

REPORT

Training on Child Safeguarding Policy Development and its Implementation for TDH Italia and their partners in Bangladesh

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**Trainer: Vijay Baskar (Senior Child Safeguarding Adviser, Keeping Children Safe,
UK)**

Aim

To increase understanding of the problem of child abuse and enable participants to strengthen, develop and implement child safeguarding measures within their organizations in order to keep children safe

Objectives

1. To increase knowledge and understanding of child abuse and what is required to keep children safe.
2. To develop a common sense of purpose amongst participants on strategies and approaches to ensure high quality and consistent implementation of child safeguarding measures throughout their organisations
3. To review current safeguarding measures within participating organisations and consider what other child safeguarding measures may be necessary;
4. To support integration of child safeguarding into all areas of activity of within participating organisations and carry out practical planning for this.

Course outline

- Consider what we mean by ‘safeguarding children’ and ‘child protection’ and why these are important
- Examine risks and issues for children we are in contact with and legal/policy contexts for keeping them safe
- Agree common understandings of what is harmful to children
- Consider the dynamics of sexual offending against children
- Understand the international standards in child safeguarding
- Assess the current safeguarding measures in place and develop practical plans for strengthening or developing child safeguarding measures
- Clarify what action to take when faced with a child safeguarding concern

Expected outcomes

By the end of the course participants should be better able to:

- Understand more about the problem of child abuse and their role in safeguarding children
- Promote the safety and protection of children the organisation is in contact with
- Identify specific risks and issues within the organisation and mitigate these

- Support implementation of practical measures within their organisation designed to keep children safe
- Recognise and respond to actual or potential child safeguarding issues and incidents

Training Agenda:

Refer - Annexure A



Brief introduction to the training design:

The training was structured in a way to facilitate effective learning for the participants on enhancing their knowledge and understanding on child safeguarding and its practical application within their organizations.

To ensure an effective learning and application, the trainer used the following methodology:

- Individual activities
- Group activities
- Presentation
- Role play sessions
- Hand-outs
- Q&A session

Day 1

Session 1: Getting started



The workshop started with an activity to introduce the participants and to set the basic ground rules for the workshop.

Some of the ground rules fixed for the workshop include:

- Be open to two-way learning process

- Be open to share your views
- Respect other's views
- Maintain confidentiality of sensitive information shared in this space
- Be open to new learning
- Provide constructive feedbacks and comments
- Be open to receiving feedback and comments
- Apply and relate the learning to your role
- Be honest

Session 2: Definition of Child abuse (attitudes and values)

The objectives of this session are:

By the end of this session the participants should be able to:

- Have a better understanding on the different forms of child abuse
- Have a better understanding on what constitutes child abuse

Content covered:

- Exercise on Child abuse – Values and Attitudes (From KCS training manual)



To achieve the above objectives, topics such as Understanding the definitions of a child, different types of child abuse and rationale for doing child safeguarding in an organization were covered. To enable better learning, the trainer facilitated an activity involving the participants.

The following learning points were covered:

- 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.

Session 3: Understanding the dynamics of Child sexual abuse and the importance of building a positive support system for children

Session objectives:

By the end of this session the participants should be able to:

- Have better knowledge on child sexual abuse and its dynamics
- Have a better understanding on prevention aspects in child sexual abuse
- Understand the importance of building a positive support system

Contents covered:

- Types of child sexual abuse
- Characteristics of child sexual abuse
- Pre-conditions in child sexual abuse
- Useful points for handling on disclosure of sexual abuse by a child

Session 4: International Child safeguarding standards

Session objectives

By the end of this session the participants should be able to:

- Understand the international standards in child safeguarding

Content covered:

- What is child safeguarding
- What constitutes a good child safeguarding policy
- General principles
- Why have standards in child safeguarding
- Advantages of having standards
- Overview of KCS child safeguarding standards

As part of this session, the trainer provided the participants with understanding on the KCS international standards on child safeguarding.

The following aspects were covered as part of this session:

Child safeguarding = the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children.

A good safeguarding policy covers the following aspects:

- describes how an organization's commitment to preventing and responding appropriately to harm to children
- reflects the rights of children to protection from abuse and exploitation

- is approved by the organization's management body and applies to all the organization's staff and associates
- is publicised in an appropriate manner, promoted and distributed widely

Safeguarding general principles include:

- All children have equal rights to protection from harm.
- Everybody has a responsibility to support the protection of children.
- Organisations have a duty of care to children with whom they work
- If organisations work with partners they have a responsibility to help partners meet the minimum requirements on protection.
- All actions on child safeguarding are taken in the best interests of the child, which are paramount.

Overview of Standards:

Standard 1	Policy
Standard 2	People
Standard 3	Procedures
Standard 4	Accountability

Standard 1 Policy

The organisation develops a policy that describes how it is committed to preventing, and responding appropriately to harm to children.

All organisations whose work impacts on children need to develop a clear policy that prevents harm to children and outlines what measures are in place to respond when safeguarding concerns arise.

Developing a child safeguarding policy makes it clear to everyone that children must be safeguarded and not put at risk of harm because of the organisation's contact with, or impact on, children.

Standard 2 People

The organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these.

Why should organisations meet this Standard?

- Everyone has a role to play in their safeguarding
- Organisations need to ensure that all those associated with the organisation understand safeguarding
- Key staff are designated at different levels (including director level) as 'focal points' with clearly defined roles and responsibilities

- There are written guidelines for appropriate and inappropriate behaviour of adults towards children and of children towards other children
- There are guidelines for engaging partners, communities and children on child safeguarding

Standard 3 Procedures

The organisation creates a child safe environment through implementing child safeguarding procedures that are applied across the organisation.

Safeguarding policy commitments are integrated into existing organisational processes and systems and, where necessary, new procedures are introduced. A procedure details the steps that need to be carried out to fulfil the policy.

Standard 4 Accountability

The organisation monitors and reviews its safeguarding measures

The organisation has in place measures and mechanisms for monitoring and review of safeguarding measures and to ensure both upward and downward accountability in relation to child safeguarding.

- Measure child safeguarding performance
- Active monitoring, before things go wrong,
- Reactive monitoring, after near misses or when things go wrong
- Implementation of child safeguarding policies and procedures is regularly monitored
- Progress, performance and lessons learnt are reported to key stakeholders (management forums and external or independent bodies where relevant) and included in organisations' annual reports
- Learning from practical case experience informs policy review and changes to child safeguarding measures
- Policies and practices are reviewed at regular intervals and formally evaluated by an external evaluator/auditor every 3 years

Session 5: Rationale for Child Safeguarding work

Session objectives:

By the end of this session the participants should be able to:

- Have increased knowledge on child safeguarding and its relevance to organization's programs



Contents covered:

- Group exercise on “Where does Child abuse happen” from KCS training manual
- Difference between Child safeguarding and Child Protection
- Some relevant international instruments that promotes child safeguarding
- Some relevant regional instruments that promotes child

safeguarding

To achieve the above objectives, the trainer facilitated an activity to enable better learning among the participants. And, the following learning points were focused:

- 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 your own organisation.
- All organisations need to develop a policy and procedures to
- manage child safeguarding concerns.

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.

As part of the session, the following international and regional instruments were discussed:

- Convention on the Rights of the Child and its optional protocols
- Sustainable Development Goals (SDG)
- The South Asia Initiative to End Violence Against Children (SAIEVAC) is a SAARC Apex body which is an inter-governmental body with a vision that all children, girls

and boys, throughout South Asia enjoy their right to an environment free from all forms of violence, abuse, exploitation, neglect and discrimination

The South Asia Initiative to End Violence Against Children, mentions:

- a) States have legislation to prohibit all forms of sexual abuse, exploitation and harassment including physical and non-physical forms in all settings against both boys and girls

DAY 2

Session 6: Understanding the organization's level of contact with children

To facilitate the session the trainer asked the participants to discuss in groups on the following question:

Think about the risk children might be exposed to because of the organisation's:

- programmes
- People
- Operations

Later, the groups were asked to present their discussion points and the facilitator enabled the following learning points:

- Each area of the organisation's work presents a number of risks that need to be considered.
- Scoring these risks helps you determine the priority for addressing them.

Session 7: Child safeguarding risk assessment and developing mitigation plans

Session objectives include:

By the end of this session the participants should be able to:

- Use risk assessment and monitoring tools
- Be able to use the risk assessment and monitoring tools with their partners
- Familiarize themselves with identifying risks to children from the organisation's areas of work
- Understand where child safeguarding comes in throughout the programme/project management cycle

Contents covered:

- Why is it important to do Risk assessments?

- Activity on Risk children might be exposed to due to organizations i) programmes ii) people iii) operations

The following aspects were covered as part of this session:

Why is it important to do Risk assessments?

A risk assessment of organisation's operations, programmes and project activities can:

- a) identify possible/potential risk to children
- b) understand the level of risk
- c) help us to integrate strategies to mitigate risk to children into the design, delivery and evaluation of programmes, operations and activities which involve or impact upon children.

Further, this session also included an activity to enable focused learning on the above aspects.



Key learning points for this session:

- Each area of the organisation's work presents a number of risks that need to be considered.
- Scoring these risks helps you determine the priority for addressing them.

Session 8: Understanding barriers to reporting incidence of child abuse

As part of this session, the facilitator divided the group into small team and asked them to discuss on the following points:

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

Later, the teams were asked to present their points and the facilitator facilitated the session to enable effective learning among the participants. Some of the key learning points include:

- It is often hard to identify when a child is being abused.
- We have to rely on the child giving us a number of clues or indicators that something is wrong.
- 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.
- 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 protect them or seek help.
- Child safeguarding policies and procedures can help to address these barriers.
- It is also important to ensure that staff, children and communities feel safe and confident in making reports and that these are responded to effectively

Important points discussed, and points shared by the participants:

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

- Fear of future
- Fear of family
- Lack of trust
- Fear of losing further support from the org.
- Not sure how to report
- Unsure of confidentiality
- Fear of recrimination

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

- Not sure of the reporting process
- Fear of recrimination
- Fear of being targeted

Session 9: Designing reporting procedure

The objectives of this session include:

- Articulate the roles and responsibilities of key people within the organisation for child safeguarding and protection
- Be clear what would trigger a report and be familiar with the reporting process and their immediate point of contact for a reporting;
- Understand and be able to apply key principles for reporting and responding and be able to apply good practice in dealing with a disclosure from a child
- Have the beginnings of a plan for strengthening child safeguarding and protection measures along with actions to monitor the success of these measures.

Contents covered:

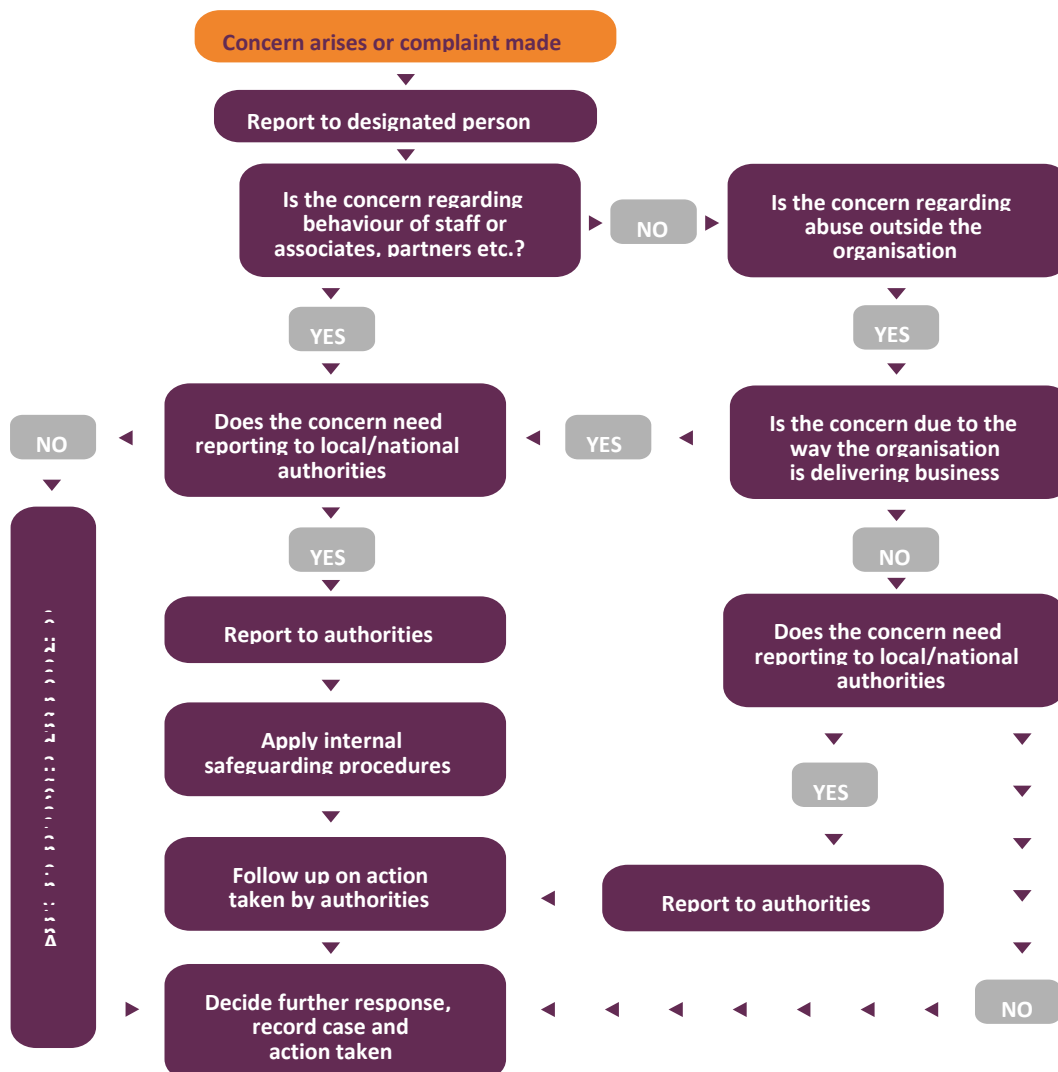
- Stages in reporting/responding to concerns
- Group activity on barriers in reporting

As part of this session, the following aspects were covered:

Stages in reporting:

- Disclosure of Incident
- Documentation of the incident
- Appropriately responding
- Follow-up

As part of the session, the facilitator took them through the KCS sample reporting procedures to enable learning from this session.



Session 10: Safe recruitment

In this session, the facilitator provided the following learning points as part of the learning.

1. When you are designing the job description, analyse the role and think about the issues of child safeguarding and risk in that job:
 - What contact with children will the job involve?
 - Will the employee have unsupervised access to children, or hold a position of trust?
 - What other sort of contact may the person have with children (eg, via email, telephone, letter, internet)?
2. Develop clear job descriptions, terms of reference/role briefs for all posts including where short-term contracts, consultants are being recruited.
3. Make sure that the selection-criteria outlines the relevant experience needed if the post involves direct work with children.
4. Make sure that the commitment to keeping children safe is included in details of any post sent to prospective job candidates.
5. Develop application forms that ask for consent to gain information on a person's past convictions/pending disciplinary proceedings.
6. Make sure you have a well-planned interview process and ensure the interviewers have the relevant experience of and knowledge about child safeguarding.
7. Include some specific questions in the interview that draw out people's attitudes and values in relation to the protection of children. Can they give examples of where they have acted to protect a child, what they learnt from this, what impact it has had their current practice?
8. Take up to three references including some from previous employees or others who have knowledge of the candidate's experience and suitability to work with children
9. Verify the identity of referees
10. Conduct as many background checks as possible.
11. Consider the use of probationary periods of employment to ensure suitability once in post.

DAY 3

Session 11: Developing a Code of Conduct

As part of this session, the facilitator took the participants through the following learning points including the 8 steps to develop a effective Code of Conduct:

The 8 steps include:

1. Do any codes of conduct exist?
2. What is missing?
3. List acceptable/ unacceptable behaviours
4. Consult children
5. Draft Code of Conduct
6. Consult others- get feedback
7. Finalise and raise awareness
8. Set time for review impact and effectiveness

1. Establish if your organization has any codes of behavior or conduct that apply to work with children already. If they exist, are they:

Known about?

Relevant?

Appropriate?

Clear?

Complied with?

2. Are there any elements missing? Does it help staff feel protected or are they ambiguous and open to interpretation? Could they assist you if you suspected or observed poor practice or behavior with children?

3. List what you think is acceptable and unacceptable behavior and what places children at risk, summarize what is missing or needs to change.

4. Consult/ask children – devise a session with children you are working with to assist in developing codes of practice/behavior. It will help if you can ask them to design their own code too. It may be a general one on behavior or it could be on prevention of bullying. Ask children to identify what behaviour makes them feel safe about adults they come into contact with and what sort of things they feel uncomfortable about

5. Using the information you have collated now, preferably with a group of others from your organization, begin to write your own code of conduct. Consider the areas which may be risky (eg activities where you are working alone with children, communicating with them via email, or in isolated places or unsupervised). Draft a list of **Do's and Don'ts** that might help clarify what is and is not acceptable practice.

6. Consult/ask others – circulate a draft code to key people requesting feedback and comments.
7. Once formally agreed, you should tell others about the code of conduct in briefing sessions, child protection training, and/or team meetings. Ensure that awareness of the code is built into recruitment and induction packs. New staff and existing ones should be asked to sign that they have read and understood the code.
8. Set a timescale to review the impact of the code and monitor its effectiveness. Include children in the process of review.

Session 12: Child safeguarding and monitoring and review

To enable effective learning among the participants the facilitator used the international standards as a basic tool to explain the tools and indicators that can be used to monitor the implementation of the policy by each organization.

Session 13: Application of knowledge and skills on child safeguarding in day-to-day activities

This session was designed to enable the participants to apply their learning on child safeguarding in their day-to-day roles and responsibilities and different scenarios.

During this session, the participants were divided into groups and each group was given a scenario for developing a role play. There were totally 3 scenarios.

Scenario 1:

You have been given the responsibility of conducting a child safeguarding Risk assessment of the new project that your organization will be implementing in a community. The project: “providing institutional care and software training program for adolescent girls”. As part of the project, the organization is expected to transport girls to a software company (which is 10kms away) for the training, during weekends.

- You have an upcoming briefing with your senior management team where you need to present your risk assessment findings and proposed mitigation plans.

Scenario 2:

While doing regular maintenance of your office laptops your maintenance engineer (who is an external person) finds out that there are some traces of child pornographic materials in the laptop of one of your program staff.

- How would you respond to this situation?
- What steps would you follow while responding? (considering your existing reporting and responding procedures)

- What would be your proposed plans to prevent such incidences in the future?

Scenario 3

One of the communities, in your project area, is affected by flood and your organization is involved in the emergency work, particularly with children. Your staff are currently involved in delivering relief materials and doing rehabilitation work, but there is lack of human resource.

Additionally, your organization is given the responsibility to protect children from any forms of abuse/harm in the temporary shelter (where children and adults stay together) established by the government agency.

Your senior management has asked you to present your plans to address the following questions?

- What are some of the child safeguarding risks in implementing the emergency relief work in the community?
- What mitigation plans/controls that you can put in place to address the identified risks while doing emergency relief work in the community?
- What steps would you be taking to protect children in temporary shelter homes?

At the end of the session, each group was asked to present their solutions and ways of addressing the challenges and their proposed strategies.





Annex A: Program Agenda

Day/Time	Session
Day 1	
9:00 -10:00	Session 1: Getting Started
10:00 - 10:15	Break
10:15 - 11:30	Session 2: Child abuse (attitudes and values)
11:30 – 13:00	Session 3: Understanding the dynamics of Child sexual abuse and the importance of building a positive support system for children
13:00 - 14:00	Lunch
14:00 - 15:00	Session 4: International Child safeguarding standards
15.00 - 15.15	Break
15:15 - 16:00	Session 5: Rationale for Child Safeguarding work
Day 2	
9.00 -9.30	Recap
9:30 - 11:00	Session 6: Understanding level of contact with children
11:00 - 11:15	Break
11:15 - 12:15	Session 6: Risk assessment and developing mitigation plans
12:15- 13:15	Session 7: Understanding barriers to reporting incidents of child abuse
13:15 - 14:15	Lunch
14:00 - 15:00	Session 8: Designing reporting procedure
15:00 - 15:15	Break
15:15 - 16.00	Session 9: Safe Recruitment



Day/Time	Session
Day 3	
9:00 - 9:30	Recap
9:30-10:30	Session 11: Child safeguarding in communication
10:30 – 10.45	Break
10:45 - 11:15	Session 12: Child safeguarding and Monitoring and review
11:15 – 1:00	Session 13: Application of knowledge and skills on child safeguarding in day-to-day activities
1:00 - 13:45	Lunch
13:45 - 14:30	Session 14: Creating a draft outline for developing a child safeguarding policy or identifying key areas for strengthening of existing policy & procedures
14:30 - 15:00	Session 14: Creating action plans
15:00 - 15:15	Break
15:15 – 16:00	Session 16: Evaluation of the workshop
16:00	End of workshop

***** end of report *****