

Keeping Children Safe

Ending child abuse in organisations worldwide

Understanding child safeguarding



A facilitator's
guide

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Purpose of this guide

This guide is for anyone with responsibility for delivering learning events or facilitating workshops on child safeguarding. It will help you plan and facilitate workshops for staff and associates who have little understanding of what is meant by 'child abuse' and what their responsibilities are to safeguard children.

It can be used to:

- support induction and provide an introduction to child safeguarding for new staff
- facilitate a refresher learning event
- strengthen existing organisational child safeguarding policy and protection measures.

The exercises in the guide will help to:

- create an understanding of child safeguarding
- raise knowledge and awareness of how to recognise and respond to safeguarding concerns, using child safeguarding policies and procedures
- clarify individual and organisational roles and responsibilities.

Notes and handouts are also included for learning activities and background information.

Sessions and exercises

The content of this guide is built around four essential parts of a learning event, each with its own sessions and exercises.

Before you start the first session you should have already:

- outlined what the aims and objectives of the learning event are
- ensured that you have highlighted the ground rules and learning agreement
- facilitated a short, introductory exercise so that everyone is given the opportunity to say who they are and perhaps one or two things they hope to achieve from the learning event and if they have any anxieties or worries about it.

Session 1

The context for children

Session 2

Understanding child abuse

Session 3

Understanding child safeguarding

Session 4

Recognising and responding to safeguarding concerns and abuse

Session 1

The context for the children

The exercises in this first session are designed to make participants think about children and childhood in the context in which they are living or working. They are structured to help participants to be more child-focused, to raise awareness of the environment in which children might be living and the implications of this for child safeguarding.

All the exercises in this session require participants to reflect on their own childhood, children they know or about childhood and children in general. Some people may find this a painful process. It is important to be sensitive to this and allow people to opt out if they wish. If you are working in a country where there has been conflict or extreme violence it is especially important that you handle all these exercises carefully and sensitively.

Aims of the session

To help participants:

- focus on children and begin to examine their own attitudes and values about children and childhood – childhoods differ according to the cultural context and this needs to be understood in order to consider the impact of your work or that of the organisation
- gain a better understanding of the children with whom they are working, or whom the organisation impacts upon, the risks they might face in their communities and the way in which communities protect them
- understand that our own values, beliefs and attitudes towards children will influence our ability to recognise

- risks and concerns and take appropriate action in our child safeguarding policy.

Objectives of the session

- To help the group get to know each other and feel comfortable sharing experiences
- To acknowledge the participants' different attitudes to children and childhood
- To see the connection between our own attitudes and values about children and how they contribute to, or stop, children being safe
- To begin considering the implications for child safeguarding of the experiences of children – positive and negative – in their communities.

Preparation

There are four exercises in this section – don't do all of them. Choose which exercises are most useful to and suitable for your group. When you have chosen the exercise(s) you want to do, read through the process carefully. Make sure you have all the equipment you need, such as handouts, sticky tape, flipchart sheets and so on.

Exercise 1.1

Looking at your own childhood

Preparation

Read through the key learning points for this exercise to focus the session. Think about a favourite song, poem or story that you remember from your own childhood. Think about the feelings you have about that memory. What does the song/story mean to you and why? Does it make you think about a significant event?

Do you connect it with a particular person in your life? Make sure you feel comfortable sharing and do not choose something that is too painful or difficult for you. Begin the session by introducing this to your group.

Process

Introduce the session by displaying a favourite song/poem/story from your childhood. Talk briefly about why you liked it and what associations, memories or feelings it has and whether they are bad, good, exciting, comforting and so on.

Now ask participants to think of a favourite childhood song, poem or story from their childhood. Give them a minute or two to think, if necessary. Again ask them only to share something they feel comfortable with.

Divide participants into pairs. Ask them to share with their partner. You can use the following questions to guide discussion:

- What made you think of this poem/story/song?
- Why is this poem/story/song important to you?
- What memories do you have about it?
- Do you associate it with a particular person/time/event?
- What thoughts and feelings does it make you remember?
- Why is this important when thinking about the children you work with or impact upon?

Allow 10 minutes for this then bring everyone back into the large group. Lead a discussion, by inviting each pair to share what they talked about.

Duration

30 minutes

Equipment

- Flipchart paper and marker pens
- A copy of a favourite poem/story/song from your childhood.

Aims

- To help the group feel comfortable sharing a childhood memory
- To encourage the group to listen to and engage with each other
- To show how significant childhood memories can be.

Key learning points

- Whatever made us choose this poem/story/song, it is important to us because it left a lasting memory of childhood
- Our memories and experience can influence the way we might view children and childhood
- Our memories remind us of happy times as well as unhappy times. For example, the stories can be about fun, excitement as well as harm and danger.

Exercise 1.2

Putting a child at the centre of your learning

Preparation

Read through the key learning points for this exercise to focus your learning event. Think about a child and a story you would like to tell about that child. What does the story mean to you and why? Make sure you feel comfortable sharing and do not choose something that is too painful or difficult for you to tell. You will begin the session by introducing this to your group.

Process

Introduce the session by letting participants know that this exercise will help us put children at the centre of our learning. You could share your own story.

Ask participants to think of a child and a story they would like to share about the child. Give them a minute or two to think, if necessary. Again ask them only to share something they feel comfortable with.

Hand out a balloon and a marker pen to each participant. Ask participants to blow up their balloon and draw the child on the balloon – it can be the child's face or they can draw the whole child if they wish.

Once participants have completed this, ask each participant to share the story of the child on the balloon. Using string and sticky tape, each participant then attaches his or her balloon to the space provided. The next person can begin his or her story whilst the previous person is attaching the balloon.

Once all participants have shared their stories and attached their balloons to the space provided, explain that these balloons will remain throughout the learning so we can keep the children and their best interests in mind.

Duration

30 minutes

Equipment

- Balloons, marker pens and string and sticky tape to attach the balloons to a wall
- Space for all balloons to be attached throughout the learning.

Aims

- To help the group put children at the centre of their learning
- To encourage the group to listen to and engage with each other
- To show how important it is to consider the best interests of a child.

Key learning points

- Whatever made us choose this child and his/her story, it is important because it has influenced the way we might view children and childhood
- Children have positive and sad stories to tell. For example, the stories can be about fun and excitement as well as harm and danger.

Exercise 1.3

Perceptions of children and childhood

Preparation

Spend some time reading through the key learning points, and think about how you will introduce and lead the exercise.

Take three pieces of flipchart paper. Write a different heading on each one:

- Children in our community today
- Celebrations of childhood and adolescence
- Moving from childhood to adulthood.

Put the pieces of paper on three separate walls. Prepare handout: question cards for each group, so that each group has the same set of questions.

Process

Introduce the exercise by saying that we are going to take a close look at the cultural context of children's lives. Explain that we all come from different cultures; every culture is different, affects our experiences and how we react to those experiences. This exercise is designed to bring out key cultural issues which we will consider in later sessions.

Divide participants into small, mixed groups of three or four people. If working across borders or different cultural/faith contexts it may be helpful to have similar participant groupings. Give each group the question cards that you have made. Discuss each of the questions and agree five answers to put under each of the flip chart headings. Allow 20 minutes for this part of the exercise.

Discussion

Lead a brief discussion using the following questions:

- What do you notice about the words under each heading?
- Do they reflect negative/positive images?

- What might this suggest about the community/culture's beliefs about children?
- How do the words emphasise the different experiences for children, perhaps because of their gender or faith?
- Why is it important to consider these differences when thinking about child safeguarding?

Duration

30 minutes

Equipment

- Flipchart paper and marker pens
- Coloured cards (five different colours)
- Sticky tape or pins to attach cards to the wall.

Aims

- To help participants describe how their society views childhood in their cultural contexts
- To describe the different celebrations and rites of passage for children.

Key learning points

- Understanding children and childhood is crucial in setting child abuse in context
- The traditions and rituals of our communities have an impact on how children are valued and cared for. Not all children have the same experiences
- Our own values, beliefs and attitudes towards children will influence our ability to act to safeguard children.

Handout

Question cards

In the community you work or live in, what words do adults use to talk about children?

What stages of childhood are celebrated in the community you work in? How are they celebrated?

When do children become adults? Legally? Culturally? (Such as when does the community expect a child to behave like an adult?)

Are there any ceremonies associated with this change (or transition) from child to adult? What are they?

Exercise 1.4

Childhood – past and present¹

Preparation

Photocopy *Workshop sheet 1a: Perspectives on childhood* – one for each small group and one for yourself.

On a flipchart, copy out the table on the exercise sheet, leaving space to make notes during the discussion.

Process

Explain that this exercise will help us think about how childhood is changing in our society and culture. What does each generation think about childhood? Think about childhood from three different perspectives:

- Our parents'/elders' perspective
- Our own perspective
- The perspective of children today

Divide participants into small groups of three or four people. Give each group a copy of *Workshop sheet 1a: Perspectives on childhood*.

Ask the groups to complete the table. Which words do they use to describe childhood? Allow around 15 minutes for this.

Bring the group back together. Ask participants about how they felt and what they thought when they were doing this exercise.

Ask them to feedback what they have written, and make notes on the flipchart.

Discussion

Lead a discussion about the differences participants see between the lives of children today compared with their own childhood and that of their parents or carers. What influenced the changes?

Duration

45 minutes

Equipment

- Flipchart papers, marker pens
- Copies of *Workshop sheet 1a: Perspectives on childhood*, one for each small group.

Aims

- To explore the changing ways children are seen by society.

Key learning points

- Perceptions about children and childhood change from one generation to the next, but some things remain the same
- A community's perception of children and childhood is influenced by powerful groups and ideas at particular times
- Understanding children and childhood in a cultural context is crucial – you need to understand what children are experiencing in order to consider the impact of your own work or organisation and the risks that this might present
- Our own values, beliefs and attitudes towards children will influence our ability to recognise risks and concerns and take appropriate action in our child safeguarding policy.

¹ Adapted from an exercise by World Vision International.

Workshop sheet 1a

Perspectives on childhood

Our parents'/elders' childhood	Our childhood	Being a child today
Girl	Girl	Girl
Boy	Boy	Boy

Session 2

Understanding child abuse

This session focuses on child abuse.

- What do we understand by the term child abuse?
- What does it mean in our own country?
- How do local cultural practices, traditions and faith influence how children are safeguarded?

In this session, you will find a selection of different exercises to help you meet the objectives of the session (see below). You can use each exercise on its own or in sequence with the others, depending on how much time you have, and the level of knowledge and awareness within the group.

You may also want to familiarise yourself with the handouts on defining child abuse.

Aims of the session

To think about what we understand by the term child abuse, particularly in the context of our own country.

Objectives of the session

- To explore personal attitudes, values and beliefs about child abuse
- To define child abuse, locally and internationally

To identify the ways organisations and communities protect children.

Preparation

Look through the exercises carefully and decide which exercises will be most useful for the participants. Familiarise yourself with the learning points for each exercise, and think about how you can use them to focus the learning event. Read the PowerPoint for this session.

Exercise 2.1

Child abuse – attitudes and values?

Preparation

Distribute copies of *Workshop sheet 2a: Questionnaire – Views on abuse*, one to each participant. Ask participants to complete the questionnaire quickly on their own.

Process

Explain that they need to read the statements and decide whether they:

- strongly agree
- agree
- disagree
- strongly disagree.

Divide participants into small groups of three or four people. Ask them to share their responses to the statements – why did they give those answers?

Bring the group back together. Discuss which questions caused the most discussion and why. Alternatively put up four flipchart papers around the room, with the words 'strongly agree,' 'agree,' 'disagree,' and 'strongly disagree.'

After the participants have filled out the questionnaire, read each statement out loud or ask a participant to read each statement, then ask participants to stand under the flipchart paper containing their answer. This is a dynamic and visual way to show that participants do not always agree on what constitutes abuse – even if they work for the same organisation.

Ask participants why they feel as they do. If time allows, ask them to try to convince each other to change sides. This is an enjoyable way for participants to realise that without a child safeguarding policy in their organisation, there could be little or no agreement as to what constitutes abuse and children may not be safeguarded from harm.

Duration

45 minutes

Equipment

- Copies of *Workshop sheet 2a, Questionnaire: Views on abuse*, one for each participant.

Aims

- To help participants explore and share their own views, values and beliefs about child abuse
- To establish some common areas of agreement about child abuse.

Key learning points

- Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, that a parent, or someone working for a faith-based organisation, would never harm a child
- Assumptions that people who work with charities have humanitarian beliefs – they want to help people – surely they would never harm a child/young person accessing a service? It is hard for us to accept that any of these people might abuse a child because it would be so terrible if they did
- Opinions about abuse are subjective: what might be abusive in one person's view may not be seen that way by another
- We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour.

Note

This exercise is likely to generate a lot of discussion and you may find people disagree completely. When leading the discussion at the end of the exercise, ask people to focus on:

- Where does your belief about this statement come from? Why do you believe this?
- What does it mean for you to hold on to that belief?
- How might this belief influence or affect how you respond to a child you are concerned about?

Look at to the next exercise by saying that we need to try and agree about what constitutes abuse.



Workshop sheet 2a

Questionnaire: views on abuse

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Hitting children is always wrong and is a form of child abuse.				
2. Sexual abuse of children is not a problem in this country.				
3. Using a stick as a way of disciplining children in school is OK.				
4. Reporting abuse is likely to make things worse for the child so it is better not to do or say anything.				
5. Disabled children are more at risk of being abused than other children.				
6. There is no proper legal system for reporting abuse cases, so it is not worth reporting anything.				
7. I would not trust the police enough to report child abuse.				
8. Staff employed to work with children are unlikely to abuse them.				
9. Children often make up stories about being abused.				
10. Boys are less likely to be sexually abused than girls.				
11. A faith leader would never abuse a child.				
12. Only men abuse children, women are safer.				

Exercise 2.2

What is child abuse?

Preparation

Before you start you will need to prepare all the photocopies you will need for the exercise.

Make copies of *Handout: Definitions of abuse* – one copy for each participant and for you.

Make copies of *Workshop sheet 2b Local practices that protect children* (p25) and *2c: Local practices that may cause harm* (p26) – one for each small group. If it is not possible to make copies, ask each group to draw the tables onto a large piece of flipchart paper.

Process

Use *Handout: Definitions of abuse* to talk to the group about why it is important to understand what we mean by the terms 'child abuse' and 'child safeguarding'. Point out that it is very easy to become confused. However, knowing what constitutes abuse helps us to identify concerns and take action. The World Health Organisation (WHO) has defined some aspects of child abuse but we need to understand what these mean in the context of our own country.

Explain that you are going to begin by identifying what behaviours towards children constitute abuse in the local context. This next session will help to clarify definitions and ensure that they reflect both local and global contexts.

Now distribute copies of *Workshop sheet 2b: Local practices that protect children* and *Workshop sheet 2c: Local practices that may cause harm*.

Divide participants into small groups of three or four people. Ask them to work together to complete the tables. The exercises should also be written on flipchart paper.

Discussion

Allow about 20 minutes for the activity, then ask each group to attach the flipchart paper to the wall. Take feedback from each group, asking one group to go quickly through a column and the other groups to add any additional points that have been missed.

Come back into the whole group and discuss with participants what this information tells them about attitudes to children in their country. What aspects help protect children and which put them at risk of abuse? What maintains the practices?

Exercise 2.2 continues on page 17.

Exercise 2.2

What is child abuse?

Duration

50 minutes

Equipment

- *Handout: Definitions of abuse*
- *Workshop sheet 2b: Local practices that may cause harm*
- PowerPoint presentation on disabled children.

Aims

- To ensure that there is a shared understanding about what the term child abuse means
- To give a brief description of different types of child abuse
- To identify the main types of abuse in participants' local areas.

Key learning points

- Children may experience many different types of abuse
- Some kinds of child abuse are a result of cultural practices that are harmful.
- It is important to agree what is and is not a harmful cultural practice and to understand how communities maintain the use of these practices
- Often there are no appropriate legal systems or structures to go to for help when concerns about the abuse of children arise.

Handout

Definitions of abuse and harm

Child abuse and neglect, sometimes also referred to as child maltreatment, is defined in the *World Report on Violence and Health* as 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. (WHO, 1999 and 2002)

Trying to define child abuse as a world phenomenon is difficult because of the vast cultural, religious, social, political, legal and economic differences that children experience. What may seem to be abusive in one country may be acceptable in another. So that child safeguarding approaches make sense it is crucial that a common understanding is reached by organisations as to what the definition of child abuse is and in what circumstances their policy and procedures apply.

Any definition of child abuse and neglect assumes a definition of the child. According to the United Nations Convention on the Rights of the Child (UNCRC), a child is every human being below the age of 18 years. However, some countries state that children reach adulthood younger than 18.

Many children living throughout the world can easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through as no child safeguarding policy can address all abuse of children and would be ineffective if it were used in this way.

Definitions

These definitions can be used as a guide:

Physical abuse – actual or potential physical harm perpetrated by another person, adult or child. It may involve hitting, shaking, poisoning, drowning and burning. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Sexual abuse – forcing or enticing a child to take part in sexual activities that he or she does not fully understand. This may include, but is not limited to, rape, oral sex, penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching. It may also include involving children in looking at, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation – a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim's options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual.

Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods. It may also involve opportunistic or organised networks of perpetrators who profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

Neglect and negligent treatment – allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child’s basic physical and/or psychological needs, which is likely to result in serious impairment of a child’s healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It may also involve maternal neglect during pregnancy as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

Emotional abuse – persistent emotional maltreatment that impacts on a child’s emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyberbullying) and threatening, scaring, discriminating, ridiculing or other nonphysical forms of hostile or rejecting treatment.

Commercial exploitation – exploiting a child in work or other activities for the benefit of others and to the detriment of the child’s physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

Other forms of abuse

Internet abuse and abusive images of children – abusive images of children (commonly known as ‘child pornography’) is defined as any representation, by whatever means, of a child engaged in real or simulated

explicit sexual activities or any representation of the sexual parts of a child for sexual purposes.

Technology has also meant that children are now subject to additional abuse and cyberbullying through the internet and other forms of social media. Digital and mobile phone cameras have made it possible for some children’s images to be distributed across the internet without their knowledge and there is also a trade in the transmittal of abusive images of children. Children may also be at risk of coming into contact with people who want to harm them through their use of the internet. More information is available in *Keeping Children Safe online: a guide for organisations*. Additional information on internet safety advice for parents, carers, children and young people can be found on: www.ceop.police.uk/Safety-Centre.

Abuse linked to belief in ‘possession’, ‘witchcraft’ or related to spiritual or religious belief – abuse linked to the belief in ‘spirit possession’, ‘witchcraft’ or other spiritual beliefs can occur when communities or individuals believe that a child or an adult is in possession of evil spirits. In the case of child abuse it generally occurs when the child is being viewed as ‘different’: the child could be disobedient, ill or disabled. The accuser (often small groups of people somehow related to the child) believe they need to ‘punish’ the allegedly possessed child or free/exorcise him or her of the spirit.

Such beliefs can result in extremely cruel practices to children, including severe beating, burning, starvation, isolation, cutting or stabbing. They can even cause death of the child. Ritualistic ceremonies or other practices to hurt children can also be part of this harmful practice.

The belief in ‘possession’ and ‘witchcraft’ is widespread. It is not confined to particular countries, cultures or religions.

Spiritual abuse – when a spiritual leader or someone in a position of spiritual power or authority (whether organisation, institution, church

or family) misuses their power or authority and the trust placed in them, with the intention of controlling, coercing, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse.

Note: This definition applies to a Christian setting and should be adapted to the specific issues relevant to other faith settings.

Abuse of trust – A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. An abuse of trust can be committed by, for example, a teacher, humanitarian or development worker, sports coach, scout leader, faith leader. It is vital that those in a position of trust understand clearly the power this gives them over those they care for and the responsibilities this carries.

They must be given clear guidance to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, can be made. This is particularly important in the context of humanitarian aid, when those in positions of power also control aid and resources.

Cultural values – Some common factors, such as poor economic status, violence within the home, and drug and alcohol abuse, increase the likelihood of children being abused. However some of the most powerful factors are specific to the culture and society in which a child lives. It is vital to determine what are the culturally accepted child rearing practices and attitudes to faith, gender, disability, sexual orientation in different countries and regions. This is not to lower the level of concern, or condone abuse

but more to understand the environment in which it occurs and the community attitude to it.

Indicators of abuse

Indicators of abuse give us important clues to what might be happening to a child or young person. They should not though be seen in isolation from the rest of the child's life and experience.

For disabled children indicators of abuse may be masked or confused by their disability and/or by the way their disability is viewed or perceived. A disabled child may not be able to communicate that they are being abused. Disabled children are four times more likely to be abused than other children.

Common statements put forward include that:

- injuries are self inflicted
- behaviour is symptomatic of the disability
- a disabled child's allegation is false because he or she does not know what they are talking about
- a disabled child has to be treated in a certain way for his or her own good: for instance by restraining, chaining up or not feeding or dressing the child.

It is therefore important to recognise that disabled children can be abused and harmed and humanitarian aid workers have encountered many instances of disabled children being wrongly treated and abused. It is also important to note that the effects of abuse may be more dangerous for disabled children than for others. For instance not feeding a child who cannot feed him or herself will ultimately lead to death. The protection of disabled children therefore may need extra thought and attention especially when a community or society does not recognise the human rights of disabled children.

Additional factors

Research studies have increased awareness of the potential harmful impact on the emotional development of young people who live in families where domestic violence, mental health problems, drug or alcohol abuse may be present. Children who act as carers for disabled parents may also have additional support needs.

Bullying is now recognised as increasingly harmful to children and young people.

This can take the form of physical intimidation, verbal intimidation – including racist and sexist remarks – or emotional intimidation, for example isolating or excluding someone. It is difficult to define but always involves a less powerful person experiencing deliberate hostility.

These notes have been prepared using a variety of sources and original material.

Further resource information can be found on www.nspcc.org.uk and www.who.int



Handout

What is child safeguarding?

Child safeguarding is the responsibility that organisations have to ensure their staff, operations and programmes 'do no harm' to children and that any concerns the organisation has about children's safety within the communities in which they work are reported to the appropriate authorities.

'Do no harm' is a principle that has been applied in the humanitarian sector but can equally be applied for child safeguarding in both development and humanitarian contexts. This principle refers to organisations' responsibility to 'do no harm' or minimise the harm they may be inadvertently doing simply by being present. In child safeguarding terms, organisations need to ensure that their programmes, staff, partners and operations do not expose children to the risk of harm or abuse.

Overall approach to child safeguarding

An overall approach to child safeguarding is rooted in understanding the risks to children from the organisation (its staff, programmes and operations) and addressing those risks with a range of measures that create child-safe organisations.

Risk, and how to address risk, is a major part of an organisation's strategies and governance. The more we talk about and recognise risk, the more we can think about preventing it.

This requires your organisation to consider:

- where, when and how you may come into contact with children and what risks that presents
- what policies and procedures are needed to prevent harm and how to respond to concerns appropriately

- who is the appropriate designated person(s) to act as the focal point in an organisation to receive and manage any safeguarding concerns and subsequent inquiry/ investigation
- what safeguarding induction and training is needed to ensure staff know what to do if they have a concern and what the organisation expects of them
- clarity about any code of conduct to ensure all staff are clear about their professional boundaries when working with children and what is and is not acceptable behaviour
- how to recruit safely.

Unfortunately even with the most robust child safeguarding policies and procedures in place, abuse from within your organisation may still occur. At that point, it is the manner in which your organisation responds that is crucial for the child and for the organisation.

Handout

Disabled children and abuse

Evidence from international research and experience indicates that children with disabilities are more vulnerable to abuse than other children. What is considered to be harmful or abusive treatment of a non-disabled child is sometimes seen as appropriate for a disabled child. There may be many reasons for this, not least negative perceptions of and beliefs about disability.

When discussing safeguarding disabled children, it is essential to consider not only personal attitudes and values but also the social context that children live in, such as community attitudes towards disability.

Being aware of how society treats disabled children is critical for two reasons:

- So individuals do not reinforce abusive attitudes or behaviour in their own practice
- So that staff can promote the rights of disabled children to be protected.

Research has shown that disabled children are four times more likely to experience abuse than other children. Not only the abuses listed (pages 19–21), but also abuses of their human rights and dignity. As practitioners we should do all that we can to protect children with disabilities and safeguard them from harm.

Exercise 2.3

Keeping children safe in their communities – cultural practices and beliefs

Preparation

Look carefully at *Workshop sheet 2d: Local practices that may cause harm* and *2e: Practice, belief and the impact on the child*. Think about how you want to use them – this will depend on the number, and level of knowledge of the group.

Process

Introduce the exercise by asking participants to think about the statements in *Workshop sheet 2d*.

Display or distribute copies of *Workshop sheet 2d: Local practices that may cause harm*. Look together at the examples of cultural practices and the underpinning belief that maintains them so they continue. Talk through the examples with the group.

Now either:

- distribute copies of the table *Workshop sheet 2e*; or
- give selected examples from the table to each small group.

Ask participants to look at the examples and for each one, decide what the underpinning belief is and what its impact might be on a child. Ask each group to feedback the key points. Make notes on the flipchart.

Duration

50 minutes

Equipment

- *Workshop sheet 2d: Practice, belief and the impact on the child*
- *Workshop sheet 2e: Practice, belief and the impact on the child*
- Flipchart and marker pens.

Aims

- To acknowledge the wide range of beneficial cultural child-rearing practices
- To explore practical ways of addressing any conflict that may exist between cultural practices, beliefs and safeguarding children.

Key learning points

- See key learning points for Exercise 2.2.
- Some kinds of child abuse are a result of cultural practices that are harmful
- It is important to agree what is and is not a harmful cultural practice and to understand how communities maintain the use of these practices
- Often there are no appropriate legal systems or structures to go to for help when concerns about the abuse of children arise.

Example 1: Female Genital Mutilation (FGM)

Cause of tension

- Traditional practice that some in community want to maintain
- Ensures women are able to participate fully in community life
- Makes young women seen as more acceptable as wives
- It is no different to male circumcision.

Response

- The practice has health risks for girls which male circumcision does not
- The practice means that girls are less able to enjoy sexual relations – unlike male circumcision
- The practice has arisen from the desire to retain power, rather than a positive cultural practice.

Example 2: Corporal punishment

Cause of tension

- Source of power and control
- A practice deeply rooted in the society's social, political and economic culture
- Accepted as the norm in that society
- Believed to be beneficial for children to make sure they behave properly.

Response

- Discipline does not mean 'hit'. There are other more effective methods of discipline
- Mild corporal punishment can lead to severe corporal punishment if the mild approach does not work
It is difficult to draw a line between mild and severe corporal punishment
- Corporal punishment has led to deaths of children
- Alternative methods of discipline work much better.

Workshop sheet 2d

Local practices that may cause harm

Look at the following table which shows some practices that affect children and the underpinning belief that makes them possible.

Practice	Underpinning belief
Early marriage	Maturity determined by the development of physical features belief
Children as bread winners	Children considered as financial assets
Corporal punishment	Spare the rod and spoil the child belief
Male initiation ceremonies	The rite of passage of a boy into a man

Now look at the following table. Working with the other people in your group, try to complete the table, filling in the empty boxes.

Workshop sheet 2e

Practice, belief and the impact on the child

Practice	Underpinning belief	Impact on children
Corporal punishment		
Disabled children left unattended/given up at birth		
Girls circumcised (FGM)		
Adolescent boys circumcised		
Young female rape victim told to marry the perpetrator		
Child marriage		
Children sent to work rather than attending school		

Session 3

Understanding child safeguarding

What do we understand by the term 'child safeguarding'? How does child safeguarding differ from child protection? What responsibilities do organisations have to safeguard and protect children?

In this session, you will find a selection of different exercises to help you meet the objectives of the session (see below). You can use each exercise on its own, or in sequence with the others, depending on how much time you have, and the level of knowledge and awareness within the group.

Aims of the session

To understand what we mean by child safeguarding, and the responsibility of organisations to prevent risks of harm and abuse to children from its staff, associates and activities.

Objectives of the session

- To consider an organisation's 'area of control'
- To consider appropriate actions for addressing abuse in the wider community
- To define child safeguarding and child protection.

Preparation

Look through the exercises carefully. Decide which exercises will be most useful to the participants. Familiarise yourself with the learning points for each exercise and think about how you can use them to focus the learning event.

Exercise 3.1

Where does child abuse happen?²

Preparation

This exercise asks participants to think about the possibility of abuse in the organisation they work for (as a paid employee or as a volunteer) so it may make some people quite uncomfortable, or even threatened. They may have developed close relationships and strong friendships based on trust. Being part of an organisation committed to working with children is likely to make them reluctant to contemplate abuse occurring within their organisation.

This might be particularly so in faith-based organisations that follow holy laws as well as the country's laws. It can be difficult to face the realisation that an imam, pastor, priest, nun, monk, member of the faith community or staff, might be tempted to or actually abuse children.

- Be sensitive in your approach and make it clear that you are not making accusations
- Encourage participants to make their own observations.

The Issues and dilemmas notes at the end of this exercise and the key learning points will help you focus and approach the learning event in the least threatening and most constructive way.

Copy *Workshop sheet 3a: Abusive practices (template)* onto card. Cut around the lines to make cards that you can use in the session.

²Adapted from: *Marie Wrenham child protection policies and procedures toolkit: how to create a child-safe organisation*, Jackson, E and Wernham, M, Child Hope, March 2005, pp19-23.

Duration

60 minutes

Equipment

- A ball of string and scissors
- Flipchart paper, marker pens, sticky tape or pins to attach paper to the wall
- Cards made from template *Workshop sheet 3a: Abusive practices*.

Aims

- To explore with participants the potential for children to be abused within, or because of, an organisation
- To identify the difference between child abuse concerns that need a response via a child safeguarding policy and those that need a broader community response
- To illustrate how important it is for organisations to have clear child safeguarding policies and procedures when concerns are identified.

Key learning points

- Children can be abused in the community as well as in, or because of, an organisation
- An organisation's primary responsibility is to prevent the abuse of children within, or because of, the organisation
- The organisation needs to have mechanisms in place to respond to abuse or risks of abuse that are identified in the community
- It is hard to acknowledge the possibility or existence of abusive practices by those employed by or partnered with their own organisation
- All organisations need to develop a policy and procedures to manage child safeguarding concerns.

Process

Introduce the exercise by saying that so far we have been looking at abusive practices without identifying where they might happen. Say that we are going to look together at the kinds of abuse that can occur:

- inside an organisation (internal) – caused by an organisation’s staff, partners, programmes or operations, for example fundraising, communications, sponsorship
- outside, in the community (external)
- in either place (both).

Using the string, make two large overlapping circles on the floor as shown below. Alternatively, draw the overlapping circles on a large piece of paper and attach this to the wall. Explain there are three parts to this circle – external, internal and both. Each each part represents where abuse can take place.

Distribute the *Abusive practices cards* amongst the group.

Ask participants to read out what is on their cards and place the cards in the part of the circle(s) they feel the abuse is most likely to occur. Explain there are some blank cards and ask participants to write an example of an abusive behaviour they want to explore further in the context of the different areas of the circle.

Discussion

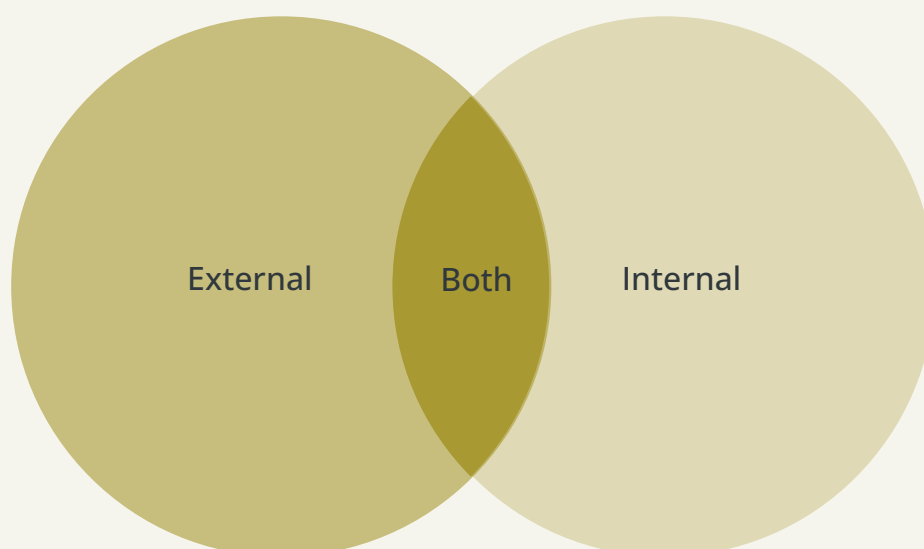
Start discussion on each identified abusive practice with ‘what if?’ to help people think realistically about the possibility of abuse occurring within an organisation. For example: What if someone shouted at a child in your organisation? Remind participants of the work they did in *Exercise 2.1 on values and attitudes*.

Also point out that organisations will inevitably employ people who bring their personal values and attitudes into the work place.

Draw attention to where participants put their cards: which circle has the most cards? This will help you assess the level of resistance to accepting the possibility of abuse in either context: organisational or in the community.

Prompt discussions on the abuses that have been identified as external – participants should consider:

- Why do these practices exist?
- What impact does the organisation’s programmes have on these practices? Do the programmes help or exacerbate the situation?
- What impact does the organisation have in relation to the stories it collects and the images it takes?



Describe the use of the terms as follows:

Child safeguarding is the responsibility that organisations have to ensure their staff, operations and programmes 'do no harm' to children and that any concerns the organisation has about children's safety within the communities in which they work are reported to the appropriate authorities.

Child protection: in the international context describes the work being undertaken to strengthen laws, policies and systems, which are designed to protect children in a given country in his or her own family and community.

Issues and dilemmas

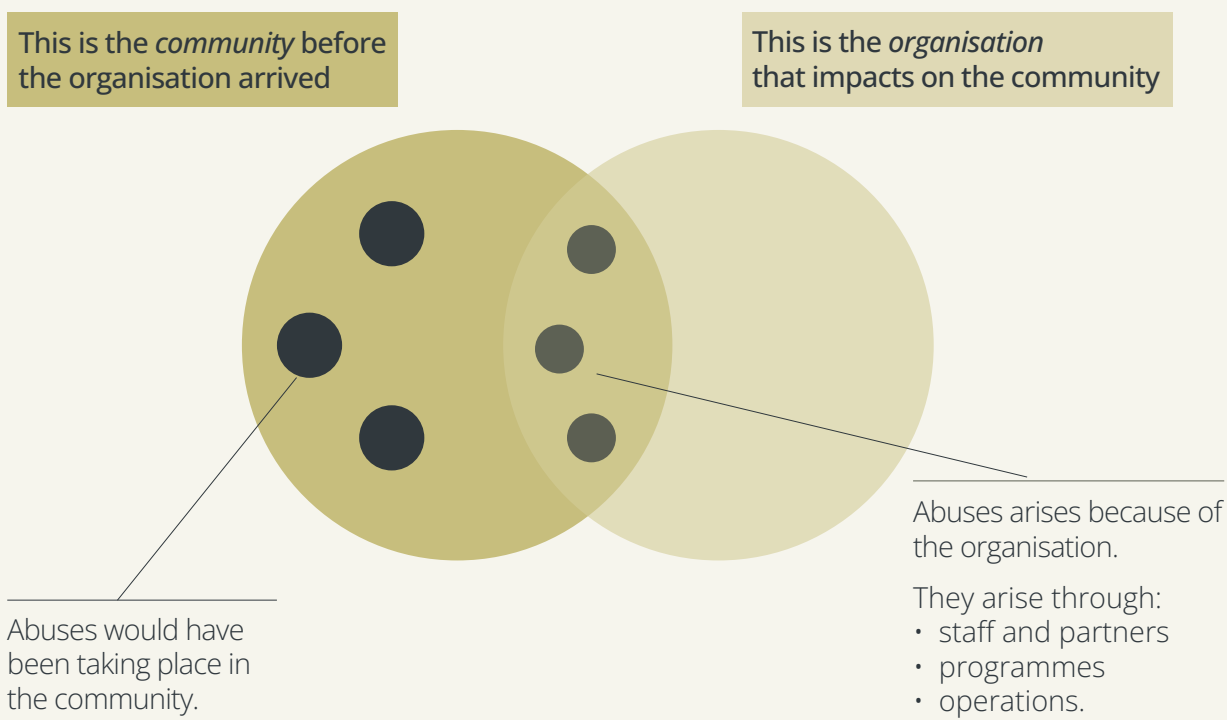
The exercise may draw out concerns about a member of staff's professional practice or behaviour regarding child safeguarding. Emphasise that these will first be checked out with the participant who raised the concern to ensure

that the facilitator has understood correctly. If he or she still has concerns the matter will be referred to an appropriate person in their organisation such as senior manager/designated child safeguarding officer.

It is important to discuss the issue of child safeguarding within an organisation without creating suspicion and alarm. Explain that the process is intended to focus on risks to children and preventative measures and not about distrusting each other.

This exercise may also draw out the challenges that participants feel when they contemplate abuse in the community. Addressing abuse in the community – which is not caused by the organisation – is not the responsibility of organisations that are not child focused and do not implement child protection programmes. Seek advice from organisations that are equipped and skilled in addressing child protection more broadly.

Finish the exercise by drawing the following:



Workshop sheet 3a

Abusive practices cards (template)

Shouting at a child	Unfairly criticising a child
Treating a child with contempt	Hitting to discipline
Expecting sexual favours	Ignoring a child
Making a child stand on a bench	Beating a child for talking about his/her rights
Not sending girls to school	Abandoning child for marriage
Leaving a child unsupervised	Sexually abusing a child
Ignoring a disabled child	Marrying a child
Sending children to beg	Sending children to work
Using images depicting child sexual abuse	Using corporal punishment as means to discipline child at school
Appropriating an adolescent child's earnings or livelihood	

Exercise 3.2

What is abuse and where does it happen?³

Preparation

- Write the definition of abuse on a flipchart
- Divide the group in five subgroups
- Refer back to the definition of abuse
- Ask group members which different types of abuse they are aware of. You only want the group to mention a type, not a definition.

Process

Put five flipchart sheets up in the room and assign each group to a sheet. Ask the groups to list one category of abuse on their sheet. Make sure each type is covered. Give each group two minutes to write a definition underneath. Then ask them to list as many examples of that type of abuse; allow two minutes for this. After two minutes, ask the groups to rotate to another sheet. Continue until groups have listed examples for each type of abuse.

When each group has returned to its original flipchart, hand out a second flipchart. Ask the groups to draw two overlapping circles on their sheet. Ask them to write 'community' above one circle; 'organisations' above the other circle, and 'both' above the overlapping circles. (See exercise 3.1 for diagram).

Now ask the groups to place their examples of abuse in the appropriate circle, for example where does this abuse happen?

Discussion

Following the activity, lead a discussion with the whole group about where they placed examples of abuse and why. Ultimately, all examples should be placed in the 'both' section because all abuse can happen in the community and in, or because of, the organisation.

Duration

45 minutes

Equipment

- Flipchart paper and marker pens.

Aims

- To explore with participants the potential for children to be abused within, or because of, any organisation
- To identify the difference between child abuse concerns that need a response via a child safeguarding policy and those that need a broader community response
- To illustrate how important it is for organisations to have clear child safeguarding policies and procedures when concerns are identified.

Key learning points

- Children can be abused in the community as well as in, or because of, any organisation
- An organisation's primary responsibility is to prevent the abuse of children within, or because of, the organisation. The organisation needs to have mechanisms in place to respond to abuse or risks of abuse that are identified in the community
- It is hard to acknowledge the possibility or existence of abusive practices by those employed by or partnered with your own organisation
- All organisations need to develop a policy and procedures to manage child safeguarding concerns.

³ Alternative to Exercise 3.1.

Universal categories of abuse

Sexual abuse – actual or threatened sexual exploitation of a child including all forms of sexual activity such as rape, incest and pornography.

Physical injury – actual or likely physical injury to any child or a failure to prevent physical injury or suffering.

Neglect – the persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger including cold or starvation, failure to carry out important aspects of care resulting in the impairment of the child's health or development.

Emotional abuse – actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe ill-treatment or rejection. All abuse involves emotional ill-treatment.

Exploitation – abuse of a position of vulnerability or trust for commercial or sexual purposes (commercial and sexual exploitation).



Exercise 3.3

Is this a child safeguarding concern?

Preparation

Make photocopies of *Workshop sheet 3b: Case scenarios*, one for each small group.

Prepare to record the feedback at the end of the exercise by drawing the following grid onto the flipchart. Leave enough room in the grid to make notes on the rating for each scenario.

Group	1	2	3	4
A				
B				
C				
D				

You may want to use *Handout: Definitions of abuse* at the end of the exercise to remind participants about the definitions of abuse; if so, make copies for participants to help them during the activity, or have the PowerPoint available which covers definitions of abuse if you have not already used this in Session 2.

Process

Divide participants into four small groups. Name the groups A, B, C and D. Ask each group to nominate one person in each group to read out the scenario(s). Hand out a copy of *Workshop sheet 3b: Case scenarios* to each group, and ask them to work their way through the scenarios and related questions. Encourage people to say what they think and not to worry about being wrong. Remind the groups that we are identifying what causes us concern. We do not have to be certain that it is abuse.

After allowing some time for discussion, ask each group to rate the scenarios:

- Directly caused by the organisation
- Indirectly caused by the organisation
- Not caused by the organisation but the organisation can address it

- Not caused by the organisation and cannot be addressed directly by the organisation.

Allow 30 minutes for this part of the exercise.

Duration

50 minutes

Equipment

- *Workshop sheet 3b: Case scenarios*
- PowerPoint presentation for Session 3
- Flipchart paper and marker pens
- *Handout: Definitions of abuse and harm*
- *Handout: What is child safeguarding?*
- *Handout: Disabled children and abuse.*

Aims

- To demonstrate the responsibilities of organisations in implementing child safeguarding measures.

Key learning points

- Without a clear child safeguarding policy we may respond differently to similar situations and possibly put children at greater risk
- Child safeguarding policies can only prevent some aspects of the child abuse. The organisation needs to be clear what action it will take on abuse which is not the responsibility of the organisation
- The organisation needs to understand clearly the potential risks the organisation poses to children and what can be done to lessen those risks.

Workshop sheet 3b

Case scenarios

Is this a cause for concern?

Read and think about each of the scenarios below. In your small groups use the questions below to help you rate each situation from 1–4 where:

1 = directly caused by the organisation

2 = indirectly caused by the organisation

3 = not caused by the organisation but can be addressed

4 = not caused by the organisation, cannot be addressed directly by the organisation.

For each of the scenarios below, ask yourselves the following questions:

- What is the cause for concern?
- Who is the potential victim?
- Can anything be done? How? What? Why?
- Do you need to follow procedures for internal or external concerns?

Scenario	Rating 1 – 4
<p>1. 'Mr Baker' is one of your most generous and oldest sponsors. He has visited several of the children he has supported over the years. You hear that he has recently been questioned by police in the UK about possession of abusive images of children. He has recently paid for a child he supported, who is now an adult, to visit him.</p>	
<p>2. Two children who are HIV positive are living with members of their extended family. It has come to your attention that they are treated like servants and not allowed to go to school. Neighbours have seen these children being beaten.</p>	
<p>3. You are the programme manager of a water project. On one of your visits to the project in a community, a teenage girl tells you that girls are worried about using the community water point. There are a group of men that gather near the water point.</p>	
<p>4. A male member of the local staff asks for a few days off to get married. You congratulate him. Afterwards, it becomes clear that the bride is 14 years old.</p>	
<p>5. You are moved to a new camp, which has just begun cash for work schemes. The camp committee draws up the lists for the cash for work schemes. A colleague tells you there are rumours that committee members are asking for favours from camp residents to be put on the list. There have been no official complaints.</p>	
<p>6. You are the programme manager of a girl empowerment project. On a project visit, a community member tells you that one of the girls in the project and her family have had to leave the village. Members of the community had apparently seen a story published in your organisation's annual report in which the girl described discrimination by the community in which she lived.</p>	
<p>7. A man comes to confide in you that he is worried about the village priest. It is rumoured that the priest takes photos of very small children and sells them to tourists and visitors to the church. The priest has asked this man to bring his sons to the church for a private blessing.</p>	
<p>8. You are working for an NGO in a city. There are rumours that the street children are encouraged to sell sex to tourists. A few times you have seen men taking the children off to local bars for drinks and ice cream.</p>	

Session 4

Recognising and responding to safeguarding concerns and abuse

This session focuses on recognising the signs that a child is being abused and knowing how to respond to what they tell you.

Aims of the session

To help participants build skills and confidence in recognising situations that may put children at risk and responding appropriately.

Objectives of the session

- To raise awareness of local legislation and procedures for protecting children
- To think about how different experiences, values and attitudes can influence how we recognise and respond to child abuse concerns
- To identify the signs, indicators or clues children give us that someone is hurting or abusing them.
- To recognise the things that stop us responding to those signs
- To recognise the many things that stop children telling when they are being abused
- To identify the need for organisations to have written procedures to be followed when child abuse concerns are raised.

Preparation

Before you start the learning event, read through the exercises carefully and decide which ones you want to use and which will be the most helpful to the participants. Make copies of the materials that you will use in the training session.

Exercise 4.1

Child protection and the law

Preparation

You may need to consult an expert to lead this exercise. Gather information about child protection legislation and procedures.

Try to find a summary of the law as it stands that can be understood easily understood by participants.

Prepare a brief presentation on the information you gather. In many countries, child protection legislation may not be fully developed. In other countries, child protection legislation exists but there may not be effective systems to implement it, so it is effectively of no use.

Find out where information on legal issues is available: are there any websites, printed material or local advice centres?

Process

Ask the group to name some criminal/illegal offences against children. For example, what is their country's law on rape, incest, sexual or physical assault, neglect cruelty, underage sex, the age of consent and the legal age of a child? If you identified some of this in *Exercise 2.2* refer back to what was written up on the flipcharts earlier in the day or previous sessions.

If it is available, present information about the legislation, policy and procedures on child protection in the country you are in.

Or alternatively invite a local legal advisor with appropriate knowledge to take the session for you. The handouts on the UNCRC and legal framework should be handed out to participants to read in more depth after the session.

Duration

30 minutes

Equipment

- Information about the laws on protecting children and procedures in the country you are working in
- *Handout: The United Nations Convention on the Rights of the Child*
- *Handout: The Legal Framework for Child Protection.*

Aims

- To raise awareness of local legislation and procedures for protecting children
- To identify how local laws and customs can either help protect children or, potentially, put them at greater risk.

Key learning points

- Every country has different laws and systems that may or may not help protect and safeguard children
- Some countries are beginning to develop new protective systems
- In some countries it may be more dangerous to children and other witnesses if child abuse concerns are reported to the national authorities
- It is important to start somewhere and understanding the local laws and customs is very important.

Handout

The United Convention on the Rights of the Child

This is a simplified version of the UNCRC. The convention has 54 articles in all we have omitted a few because they deal with the technical nature of implementing the Convention. Articles 2, 3 and 12 underpin all the rights in the UNCRC. This is not an official text but a simplified version. It is primarily used for raising awareness amongst children and young people but it is also useful for a quick read in a workshop.

Article 1

Everyone has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 6

You have the right to life.

Article 7

You have the right to a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parent's guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radio, newspaper, television – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education that tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

The government should ensure that you are not abducted or sold.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have the right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

Handout

The legal framework for child protection

Children share protected universal human rights with all other persons but, in addition, because of their dependence, vulnerability and developmental needs, they also have certain additional rights.

These sources provide the framework for a set of basic minimum standards for children; a legal framework which can assist those who work on behalf of refugee and displaced children. Care must be taken to ensure that the special needs and rights of refugee children and adolescents are perceived, understood and attended to by those who seek to protect and assist them.

Key concepts

- The legal basis for prioritised action on behalf of children, is well established in international law.
- The UNCRC provides a comprehensive code of rights which offers the highest standards of protection and assistance for children of any international instrument.
- The issue of legal status of children is particularly important and has very important implications for ensuring birth registration.
- As a matter of principle, children should not be detained and there are a number of special measures to protect children from unlawful or arbitrary detention.
- Refugee and displaced children are particularly at risk from many different types of abuse and exploitation, including child labour and sexual exploitation. Their rights to protection are established through the UNCRC and other international instruments.
- The maintenance of family unity and the reunification of families has been established as a priority in international law.
- Education is recognised as a universal human right, which is established through a wide range of international and regional instruments.
- The UNCRC establishes the right to the highest attainable standard of health for children.

- The civil rights and freedoms established under the UNCRC apply equally to all children, who should be provided with opportunities to express their views in any matter affecting them and encouraged to participate in the activities of the community.
- The UNCRC and other instruments provide the right to specific protection for children in situations of armed conflict.

The importance of the UNCRC and other instruments

All but three countries (Somalia, South Sudan and the USA) are parties to the UNCRC. As such it can be treated as almost universally applicable. It is legally binding on every government, which is a party to it and applies to all children within the jurisdiction of each State, not only to those who are nationals of that state. Indeed, the principle of non-discrimination is stated strongly in *Article 2 (1)* and certainly covers refugee and displaced children including adolescents.

The UNCRC defines a 'child' as everyone less than 18 years of age, unless, under the law applicable to the child, majority is attained earlier (*Article 1*). For normal purposes this means that it can be applied to everyone up to 18, unless it is demonstrated that he or she is an adult under the applicable national law for all purposes or for this specific purpose. In any case, the 'scheme' of the UNCRC suggests that this exception should be interpreted as an empowering one, in other words under-18s can claim the benefits of adulthood if granted by national law while still being able to claim the protection of the UNCRC.

International law

As a starting point it would be useful to consider the nature of a country's international obligations to protect refugees and displaced persons. Generally, they arise from customary international law, treaties, non-binding instruments and regional instruments.

Customary international law

Basically, customary international law arises out of universal acceptance and consistent practice by countries with respect to a rule of law. Some of the guarantees and protection found in international instruments have become part of customary international law. This means that such rules can be invoked to protect refugees and displaced persons in a country regardless of whether it has ratified a treaty that contains that specific right or guarantee. For example, all children are protected against slavery and the slave trade, torture or other cruel, inhuman or degrading treatment or punishment and racial discrimination and prolonged arbitrary detention.

In addition, the provisions relating to children in Protocol I and Protocol II of the Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War of 12 August 1949, have gained wide acceptance. It has been argued that they have acquired the status of customary international law, binding even dissident groups in cases of non-international conflicts.

Treaty law

A treaty is legally binding on those States that have consented to be bound by its provisions, in other words, States that have ratified and become party to the treaty. Treaties are also commonly referred to as Conventions, Covenants and Protocols. Three bodies of treaty law, international human rights, refugee and humanitarian law, form the basis of protection for refugee and displaced children, and should be considered as complementary to each other. An analogy is to consider them as three rooms in one house: three distinct components but integral to the overall structure.

All address different challenges but seek to arrive at the same goal of protection for refugees and displaced persons. The differences are found not so much in the content or the substance of the bodies of law, but rather in the implementation mechanisms, international supervision, and promotion and dissemination.

Human rights law applies to all human beings without discrimination, in other words to nationals, refugees and displaced persons alike. Refugee law addresses specific refugee concerns, but does not address all of the basic and fundamental human rights of individuals that need to be protected. Human rights law, in this sense, can be used to supplement existing refugee law. Equally, humanitarian law may be able to provide for the protection of refugee or displaced persons in circumstances where the others are not applicable.

In refugee law, *Article 5* of the 1951 Convention, clearly allows for the application of other instruments granting 'rights and benefits' to refugees. These other instruments include international human rights and humanitarian law.

Regional instruments

Often it may be easier for States to agree on and implement regional instruments because they provide a common approach to certain issues and deal with problems specific to the region/countries concerned. Regional instruments are usually adopted in the framework of a regional organisation. There are various regional human rights systems in Africa, Europe, the Americas and the Islamic and Arab States. Regional instruments can sometimes provide higher standards of protection than an international treaty. For example, the *African Charter on the Rights and Welfare of the Child* prohibits all forms of military recruitment of children under the age of 18, whereas the *Optional Protocol* to the UNCRC permits the voluntary recruitment of children under 18 by States in some instances.

National Law

National law contains the practical provisions for protecting refugee children including the provision of concrete implementation measures and mechanisms. In some States, the Constitution guarantees some of the standards contained in international instruments. In some cases international treaties are self-executing, meaning that they can be directly invoked before the courts, while in others only when the provisions have first been incorporated into the national legislation. Often the fact that a law exists to protect certain rights is not enough if these laws do not also provide for all of the legal powers and institutions necessary to ensure their effective realisation. Staff working in a country should always refer to the national law of the State and the various mechanisms for their implementation.

Non-binding instruments

Principles and practices of international law are often stated in declarations, resolutions, principles or guidelines. While they have no binding effect on States they nevertheless represent a broad consensus on the part of the international community. Sometimes they may be more detailed than treaties and can complement them. An example is the United Nations Guiding Principles on Internal Displacement, which identifies the rights and guarantees relevant to the protection of the internally displaced in all phases of displacement. They provide protection against arbitrary displacement, offer a basis for protection and assistance during displacement, and set forth guarantees for safe return, resettlement and reintegration. Although they do not constitute a binding instrument, these Principles reflect and are consistent with international human rights and humanitarian law and analogous refugee law.

The legal framework for refugee and displaced children

Human rights law

Human rights are inherent entitlements that every person has as a consequence of being human.

Treaties and other sources of law generally serve to formally protect individuals and groups against actions, which interfere with fundamental freedoms and human dignity. Examples of international human rights treaties include: the UNCRC, the *International Covenant on Civil and Political Rights* and the *Convention Against Torture*.

The following are some of the most important characteristics of human rights:

- Human rights are founded on respect for the dignity and worth of each person
- Human rights are universal, meaning that they are applied equally and without discrimination to all people
- Human rights are inalienable, in that no one can have his or her human rights taken away other than in specific exceptional situations – for example, during times of war freedom of movement may be restricted
- Human rights are indivisible, interrelated and interdependent, for the reason that it is insufficient to respect some human rights and not others.

Unlike refugee law, some international human rights treaties have provision for bodies to monitor implementation by States. These 'treaty bodies' review reports on the implementation of human rights submitted by States. They can also issue opinions on the content and scope of particular rights. Examples of treaty bodies and the conventions they monitor are: the Committee on the Rights of the Child; the Committee Against Torture; the Human Rights Committee; the Committee on the Elimination of Discrimination Against Women; the Committee on Economic, Social and Cultural Rights; and the Committee on the Elimination of Racial Discrimination.

Refugee law

The legal framework for protecting refugees is composed of the 1951 *Convention Relating to the Status of Refugees* and its 1967 Protocol, and regional refugee instruments, as well as UNHCR EXCOM conclusions, policies and guidelines.

Implementation of refugee law is primarily up to States, although United Nations High Commissioner for Refugees (UNHCR) has a task of supervising the application of the 1951 Convention and States are required to cooperate with UNHCR under article 35.

The 1951 Convention and its 1967 Protocol are applicable to all persons who are refugees as defined in the instruments. 'All persons' clearly includes children and adolescents.

Age is taken for granted with respect to the non-discriminatory application of the Articles in the Convention, and as the Convention defines a refugee regardless of age, no special provisions for the status of refugee children exist.

Children thus have a right to seek asylum and obtain protection under the refugee instruments, based on their own claims. In addition, when accompanied by one or both of their parents or guardians, they may be accorded derivative refugee status as dependants and thus benefit from the needed protection. Although derivative status is not required under any article of the refugee treaties, States nevertheless grant status in order to promote family unity.

As a result of having been granted the status of refugee, refugee children benefit from the rights afforded to all refugees as outlined in refugee law and national laws.

These rights include, for example:

- The right not to be returned to territories where the life or freedom of the child would be threatened on account of his/her race, religion, nationality, membership in a particular social group or political opinion
- The right to the same treatment as accorded to nationals with respect to elementary education.

UNHCR issued a *Policy on refugee children* in 1993, and *Refugee children: guidelines on protection and care* in 1994. UNHCR's Executive Committee has also adopted a number of Conclusions on refugee children and

adolescents in 1987, (Conclusion Number 47), in 1989, (Conclusion Number 59) and in 1997, (Conclusion Number 84), recommending policies and measures to be adopted by States to enhance the protection of refugee children.

Humanitarian law

The main treaties of international humanitarian law are the four Geneva Conventions of 1949 and the two Protocols of 1977. The fourth Convention deals specifically with the protection of civilians and is therefore of most relevance, and importance, to refugee and displaced populations.

The primary focus of the four Conventions is situations of international armed conflict, although a common Article 3 obliges all parties to a 'non-international' armed conflict, including dissident armed factions, to respect certain minimum humanitarian rules with regard to persons who are not, or are no longer, taking part in hostilities. Children are included as any other civilian under Article 3.

In times of conflict, international humanitarian law aims to protect persons who do not, or no longer, take part in the hostilities (that is, are not bearing arms), and aims to regulate or restrict the methods and means of warfare. It develops the concept of humane treatment.

International humanitarian law is applicable not only in conflicts between two or more States (international armed conflicts) but also when the conflict is occurring on the territory of a single State, usually between government and dissident forces (internal conflicts). To develop the protection measures available to civilian populations in armed conflict two Protocols were adopted in 1977: Protocol II expanding the common Article 3 of the Geneva Conventions.

- (Protocol I) relating to the *Protection of victims of international armed conflicts*
- (Protocol II) relating to the *Protection of victims of non-international armed conflicts*.

Between the Fourth Geneva Convention, Protocol I and Protocol II, there are more than 20 provisions that give special protection to children affected by armed conflict.

Under international humanitarian law, both during international and internal armed conflicts, children benefit from protection on two levels: first, as members of the civilian population in general and second, as a vulnerable category deserving specific protection. Article 38 paragraph 5 of the Geneva Convention IV states that, while protected civilians should in principle receive the same treatment as aliens in time of peace, children under 15 years are to benefit from any preferential treatment accorded to the corresponding categories of the native population.

Additionally, in terms of general principles, Article 77, paragraph 1 of Protocol I states that 'children are to be the object of special respect and shall be protected against any form of indecent assault. The Parties to the conflict are to provide them with the care and aid they require.' This protection is understood to be applicable for all children, without exception, who are victims of international armed conflict.

Note: the same protection is accorded by Article 4.3 of Protocol II relating to the *Protection of victims of non-international armed conflicts*. Author: Katharina Samara, International Council of Voluntary Agencies.

Exercise 4.2

Indicators of abuse

Preparation

Prepare for this learning event by thinking about what you covered in Exercise 2.2 and what you want participants will learn from this exercise. Make copies of *Handout: Indicators of abuse*.

Process

Refer back to Exercise 2.2 and remind participants what you covered in that exercise. Explain that when we find out a child has been abused, sometimes we can look back and see that there were signs that abuse was taking place. It is important that we are open to these signs or clues.

Give an example: you might find the following one useful:

A teenage boy was being sexually abused by his father. He could not tell anyone about it. He drew attention to what was happening by stealing. He stopped going to school, feeling that he was a bad person. He was severely beaten over several months as no-one had associated the change in his behaviour with unhappiness about abuse. The sign that this child was experiencing abuse was that he had begun to steal – something that was very out of character for him.

Ask participants to describe any situations from their experience where they have discovered that a child they knew or worked with was being abused or harmed by someone the child trusted. Maybe a relative, a faith or youth leader or another young person was harming the child. What sorts of abuse or harm did they identify?

Do the situations reflect any of the kinds of abuse listed below:

- Sexual abuse
- Sexual exploitation
- Physical abuse
- Neglect
- Emotional harm
- Fear of physical harm
- Fear of abandonment
- Bullying
- Spiritual abuse.

Duration

40 minutes

Equipment

- Flipchart paper and marker pens
- Sticky tape or pins to attach paper to the wall.

Aims

- To recognise the clues (signs/indicators) that children who are suffering abuse at home, in an organisation or in the community may give us that someone is abusing them.

Key learning points

- Most indicators are not in themselves proof of abuse. But they should alert participants to the possibility and help them to consider what the next steps should be to support or investigate concerns about a particular child
- Research from adults who experienced abuse as children shows that many children do try and tell or show they are being harmed but often they are not listened to or believed or have anyone to turn to whom they trust. The clues they give are therefore very important
- Children often display particular behaviours to communicate their distress about what is happening to them. Often this behaviour is defined as 'challenging'. Workers need to be able to recognise changes in behaviour and not punish the child.

Write each type of abuse on a different sheet of flipchart paper. Divide participants into small groups of three or four and give each group a piece of flipchart paper with a different kind of abuse written on it. Ask them to write down what sort of behaviour a child might give as a sign that someone is abusing them in this way. Allow about 10 minutes for this.

Bring the groups back together. Display each piece of paper around the room and ask the participants to walk around and read them. Tell them they can add some if they think any have been missed.

Discussion

Working in the whole group, take feedback on any learning points. As facilitator, you can add additional comments or observations. Handout copies of *Handout: Indicators of abuse*.



Handout

Indicators of abuse

'Recognising indications of potential abuse is complex and there is no simple checklist to allow easy recognition.'⁴ There are potential warning signs that [you] can be alert to but they should be observed and assessed with care.⁵ 'It should not be automatically assumed that abuse is occurring and talking to the child may reveal something quite innocent. In addition these indicators should also be considered in the local context and judgments made about their relevance. 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.'⁶

From Kidscape

- Possible signs of physical abuse
- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

Possible signs of emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation ('I am stupid, ugly, worthless and so on')

- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away.

Possible signs of sexual abuse:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, sexually transmitted infections, pregnancy
- Other extreme reactions, such as depression, self mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out

⁴Sense International child protection policy, section 5.2.1.

⁵Sense International child protection policy, section 5.2.2.

⁶ECPAT Australia, Choose with care.

discarded cuddly toys

- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Chronic running away.



Exercise 4.3

The organisation's child safeguarding policy

Preparation

Ensure you are familiar with the child safeguarding policy so you can address questions as they arise.

Process

Handout the policy and identify the child safeguarding focal persons.

Divide participants into groups. Groups to read through the policy on their own first and then discuss in the group:

- Why is this policy important?
- What are my responsibilities under this policy?
- What do I do if I have a concern?
- What do I not understand in this policy?

Groups to write their answers on different coloured post-it/cards. Post their cards on the four flipcharts to build a complete picture.

Ensure that participants have understood well enough why the policy is important, what their responsibilities are and what they should do if they have a concern. If possible address the points that participants do not understand. If this is not possible, you will need to refer these questions to the management of the organisation once the workshop has concluded.

Duration

40 minutes

Equipment

- *Handout: Organisation's child safeguarding policy* – one copy for each participant
- Four flipchart papers and marker pens titled with the following: 'This policy is important because...'; 'My responsibilities under this policy are...'; 'If I have a concern I...'; 'I do not understand in this policy...'
- Four colours of sticky notes/cards.

Aims

- To provide participants with the opportunity to understand the organisation's child safeguarding policy and their commitments under the policy.

Key learning points

- The child safeguarding policy details commitments and responsibilities of staff and associates and what to do if they have a concern
- There are designated people within the organisation who have particular responsibilities for child safeguarding and can advise on actions needed
- Staff and associates (without particular responsibilities) should not take it upon themselves to try and find out more information regarding concerns or investigate issues. Their responsibility is to report it to the relevant person.

Exercise 4.4

Barriers to reporting abuse for children and adults

Preparation

Read through the exercise process and decide whether you will divide participants into two or four groups: this will depend on how many people are taking part. The groups need to be small enough to work together effectively, with everyone contributing.

On a piece of flipchart paper, write:

Group A: 'What stops children reporting on abuse by an organisation's staff?'

On another piece write:

Group B: 'What stops an organisation's staff reporting on abuse by a colleague?'

Make sure each group has one of these questions. If you have four groups, you will need two sheets of flipchart paper for each question.

Read through *Handout: What to do if someone tells you they have been abused* to inform the learning event.

Process

Introduce this exercise by saying that so far we have looked at what is considered abuse in the eyes of the law in this country and signs and indicators or clues that children give us that they are being harmed in some way.

Go on to explain that most of the time we find out about abuse because we have more information and more skill in recognising the signs that abuse is happening. However, children have to overcome many barriers before they can tell anyone. Once they do, the people they tell also have to overcome barriers before taking appropriate action, despite what is known to be legal or otherwise. This is particularly so if the authorities do not address reports of abuse in appropriate ways.

Duration

30 minutes

Equipment

- *Handout: Disabled children and abuse*
- Flipchart paper and marker pens
- Sticky notes/cards/sticky tape
- *Handout: What to do if someone tells you they have been abused.*

Aims

- To identify what stops children from telling and adults from reporting abuse
- To acknowledge the fears and risks to reporting.

Key learning points

- Children and adults may have to overcome many barriers for child abuse concerns to receive an appropriate response
- Many children have no-one to speak to about the abuse they are suffering
- Often if children do tell they are either not believed or the person they tell is not willing or able to take action to safeguard them or seek help
- Child safeguarding policies and procedures can help to address these barriers
- It is important to ensure that staff, children and communities feel safe and confident in making reports and that these are responded to effectively.

Explain that during this exercise we will be building a wall of barriers and then smashing down the wall with solutions. Draw a wall on a flipchart paper that the groups will copy.

Divide participants into two or four small groups, depending on numbers. Hand out the prepared flipchart paper with the questions.

Give half the groups the following question:

Group A: 'What stops children reporting on abuse by an organisation's staff?'

Give the other half the other question:

Group B: 'What stops an organisation's staff reporting on abuse by a colleague?'

Ask participants to write short notes answering their question using sticky post-it notes or cards, which they should stick to each brick of the wall they have drawn on their flipchart paper. Allow 10 minutes for this.

Now ask the groups to exchange their walls. If working with four groups, the exchange needs to take place with the group that has not built the same wall. Groups are now responsible for smashing down the walls with solutions.

For each barrier, the group now must find a solution, write it on a sticky note/card and post it on top of or next to the corresponding barrier. Allow 10 minutes for this.

Take feedback from the group(s) looking at (A) 'What stops children reporting on abuse by an organisation's staff?'

If two groups were looking at this question, place the sheets of paper on top of each other. The groups should identify the barriers and their solutions.

Next, take feedback from the group(s) looking at (B) 'What stops an organisation's staff reporting on abuse by a colleague?' Keep their flipchart on top of the other group's.

When you have taken all the feedback, show the layers of barriers that have to be overcome.

Emphasise how difficult it can be for a disabled child to speak about abuse and also to be believed.

End with PowerPoint slides from Session 4 that explain the barriers that stop adults and children reporting on abuse or summarise using learning points above.

Discussion

Working in the whole group, take feedback on any learning points. As facilitator, you can add additional comments or observations.

Handout

What to do if someone tells you they have been abused

The guiding principle in responding to any concerns around child protection is that the safety and welfare of the child should always come first. No child should be put at greater risk by any action you take.

If a young person informs you that she/he is concerned about someone's behaviour to them or makes a direct allegation you should:

- react calmly
- reassure them that they were right to tell but do not promise confidentiality
- take what they say seriously, even if it involves someone you feel sure would not harm them. We know from experience that we must listen to what we are told even if it is difficult to believe
- avoid leading questions. For example, say: 'Then what happened?', do not say: 'Did he touch your leg?'
- try to get a clear understanding of what the person is saying to you
- ensure the safety of the child or young person. If he or she needs urgent medical attention make sure doctors or hospital staff know that this is a child protection issue
- only contact parents and carers once you have advice and guidance from the organisation's designated child protection staff, manager or external organisations.

Recording information

Use a standard reporting form to make sure you gather all the relevant and important information:

- Any concerns, allegations or disclosures should be written down as soon as possible. Records should be signed and dated. It is very important that staff and others do not promise confidentiality to a child disclosing abuse or to an adult disclosing concern about another adult or information about their own behaviour.

Staff and others must make it clear that they are obliged to follow this policy and explain the possible outcomes that will result from information being given to them

- Records should be detailed and precise. They should focus on what you and the other person said, what was observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting
- Any concern, disclosure or allegation is alleged rather than proven at this point
- All such records should be treated as confidential. They should be passed only to the persons specified in the reporting model above. It is the responsibility of each individual in possession of the information to maintain confidentiality. In certain instances, there will be the obligation for 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.

Allegation concerning possible abuse or exploitation of child by a member of staff

There are particular issues and procedures to consider if the complaint concerns possible exploitation/abuse of a child by a staff member. Additional guidance can be found in the *KCS Management of child safeguarding allegations*.

In addition if a staff member is suspected of abuse, or found with pornographic images of children on a computer, or suspected of an internet crime, this should be reported to the police. Contact the Internet Watch Foundation www.iwf.org.uk and Virtual Global Taskforce www.nationalcrimeagency.gov.uk/virtual-global-taskforce (which is an international alliance of law enforcement organisations working together to make the internet safe) for further advice in this area.



Good practice guidance

Design and delivery of a child safeguarding learning event

As a facilitator, you need to think about the four stages of providing an effective learning event.

Planning

Before you start, it is important to understand the training needs of the organisation and why they want the training at this particular time, especially if there is a supporting or host organisation involved.

Training needs should be addressed at two levels: those of the supporting organisation and those of the learners.

The following questions may be helpful for discussing and clarifying expectations with the supporting organisation, or with a planning team:

- How have the training needs been identified?
- What does the organisation want people to know about, do differently or do more of?
- What support is being offered to those who participate?
- Who are the right people to take part? What kinds of qualities and experience should they have?

In identifying the right people to attend an event, the organisation should ensure that potential learners have some kind of support from their own projects, programmes or networks, so that they can apply what they learn. It is helpful if these projects or programmes are conducive to piloting training sessions beforehand and reflecting on whether they may or many not work, as well as providing support after the workshops.

The facilitators

Ideally there should be two facilitators for this type of training because the emotional component can be quite testing. At least one of the facilitators should have a strong working knowledge of child safeguarding. If you are the only facilitator, someone with child safeguarding responsibility within your organisation should support you –

perhaps a manager, policy officer or someone in the human resources team.

At least one facilitator should have direct experience and knowledge of how NGOs work in the field (development or humanitarian). This facilitator should be sensitive to the different stages of development that many less-developed countries face when dealing with child safeguarding issues. Ideally, the facilitator should already work in the organisation or know a lot about the organisation's approach to child safeguarding.

As a facilitator, it is important that you are sensitive about the explicit language you use if or when talking about sexual matters. You will need to be particularly sensitive if you are working in areas where sexual matters are not discussed openly, or where even the language for sexual matters and parts of the body is limited. You should consider the impact of being a male or female facilitator on the group and discuss with your co-facilitator how this will be managed.

This guide focuses on child safeguarding policies. However the issue of child abuse is referred to and will be discussed. It is an emotive subject, which may arouse strong feelings or memories in participants (either from their personal or professional lives). As the facilitator, you need to acknowledge this at the beginning of the course. Develop a learning agreement/ground rules with the group to make sure that the learning event environment has the right atmosphere for learning.

Creating a participatory environment

People participate more if they are comfortable. As the facilitator, you need to think about possible different learning styles, cultural

practices, and any specific learning needs of the participants and adapt your delivery so that it is appropriate. If you are not local to the area, speak with local staff and translators about what is and is not acceptable. It is essential that you know about participants' hearing, visual or mobility impairments before a learning event so that hearing loops, large print, and other support aids can be organised and any dietary requirements if food or refreshments are being provided.

Listening and reflective skills

Encourage participants to reflect on what they are being taught. Remember, you are not expected to have all the answers or to be experts. You need to create learning environments that enable participants to discuss issues, gain understanding and build on experience and expertise.

This guide contains a number of supporting handouts, facilitator notes and exercise sheets to help facilitators feel comfortable and knowledgeable about the subject.

Participants and adult learning

Think about the number of participants who are likely to attend the training. It is important to consider the balance and mix of participants in terms of identity background and difference. Our childhood experiences of learning, and the way we prefer to learn, often affects and influences the way we can learn as adults. It may be helpful to find out what the common methods of learning and teaching are in the area you are delivering in, especially if you are not from that country. Experiential learning and group participation can be particularly effective, though not everyone is familiar or comfortable with these learning styles. Where they are unfamiliar, do take time to explain the learning style and why you have chosen it.

Time and venue

When choosing when and where you will facilitate the learning session, you should consider what is best for you, the participants and what you are teaching. Ideally, the venue should have good

lighting, not be too hot or cold and have plenty of wall space on which you can put flipchart sheets. Bear in mind childcare arrangements, cultural and/or religious festivals, holidays and religious/local working practices.

You may be facilitating people from a wide geographical area so you need to know about how much time they will need to travel to and from the venue. Provide details of where the event is taking place, include written directions and a map. A contact telephone number would be useful if people are delayed.

Make sure that the venue is accessible for everyone. It should have disability access but if this is not possible, arrange for ramps and other appropriate equipment.

Preparation

Before you start, it is important to understand the training, ideally you will need:

- this guide
- a means of displaying information, either:
- a computer or laptop or a data projector to use with your laptop for PowerPoint presentations
- photocopies of exercise sheets, handouts, facilitator notes and case scenarios for participants
- a flipchart and marker pens
- paper and pens
- masking tape or pins.

Note: all the exercises can be adapted to suit the environment and equipment you have. Even if you have almost none of the items listed above you should still be able to facilitate and promote discussion and debate.

Aims and objectives of the learning

Consider what your aims and objectives are before each learning event session and activity.

- An aim sets out what you are trying to achieve
- An objective explains how you are going to do it.

Build in time for discussion and issues arising from the learning event but make sure that you do not get sidetracked: the aims and objectives will help you stay focused.

Key learning points

You will find a list of key learning points in each session. These are designed to help the facilitator and participants focus on and understand the objectives of the exercises.

Before you lead the learning event, you will need time to:

- read through the material
- plan with your co-facilitators
- brief translators and make sure they are comfortable with the material and understand it well enough to translate
- do additional reading and consultation to increase your familiarity with the local context, legislation, guidance and the organisation's child safeguarding policy,
- go through procedures and implementation plan
- prepare yourself and decide how you would like to present the course material
- acclimatise, if travelling long distances or from other parts of the world
- obtain information about participants so you can make changes to the programme or building to organise an inclusive event.

Presentation

Before the learning event, think about the way you present yourself and the information.

The way you present yourself at the start of the learning event will indicate to the participants the style of the event, for instance, participatory or teacher-directed.

You should present information clearly and involve others.

The learning event should be participatory with involvement and comment from the learners.

You may need to adapt the material to the local context if English is not the participants' or your first language. Remember to allow extra

time because exercises always take longer if the group does not share the same language.

Inclusive presentation that reflects equality and diversity

Being inclusive means behaving and encouraging others to behave in a way that is respectful and nondiscriminatory. By listening and respecting others, people gain insight and understanding.

We are all different and hold different views and beliefs. Some of these may be so deeply ingrained that we do not recognise them in ourselves, nevertheless they affect how we respond to others. We all need to work at being inclusive. We will generate our own learning by being willing to try and acknowledging our mistakes when someone challenges us. In practice, this means that we are willing to learn more about people who are different to us in terms of:

- ethnicity
- sexual orientation
- language
- faith
- disability
- age
- status
- class
- culture
- professional background
- gender
- power
- learning style.

When training, inclusive presentation means that we consider people's individuality and particular circumstances to make sure that everyone in the group can join in and feel comfortable and equal.

Working with a people from a various cultures and of different gender

Delivering training around any aspect of child safeguarding, including policy is particularly challenging when working in cross-cultural contexts. Part of your responsibility as a facilitator is to challenge cultural practices that are harmful to children. However, you need to do this in a way that does not stereotype a whole social group and/or alienate the learning group. It is important to identify and acknowledge in-country groups that are campaigning to change many practices such as child marriages, FGM, child labour and other practices discussed during the learning event. Start by acknowledging cultural and traditional practices that safeguard children before addressing those that can be harmful. Do not expect to change attitudes and practices during one learning event. Experience has shown that changing attitudes and practices takes time; be upfront about that during the learning. Your aim is to prompt consideration and discussion of issues that are considered harmful to children and the best possible policies for dealing with these, as well as why they are considered harmful. You are not expecting everyone to leave the learning event with a completely new perspective on practices which have been common for many years.

Facilitators also need to be sensitive to the issue of gender. If you are working in areas where it is not culturally acceptable for women to debate or express their views in public, make sure you provide opportunities for them to contribute by organising learners into same-sex groups or pairs for activities. Also consider having women-only or men-only learning events.

The table below gives some suggestions:

Presenting the information	Presenting yourself
Organise your notes and learning event material in the order you're going to use them.	Speak clearly.
Add notes to the material to help you remember key points.	Do not pretend to know it all; acknowledge the gaps in your knowledge.
Keep the information simple and clear.	Be honest with yourself if you are anxious about the learning event but try to move beyond it.
Keep comments relevant to the information and respect difference.	Be non-oppressive in your languages and in the way you treat the group, particularly if you are coming from a white western perspective. Be aware of how your own ethnicity, gender and power might impact on the group, learning event and delivery.
Try to keep to your time schedule.	Listen actively.
Encourage participation.	Reflect back, reinforce learning points. Use phrases such as: 'So let's go over that again', 'What have we learned?'

Sexual orientation too needs a sensitive approach. Homosexuality is a taboo subject in many countries and often illegal. Be particularly sensitive when discussing the rights of children to be protected from harm regardless of sexual orientation.

Working with translators and interpreters

Good translators and interpreters are essential to ensure that participants get the most from the learning event. They are also part of your team. As the facilitator, you need to brief them fully before the learning event. They need to be familiar with course content and understand about confidentiality, so that nothing expressed by participants is repeated outside the session without permission. During briefing, you may want to include an emotional-health warning because the subject matter can be upsetting, especially for those not used to working with child safeguarding issues.

If possible get training materials to the interpreters well before the learning event. They will need time to amend these to allow for language differences. During the session itself, build in sufficient time for activities – they always take longer than anticipated.

Top tips for working with a translator or interpreter:

- Learn proper protocols and forms of address, including greeting and social phrases
- Introduce yourself and ensure that both of you have a clear understanding about the working relationship
- During the learning event, address remarks to the group and or person making the comment, not the translator
- Always speak slowly and use simple and clear language, with frequent pauses
- Check that the group can hear and understand you
- If there is a bilingual participant, you may want to check with this person to make sure the translator is interpreting your words correctly
- Encourage learners to talk one at a time so you, as facilitator, can also participate and follow group discussion

- Take regular breaks. A learning session can be very tiring for you and the group.

Co-working agreement

If you are facilitating a learning event, it is helpful to set up a co-working agreement between trainers, interpreters and translators. It should set out:

- what each person needs to work effectively
- what support they need
- how you will deal with any difficulties
- the importance of confidentiality.

Evaluation

Evaluation is a means of getting feedback on how effective the course has been.

The following will help you write an evaluation form for your learning event.

Essentially, you want to know:

- how participants felt about the learning event
- what went well
- what could have been done differently or better
- if the information was clear
- if the learning event was useful
- if the learning event achieved its aims and objectives
- how effective the facilitators were
- what participants learned and how they will put their learning into practice
- if the material was relevant to participants and their work
- if any further learning need has been identified
- if the learning event succeeded in being inclusive
- if the environment and facilities were satisfactory (venue, refreshments, comfort).

Process

The evaluation process can be done in stages and requires that:

- individual participants and facilitators complete the evaluation forms immediately after the learning event
- feedback from all the courses collated to get an organisational picture of the learning initiative

- there is a mechanism for responding to any identified issues relating to course content, facilitator delivery and the organisation's procedures or implementation plan; that is whether gaps, discrepancies or need for changes are identified
- there are arrangements for responding to staff concerns – there may be increased referrals or concerns after a learning event because staff with a greater awareness of issues will want to refer them on
- evidence from participants and their managers is gathered to establish whether training has made any difference to their practice, confidence and awareness of safeguarding issues.

Now that you have considered all the different parts of the learning process you are ready to move on and run your own child safeguarding policy and procedures event.

Ground rules and learning agreements for workshops

Facilitators should develop a contract for working together with the participants so that everyone can take part in an environment that helps people to feel safe and supported to learn. This is sometimes known as setting the ground rules or a learning agreement. The contract should refer to both the emotional component of the training which may provoke strong feelings and memories as well as what is the expected behaviour of the group. It is important to be clear about confidentiality and what action you would need to take if a safeguarding issue concerning a child or staff was disclosed. Have the following 'learning agreement' points written up in advance on a flipchart and display it at this point or provide it as a handout. See also *Handout: Learning agreement* (p66) for a sample.

General rules:

- Respect and listen to what other people have to say
- Help each other to learn

- Be able to ask questions and talk about differences
- Keep mobile phones turned off
- Arrive on time
- Be clear about confidentiality

Special child safeguarding rules:

- Recognise the emotional nature of child abuse and the effect this may have on people
- Do not force people to take part in sensitive exercises.
- It is OK to leave the room if the material gets upsetting for you
- Respect the privacy of personal stories or information that may emerge during discussions.

However, if information emerges which indicates that a child may be at risk of harm because of unreported concerns or poor practice then – as facilitator – you have a responsibility to work with participants and the organisation to ensure that these concerns are reported appropriately. In the context of this learning event, all participants have a mandatory responsibility to report such information to the facilitator and the facilitator must in turn report this to the relevant senior manager. This should be explained to the group at the outset:

1. Talk through all the points with participants to make sure they understand: why you have a learning agreement and how each point relates to them.
2. Make any amendments to the learning agreement that are suggested and agreed by participants. Add them to the flipchart and to handouts. Keep the flipchart copy displayed in a visible place as a reminder of everyone's commitment to these rules.
3. Draw participants' attention to *Handout: Coping with Stress* (p67) that will be given out for reading after the workshop and talk through sources of support that will be available throughout the learning event.

End this activity on a positive note: Explain that although we are talking about sensitive and often difficult issues, we are all here because we want to strengthen protection of children,

which is a very positive thing. It is fantastic that so many people are coming together to create a better world for children and participants should feel very proud that they are a part of this initiative. If necessary to diffuse tension at this point or to boost morale, consider doing one of the following activities as appropriate:

- A light-hearted energiser not related to child safeguarding
- Get participants to take a deep breath in and let it out slowly – ‘releasing all the negative tension and breathing in positive energy’
- In pairs, ask participants to take a moment to share what they are most proud of in relation to their work.

Handout

Learning agreement

General rules

- Respect and listen to what other people have to say
- Help each other to learn
- Be able to ask questions and talk about differences
- Keep mobile phones turned off
- Be punctual/stick to break times
- No side talk/private conversations.

Special child protection rules

- Recognise the emotional nature of child protection and the effect this may have on people
- Do not force people to take part in sensitive exercises
- It is OK to leave the room if the material is or becomes upsetting for you
- Respect the privacy and confidentiality of personal stories or information that may emerge during discussions.

However, if information emerges which indicates that a child may be at risk of harm because of unreported concerns or poor practice then all participants have a mandatory responsibility to report such information to the trainer and the trainer must in turn report this to the relevant manager.

Handout

Coping with stress

Power – what is it?

Power is the degree of control that a person or group has over objects, events or other people, including the degree to which you can compel someone to act against his or her will. Power is therefore viewed in terms of relationships. Power can be exerted in an obvious way, for instance through physical strength or force, or in more subtle ways such as coercion by deceit and deception. Authority or power may be real or imagined. Power may involve exerting control by administering rewards and punishments.

Implications for staff

Agency staff are likely to have authority and 'power' in projects and in the community. Understanding the concept and nature of power is essential to understanding child abuse. Power is not only about force. If you can control a situation without using physical force, this is the sign of real power. Real power is demonstrated by the ability to think and calmly control a situation. Be aware of the power you have and use that power responsibly and professionally.

Think of examples from your daily work:

- In what ways do staff have power over other people?
- Imagine/remember a time when someone else had power over you or when you yourself felt powerless. How did you feel? Was there someone you could turn to for help? How did you react? Did you get angry? Frustrated? Or were you just scared?

Useful advice

The next time you are in a position or a situation where you are in a position of power, remember that the person you are dealing with is feeling powerless. This may cause them to react in certain ways. For example, they might be aggressive or frustrated; they might be angry or violent; they might be very quiet and intimidated.

The best way to deal with this situation is to:

- remain calm
- explain what you are doing at all times and what will happen next
- be friendly and firm (if necessary) but above all, be fair.

This will help to diffuse potentially difficult situations and prevent them from getting out of hand and be more stressful than they need to be. This will benefit both the staff member and the other person involved.

Stress – what is it?

Stress is a physical and psychological process that takes place when you react to and have to cope with events or situations that place extraordinary pressure on you. Stress is often a normal reaction to an abnormal situation. It serves the function of self-preservation (protection) in a threatening situation, enabling us to concentrate our full attention on a particular threat, mobilise maximum physical energy and prepare for action in order to respond to the threat. However, too much stress is a bad thing.

Implications for staff

Think of examples from your daily work:

Can you describe a stressful situation that you have had to deal with?

- How can you tell when you are getting stressed? What are the warning signs for you personally?
- How do you normally react to stress? Do you withdraw from other people? Become short-tempered?
- What is the impact of your behaviour on other people while you are stressed? (For example your family, colleagues, members of the public).

Useful advice

Recognise the signs of stress, find the source(s) and cope with the effects of traumatic situations before they have escalated to an uncontrollable level. Most stress can be managed.

- Managing your own stress: identify sources of stress; know personal limitations; manage time well; be assertive, but not aggressive; accept creative challenges; get enough sleep; rest or conserve strength; eat regularly; control intake of alcohol and tobacco; make time for relaxation and physical exercise; develop satisfying friendships and relationships; have a positive attitude; have a sense of humour; laugh often; if in doubt, seek help.
- Managing someone else's stress: be sensitive to the moods of your colleagues, especially those you know get easily stressed; offer friendship and support; help tackle the problem that is causing them stress; remember 'a problem shared is a problem halved'; do not underestimate the importance of talking over problems with someone you trust; if in doubt, seek help.

Anger – what is it?

Anger is a fairly strong emotional reaction to a situation where we are provoked in some way. It is accompanied by a collection of physical reactions including particular facial grimaces and body positions. Anger is closely linked to frustration: we are likely to get angry if we are 'frustrated' in some way – such as, if we are prevented, interrupted or blocked from doing something that we are trying to achieve.

Implications for staff

Think of examples from your daily work:

- Have you ever acted in anger or frustration and then regretted it later? For example shouting at your child who wanted to play with you, but you were tired or trying to concentrate on something else; losing your temper with a colleague when it was not really his or her fault

- Have you ever thought after a difficult encounter 'I wish I'd handled it differently' or 'I wish I'd said that instead' or 'I wish I'd kept my cool'?
- What usually makes you calm down when you are angry? How do you calm other people down when they are angry?

We each have different characters and temperaments. Some people are more easily provoked than others; some have shorter tempers; others are very calm in most situations and it will take a lot to cause them to lose their temper. We each have our own boundaries and 'weak spots' If we can learn about what causes us to react in certain ways, then we can work out ways to prevent difficult and challenging situations from escalating into something that we later regret.

Useful advice

Once you recognise the warning signs, it is possible to prevent the situation worsening by using a variety of strategies.

1. Things to do: take a deep breath; count to ten before speaking or taking action; deliberately clench your fists for five seconds and then deliberately unclench them for another five seconds; think of a person you love smiling at you; briefly turn away from the person and say to yourself 'when I turn back to this person I will start again' stretch your neck from side to side or roll your head to relieve tension. Practice the 'physical' examples – clenching and unclenching your fists, taking deep breaths, stretching/rolling your neck.
2. Things to say and ways to communicate: initially listen to what the other person has to say; demonstrate that you understand what the other person is feeling; ask them to explain everything that you do not understand; demonstrate that you understand the reason why the other person feels bad; if it is appropriate, express your thoughts and feelings on the situation; give the person you are with a verbal

'warning' to create a break in the tension – for example: 'calm down!', 'take it easy', 'look out!' (if there is physical danger).

Distress – what is it?

Distress is unpleasant stress that accompanies negative events, psychological pain or suffering. Distress is a very normal reaction to upsetting circumstances.

Implications for staff

Staff not only have to deal with difficult situations in terms of people who are angry, aggressive or violent, but also situations that can be very distressing. For example, a staff member may have to tell parents that their child has been hurt in an accident; or he/she might have to conduct a very difficult interview with a boy or child in relation to an internal child protection investigation. Think of examples from your daily work. Distress is what makes us human. It means that we feel empathy towards the people we work with and that we want to help. However, in some locations, it may be 'frowned upon' to show signs of distress in front of colleagues or the public. This can lead to a 'bottling up of emotion', which can be harmful in the medium and long term.

Useful advice

It is very important not to ignore, play down or dismiss your distress. Many of you will automatically deal with distress in ways that come naturally to you, without thinking, but here are a few strategies for dealing with distress:

- Accept how you feel
- Talk to someone you trust (a friend, family member or colleague)
- Make time to do something for yourself (listen to music, go dancing, spend time with friends, treat yourself to your favourite food and so on)
- If you are spiritual/religious, take time to go to your place of worship, spend time in quiet reflection/prayer and possibly speak to a religious leader

- Remind yourself of something positive that you have achieved or a situation where you helped someone in the past (this is especially important if the situation currently causing you distress makes you feel powerless to help)
- Surround yourself with visible reminders of situations where you have helped someone or of people you care for – for example keep a photograph of a successful family reunification of a street child that you assisted on your desk or a family photograph or drawing from your child in your wallet and so on
- Know your own limits: if you find yourself getting 'abnormally' distressed by your own standards, or if your distress lasts for a lot longer than it 'normally' does for you, then speak to someone you trust about this.

Key learning points

Power

As a staff member, you have power over others. With power comes responsibility. Understand that abuse of power is a key component of child abuse. The more power someone has, the more responsibility they have to use that power appropriately and for the benefit of others. Remember what it feels like to feel powerless and: remain calm; explain what you are doing; be friendly, firm and fair.

Stress

Learn to recognise what makes you stressed, your personal warning signs, and ways to manage and reduce stress. Listen, comfort and support others, especially colleagues who are showing signs of stress. If you are having problems, don't leave it too late to seek help!

Anger

Learn to recognise what makes you angry, your personal warning signs and things you can do to calm the situation down. Stop and take a deep breath! You can stop a difficult situation from becoming a dangerous situation.

Distress

Accept that distress, in moderation, is perfectly normal. Remind yourself of happy occasions or times when you have helped others. It always helps to share your thoughts with others. Watch out for distress that is 'abnormal.' Watch out for signs of distress amongst colleagues and offer support.

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