CHILD PROTECTION POLICIES AND PROCEDURES TOOLKIT

(c) 2005 Elanor Jackson and Marie Wernham and ChildHope
All rights reserved

ChildHope
6th Floor, Development House
56 - 64 Leonard Street
London EC2A 4JX
www.childhopeuk.org
general email: chuk@gn.apc.org

This publication may be reproduced, as a whole or in part, provided that acknowledgement of the source is made. Notification of such would be appreciated.

ISBN: 0-9547886-1-3

Published by:
Consortium for Street Children
Unit 306, Bon Marché Centre, 241-251 Ferndale Road,
London SW9 8BJ, UK
info@streetchildren.org.uk
www.streetchildren.org.uk

March 2005

Authors: Elanor Jackson, Marie Wernham
Design, layout and printing: Greenhouse Print and Design, London
info@greenhouselondon.co.uk

Cover Photographs: Elanor Jackson

ChildHope is grateful to the Big Lottery Fund for their financial support of this toolkit.

Supported by

CHILD PROTECTION POLICIES AND PROCEDURES TOOLKIT

HOW TO CREATE A CHILD-SAFE ORGANISATION

Elanor Jackson ChildHope UK
Marie Wernham Consortium for Street Children UK

Produced by ChildHope UK
Published by Consortium for Street Children

CONTENTS

Foreword 08

Acknowledgements 08

Glossary / Definitions 09

Introduction 10

Structure 11

User Guide 13

STAGE 1 – INTRODUCING CHILD PROTECTION 17

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

STAGE 2 – THE NECESSARY FOUNDATIONS 39

2.1) Introduction to the 6 foundation stones
2.2) The 6 foundation stones in more detail

STAGE 3 – DEVELOPING A CHILD PROTECTION POLICY AND PROCEDURES 53

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

STAGE 4 – IMPLEMENTING CHILD PROTECTION POLICIES AND PROCEDURES 83

4.1) Putting policies and procedures into action
4.2) Child protection in practice – responding to situations

STAGE 5 – DEALING WITH OBSTACLES AND CHALLENGES 101

STAGE 6 – MONITORING AND EVALUATING CHILD PROTECTION POLICIES AND PROCEDURES 107

Appendices

APPENDIX 1:	Recognising signs of abuse	**116**
APPENDIX 2:	Participation of children in developing, implementing and monitoring child protection policies and procedures	**118**
APPENDIX 3:	Dealing with sensitivities about child abuse	**123**
APPENDIX 4:	Examples of behaviour guidelines	**124**
APPENDIX 5:	Alternative forms of discipline	**127**
APPENDIX 6:	Anti-bullying policy, ChildHope	**134**
APPENDIX 7:	Examples of guidelines on communications about children	**138**
APPENDIX 8:	Participatory facilitation	**141**
APPENDIX 9:	Guidelines on recruitment	**144**
APPENDIX 10:	Education and training (Training Needs Analysis Worksheet)	**147**
APPENDIX 11:	Allegations from a child – listening to a child's disclosure of abuse	**149**
APPENDIX 12:	Reporting and reaction protocol: Recommended guidelines	**150**
APPENDIX 13:	Sample report form for suspected abuse	**152**
APPENDIX 14:	Ramifications of misconduct	**154**
APPENDIX 15:	Tips for overall impact assessment in monitoring and evaluation	**155**
APPENDIX 16:	Sample of a detailed monitoring and evaluation framework for child protection policies and procedures	**157**
APPENDIX 17:	Statement of commitment	**158**
APPENDIX 18:	Examples of obstacles and solutions to implementing child protection policies and procedures from CSC members workshop, October 2003	**159**
APPENDIX 19:	ChildHope self-audit tool	**162**
APPENDIX 20:	Child protection for disabled children	**166**
APPENDIX 21:	Child abuse case studies – newspaper articles	**170**
APPENDIX 22:	Sample guidelines for child sponsorship	**174**
APPENDIX 23:	Selected articles from the UN Convention on the Rights of the Child	**176**
APPENDIX 24:	Core child protection principles and values	**178**
APPENDIX 25:	Child protection – children's drawing used in Exercise 4	**179**
APPENDIX 26:	3-Day training schedule for training course on developing and implementing child protection policies and procedures	**181**
APPENDIX 27:	Quiz for use in training course	**184**
APPENDIX 28:	Course evaluation form	**185**
APPENDIX 29:	'Snakes and ladders' game	**187**
APPENDIX 30:	References / further reading	**189**

Exercises

EXERCISE 1:	'What are we protecting children from?' **- Stage 1, Section 1.1**	**22**
EXERCISE 2:	'Abuse or not abuse?' **- Stage 1, Section 1.2**	**26**
EXERCISE 3:	'True or false? Attitudes towards child protection policies and procedures' **- Stage 1, Section 1.3**	**31**
EXERCISE 4:	Case studies / scenarios on child protection: 'What would you do if…?' **- Stage 1, Section 1.3**	**32**
EXERCISE 5:	Risk analysis **- Stage 1, Section 1.3**	**34**
EXERCISE 6:	Confidentiality **- Stage 2, Section 2.2**	**51**
EXERCISE 7:	'Chinese whispers' **- Stage 2, Section 2.2**	**51**
EXERCISE 8:	Stakeholder mapping **- Stage 3, Section 3.3**	**67**
EXERCISE 9:	Stakeholder ranking **- Stage 3, Section 3.3**	**68**
EXERCISE 10:	Which elements are 'essential' and which are 'desirable'? Facilitating participatory discussions **- Stage 3, Section 3.3**	**69**
EXERCISE 11:	The pros and cons of different approaches to introducing a child protection policy in your organisation **- Stage 3, Section 3.3**	**76**
EXERCISE 12:	Self-audit exercise **- Stage 3, Section 3.4**	**80**
EXERCISE 13:	Developing an organisational action plan **- Stage 4, Section 4.1**	**91**
EXERCISE 14:	Possible situations: responding to allegations or concerns **- Stage 4, Section 4.2**	**95**
EXERCISE 15:	Case study: (Chisomo, Malawi) 'The Truth at any Cost' **- Stage 4, Section 4.2**	**97**
EXERCISE 16:	Identifying obstacles and solutions **- Stage 5**	**105**
EXERCISE 17:	Building monitoring and evaluation into the organisational action plan **- Stage 6**	**112**

Foreword

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

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

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

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

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

Acknowledgements

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

Phil Ayers of Greenhouse Print and Design, Greenhouse Printers and Clare Turner.

Simon Grosser for his work on the CD-Rom.

The Staff of ChildHope and the Consortium for Street Children.

Glossary / Definitions

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

CHILD ABUSE
According to the **World Health Organisation**, "Child abuse" or "maltreatment" constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.'[1]

CHILD PARTICIPATION
Anyone below the age of 18 taking part in a process or playing a role in a process at his/her level, according to their evolving capacities - children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people; involving children in the decisions which affect their lives, the lives of the community and the larger society in which they live.[2]

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

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

INDIRECT CONTACT WITH CHILDREN

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

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

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

CHILD PROTECTION POLICY
'A statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty and responsibility of care seriously.'[3]

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

LIGHTBULB - INDICATES TOP TIPS / SUGGESTIONS

INDICATES A WORD OF WARNING

1. The WHO definition of Child Abuse as defined by the Report of the Consultation on Child Abuse Prevention WHO – 1999.
2. Adapted from Save the Children UK training materials for West Africa.
3. Setting the Standard: A common approach to Child Protection for international NGOs, Standard 1 (Policy).

Introduction

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

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

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

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

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

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

Structure

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

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

STAGE 1: INTRODUCING CHILD PROTECTION - focuses on introducing the concepts of child protection and child abuse and explores why we need child protection policies and procedures

STAGE 2: THE NECESSARY FOUNDATIONS - the organisational principles needed to ensure the effective development and implementation of child protection policies and procedures

STAGE 3: DEVELOPING A CHILD PROTECTION POLICY & PROCEDURES - this section covers in detail the elements of a child protection policy and how to develop a policy and procedures within an organisation

STAGE 4: IMPLEMENTING THE POLICY AND PROCEDURES – includes guidelines on implementation as well as an organisational action plan for implementation

STAGE 5: DEALING WITH OBSTACLES AND CHALLENGES – covers the obstacles and challenges which may be encountered by organisations and explores possible solutions.

STAGE 6: MONITORING AND EVALUATING CHILD PROTECTION POLICIES AND PROCEDURES – explores how child protection policies and procedures can be monitored and evaluated

These 6 Stages are represented visually in the context of **building and maintaining a safe and comfortable house** [4] (see the diagram overleaf) which depicts the stages as follows:

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

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

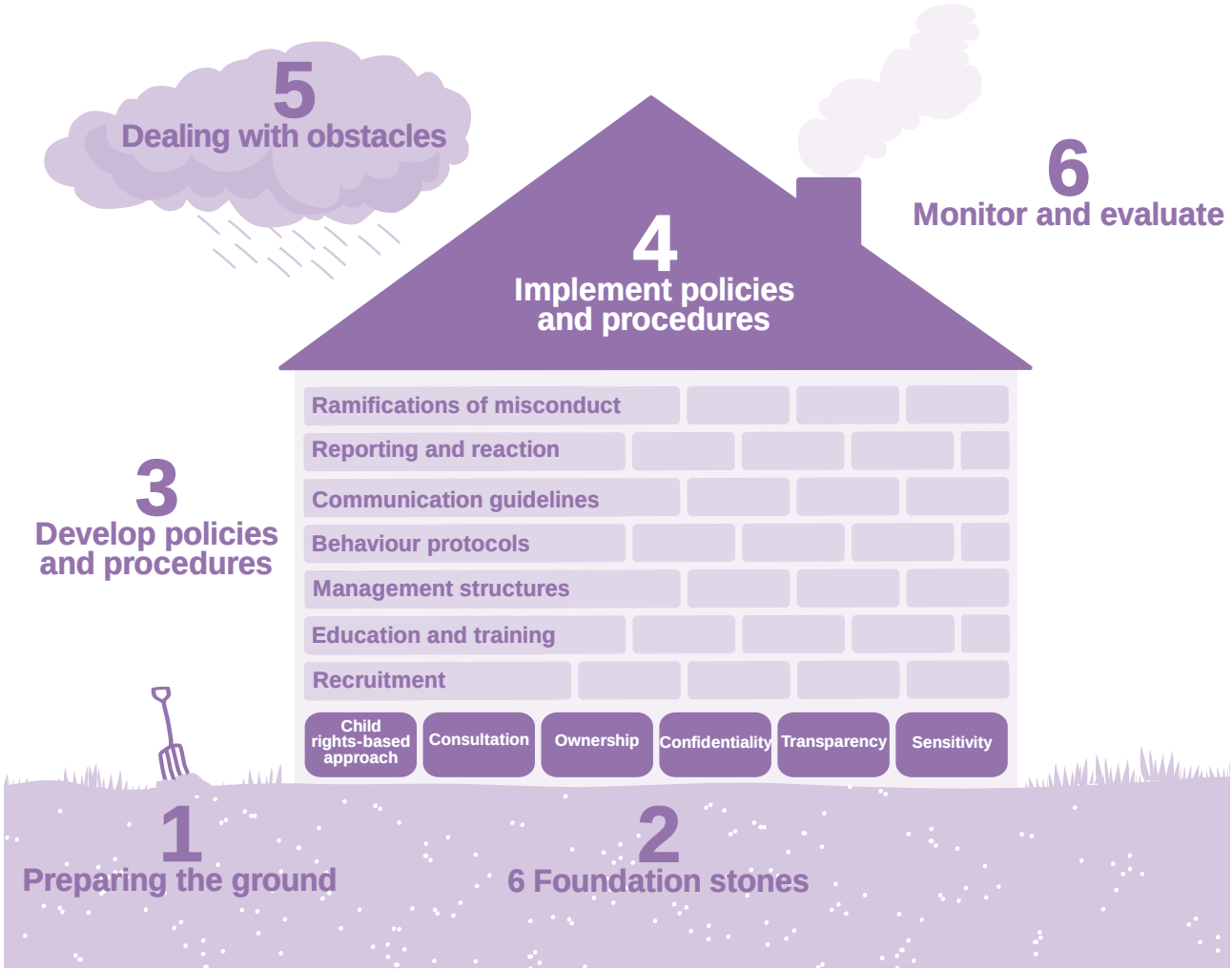
STAGE 3: The house is built up through the layers of bricks that make up the child protection policy and procedures.

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

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

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

4. The metaphor and drawing of the 'house' can be adapted to suit local cultural circumstances (e.g. many cultures may be familiar with only one-storey buildings, not necessarily made of bricks.) However, the principles of firm foundations, a secure roof to protect against the elements and the need for ongoing checks and 'repairs' should remain relevant cross-culturally.



FOR ORGANISATIONS CONSIDERING CHILD PROTECTION FOR THE FIRST TIME - we recommend you work through the toolkit step by step from the beginning. Those with existing experience in child protection can start at the point most relevant to their situation. See quick reference guide, page 14.

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

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

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

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

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

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

User Guide

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

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

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

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

THE TOOLKIT CAN BE USED IN VARIOUS WAYS:

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

GUIDANCE TO FACILITATORS FOR USING THE TOOLKIT

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

- At the end of each day of training the group would give their feedback and comments along with any feedback they had gathered from participants during the exercises. This gave them the opportunity to discuss how they might conduct the training themselves, and also served to identify any modifications needed in terms of materials, presentations, time required for presentations, discussion, exercises, etc.
- Logistics: sufficient space for everyone to see a screen and to break out into group work; a multi-media or overhead projector; screen / adequate wall space, pens, flipchart paper, post-it notes, and wall space to stick up flip-chart paper; access to a printer and photocopier to produce handouts of different sections of the Toolkit, especially if participants do not have a personal copy of the Toolkit.

Quick Reference Guide

1) To gain an understanding of child abuse and child protection **– See Stage 1 – Sections 1.1 and 1.2**

2) Guidance and practical approaches for risk analysis of your organisation in relation to child protection issues **– See Stage 1 – Section 1.3**

3) For an understanding of the organisational principles needed before child protection policies and procedures can be effectively developed **– See Stage 2 – Sections 2.1 and 2.2**

4) The process of introducing child protection policies and procedures for discussion in your organisation **– See Stage 3 – Sections 3.1 and 3.2**

5) To identify stakeholders to involve in the development of a child protection policy and procedures **– See Stage 3 – Section 3.3**

6) Developing a child protection policy – what are the essential and desirable components of a policy? **– See Stage 3 – Section 3.3**

7) Putting child protection policies and procedures into action – guidance **– See Stage 4 – Section 4.1**

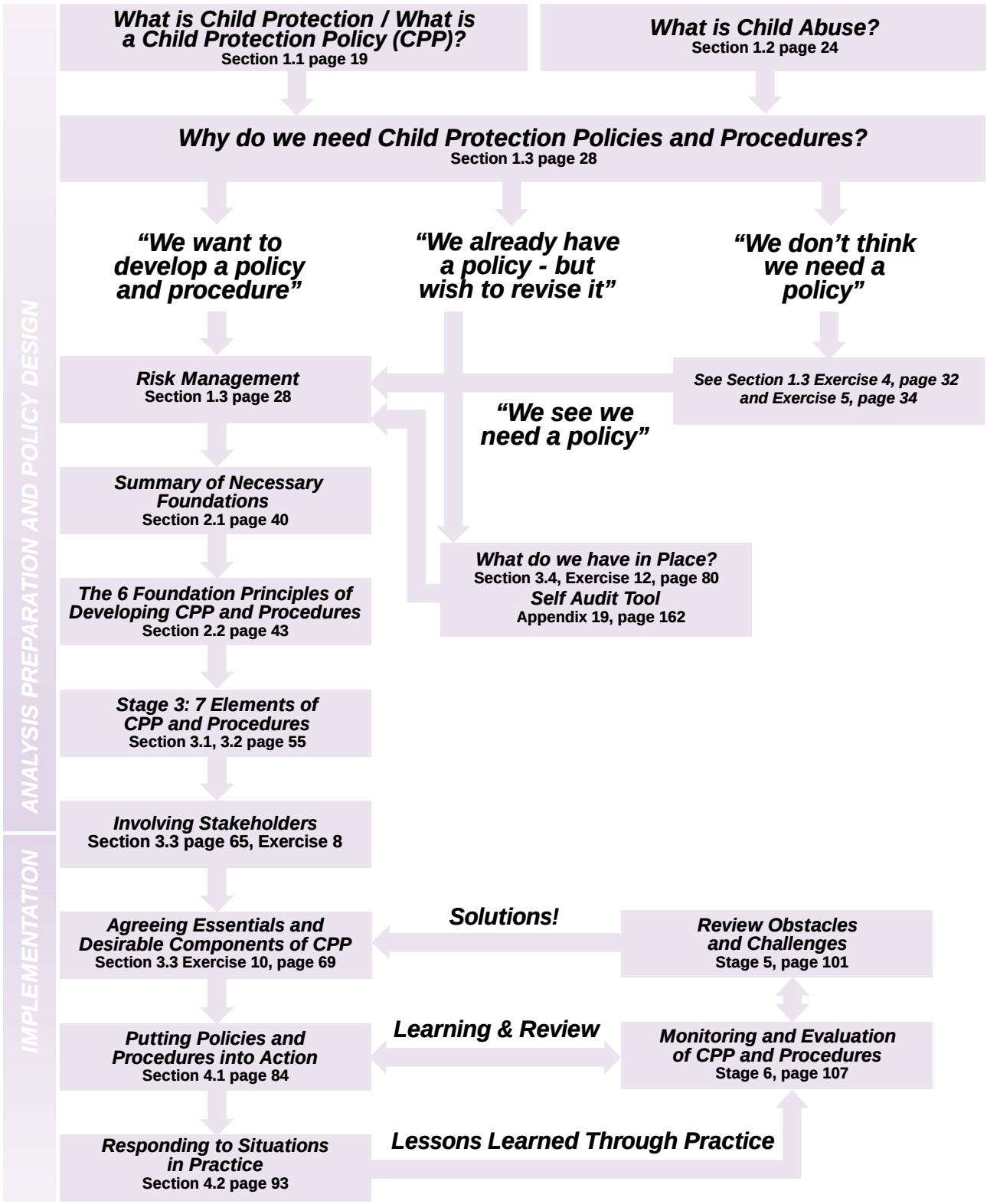
8) How to develop an organisational action plan for the development and implementation of child protection policies and procedures **– See Stage 4 – Section 4.1 – Organisational Action Plan**

9) Responding to allegations of abuse in organisations in practice **– See Stage 4 – Section 4.2**

10) How to deal with obstacles and challenges to developing and implementing child protection policies and procedures **– See Stage 5**

11) How to monitor and evaluate child protection policies and procedures **– See Stage 6**

12) To plan a 3 day training course for participants to enable them to understand the process and approaches required to facilitate the development of child protection policies and procedures in their organisations **– See Appendix 26 for 3 day agenda, 27, 28 and 29 for further materials useful for training. Also note – all Facilitators' Tips sections throughout the toolkit and powerpoints on CD Rom.**

13) To plan shorter training courses for participants, adapt the 3 day agenda **– See Appendix 26 and powerpoint presentations on CD Rom.**

User Flow Chart