



# CHILD PROTECTION POLICY

SNDAYP

12

# CHILD PROTECTION POLICY

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## TABLE OF CONTENTS

### Contents

1.0	INTRODUCTION .....	4
2.0	POLICY STATEMENT/AIMS .....	4
3.0	TERMS AND DEFINITIONS .....	5
3.1	THE CHILD .....	5
3.2	CHILD RIGHTS .....	5
3.3	CHILD PROTECTION CONCEPT .....	6
3.4	CHILD PROTECTION VIOLATION .....	6
3.5	CHILD ABUSE .....	6
3.6	TYPES OF ABUSE.....	7
3.6.1	Physical Abuse:.....	7
3.6.2	Emotional Abuse: .....	7
3.6.3	Sexual Abuse: .....	7
3.6.4	Neglect: .....	8
3.6.5	Social Abuse: .....	8
3.6.6	Exploitation: .....	8
3.7	FORMS OF ABUSE.....	8
3.7.1	Physical Abuse:.....	8
3.7.2	Emotional Abuse .....	9
3.7.3	Sexual Abuse: .....	9
3.7.4	Neglect: .....	10
3.7.5	Social Abuse .....	11
4.0	POLICY FRAMEWORK .....	12
4.1	RECRUITMENT POLICY .....	12
	ADVERTISEMENTS.....	12
	APPLICATION PROCEDURE.....	12

# CHILD PROTECTION POLICY

---

INTERVIEW PROCEDURE .....	12
ACCEPTANCE PROCEDURES .....	13
4.2 GOOD PRACTICE GUIDELINES/ BEHAVIOUR PROTOCOL.....	13
4.2.1 Good practices: .....	13
4.2.2 Practices to be avoided.....	14
4.2.3 Practices never to be sanctioned.....	14
4.2.4 Incidents that must be reported/recorded.....	16
4.2.5 Reporting Procedures .....	16
4.2.6 Photography, video, website communications.....	17
4.3 EDUCATION AND TRAINING.....	20
4.3.1 Induction and Orientation .....	20
4.3.2 Training to staff.....	20
4.4 Appendixes.....	21
4.5 SNDAYP FORM TEMPLATES .....	26

# CHILD PROTECTION POLICY

---

## 1.0 INTRODUCTION

SNDAYP works with children with disability guided by the concepts as stated in the Convention of Rights of the Child (CRC). SNDAYP ensures that:

- the welfare of the child is paramount
- all children, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- all staff/volunteers (paid/unpaid) working at SNDAYP have a responsibility to report concerns to the appropriate officer.

## 2.0 POLICY STATEMENT/AIMS

SNDAYP has a duty of care to safeguard all children involved in organizational activities from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. SNDAYP will ensure the safety and protection of all children involved in all activities with SNDAYP through adherence to the Child protection guidelines as adopted by SNDAYP guidelines.

A Child is defined as a person under the age of 18 (The Children Act 1989). However, SNDAYP works with children with disabilities and defines a child as a person under the age of 25.

The aim of SNDAYP Child Protection Policy is to promote good practice:

# CHILD PROTECTION POLICY

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- providing children and young people with appropriate safety and protection whilst in the care of SNDAYP
- Allow all staff /volunteers to make informed and confident responses to specific child protection issues.
- Promoting good practice
- Create a child friendly environment
- Protection, prevention and responding to all forms of abuse
- Endorse childhood with nutrition & health.
- Promote a community that is more attentive towards children's needs.
- To create a safe & child friendly environment
- To provide legal framework for adherence of issues related to child protection.
- For the protection of child and their integrated development
- Ensure protection of children from all forms of abuse at
- Assist children know what behaviour to expect from staff.

*All senior managers and the board of trustees, paid staff, volunteers, students or anyone working on behalf of SNDAYP must follow the **Code of Conduct/ Behaviour Guidelines** as and **Referral Procedures** as set out in the Policy Framework section. They should also sign all relevant forms set in the appendix.*

## 3.0 TERMS AND DEFINITIONS

### 3.1 THE CHILD

A Child is defined as a person under the age of 18 (The Children Act 1989). However, SNDAYP works with children with disabilities and defines a child as a person under the age of 25.

### 3.2 CHILD RIGHTS

- Right to survival (food, shelter, medical care, identity)
- Right to development (education, leisure, parental environment)
- Right to protection (abuse- physical/mental , violence, neglect)

# CHILD PROTECTION POLICY

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- Right to participation (involvement in decisions, freedom of expression, access to information and media).

## 3.3 CHILD PROTECTION CONCEPT

The term ‘child protection’ refers to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.(UNICEF)

## 3.4 CHILD PROTECTION VIOLATION

Violation of child protection refers to:

- Any act or behaviour that puts a child at risk of abuse.
- Any act behaviour that could potentially increase the risk.
- A failure to act in a situation where a child is being abused
- Failure to follow the code of conduct or any other prescribed protocol without suitable justification.

## 3.5 CHILD ABUSE

“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” (*World report on violence and health*).

Child abuse commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen regardless of age, gender, race or ability. Abusers can be adults (male or female) and other young people and are usually known to and trusted by the child and family.

# CHILD PROTECTION POLICY

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## 3.6 TYPES OF ABUSE

### 3.6.1 Physical Abuse:

Physical abuse of a child is that which results in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents (WHO, 1999).

### 3.6.2 Emotional Abuse:

Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potential, and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, 'scapegoating', threatening, scaring, discriminating, ridiculing, or other nonphysical forms of hostile or rejecting treatment (WHO, 1999).

### 3.6.3 Sexual Abuse:

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by an activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to: The inducement or coercion of a child to engage in any unlawful sexual activity, the exploitative use of a child in prostitution or other unlawful sexual practices and the exploitative use of children in pornographic performances and materials. (WHO, 1999)

# CHILD PROTECTION POLICY

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## **3.6.4 Neglect:**

Neglect is the inattention or omission on the part of the care-giver to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes, or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible. (WHO, 1999)

## **3.6.5 Social Abuse:**

This is not strictly a type of abuse, however social circumstances including poverty, lack of services, political environment, and public opinions can be considered harmful to the child. There is a difference between neglect and emotional abuse and those social, political and economic circumstances.

## **3.6.6 Exploitation:**

Commercial or other exploitation of child refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor and child prostitution. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. (WHO, 1999)

## **3.7 FORMS OF ABUSE**

### **3.7.1 Physical Abuse:**

- Punishing a child excessively.
- Smacking, punching, beating, shaking, kicking, burning, shoving, grabbing.
- Hitting a child with an object
- Leaving a child in an uncomfortable and/or undignified posture for an extended period of time or in a poor environment.
- Forcing a child to work in poor working conditions, or in work that is inappropriate for a child's age, over a long period of time.

## CHILD PROTECTION POLICY

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- Gang violence.
- Harmful initiation ceremonies.
- Bullying.
- Threatening to harm someone.

### 3.7.2 Emotional Abuse

- Isolating or excluding a child.
- Stigmatizing a child.
- Treating a child who is a victim as a suspect (repeated questioning and investigation)
- Failing to provide a supportive environment.
- Failing to give a child an appropriate sense of self (for example, criticizing weight)
- Main caregiver(s) does not respond to a child's emotional needs.
- Exploiting a child.
- Treating or looking at a child with disdain, disrespect, denigration.
- Patterns of belittling, denigrating, blaming, scaring, discriminating or ridiculing.
- Spreading rumors.
- Blackmailing a child.
- Institutionalizing a child without exploring other options.
- Cyber bullying and sexual solicitation.

### 3.7.3 Sexual Abuse:

Involvement of a child in a sexual activity that s/he does not fully comprehend, is unable to give informed consent to, or is not developmentally prepared for, such as:

- Contact
  - Kissing or holding in a sexual manner
  - Contact
  - Touching and fondling genital areas
  - Forcing a child to touch another person's genital areas
  - Forcing a child to perform any type of sex

## CHILD PROTECTION POLICY

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- Incest
- Sexual exploitation, where sexual abuse of a child involves some kind of commercial transaction (monetary or in-kind).
- Child sex tourism, where abusers travel to a place other than their home and there have sex with a child.
- Non-contact
  - Obscene calls or obscene remarks on a computer or a phone or in written notes.
  - Virtual sex
  - Exhibitionism
  - Exposed to pornography or used to make pornography.
  - Sexually intrusive questions or comments.
  - Forced to self-masturbate or watch others masturbate.
  - Sexual exploitation and child sex tourism also may be abusive without physical contact (for a tour operator or a taxi driver who arranges for sex tourism is a sex exploiter as well).

### 3.7.4 Neglect:

Neglect also harms children although it is more about being inactive and not doing something than the previous forms of abuse, which are more active.

Neglect may include:

- Inattention/omission of care
- Failing to supervise and protect from harm
- Leaving a child at home for a long period without supervision
- Sending a child away without ensuring they will be safe and happy at the place to which they are sent
- Failing to ensure suitable nutrition for a child (a parent may give a child money for food but not monitor to ensure they eat healthily; a parent may deliberately withhold food from a child).
- Failing to ensure a child attends school (parent and/or teacher)

## CHILD PROTECTION POLICY

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- Failing to follow up or report repeated bruising or burns (for example, a community health worker).
- Giving in to a child's every wish because it is an easy option – despite knowing this choice is not in the best interest of the child's development.
- Failing to take time to reasonably monitor children's activities and thus potentially exposing them to risks.
- Failing to ensure a safe environment (leaving dangerous things within reach of a child, such as medication, guns, knives, pornography etc.).

### 3.7.5 Social Abuse

This is not strictly a form of abuse but it is included here to help differentiate between abuse and neglect and social circumstances, all of which can result in harm to a child.

- Attitudes that promote ideas of children as the property of adults (parent and husbands) and beliefs that girls are property and inferior to boys.
- The view of children as half an adult with half of adult rights
- High prevalence of violence in mainstream mass media
- Political campaigns that encourage round-ups of children living on the street. Homeless / stateless displaced by war / natural disaster
- Forced into being a child soldier
- Political uncertainty
- Lack of economic options
- No or limited access to basic social services
- Being denied basic rights through the law (for example, where an offender aged under 18 is tried in court as though they were an adult).
- Practices such as early marriage, male and female genital mutilation, prenatal sex selection and female infanticide

*Appendix 1 gives guidelines on recognizing child abuse, Appendix 2 Dealing with sensitivities on child abuse*

# CHILD PROTECTION POLICY

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## **4.0 POLICY FRAMEWORK**

### **4.1 RECRUITMENT POLICY**

SNDAYP recruits employees as guided by the Human Resources Management Policy. In addition, all applicants undergo vetting and background check to ensure that the applicant does not have a criminal record in relation to children's rights abuses. Once employed, the person will be required to sign a declaration stating that they will protect children's rights at all times. The employee will be guided by good practice guidelines as stated in the Child Protection Policy.

#### **ADVERTISEMENTS**

All advertisements will clearly state that SNDAYP is committed to the safety and protection of children and that all candidates must be willing to comply with SNDAYP Child Protection Policy. The advertisement will also clearly state that SNDAYP gives equal rights opportunities as stated in the Human Resources Policy.

#### **APPLICATION PROCEDURE**

All applicants will undergo vetting and background check to ensure that the applicant does not have a criminal record in relation to children's rights abuses. All candidates must sign a personal declaration stating any criminal convictions, including spent convictions. This declaration must be returned with the application form. All candidates must also provide the name and contact information of two character references they have known for no less than two years, excluding family members. This declaration must be returned with the application form.

#### **INTERVIEW PROCEDURE**

During the interview, the candidates will also be assessed on their suitability in relation to child protection. Interview guidelines given in the annex shall be followed.

All candidates should have read the Child Protection Policy prior to the interview therefore, the interview panel will ask for opinions or specific questions about the policy.

# CHILD PROTECTION POLICY

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## ACCEPTANCE PROCEDURES

On acceptance, successful candidates will be expected to comply with both acceptance of and commitment to SNDAYP Child Protection Policy and Code of Conduct for working with children **Section.....**

*Appendix ... gives guidelines on addressing child protection issues during interviews, the **Character References Form** and **Declaration of Criminal Convictions Form**, Appendix....*

## 4.2 GOOD PRACTICE GUIDELINES/ BEHAVIOUR PROTOCOL

All personnel should demonstrate exemplary behaviour in order to promote children's welfare and reduce the likelihood of allegations being made. The following are guidelines to assist in creating a positive culture and climate while working with children.

### 4.2.1 Good practices:

- Always working in an open environment e.g. avoiding private or unobserved situations and encouraging open communication with no secrets and never be alone with a child in a closed room. The door must always be left open and/or another person should be present
- Treating all young people/disabled children and adults equally, and with respect and dignity.
- Always putting the welfare of each child first by recognising the developmental needs and capacity of the child before winning or achieving goals.
- Maintaining a safe and appropriate handling of the child (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child).
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
- Making activities fun, enjoyable and promoting fair play.

## CHILD PROTECTION POLICY

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- Keeping up to date with technical skills, qualifications and insurance in all organisational children's activities.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children during play and therapies.
- Ensuring that during exposure and other travel activities, the children are always accompanied by a male and female member of staff. However, caution should be taken because there are incidences of same gender abuse.
- Being an excellent role model - this includes not smoking or drinking alcohol in the company of children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Securing parental consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if SNDAYP employees are required to transport children in their cars/motorbikes etc.

### 4.2.2 Practices to be avoided

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of management or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session such as sports day, holiday tuition etc:

- avoid spending time alone with children away from others
- Avoid taking or dropping off a child to an event or activity.

### 4.2.3 Practices never to be sanctioned

The following should **never** be sanctioned. You should never:

- Use physical discipline with a child
- Threaten a child with violence or abuse
- Encourage a child to do something harmful to himself/herself, others or property

## CHILD PROTECTION POLICY

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- Condone, or participate in, behaviour of a child that is illegal, unsafe, or abusive.
- Use, sell or share drugs with a child.
- engage in rough, physical or sexually provocative games
- share a room with a child
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- make sexually suggestive comments to a child, even in fun
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children, that they can do for themselves
- Invite or allow children to stay with you at your home unsupervised.
- Develop romantic or sexual relationships with a child, even if s/he is no longer a minor
- Behave or use language that may be considered sexually provocative
- Act in ways intended to shame, humiliate, belittle, degrade or otherwise impose any form of emotional abuse on a child
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Influence the religious beliefs of a child: comment on his/her religious beliefs in an appropriate manner or try to convince a child to change his/her religious beliefs
- Direct a child to undertake a task for which staff and others personally gain
- Have a personal commercial relation with a child or a relation involving a money exchange with a child: buy something from a child, exchange money with a child, give money to a child
- Discriminate against, show differential treatment, or favour a particular child to the exclusion of others (unless the child has special needs)
- Neglect a child and deny fulfilment of his/her basic needs
- Share the same bed with a child and Share the same bedroom with a child

**N.B.** It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are young or are disabled as is the normally the case at SNDAYP. These tasks should only be carried out with the full understanding and consent of parents and stakeholders involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where

## CHILD PROTECTION POLICY

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possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

### 4.2.4 Incidents that must be reported/recorded

If any of the following occur, the employee should report this immediately to the appropriate officer and record the incident. One should also ensure the parents of the child are informed:

- if you accidentally hurt a child e.g. during physiotherapy
- if he/she seems distressed in any manner
- if a child or young adult appears to be sexually aroused by your actions
- if a child or young adult misunderstands or misinterprets something you have done

### 4.2.5 Reporting Procedures

With regards to any abuse and violation of child rights, all the staff and others are abide by defined reporting system as per the following norms :

- Any information should be reported verbally to their line management within one hour and a written report in within next 24 hours.
- If the accused is a line manager, then they will report to Secretary/Management directly.
- If Secretary is accused, the board may be informed
- Appropriate relevant government bodies can also be reported to and procedures for grievance followed according to the government legal systems.
- Inform the parents/ caregivers of the child.
- Ensure the safety of the child and Medical examination and treatment of child if necessary.
- Suspension of abuser after gating report against him/her/ immediately with
- Salary provision during investigation. If necessary takes legal action against the abuser
- Counselling to the child and Counselling of abuser if necessary.
- All the report should maintain a specific template of reporting of the organisation.

# CHILD PROTECTION POLICY

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## 4.2.6 Photography, video, website communications

There have been concerns about the risks posed directly and indirectly to children and young people through the use of photographs on organisational websites and other publications. Certain individuals also visit events to take inappropriate photographs or video footage. All employees should be vigilant about this possibility. Any concerns during an event should be reported to the management or responsible person available.

Within its fundraising and publicity materials, SNDAYP will sometimes be required to use text and imagery from its projects. In so doing, it recognises that it has a responsibility to the children that are portrayed. To this end, SNDAYP looks on all children as human beings, who are the subject and receivers of human rights and will respect these rights at all times.

In communications about children, the following therefore, applies:

- Every child has a right to be accurately represented through both words and imagery. The organisation's portrayal of each child must not be manipulated or sensationalised in any way, but their life and circumstances should be portrayed in a balanced way. Children must be presented as human beings with their own identity and their dignity preserved.

SNDAYP will avoid the following:

- Language and images that could possibly degrade or victimise or shame children
- Making generalisations which do not accurately reflect the nature of the situation
- Discrimination of any kind
- Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible and should be relevant to any accompanying text).
- Where children are indeed victims, the preservation of the child's dignity must, nevertheless, be preserved at all times. SNDAYP will give a balance between victimisation and empowerment by using necessary tools, such as 'before' and 'after' shots.
- In images, children should not be depicted in any poses that could be interpreted as sexually provocative.
- Personal and physical information that could be used to identify the location of a child within a country and cause them to be put at risk will not be used on the organisation's website or in any

## CHILD PROTECTION POLICY

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other form of communication for general or public purposes. Where it is necessary to use case studies to highlight the work of SNDAYP, names of children will be changed.

- Permission will always be sought from the child/children themselves before taking photographs, except under exceptional circumstances such as when the child's disability makes this impossible or the child is too young to talk or communicate or based on the child/children's best interests, where this may not be possible or desirable.
- To the greatest extent possible, the organisation will acquire informed consent/the permission of the child, child's guardian and/or NGO responsible for the child, before using any image for publicity, fundraising, awareness raising or other purpose.
- The purpose for which these images or information on children is to be obtained will be clearly explained and understood, and the consent must be recorded on an approved consent form and informed consent must come from the child or person able to give valid consent (by signature on a consent form).
- A copy of the consent form shall be retained by SNDAYP, and use of the personal data shall be carefully monitored and kept secure and within the control of SNDAYP
- As far as possible, people (including children) should be able to give their own accounts, rather than have people speak on their behalf. People's (including children's) ability to take responsibility and action for themselves should be highlighted.
- Information about a child/children's life and photographs of children (including information stored on the PC) will be kept in secure files. Access to these should be limited to those that need to use them during the course of their work.
- Individuals or organisations that request the use of SNDAYP's resources, such as photographs, will be required to sign an agreement with the organisation as to the proper use of such materials.
- Information on child abuse cases shall only be shared on a "right to know" and "need to know" basis in accordance with data protection legislation. (Parents, guardians and primary care givers have the right to know while child protection designate, HR officers and others directly involved in investigations, like the police, have a need to know).
- All SNDAYP senior managers, board of trustees, paid staff, volunteers, students or anyone with indirect contact with children including donors, Visitors and Media must sign the Declaration Form to show acceptance of these guidelines.

## CHILD PROTECTION POLICY

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*All senior managers and the board of trustees, paid staff, volunteers, students or anyone with indirect contact with children including Donors, Visitors and Media will also be guided by **Guidelines on Photography, Video and Website Communications**. Appendix ... gives **Photo/Photo Negative/Slide/Resource Lending Form, Consent Form and Declaration Form***

In communications about children by the Media, the above guidelines apply plus/ inclusive of the guidelines below:

- If SNDAYP commissions a professional photographer or invites the press to an event, expectations of them in relation to child protection will be clearly and expressly communicated. A clear brief about what is considered appropriate in terms of their behaviour and the content of the photography will be given.
- The Press shall sign the Declaration form and Lending form for any resource borrowed.
- Press Identification will be given which must be displayed at all times
- Parents will be informed that a photographer will be present at the event and ensure they consent to filming and/or photography and to its publication
- Photographers will not be allowed unsupervised access to children or one-to-one photo sessions during events
- Photo sessions outside the events or at a participant's home will not be approved.
- Permission for the filming/photographs to be taken both from the subjects and their parents/carers.
- SNDAYP will ensure that all communication material on children in the form of pictures/captions are decent, dignified and respectful, and will not present children as victims, nor will exaggerate/glamorize poverty at the cost of the child.
- Images of children not to be taken while they are bathing or changing clothes, and they are to be properly dressed.
- No picture will be published in the any public media without his/her permission
- No personal information, photos will not use for any research /study without his /her consent.
- In abuse cases, no photographs and identity are to be published or displayed in any media. A duplicate name may be used for publishing.

# CHILD PROTECTION POLICY

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- There will be designated person to deal with media from the organisation.

## 4.3 EDUCATION AND TRAINING

### 4.3.1 Induction and Orientation

All new staff will undergo an induction cum orientation programme for two days within one month. Induction includes on organisational policy, vision, mission, strategy along with Child Protection principles and procedures, learning about, recognizing and responding to child abuse and orientation including the concerned project details. Then another one month of field visit and exposure with longer serving staff will be provided

### 4.3.2 Training to staff

**For regular staff:** the existing staffs are to be imparted refresher training on CPP in every quarter along with other capacity building trainings.

**Visitors:** a display on CPP at entrance of the organisation which reflect dos and don'ts

**DPO /CC leaders:** On a yearly basis, all the staff will be imparted with refresher training on CPP.

**Contractual /Project staff:** the project staffs are to be imparted training on CPP in every half yearly along with other project related trainings.

**Parents of children:** training to parents of children on CPP and its importance of child protection at family level from time to time.

**Code of conduct display:** A display at place of the organisation.

**Work Place Environment :** At the organisation campus all inhabitants will be child friendly and organisation will take action to declare as barrier free environment for the children with disability and children released from home sequence physically, psychologically and socially.

# CHILD PROTECTION POLICY

## 4.4 Appendixes

*(Information on the appendixes and relevant forms have been adapted from “ Choose with Care” - A Handbook to Build Safer Organisations for Children, Bernadette McMenamin, Paula Fitzgerald, ECPAT Australia, 2001, pp. 28-29)*

### **APPENDIX 1: Recognising signs of abuse<sup>1</sup>**

1. “Recognising indications of potential abuse is complex and there is no simple checklist to allow easy recognition.”
2. “There are potential warning signs that [you] can be alert to but they should be observed and assessed with care.”
3. “It should not be automatically assumed that abuse is occurring, and talking to the child may reveal something quite innocent. 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.”
4. Report any concerns to the designated child protection contact in your organisation.

<p><b>Possible signs of physical abuses:</b></p> <ul style="list-style-type: none"> <li>• Bruises, burns, sprains, dislocations, bites, cuts</li> <li>• Improbable excuses given to explain injuries</li> <li>• Injuries which have not received medical attention<sup>6</sup></li> <li>• Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.<sup>7</sup></li> <li>• Repeated urinary infections or unexplained tummy pains<sup>8</sup></li> <li>• Refusal to discuss injuries</li> <li>• Withdrawal from physical contact</li> <li>• Arms and legs kept covered in hot weather</li> <li>• Fear of returning home or of parents being contacted</li> <li>• Showing wariness or distrust of adults</li> <li>• Self-destructive tendencies</li> <li>• Being aggressive towards others</li> <li>• Being very passive and compliant</li> <li>• Chronic running away</li> </ul>	<p><b>Possible signs of neglect:</b></p> <ul style="list-style-type: none"> <li>• Frequent hunger</li> <li>• Failure to grow<sup>10</sup></li> <li>• Stealing or gorging food<sup>11</sup></li> <li>• Poor personal hygiene</li> <li>• Constant tiredness</li> <li>• Inappropriate clothing, e.g. summer clothes in winter</li> <li>• Frequent lateness or non-attendance at school</li> <li>• Untreated medical problems</li> <li>• Low self-esteem</li> <li>• Poor social relationships</li> <li>• Compulsive stealing</li> <li>• Drug or alcohol abuse</li> </ul>
<p><b>Possible signs of emotional abuse<sup>12</sup>:</b></p> <ul style="list-style-type: none"> <li>• Physical, mental and emotional development is delayed</li> <li>• Highly anxious</li> <li>• Showing delayed speech or sudden speech disorder</li> <li>• Fear of new situations</li> <li>• Low self-esteem</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Extremes of passivity or aggression</li> <li>• Drug or alcohol abuse</li> <li>• Chronic running away</li> <li>• Compulsive stealing</li> <li>• Obsessions or phobias<sup>13</sup></li> <li>• Sudden under-achievement or lack of concentration<sup>14</sup></li> <li>• Attention seeking behaviour<sup>15</sup></li> <li>• Persistent tiredness<sup>1</sup></li> </ul> <p><b>Lying</b></p>	<p><b>Possible signs of sexual abuse:</b></p> <ul style="list-style-type: none"> <li>• Age inappropriate sexualised behaviour (Sense International, 5.2.3)</li> <li>• Physical indicators (general and in genital and anal areas)<sup>18</sup></li> <li>• Behavioural indicators (general and sexual) which must be interpreted with regard to the individual child’s level of functioning and development stage<sup>19</sup></li> </ul>

# CHILD PROTECTION POLICY

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## **Possible signs of concern regarding adult behaviour:**

- A person in whose presence a child or children becomes unusually distressed or agitated can be a cause for concern
- A member of staff, volunteer, or parent asking a child to lie about anything (especially if it is about meeting that child) is a cause for concern
- Any member of staff, volunteer, or parent who asks you to lie about a situation involving a child - particularly if that child looks distressed - is a cause for concern
- Any person who persistently fails to follow the organisation's Code of Conduct / behavioural protocols (detailed in the child protection policy) is a cause for concern, particularly if reasons are evasive
- Private (i.e. outside of work) meetings between a child and a member of staff or volunteer are a cause for concern

## **APPENDIX 2: Dealing with sensitivities about child abuse**

It is important to raise the issue of child abuse and its prevention within your organisation without creating suspicion and alarm. Some people may feel very threatened or uncomfortable about the issue of child abuse.

Many projects/programmes have had long term participation by people who have developed intimate friendships and bonds. This intimacy is often based on trust and being part of a community. Sometimes these groups find it impossible to contemplate abuse occurring in their programme. People also may have privacy concerns about undergoing screening and police checks.

### **Guidelines on how to introduce the issue of child abuse prevention**

- Take it slowly
- Acknowledge and respond to people's concerns
- Acknowledge their discomfort in dealing with child abuse
- Create plenty of opportunities for discussion
- Make educational materials available on child abuse and child sex offending
- Reassure people that the process is not about distrusting each other but protecting children and safeguarding the organisation
- Reassure people that the screening of staff and volunteers will be managed professionally and confidentially
- Use "what if" scenarios - they can be useful in assisting people to think realistically about the possibility of risk in their work
- Show examples (media clippings, reports) of child abuse occurring in other organisations
- Show examples of other organisations' child protection policies and procedures
- Be firm and focussed about the need to introduce child protection measures
- Involve people and encourage ownership of the process

**It is important to explain the benefits of becoming a *child safe* organisation:**

# CHILD PROTECTION POLICY

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- The importance of being preventative rather than reacting to an unfortunate incident after it happens
- The moral and legal imperatives of protecting children in your care
- The damage an incident of abuse would do to the children, their family, people within and outside the organisation, as well as to the organisation itself
- How the introduction of safeguards will protect children, staff, volunteers and the organisation
- The satisfaction that your organisation is doing all that it can to protect children

## **Sensitivity in relation to activities with children on child protection issues**

- All activities involving children's participation in relation to child protection issues must be handled with great sensitivity - especially role-plays and discussions.
- Children's participation should be informed and voluntary - i.e. they should know what they are being asked to do and they should not be forced to do anything they don't want to
- Children should be made aware that they can stop participating in an activity / discussion at any point
- Children should be made aware that there is someone they can talk to if they feel uncomfortable about anything
- Boys and girls may feel differently / react differently to discussions about child protection; this needs to be taken into account - may require gender and age-segregated discussion groups
- Children mutually agree that discussions that include personal stories etc. should not be shared outside the discussion room
- Children should never go away from a session on child protection feeling unclear or upset. Make sure that there is plenty of opportunity for children to ask questions / air concerns

## **APPENDIX 3: Guidelines on addressing child protection issues during Recruitment and Interviews**

### **Prior to interview:**

Ideally, all of the shortlisted candidates for interview will have already signed a statement of criminal convictions which has revealed no problems in relation to child protection [see suggested template].

The recruitment procedure can also include a requirement to sign a statement of commitment to the organisation's Child Protection Policy which includes a statement that they would be prepared to undergo a police reference check if appointed. The purpose of this up-front, is to ensure transparent approach even prior to interview and to deter abusers from applying to the organisation in the first place.

### **During the interview**

According to good practice, the interview should also be seen as an opportunity to assess candidates' suitability in relation to child protection. The Child Protection Officer should remind the interview panel of some basics in relation to child abuse, e.g. that abusers look completely 'normal', are often very skilled at deception, salesmanship and 'grooming' (of organisations as well as individual children).

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

## CHILD PROTECTION POLICY

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Bearing in mind the principles of an equal opportunities interview (i.e. everyone should be asked the same questions without discrimination), the interview panel should pay attention to:

- gaps in employment history (if the candidate has had a career working in children's issues)
- frequent changes of employment or address (if the candidate has had a career working in children's issues)
- reasons for leaving employment (especially if this appears sudden)
- it's also good practice to get clarification on any duties or accomplishments that come across as 'vague' in a CV in relation to work with children)
- keep an eye out for body language and evasion, contradiction and discrepancies in answers given (although this must be interpreted in context and in a spirit of common sense)

It is important in the interview that the issue of child abuse is openly discussed and that the interview panel reinforces that the organization has a comprehensive child protection policy and procedures in place. Transparency is an important part of abuse prevention: an abuser may decide that there are not enough opportunities to offend in an open and aware culture.

All applicants should have read the policy already prior to interview (and preferably have signed a commitment to it). The interview panel could use this as an opportunity to see if the candidate has read the policy properly and whether they have understood it. The interview panel can ask them their opinion of it / ask specific questions about it. This reminds the candidate that the organization takes the policy seriously.

Direct and challenging questions encourage self-selection (i.e. candidates withdrawing themselves from the process). The exact questions should obviously be adapted to suit the type / level of seniority of the position being applied for e.g:

- Have you ever worked anywhere where a colleague abused a child? What happened and how was it handled? What did you think of the way it was handled? Would you have handled it differently yourself?
- Are you aware of our Child Protection Policy? What do you think of it?
- When might it be appropriate and inappropriate to be alone with a child (on, say, an overseas project visit)?
- How and when might it be appropriate to comfort a child?
- What sort of things might make a photograph of a street child inappropriate for publication in our organisation's annual report? [the interview panel should be looking for things like: inappropriate clothing; if the photo depicts prostituted children / children in conflict with the law their faces should be blurred and their names changed; was the photo taken (and - in an ideal world - used!) with the child's permission? etc.]
- Is there anything that we might find out about during reference checks that you'd like to talk about?

Warning signs can include (but are not limited to):

- overly smooth presentation or keenness to please
- poor listening or rapport or communication skills
- strange or inappropriate questions / statements about children
- expresses an interest in spending time alone with children / in working with children of a particular age or gender
- excessive interest in child photography

## CHILD PROTECTION POLICY

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- background of regular overseas travel to destinations where child sex tourism is prevalent

However it may be none of these. Signs might not be clear. “The skilled paedophile may not be detected by gut feelings or obvious warning signs. They may simulate the very person you had in mind for this job.” But don’t give up - remain alert: “Remember, listen to your gut reaction but harness it with good practice!” [ECPAT Australia - ‘Choose with Care’].

In spite of these questions, the interview should be sure to end on a positive note!

Also, a final reminder that under Equal Opportunities law, an organisation is not allowed to discriminate against anyone on the grounds of age, gender, marital status, race, religion, sexual preference, disability etc...

# CHILD PROTECTION POLICY

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## 4.5 SNDAYP FORM TEMPLATES

### CHARACTER REFERENCE FORM

#### **SNDAYP**

##### **Character References**

Please provide the name, address and contact number of two character references you have known for no less than 2 years, excluding family members.

**Referee Name**

**Address**

**Email**

**Contact Number**

**Referee Name**

**Address**

**Email**

**Contact Number**

### DECLARATION OF CRIMINAL CONVICTIONS FORM

#### **Declaration of Criminal Convictions**

Do you have a prosecution pending or have you ever been convicted, bound over or cautioned by the police or received a formal reprimand or final warning for any offences, including road traffic offences? Yes \_\_\_ No \_\_\_

If yes, please provide details, including those prosecutions or convictions considered 'spent', and declare any previous investigations or allegations made against you. These will be kept confidential by the designated Child Protection Officer at SNDAYP, who will assess whether they pose any risk or not in relation to child protection.

"I declare that the information I have given is complete and true and understand that knowingly to make a false statement may result in termination of any agreement held between myself and SNDAYP."

**Signed**

**Print name**

**Date**

# CHILD PROTECTION POLICY

## STATEMENT OF COMMITMENT

To SNDAYP Child Protection Policy:

### **Staff, contractors, trustees, officers, interns, volunteers & visitors**

"I, [name], have read and understood the standards and guidelines outlined in this Child Protection Policy. I agree with the principles contained therein and accept the importance of implementing child Protection policies and practice while working with SNDAYP

**Print name**

**Job title / role**

**Signature**

**(Date)**

### **Photo/Photo Negative/Slide/Resource Lending**

SNDAYP is pleased to lend you the resources detailed below, for the purpose listed. They are lent on the basis that you or your organisation uses them specifically for the purpose agreed. In order to comply with our child protection duties, we reserve the right to cancel this agreement if we feel that the use of SNDAYP materials breaches the organisation's agreement or infringes on the rights of the child/children in the photograph.

<b>DESCRIPTION</b>	<b>AGREED USE OF RESOURCE</b>

I have borrowed the above photographs from SNDAYP.

I agree to abide by SNDAYP policy as outlined above.

**Signed**

**Date**

**Lent By**

### **Declaration**

I have read and fully understood the guidelines on communication about children and agree to adhere to the guidelines as defined above.

**Name**

**Title**

**Signature**

**Date**