, outings, exchange visits)
- *Information* (e.g. storage of children's personal information, recording of allegations of abuse, dissemination of information on where to get help)
- *Organisational culture* (e.g. consultation, communication systems, hierarchy, attitudes to organisational learning).

This process will help you to analyse the risks more systematically and will also help to identify who is responsible for each area of work where risks to children have to be managed.

**STEP 3 - Rank the risks** in terms of *low*, *medium* or *high* risk using the guiding questions:

- What / how bad would the consequences be? (This takes precedence over the second question as a deciding factor)
- What is the likelihood of these consequences occurring?

<sup>10</sup>. Some of this section has been adapted from ECPAT Australia, *Choose with Care*, pp. 43-57.

<sup>11</sup>. In the context of a training session, the facilitator can elicit and compile examples of risk from the participants.

#### STEP 4 - Decide on next steps:

- i) Do nothing (no action needed - low risk & benefits outweigh risks)
- ii) Monitor more closely for a set period in order to make a more informed decision (low risk)
- iii) Change activities / policies / plans / procedures to reduce risk (medium to high risk)
- iv) Stop doing the activity or procedure (this may include transferring an activity to another organisation that is better equipped to undertake it, or stopping altogether) (medium to high risk).



Exercise 5, p34 - 'Risk Analysis': the first table in this exercise provides a framework for identifying and categorising risks. The second table in this exercise provides a framework for deciding on next steps.



#### IMPORTANT:

- We have introduced risk analysis at this stage in order to highlight why child protection policies and procedures are important. As you proceed through the subsequent stages outlined in this toolkit, ensure that your child protection policies and procedures specifically address the risks you have identified as part of your initial risk assessment.
- A risk assessment can be used on a regular basis as part of a monitoring and evaluation strategy to constantly re-evaluate and check that your policies and procedures are ensuring the maximum safety of children.
- A risk assessment can also be used to plan a specific event or activity - e.g. an exchange visit, a sports event involving members of the local community or a new project or programme which the organisation is considering.



## Stage 1 - Key Learning Review

You should now be familiar with the following topics:

- 1) Child protection and why it is important
- 2) Child abuse and what is and isn't child abuse
- 3) The role of a child protection policy and related procedures
- 4) The role of risk management in child protection

## PRACTICAL EXERCISES: STAGE 1, SECTION 1.3

### Exercise 3: 'True or false? Attitudes towards child protection policies and procedures'

**Aim** To explore attitudes towards child protection policies and procedures

**Duration** 10 minutes

**Task** To complete the following True or False questionnaire.

	In your opinion, do you think the following statements are true or false?	T	F	Don't know
a	It is not necessary for us to have a written child protection policy because we all know about child abuse and what to do about it			
b	We don't need a child protection policy because we only work on advocacy: we don't have any shelters for children so we don't need a policy			
c	Organisational vision and mission statements should reflect concern for the protection of children			
d	It will be difficult to convince our board (executive committee) to accept the need for a written policy			
e	Having something written down on a piece of paper will not necessarily protect children			
f	A policy should only apply to staff who have direct contact with children			
g	Some international donors require organisations to have a child protection policy and procedures in place			
h	If you know the person you are recruiting to a position, then there is no need to check their references			
i	Paedophiles will be deterred from applying to your organisation if the job advertisement states that you have a child protection policy in place			
j	It is not necessary to get references for European students who want to volunteer			
k	Child abuse does not happen in our organisation so we don't need a child protection policy			
l	To successfully implement a child protection policy all staff must be trained			
m	Introducing a child protection policy would be very expensive for our organisation			

## PRACTICAL EXERCISES: STAGE 1, SECTION 1.3

### Exercise 4: Case studies / scenarios on child protection: 'What would you do if...?'

**Aim** To understand the complexity of responding to child abuse or alleged child abuse without having clear policies and procedures in place

**Duration** 45 minutes discussion plus 20 minutes plenary feedback

**Task** In groups, discuss two of the following case studies which you will be allocated. Each group should answer the following questions:

- a) What should your organisation do?
- b) What could you do to prevent it happening again?

*Optional questions if time:*

- c) If you have a child protection policy, does it cover these issues?
- d) How does the situation make you feel?

#### Case Studies

1 YOU DISCOVER THAT A MEMBER OF STAFF IN YOUR OFFICE HAS BEEN DOWNLOADING CHILD PORNOGRAPHY FROM THE INTERNET AT WORK, AND HAS BEEN SENDING INAPPROPRIATE EMAILS FROM YOUR ORGANISATIONAL EMAIL ADDRESS.

2 YOU ARE VISITING ONE OF YOUR PROJECT SITES (SHELTER, DROP-IN CENTRE ETC.). DURING THE VISIT, AS A FORM OF DISCIPLINE, YOU WITNESS A MEMBER OF STAFF SHOUTING AT AND MAKING FUN OF ONE BOY IN FRONT OF A GROUP OF OTHER CHILDREN WHO ARE BEING ENCOURAGED TO LAUGH AT HIM.

3 YOU HAVE BEEN SENT AN ANONYMOUS NOTE IN YOUR OFFICE ALLEGING CHILD ABUSE IN YOUR ORGANISATION.

4 THERE WAS AN EMERGENCY AND YOU ENDED UP TAKING A CHILD TO HOSPITAL IN YOUR CAR / IN A TAXI. THE CHILD'S PARENTS HAVE SINCE MADE A COMPLAINT AGAINST YOU, ALLEGING THAT YOU TOUCHED THE CHILD INAPPROPRIATELY.

5 YOUR UK PARTNER ORGANISATION HAS COMPLAINED ABOUT A PHOTO IN YOUR ANNUAL REVIEW OF FIVE CLEARLY IDENTIFIABLE GIRLS WEARING ONLY THEIR UNDERWEAR WITH A PHOTO CAPTION THAT READS: 'XYZ CHARITY RESCUES FIVE CHILD SEX WORKERS FROM INNER CITY BROTHEL'.

6 A NEWSPAPER REPORT ABOUT STREET CHILDREN HAS JUST BEEN PUBLISHED IN A NATIONAL PAPER. YOUR ORGANISATION IS MENTIONED BY NAME. THEY HAVE ALSO INCLUDED A PHOTO AND CASE STUDY OF A CHILD FROM ONE OF YOUR PROJECTS. THE CHILD IS A VICTIM OF SEXUAL ABUSE. HER NAME HAS NOT BEEN CHANGED. THE TEXT OF THE ARTICLE IS SENSATIONALIST AND VICTIMISING.



## Exercise 4: Case studies / scenarios on child protection: 'What would you do if...?'

7 A FOREIGNER CALLS YOUR ORGANISATION OFFERING TO SPEND 6 MONTHS VOLUNTEERING IN YOUR ORGANISATION.

8 A POSTGRADUATE STUDENT CONDUCTING RESEARCH ON THE IMPACT OF VIOLENCE ON STREET CHILDREN HAS CONTACTED YOU TO REQUEST CASE STUDIES.

9 YOU ACCOMPANY A MEMBER OF STAFF FROM A VISITING NGO ON A VISIT TO ONE OF YOUR PROJECTS. THEY ASK THE CHILDREN INFORMALLY WHAT THEY THINK OF THE PROJECT. ONE CHILD SAYS THAT HE DOESN'T LIKE A PARTICULAR MEMBER OF STAFF. THE OTHERS NOD THEIR HEADS IN AGREEMENT BUT THEY REFUSE TO SAY ANYTHING FURTHER. YOUR INSTINCT TELLS YOU THAT SOMETHING IS WRONG.

10 YOU ARE EMPLOYING A NEW MEMBER OF STAFF AS AN ACCOUNTANT IN YOUR HEAD OFFICE.

11 A CHILD COMES UP TO YOU SHOWING BRUISES ON HIS ARM .HE SAYS HE HAS BEEN BEATEN UP BY AN OLDER CHILD IN THE PROJECT.

12 A 7-YEAR-OLD GIRL DRAWS THIS PICTURE IN AN ART SESSION - **See Appendix 25**

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## PRACTICAL EXERCISES: STAGE 1, SECTION 1.3

### Exercise 5: Risk Analysis

**Aim** To identify the current risks to child safety in your organisation from your perspective

**Duration** 30 minutes for part 1, 20 minutes for part 2

**Task** PART 1

- To follow the steps described in Section 1.3 in order to identify and categorise risks to child safety within your organisation.
- Write the risks in the appropriate part of the table below.

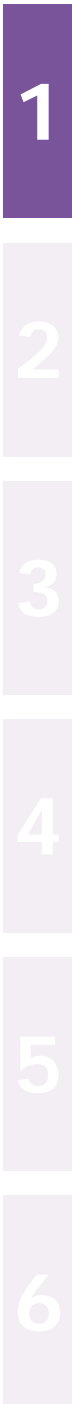
Area of risk	Low risk	Medium risk	High risk
Staff and volunteers			
Place / physical environment			
Activities and programmes			
Information			
Organisational culture			

**Task (continued)** PART 2

- Number each risk in the table.
- For each risk, identify and write down a course of action using the following grid.

Task (continued):

Risk No.	i) Do nothing (low risk)	ii) Monitor closely and review again: specify time period & who is responsible for monitoring and review (low risk)	iii) Change activities/policies/plans/procedures to reduce risk: specify action to be taken, time period & who is responsible (medium to high risk)	iv) Stop the activity /hand it over to another organisation: specify action to be taken, time period & who is responsible
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## FACILITATORS' TIPS FOR STAGE 1, SECTION 1.3

Present Section 1.3 in the form of a powerpoint or using other methods (see powerpoints 4 and 5 on the CD-Rom). Introduce Exercises 3, 4 and 5 as part of the presentations.

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

- Handout of Section 1.3

### Facilitators' Tips for Exercise 3

- The aim of the true and false questionnaire is to gauge participants' attitudes to child protection policies and procedures. Participants should return to this document at the end of the training course to see if the training has changed their attitudes in any way. For this reason, the suggested answers provided below should not be shared with participants at this stage. a) F; b) F; c) T; d) T/F; e) T; f) F; g)T; h) F; i) T; j) F; k) F; l) T; m) T/F.
- The questionnaire can either be completed individually / anonymously or as a shared group activity.
- At the end of the overall training session you could ask participants to fill out the questionnaire again to see if the training has succeeded in changing participants' attitudes to child protection policies and procedures. Remember this questionnaire is about people's personal attitudes so the 'answers' above are only suggestions based on good child protection practice.
- The examples here can be adapted or added to according to local needs / circumstances.

### Facilitators' Tips for Exercise 4

- Photocopy and cut up the case studies so that you can allocate 2 to each group.
- This activity can be extended so that each group look at more than 2 case studies. This is particularly recommended if the group is generally unconvinced about the need for child protection policies and procedures.



For case study number 12, you will need to copy and hand out the child's drawing included as Appendix 25. Before using this drawing, warn the group that some of them may find the drawing disturbing (you can briefly describe it to them without actually showing it to them). Ask them if they would feel comfortable discussing such a drawing before proceeding further. For this case study there are accompanying notes which can also be copied and handed out at the end of the session for further guidance.

- If the group still appears unconvinced about the need for child protection policies and procedures, or for additional material in general to support this session, further detailed case studies / newspaper / media reports can be provided (See Appendix 21).

## Facilitators' Tips for Exercise 5

- It must be emphasised to participants that the purpose of this exercise is to give participants an introduction to *how* to conduct a risk assessment. It is not expected that they will complete a full risk assessment for their organisation in the space of this training. A full organisational risk assessment needs to involve as many children and staff as possible from the organisation over a longer period of time.
- Remind participants that they are considering risk towards children rather than risk to themselves or to the organisation and its resources. This might cause confusion if you do not clarify it before they do the exercise.
- If participants find it difficult to rank risks as being low, medium or high, they should be encouraged to use their common sense in weighing up the consequences and likelihood of something happening. For example, employing a sex offender to work with children could have disastrous consequences and so an organisation should prioritise ways of preventing this, even if individuals in the organisation don't think this is very likely to happen.

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