Developing Child Safeguarding Policy and Procedures

A Facilitator's Guide

This guide can be used to ensure that your organisation's **child safeguarding measures are robust**. It will help you facilitate workshops with staff to support them in conducting **risk assessments**, and to develop **strategies** that reduce risk. It will also help with **auditing** current child safeguarding measures, as well as **developing and strengthening** child safeguarding policies and procedures.

Purpose of this guide

This guide can be used to ensure that the organisation's child safeguarding measures are robust; it will help you facilitate workshops with staff to support them to:

- conduct risk assessments and develop strategies to reduce risk
- audit current child safeguarding measures
- develop or strengthen child safeguarding policies and procedures.

A separate guide *Understanding Child Safeguarding*, provides guidance for facilitating workshops on understanding child abuse and how to recognise and respond to child safeguarding concerns.

If you are working with people who need more of a basic introduction to child abuse and child safeguarding you should use exercises from that guide before using exercises from this. If you would like guidance on how to facilitate please refer to *Good practice guidance on design and delivery of a child safeguarding learning event* on page 64.

Content

Sessions and exercises

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

Session 1

Your organisation: risk and mitigation

Session 2

Developing and strengthening your child safeguarding policy

Session 3

Implementing your policy – action on reporting and other procedures

Session 4

Roles and responsibilities for child safeguardin

Session 1

Your organisation: risk and mitigation

The exercises in this session are designed to make participants think about the type of organisation they are working with, the contact or impact that the organisation has with or on children, the risks the organisation may expose children to and how to mitigate (reduce and/or manage) those risks. These exercises provide the foundation for developing or strengthening an organisation's child safeguarding policy and procedures.

Aims of the session

To help participants:

- focus on the children the organisation comes into contact with through its work or activities
- think through the risks of such contact
- consider child safeguarding measures that can be adopted to reduce these risks

Objectives of the session

- To understand the type and level of contact with or impact on children of the organisation's activities
- To use different tools to determine risks associated with the contact or impact on children
- To establish ways of mitigating or reducing those risks

Preparation

There are three exercises in this section. They provide a snapshot of contact, risk and mitigation for the different organisation areas. You will need to facilitate all the exercises to build a picture for participants of contact/impact, risk and mitigation.

Read carefully through the processes of each exercise and make sure you have prepared everything in advance. The exercises can be complicated to explain so you need to understand them fully. It will help participants if you have an example of the desired outcome.

Make sure you have all the equipment you need for each exercise, including photocopies, sticky tape, flipchart sheets, marker pens and so on.

Exercise 1.1
Contact with children

Duration
30 minutes

Equipment
- Fllipchart paper and marker pens
- Masking tape or pins
- Cards and flipchart sheets
- Handout: List of an organisation's functions

Aims
- To identify the different ways in which an organisation comes into contact with children even when children may not be the primary focus
- To identify who in an organisation has contact with, access to or impacts on children

Key learning points
- Realising how much contact an organisation has with children, particularly when they are not its primary focus. For instance, a water aid project in a community will impact on children
- How contact with children can be made via the internet, and other forms of social media, through letters, and by phone
- It does not always involve personal contact.
- Even without direct involvement with children, we can have an impact on them

Preparation
- Spend time reading through and thinking about the aims and learning points for this exercise
- Prepare three cards: one carrying the word "Programmes", another with the word "People" and the third "Operations"

Process

Explain to the participants that they are going to consider ways in which an organisation has contact, access or impact on children in relation to the organisation's:

1. programmes: the services, activities that are delivered by the organisation

2. people: which staff, volunteers, partners, consultants, contractors or other associates are engaged by the organisation operations:

   i.   What type of communications involve children and how? Their stories and images

   ii. What information on children is held by the organisation? Where? Who has access to it?

   iii. Events – are children involved in specific events the organisation runs outside of programmes? How?

Divide participants into three groups, each group focusing on one aspect of the organisation, as above. Give each group its appropriate card. If possible, group participants according to how much their jobs relate to programmes, operations, human relations and so on.

Give out flipchart sheets to each group and ask them to list on their sheet:

- What to cover – the type of programme, type of staff or type of operation
- Who to cover – the adults and children involved
- Contact with/impact on children – its level and type

Encourage participants to put down as many details as possible under these headings in order to give a full picture. Information can include:

What

- What type of programme? Child-focused or children indirect beneficiaries?
- What are the key activities being delivered within the programme?
- What operations include children?

Who

- How old are these children?
- Are they with other children?
- Are they with other adults?
- Are they living in an institution?
- Are they in education?
- Are they living with their families?

Contact with/impact on

- How often does the organisation have contact with the child(ren)?
- What is the type of contact? For instance: one staff with children's groups; one-on-one counselling between staff and child.

Allow 10 minutes for this. Then ask participants to present their information to the group. There may be overlaps, particularly between programme and people groups.

Ask participants to discuss what has been presented, focusing on the following questions:

- Are there any surprises in the type, amount and level of contact with or impact on children?
- What does this contact or impact mean for safeguarding children?

Handout
List of an organisation's functions

- Management
- Planning, Governance
- Financial Management
- Programme/Project Management
- Human Resource Development
- Product/Service Delivery
- Fundraising
- IT
- Volunteer Management
- Advocacy and Campaigns
- Communications
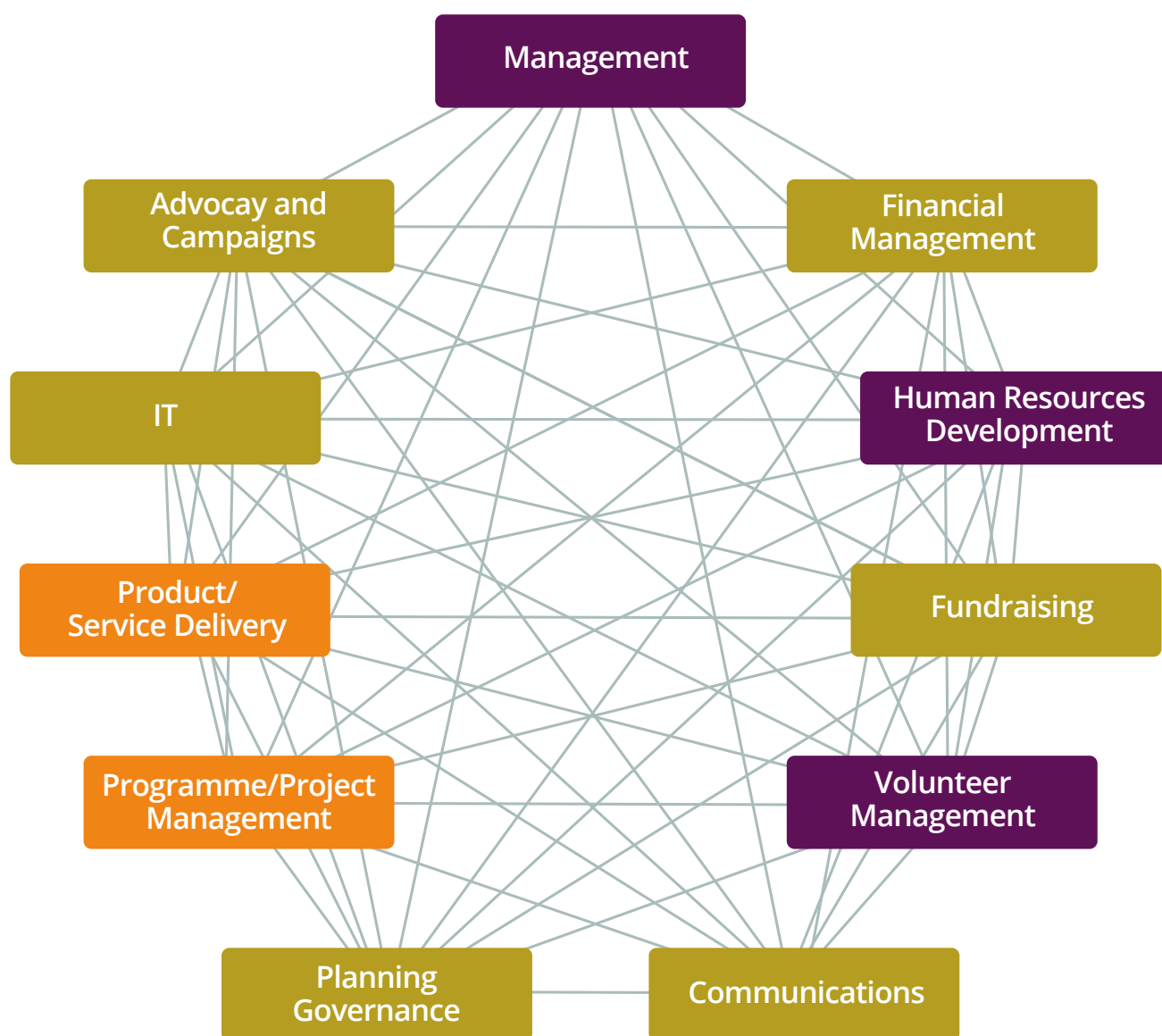
Exercise 1.2
Risk Assessment

Duration
50 minutes

Equipment
- Handout: Risk identification chart
- Post-it notes of three different colours
- Flipchart and paper

Aims
- To identify the range of potential risks to children from the organisation's areas of work
- To practice a process that can be replicated with children and communities

Key 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. **Note: they must be addressed**

Preparation

Read through the aims and the process. Prepare a worked example in advance of the session, using the coloured post-it notes to demonstrate the nature of the risk.

Process

Divide participants into the same three groups as for Exercise 1.1. Give each group a sheet of flipchart paper.

Ask the groups to think about the risks children might be exposed to because of the organisation's:

- programmes
- people
- operations

The groups should consider the nature of the risk and whether the risk is:

High — Highly likely to happen and significant impact on child.

Medium — Either highly likely to happen or significant impact on child.

Low — Less likely to happen and less of an impact on child.

Ask the groups to write the risks on different colour post-it notes according to the nature of the risk, and add the post-its to the flipchart paper.

Bring the groups back together and ask each group to present their map of post-its to the others. Allow each group five minutes for presentation.

Working as a whole group, discuss the findings:

- Are there other risks that should be identified?
- If we were to conduct this risk assessment exercise with children or communities would the results be different?
- How should the organisation engage children, families and communities in risk assessing?

Summarise the key points, then ask the groups to choose three or four of the key risks that they have ranked as high from each category (Programmes, People, Operations) You will need these for the next exercise. If same risk is duplicated, just use it once.

Handout
Risk identification chart

List of an organisation's functions

- Management
- Planning, Governance
- Financial Management
- Programme/Project Management

- Human Resource Development
- Product/Service Delivery
- Fundraising
- IT

- Volunteer Management
- Advocacy and Campaigns
- Communications

**Your organisation
Type of work
Location of operations**

Risk areas

Staff	Partners	Associates	Services	ICT*	Income
1 How do you recruit staff?	**1** What is your partner's impact upon or contact with children?	**1** Who are your associates and what level and type of contact or interaction do they have with children (e.g. consultants, contractors, service providers)?	**1** What services do you provide that target children and families?	**1** What images and information on children does your organisation use?	**1** How do you raise funds or generate income?
2 Do you make proper reference and police checks on staff?	**2** Where are partners located?	**2** How are they engaged by your organisation?	**2** How have those services been designed?	**2** How is this information stored and presented, to whom?	**2** Are children involved in some way?
3 What level and type of contact and interaction do staff have with children in your organisation?	**3** What risks does their organisation present for children?		**3** What consideration has there been for children accessing the services?	**3** What ICT does your organisation employ, for whom?	
4 Is there a high turnover of staff?	**4** Do they have their own policy or are they working to yours?		**4** Have you considered the needs of different children – boys/girls?	**4** How is the use of that ICT governed?	
5 Do you have temporary or volunteer staff?			**5** Who delivers those services?	**5** Do you allow staff to refer to the organisation in their personal social media?	
6 Do all staff have briefings/ induction training on child safeguarding?					

Exercise 1.3
How to reduce and manage the safeguarding risks

Duration
60 minutes

Equipment
- Cards and pens

Aims
- To consider the ways that an organisation can outline how it will manage and reduce the risk of harm to children

Key learning points
- There are often a range of strategies that can be used to manage risks
- Most risks can be reduced or managed effectively
- Where it is difficult to reduce or manage risks, organisations need to consider whether the level of risk is acceptable before continuing with the programme or activity

Preparation

Risk cards already prepared from exercise 1.2.

Process

This exercise has been adapted from the "fishbowl game". Half the participants form an inner circle, facing outwards. The other half form an outer circle, facing inwards. In this way, each person in the inner circle faces someone in the outer circle.

Ask for participants from the groups who have worked on risk assessment exercise 1.2 to volunteer to form the inner circle. Provide them with the high risk cards from exercise 1.2, a pen and a set of blank cards.

The remaining participants form the outer circle. They will provide suggestions for lessening the risks presented by the inner circle.

If numbers are unequal, choose one participant to observe or, as facilitator, you can join the outer circle.

Someone from the inner circle describes a risk on the sheet. Allow one minute for this.

The person standing opposite in the outer circle then has two minutes to suggest strategies for lessening the risk. The person in the inner circle records these on the blank cards.

The facilitator calls "change" and people in the outer circle only move one person to the right. As facilitator, you need to keep everyone to time.

Repeat the process until the outer circle has provided strategies for all the different risks or until each risk has been given enough strategies for consideration.

Once the exercise is completed, ask the original three groups from Exercise 1.2 to reform to discuss the strategies that have been suggested for reducing risks. They should assess these against the criteria below, or you can choose your own criteria with the group.

Do the strategies:

- address the risk?
- are they cost-effective – do not require a significant increase in budget?
- are they realistic – can they be implemented in the context in which the organisation works?

The strategies that meet the criteria will inform the development of the organisation's policy and procedures and any action plan for strengthening their area of work.

Bring the groups back together and ask each group to present their risks and the strategies they have selected to reduce those risks.

Summarise the session using the Key Learning Points and let the group know that the following sessions will look at strengthening or introducing child safeguarding measures that include the risk strategies.

Session 2

Developing /strengthening a child safeguarding policy and procedures

The exercises in this session are designed to help participants begin to develop or strengthen their organisation's child safeguarding policy and procedures and identify what else is needed. Further work will need to be completed and finalised outside the training sessions.

If you are facilitating groups to draft a policy you will need to allow for more time, and are advised to divide responsibilities for different parts of the policy between the group.

Aims of the session

To help participants determine the scope, structure and content of their organisation's child safeguarding policy.

Objectives of the session

- To highlight the standards that organisations need to meet in order to make them safe for children
- To use audit tools to understand what measures are needed to implement the risk mitigation strategies and safeguard children
- To develop a child safeguarding policy that fits your or your partner organisation's work and situation

Preparation

There are six exercises in this section. Choose the exercises that are most useful and appropriate for your group.

The first exercise is valuable to set the scene for why policies are needed. If you have already run exercises on risk and risk mitigation, you may decide this exercise is not necessary. However, you will need to ensure that Keeping Children Safe Standards are presented in one of the other exercises you facilitate.

Choose only one of Exercises 2.2 and 2.3. Exercise 2.2 will enable participants to think "freely" about strengths and weaknesses in their organisation and has the advantage of producing suggestions for moving matters forward through the opportunities and threats outputs. Exercise 2.3 is more structured and directs participants to consider strengths and weaknesses in specific areas that relate to the Keeping Children Safe Standards.

Exercise 2.4 is useful if the group you are working with would benefit from analysing the people who should be involved in developing and implementing a child safeguarding policy. However, If the group would prefer to work through how to obtain management commitment to the policy, there is an exercise in Session 4 that may work better for this.

Choose either Exercise 2.5 or 2.6 depending on whether the organisation you are working with already has a policy or is starting from scratch.

When you have chosen the exercise(s), read through the processes carefully.

Make sure you have all the equipment you need before starting the sessions, including photocopies, sticky tape, card and so on.

Exercise 2.1
Why do you need a child safeguarding policy?

Duration
Note: this exercise is in two parts: 2.1a (presentation) and 2.1b (role-play).

Aims
To outline the key benefits to an organisation of having a written child safeguarding policy.

Key learning points
- Without clear written policies and procedures on child safeguarding, it is difficult to know how to prevent harm to children from the organisation's work and people and how to respond appropriately and consistently when concerns are raised
- All staff need clear guidance on what to do and who to tell when they are concerned about a child
- Managers in all organisations need to recognise they are responsible for supporting the development of written policies and procedures to keep children safe

Exercise 2.1a
Presentation

Duration
20 minutes

Equipment
- Facilitator's notes: *Keeping Children Safe Developing a child safeguarding policy and procedures for your organisation* See appendix 1
- Powerpoint presentation: *Keeping Children Safe Standards*. If a screen is not available, copy some slides onto paper for display or handouts

Preparation

Prepare presentation and equipment

Process

Use the Powerpoint presentation: Keeping Children Safe Standards to give a brief presentation to the group, outlining the benefits of having a child safeguarding policy and procedures. Use the Facilitator's notes to guide your presentation.

You will not need the Powepoint if you have already run through the Keeping Children Safe Standards for Child Safeguarding.

The presentation enables participants to understand why standards are important before moving on to policy development.

Allow a few minutes at the end of this session for questions from participants.

Exercise 2.1ba
Role-play

Duration
20 minutes

Equipment
- Facilitator's notes: *Keeping Children Safe Developing a child safeguarding policy and procedures for your organisation*
  See appendix 1
- Handout: *Scenarios*

Preparation

- Organise the room leaving a space and a few chairs in the centre
- Prepare the Handout: Scenarios before the session

Process

Ask for two volunteers to act the scenario that the participants are going to develop. Give each of the volunteers a scenario from Handout: Scenarios.

Divide the rest of the participants into four groups, numbered 1 to 4. Give each group a scenario from Handout: Scenarios.

Ask volunteers and groups to take two minutes to think about their scenarios/role-plays. The groups can discuss what advice they think might be appropriate based on their scenarios.

Ask the volunteers to begin role-playing their scenario. Let them run for a minute or so then ask them to pause.

- Group 1 to quietly advise the manager what to do next
- Group 2 to quietly advise the staff what to do next

Role-play resumes for another minute or so. If another person needs to be brought into the role-play, tap a participant on the shoulder to indicate joining. After a minute or so, pause.

- Group 1 to quietly advise the manager what to do next
- Group 2 to quietly advise the staff, and any other person joining the role-play, what to do next

Role-play resumes for another minute or so. If another person needs to join the role play, tap a participant on the shoulder. After a minute or so, pause.

Now ask:

- Group 3 to quietly advise the manager what to do next
- Group 4 to quietly advise the staff, and other person(s) joining the role-play, what to do next

Role-play resumes for another minute or so. Decide whether to add in one further pause and advice from groups 3 and 4. By now it should be clear that it is challenging to deal with an issue without a policy, and easier to do so with a policy.

Bring the role-play to an end. Allow a minute for participants to settle back. Finally, ask all participants and volunteers what they have learned from the role-play.

Handout
Scenarios

Volunteer 1

You have observed a colleague behaving strangely with a child. You are raising this with the manager.

Volunteer 2

You are the manager of a staff member who is raising a concern with you.

Group 1

You are going to advise the manager on what to say or do next.

The organisation does not have a child safeguarding policy to rely on. You can include additional people in the role-play.

Group 2

You are going to advise the staff on what to say or do next.

The organisation does not have a child safeguarding policy to rely on. You can include additional people in the role play.

Group 3

You are going to advise the manager on what to say or do next. The organisation does have a child safeguarding policy to rely on. You can include additional people in the role-play.

Group 4

You are going to advise the staff on what to say or do next.

The organisation does have a child safeguarding policy to rely on. You can include additional people in the role-play.

Exercise 2.2
SWOT analysis

Duration
60 minutes

Equipment
- Post-it notes and marker pens (enough for each small group)
- Your presentation on the Keeping Children Safe Standards
- Large SWOT chart, one per organisation

Note: a SWOT chart consists of a circle divided into four quadrants: the four quadrants being: Strengths (S), Weaknesses (W), Opportunities (O), Threats (T).

Aims

Key learning points
- All organisations will already be implementing measures which can be adapted for, or which contribute to, child safeguarding.
- SWOT (Strengths, Weaknesses, Opportunities, Threats) helps organisations build on strengths and capitalise on opportunities.
- The areas for improvement can be addressed step by step. No organisation is completely effective on child safeguarding; there is always room for improvement.

Preparation

For this exercise you need to think about where participants work before you break them into small groups. Are they from one organisation? Or different teams/projects?

Ideally participants with similar work roles or from the same projects should work together.

The groups will feedback using post-it notes to produce a SWOT chart. Each organisation needs its own SWOT chart. If you are working with one organisation and different teams, you will need one SWOT chart. If there are participants from two or more organisations, each organisation will need its own SWOT chart.

Read through the Process notes before the session so you can lead the exercise confidently.

Process

Start by reading through the Facilitator's notes on the Introduction to the Keeping Children Safe Standards (p66), if you have not already presented this, to help you prepare for this session. Present the Keeping Children Safe Standards to the group.

Divide participants into small groups of three to five people (see Preparation). Hand out some flipchart paper and pens. Explain that you are going to ask them to do a SWOT analysis of their organisation, namely to think about its Strengths, Weaknesses, Opportunities and Threats, in relation to making it a safe place for children.

Invite groups to think about:
- the risks and mitigation strategies identified in the earlier session
- what they do that positively safeguards children
- what their organisation needs to do better

Point out some of the key things that Keeping Children Safe Standards are based on that help build safe organisations, including:
- recruitment and induction of staff
- good practice when working with children
- effective management and supervision
- having a child safeguarding policy and procedures for reporting and responding to concerns
- staff awareness and access to learning events
- systems for monitoring and review.

For each area ask participants to discuss what their own experience has been. For example:
- How were they recruited to their current post? Were any reference checks carried out?
- Did they get any induction into their role or responsibility for children?
- Were they told about child safeguarding or good practice when working with children? For instance were they given guidance of acceptable and inappropriate behaviour? Or whether it was appropriate to discipline children by hitting them?

Use flipchart paper to map out the strengths and weaknesses of current organisational practice as represented by the participants. If groups identify any weaknesses, can they see how these can increase the risk to children, themselves and their organisation and in what way?

SWOT Analysis

Ask groups to post their thoughts/views in the relevant quadrant of the SWOT charts.

Bring this part of the exercise to a conclusion by summarising the key strengths, weaknesses, opportunities and threats that the groups have arrived at.

Steps forward

Now explain to the participants that we can use the weaknesses and opportunities that have been identified to plan a strategy for moving forward and make the organisation we work for a safer place for children. For example, if a weakness is that an organisation has no child safeguarding policy or procedure, perhaps that is the first step that needs to be taken. Should the organisation implement a behaviour code for staff, or guidance on recruitment and selection?

Ask the groups to identify and prioritise the key areas they think they need to address first. What should be done first and why?

Work through one or two examples from each group's SWOT analysis and ask participants to share the action they will take to address the identified priority area.

Bring the groups back together. Show the Powerpoint presentation on the Standards and the chart of 11 key steps needed to build a safer organisation to help summarise points.

Alternatively you can brainstorm strategies for moving forward.

Working with the whole group, take each list of weaknesses and threats and brainstorm ways of minimising them. Then take the lists of strengths and opportunities and, as a group, brainstorm actions for maximising them.

The strategies that emerge will indicate a way forward and can be used as the basis for drawing up an implementation plan.

Exercise 2.3
Self-audit

Duration
60 minutes

Equipment
- Workshop sheet 1a: Self-audit tool – enough copies for each participant or small group
- Workshop sheet 1b: Self-audit web – enough copies for each participant or small group
- Felt-tip or marker pens in three colours – a set for each small group
- Coloured dots in three colours if using the large self-audit web for feedback

Aims
To audit/review what and how well you, or your partner organisation, is doing to keep children safe.

Key learning points
- The self-audit provides a snapshot of the organisation and how it is meeting the Keeping Children Safe Standards
- If participants are unsure whether a child safeguarding measure is in place – then it is not
- The self-audit helps organisations decide where to focus improvements to child safeguarding

Preparation

Make copies of Workshop sheet 1a: Self-audit tool and Workshop sheet 1b: Self-audit web so you have enough for each participant/small group. Read through the self-audit tool and make sure that you understand the language so that you can take questions from participants and explain clearly what it all means.

If you want to use a visual demonstration of the self-audit web to feedback, prepare a large web drawn over four to six flipchart papers taped together. This large web can be used for one organisation only (where visually the group will be able to see similarities and disagreements between staff or departments) or two or more organisations (where the group will be able to see differences and similarities between organisations).

Process

This exercise can be done in small groups or individually. Think carefully if you divide participants into small groups. If there are several people from several organisations, it is best for people from the same organisation to be grouped together. Alternatively, each participant can do this exercise on his or her own.

Hand out copies of Workshop sheet 1a: Self-audit tool to each participant/small group. Explain that this self-audit tool is an ideal way to measure how far (or near!) your organisation is in terms of meeting the child safeguarding standards, and where improvement is needed.

Explain that the self-audit tool asks participants to think about the four standards and how they are implemented in their organisation(s).

Invite the groups to think about:
- the risks and mitigation strategies identified in the earlier session
- what they do that positively safeguards children
- what their organisation needs to do better.

There are six statements or criteria within each standard. Participants should decide whether each statement is:

A: in place

B: partially done

C: not in place.

Move among participants checking that everyone knows what they have to do. Encourage people to ask questions if they are uncertain about anything.

Allow about 20 minutes for this part of the exercise.

Now hand out copies of Workshop sheet 1b: Self-audit web and give each group a set of three different coloured pens. Ask participants to transfer their answers from the workshop sheet to the web, which will then illustrate what stage the organisation has reached in making children safe, and where the organisation needs to take further action. Allow 10-15 minutes for this.

Bring the participants back together. Either ask them to feed back what the activity has shown them about their organisation, or ask them to replicate their diagram using coloured dots, or coloured markers on the large audit web.

Facilitate discussion on what gaps are showing, where the similarities or differences are and what this means for the organisation(s) going forward. Draw attention to the fact that frequently the gaps are prevalent in written policies and procedures, learning events and accountability. You can discuss with the group that this demonstrates that organisations:

- often feel that they are doing the right thing because safeguarding is implicit. However, it needs to be made explicit

- do not prioritise learning events because it is felt that staff should understand what is good practice in relation to children. However, staff often do not

- put more effort into the development and implementation of policies and procedures and much less into monitoring and evaluating. There are vital lessons to be learned from accountability measures and these should not be forgotten or overlooked.

Close the session by telling participants that we are moving on to think about how they can fill in those gaps.

Workshop sheet 1a
Self-assessment tool

Standard 1: Policy	A	B	C
The organisation has a written child safeguarding policy, approved by the relevant management body, to which all staff and associates (including partners) are required to adhere.	☐	☐	☐
The UN Convention on the Rights of the Child and other Conventions and Guidelines pertaining to children informs the policy of the organisation.	☐	☐	☐
The policy is written in a way that is clear and easily understandable and is publicised, promoted and distributed widely to all relevant stakeholders, including children.	☐	☐	☐
The policy is clear that all children have equal rights to protection and that some children face particular risks and difficulties in getting help, because of their ethnicity, gender, age, religion or disability, sexual orientation.	☐	☐	☐
The policy addresses safeguarding children from harm through misconduct by staff, associates and others, from poor practice, and from its operational activities where these may harm children or put them at risk due to poor design and/or delivery, for example.	☐	☐	☐
The organisation makes clear that ultimate responsibility for ensuring the safety of children rests with senior executives (CEO and Directors) and managers.	☐	☐	☐

Workshop sheet 1a
Self-assessment tool

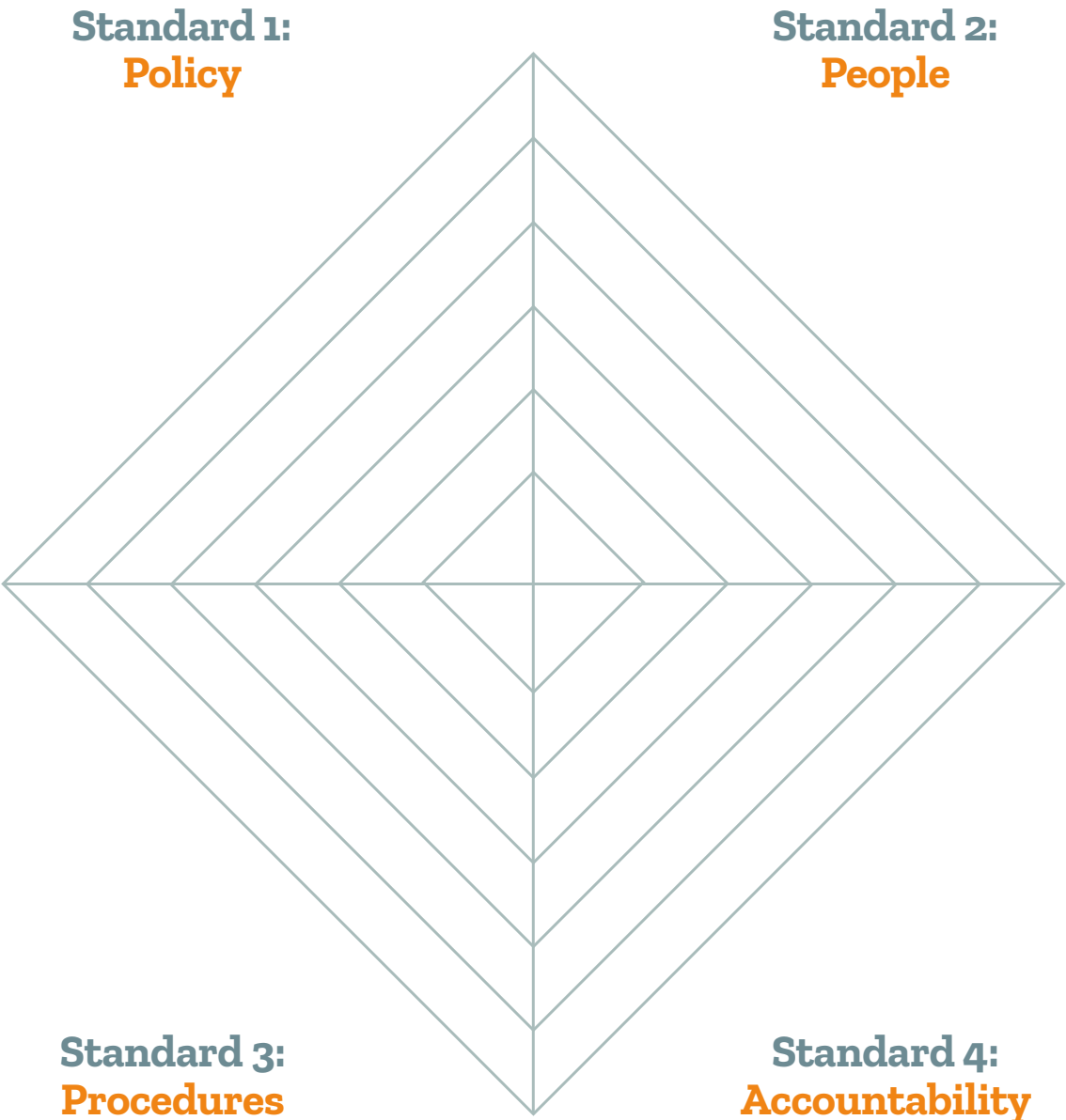| Standard 2: People	A	B	C
There are written guidelines for behaviour (Code of Conduct) that provide guidance on appropriate/expected standards of behaviour towards children and of children towards other children.	☐	☐	☐
All members of staff, volunteers and associates have training on child safeguarding which includes an introduction to the organisation's child safeguarding policy and procedures and learning on how to recognise and respond to concerns about child abuse.	☐	☐	☐
The organisation is open and aware when it comes to child safeguarding matters such that issues can be easily identified, raised and discussed. Staff, partners and associates need to have access to advice and support where concerns or incidents arise. These staff will also need to be able to identify sources of support for children and their families.	☐	☐	☐
Children are made aware of their right to be safe from abuse and provided with advice and support on keeping themselves safe including information for children, parents/carers about where to go for help.	☐	☐	☐
The organisation designates key people at different levels (including Director level) as "focal points" with clear defined responsibilities, to champion, support and communicate on child safeguarding and for effective operation of the child safeguarding policy.	☐	☐	☐
Partner organisations are required and supported to develop minimum child safeguarding measure appropriate to their organisation.	☐	☐	☐

Standard 3: Procedures	A	B	C
The organisation requires local mapping exercises to be carried out that analyse the legal, social welfare and child protection arrangements in the context in which it works.	☐	☐	☐
There is an appropriate process for reporting and responding to child protection incidents and concerns that fits with the local systems for dealing with incidents of child abuse (as identified in the mapping exercise).	☐	☐	☐
The identification and mitigation of child safeguarding risk is incorporated into risk assessment processes at all levels, i.e. from identification of corporate risks through to planning an activity involving or impacting on children.	☐	☐	☐
Adequate human and financial resources are made available to support development and implementation of child safeguarding measures.	☐	☐	☐
There are clear procedures in place that provide step-by-step guidance on how to report safely which are linked to the organisations disciplinary policy and procedures.	☐	☐	☐
Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations.	☐	☐	☐

Standard 4: Accountability	A	B	C
Arrangements are in place to monitor compliance with and implementation of child safeguarding policies and procedures through specific measures and/or integration into existing systems for quality assurance, risk management, audit, monitoring and review.	☐	☐	☐
There is a system of regular reporting to key management forums, including Director level, to track progress and performance on child safeguarding, including information on safeguarding issues and child protection cases.	☐	☐	☐
External or independent bodies such as Board of Trustees, oversight committees are used to monitor performance in this area and hold senior executives to account in relation to child safeguarding.	☐	☐	☐
Opportunities exist for learning from practical case experience to be fed back into organisational development.	☐	☐	☐
Policies and practices are reviewed at regular intervals and formally evaluated every three years.	☐	☐	☐
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.	☐	☐	☐

Workshop sheet 1b
Self-audit web

Standard 1:
Policy

Standard 2:
People

Standard 3:
Procedures

Standard 4:
Accountability

A. in place
B. working towards
C. not in place

Exercise 2.4

Developing organisational ownership – making sure everyone is involved

⏱ **Duration**
45 minutes

🚩 **Aims**
To consider which people inside and outside the organisation should be consulted when developing child safeguarding policy and procedures.

💡 **Key learning points**
- It is important to consult with people inside and outside the organisation about the development of a child safeguarding policy and procedure
- There are often expertise and resources in the community that are unrecognised

Preparation

Draw the diagram on the next page – Stakeholders in developing a child safeguarding policy – onto a piece of flipchart paper to display to the group.

Process

Start the session by explaining that a stakeholder in an organisation is a person or organisation who has an significant interest in the organisation and its projects. Draw attention to some important stakeholders in organisations that come into contact with children – include children, staff, parents and even society. It is therefore in all our interests to develop organisations that are safe for children.

Explain that one of the most important issues when developing a child safeguarding policy and procedures is to make sure that you consult with key stakeholders. Everyone involved should be asked to give their ideas, suggestions and agreement.

Give each participant a blank sheet of flipchart paper. Ask participants to draw a diagram showing the different parts of the organisation (to help them they can refer to Handout: List of an organisation's functions p9) and to write down the key stakeholders. Ask participants to consider this question:

- Who should they consult about developing a child safeguarding policy?

Ask the group to remember external contacts who may need consulting such as partner agencies, faith or community leaders.

Use the following diagram as an example of how they could do this.

Stakeholders in developing a child safeguarding policy
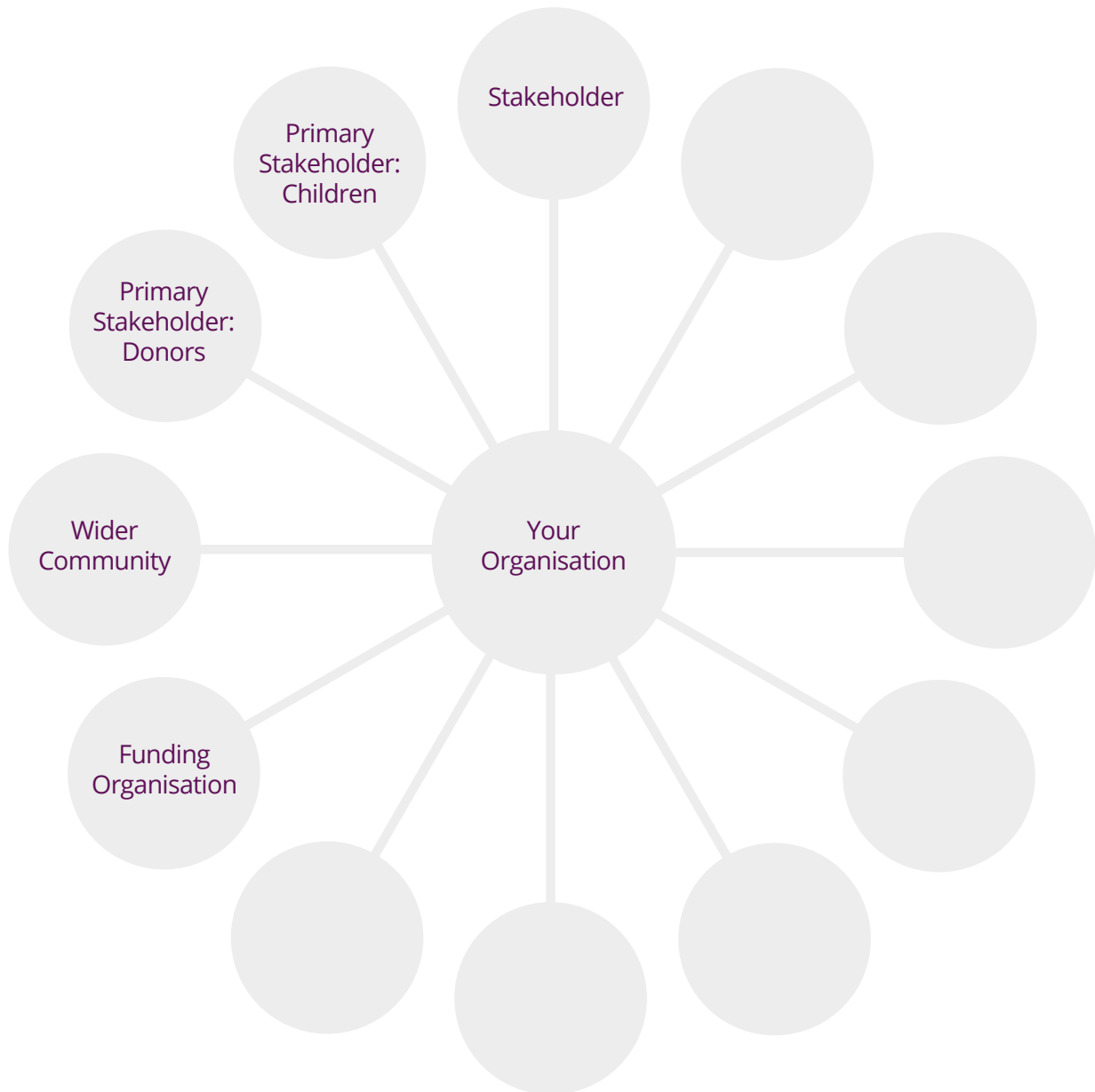
Use the following questions to help participants to think about what needs to be in the diagram.

- Have you got any resources, human or financial to support the work?

- If not what and how much might you need? Producing a clear policy does not have to cost a lot, but there may be costs in relation to publication and training events.

- Have you researched what else is out there, what other similar organisations/projects are doing? Who might be able to help you or share expertise?

Allow about 15 minutes for this. Bring the group back together and invite feedback. Record feedback or notes on the flipchart diagram.

Exercise 2.5
The first draft

Duration
60 minutes

Equipment
- Copies of Workshop sheet 1c and 1d
- Writing a policy statement
- Powerpoint slides – revisit the Standards presentation
- Laptop and display screen. Alternatively use slides copied onto paper
- Flipchart paper and marker pens
- Additional note paper for participants
- A sample child safeguarding policy

Aims
To design the first draft of a written child safeguarding policy.

Key learning points
- Few reports or complaints are ever made if staff are not given guidance about who to tell and how to do it
- The child safeguarding policy provides guidelines for dealing with issues of child abuse and needs to fit in, where appropriate, with the specific cultural context and legal requirements of the country's law

Preparation

Make copies of Workshop sheet 1c and 1d: Writing a policy statement – one for each participant.

Make sure you have the Power Point presentation ready or, if you do not have a laptop and screen, organise paper copies of the slides to hand out.

Process

Hand out copies of Workshop sheet 1c: Writing a policy and read through the text with participants. The sheet gives information about what a policy should include and the principles on which it is based.

Then read through the suggested policy structure included on the workshop sheet, so that participants have a clear idea of what they are trying to do.

Now divide participants into pairs, and hand out Workshop sheet 1d. Say that you will give them around 20 minutes to produce a simple child safeguarding policy for their organisation or project. The pairs can use bullet points to convey examples of what each section of the policy will include.

Bring the group back together and take feedback, using the following questions:

- How did they get on?
- Did they come up with anything?
- What difficulties did they have?

If it is appropriate, ask participants to share what they have written. Explain that this is a good way to exchange ideas.

Point out to participants that as a result of this session they now have an initial draft for

a child safeguarding policy. They have also identified some of the core principles on which the child safeguarding policy will be based.

Using the Power Point slides, revisit the standards described in how the Standards can help build a child-safe organisation.

Previous learning events and exercises have already highlighted that there are many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff are not made aware of reporting procedures, particularly who to contact and how to do it.

The child safeguarding policy provides guidelines for dealing with issues of child abuse but whichever policy is developed, it must fit in with the specific cultural context and legal requirements of the country.

Workshop sheet 1c
Writing a policy statement

The policy should be based on the following principles

- The rights of the child to safeguarding from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child (UNCRC)
- The welfare of the child should be safeguarded and promoted
- When there is a conflict of interest the needs of the child are always paramount
- Recognition of the importance of parents, families and other carers in children's lives
- Recognition of the importance of working in partnership with other partner agencies in the safeguarding of children
- Recognition of the rights of staff and volunteers to learning events and support

Key considerations

- Design a simple policy statement that expresses the philosophy of your organisation
- A child safeguarding policy statement should set out what the organisation wishes to communicate about children
- Cite international/national policy, legislation or guidance that underpins the policy. Link it to the rights of children to be protected from abuse and exploitation (UNCRC)
- Set out in broad but practical objectives the rationale for the procedures and guidance that flows from it (as in Standard 2)
- Recognise the needs of all children to be protected regardless of gender, sexuality, ethnic grouping, faith, culture and disability
- Provide clear statements regarding terminology (staff, volunteer, partner, consultant) and to whom the policy applies
- Spell out the status of the document; for example is it mandatory? Has the board or committee approved it?

Suggested policy structure

Introduction

A brief introduction to the policy, why it has been developed and who is covered

Policy statement/commitments/values

Here the organisation should make a statement to keep children safe from harm and, where appropriate, to promote their well-being and development. The statement should also refer to your organisation's overall mission.

What is the problem you are trying to address?

State the organisation's understanding of safeguarding children, the problem of child abuse and overall risks of your organisation. Include definitions.

What are you intending to do about it?

This is the main part of the policy and needs to include and describe:

- risk assessment/risk mitigation
- safe recruitment
- behaviour protocols/code of conduct
- education/training
- safe programme design
- communications/guidelines
- management responsibilities
- reporting/responding to concerns
- implementation and review.

Exercise 2.6
Strengthening existing policy

Duration
30 minutes

Equipment
- Flipchart paper and marker pens
- Copies of existing child safeguarding policies
- *Weaknesses Identified/Actions to Strengthen* table

Aims
- To consider whether an existing child safeguarding policy addresses risks and risk mitigation strategies and adheres to child safeguarding standards
- To provide suggestions for strengthening the existing policy

Key learning points
- Policies written some time ago, or written without wide consultation, will usually need changing to make them fit for purpose
- Policies should provide the "umbrella" for all areas of the organisation that need to have safeguarding measures in place
- Procedures will support the policy by providing detailed instructions on how to implement the policy

Preparation

For this exercise, you will need:

- flipchart and marker pens
- results of earlier exercises on risk and risk mitigating strategies, self-audit, and the implementation checklist for managers
- copies of any existing child safeguarding policy
- Weaknesses Identified/Actions to Strengthen table.

Process

Divide participants into groups; try to group participants from the same departments or organisations.

Ask each group to review the relevant sections of their policies and procedures. Using the table, they should then consider the following:

- Review the risks and mitigation strategies and complete the Risk Analysis column
- Review the gaps identified in the self-audit/SWOT and how these relate to the Risk Analysis and complete column two
- Decide what actions are needed to strengthen the existing policy to mitigate the risks and address the associated gaps and then write the action to be taken: state the key action in the Checklist for Managers column and then add the Time-frame and Responsible Person.

Bring groups together and ask each group to present its findings. Follow this with a discussion on common actions and whether groups can learn from one another on possible actions to take.

Weaknesses Identified/Actions to Strengthen

Policy components	What needs strengthening		Actions to taken		
	Risk Analysis	Organisational Self-Audit/ SWOT	Checklist for Managers	Time- frame	Responsible Person
Commitment Statement					
Prevention					
Recruitment					
Code of Conduct					
Images/ Communications					
Risk Analysis					
Response					
Managing Disclosure					
Role of Child Safeguarding Focal Person/ Committee					
Confidentiality					
Reporting					
Investigation & Conclusion					
Implementation & Monitoring					

Session 3

Implementing the child safeguarding policy

The exercises in this session are designed to help participants think about ways of implementing their organisation's child safeguarding policy. The purpose is to design a reporting procedure and to map local resources and support that may be useful for implementing the policy and responding to concerns. Participants will also consider what other actions are needed as well as analysing and overcoming barriers to implementation. These exercises are valuable because organisations may draw up a good policy but not implement it fully.

Aims of the session

To help participants develop procedures which will implement the child safeguarding policy fully.

Objectives of the session

- To draw up an effective and relevant reporting procedure

- To identify local resources and support to draw on when implementing the policy and procedures, particularly when responding to concerns

- To develop an action plan for introducing or strengthening policies, guidelines, systems and process which support child safeguarding

- To identify changes to roles and responsibilities and capacity building needs so that staff, volunteers and associates are appropriately skilled and aware of their responsibilities to implement the policy

- To anticipate and overcome potential barriers to implementing the policy.

Preparation

There are four exercises in this section. It is useful to work through all of them so that the group have a clear grasp about what is needed to implement a child safeguarding policy.

Read carefully through the processes before starting the session.

Make sure you have all the equipment you need beforehand, including photocopies, sticky tape, flipchart paper and so on.

Exercise 3.1
Designing the reporting procedure

⏱ **Duration**
60 minutes

🔧 **Equipment**
- Flipchart paper and marker pens
- Workshop sheet 1d: *Case scenarios*
- Workshop sheet 1e: *Drawing up a policy*
- Workshop sheet 1f: *Blank flow chart*

🚩 **Aims**
To design a written reporting procedure for responding to concerns about child abuse.

💡 **Key learning points**
- All staff must know what to do and who to tell when they are worried about a child's safety
- The clearer the procedure, the more likely that it will be followed
- Procedures must include ways of responding to internal concerns about child abuse as well as external ones.

Preparation

Make copies of the scenarios on Workshop sheet 1d: Case scenarios and consider which you feel are best for the participants.

If these scenarios are not typical of the particular organisation/project represented in the group, then write some more accurate ones.

Read through the exercises carefully before you lead the session to make sure that you can lead participants confidently, and that you have all the information you need to hand.

Process

Now is a good time to recap on what has already been covered. Lead a brief discussion, asking participants:

- What happens at present? How is a concern regarding possible abuse of a child reported?
- How are concerns dealt with and who has responsibility for managing the process?

- What is missing, and what works well? Perhaps it is worth looking at other disciplinary procedures for ideas, for instane those relating, for instance, to sexual harassment complaints.
- Does your organisation have a designated/named person responsible for receiving complaints?

Use the following activity to help participants to think about these questions.

Divide participants into pairs or small groups of three or four people. Give each small group/pair one or two case scenarios from Workshop sheet 1e: *Case scenarios*.

Give each small group a sheet of flipchart paper and pen. Ask participants to discuss some of the scenario/s and make notes on the issues that emerge. Who would or could they tell? How would the concern be managed at the moment, and what is missing?

After about 15 minutes, bring the groups back together and take feedback, discussing each situation. You will probably find that there is some confusion and inconsistency around existing procedures. Some participants may feel more confident than others about what to do. However, experience shows that clear and accessible policies and procedures help to ensure that these situations are handled properly.

Summarise the points that emerge, particularly where there is confusion. Draw up a list of actions that would help in designing or improving a procedure for reporting.

Now give participants copies of Workshop sheet 1e: *Drawing up a procedure*. Ask them to go back into their groups and focus on two of the scenarios they have just been discussing.

Ask them to design a procedure that would improve their response to the situation. This can be presented as a flowchart, similar to the one presented in Workshop sheet 1e. Allow 15 minutes for this activity.

While participants are doing the exercise, ask them also to think who the designated child protection officer (DCPO(s) might be if they were identifying an individual who could hold this role in their organisation.

Bring the group back together and ask them to present the procedure/flowchart they have designed.

Workshop sheet 1d
Case scenarios

1. A member of staff (or volunteer) sees a project worker who is employed by your agency hitting a child. The project worker is using a stick to beat the child who has stolen food from the store cupboard.

2. A member of staff/volunteer hears a rumour that a new member of staff, who has been appointed as a consultant, left his previous job under suspicious circumstances. The rumours are about inappropriate behaviour with underage boys in the village where he was based.

3. On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and the child's back and legs are bleeding.

4. Some of the young girls in the camp are hanging round the supplies area; you suspect that they may be offering sexual favours to NGO staff for additional food.

5. On a visit to a residential home for disabled children that your organisation supports, you notice that some of the children are in very dirty clothes and look unwashed. One child in a wheelchair is sitting in soiled and wet trousers.

6. A new NGO worker is taking pictures of young boys with a phone camera. He is offering the boys sweets and cigarettes to pose for shots. The children are dressed but other staff uneasy about the NGO worker's behaviour.
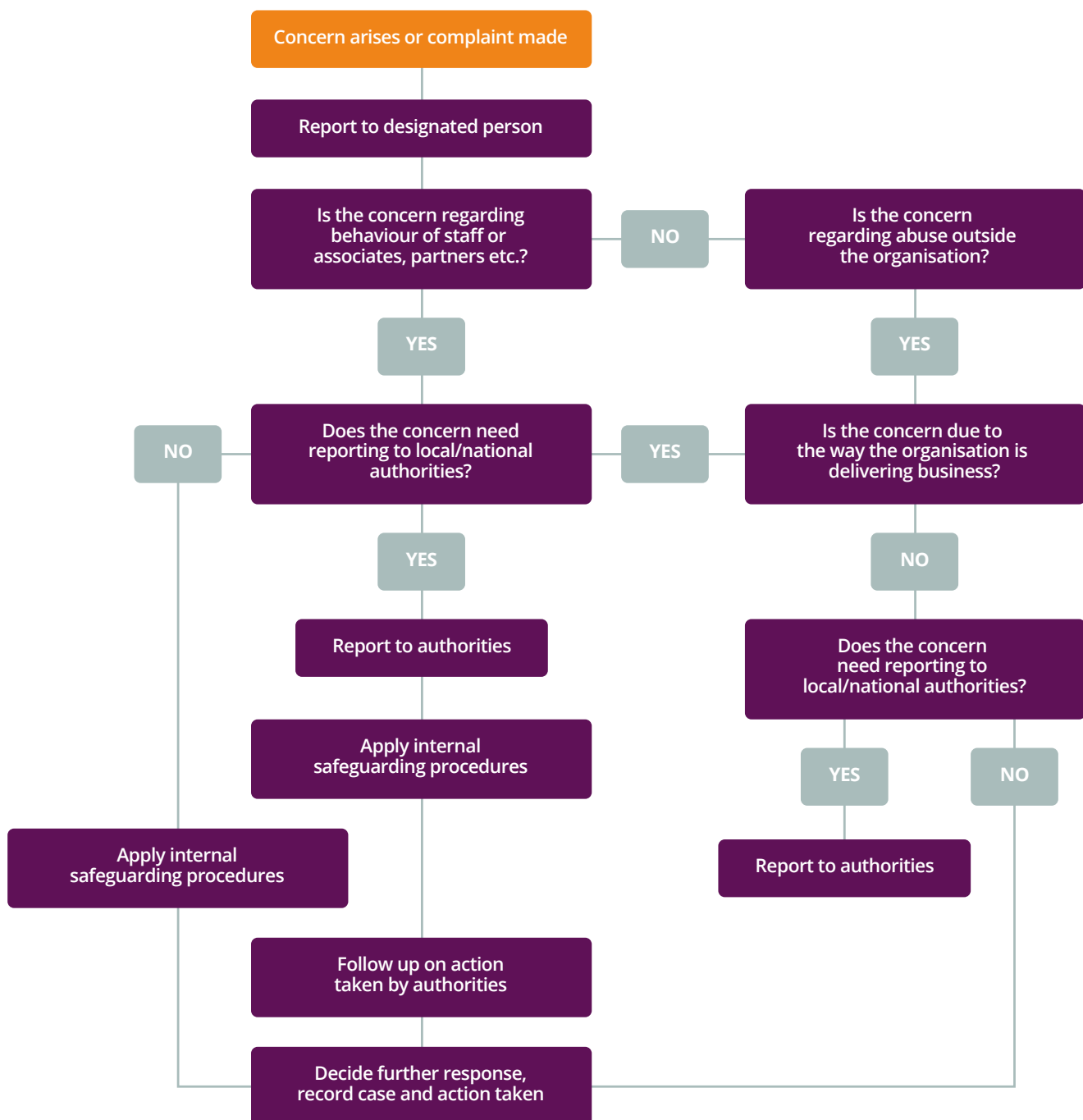
Workshop sheet 1e
Drawing up a procedure

Steps to consider issues raised

- What would happen?
- Who would be told and when?
- Who will be your designated/ named person?
- Who will be responsible for managing the process?
- How will it be recorded?
- How will it be passed on and to whom?

Sample child safeguarding reporting procedure

```
                    Concern arises or complaint made

                    Report to designated person

    Is the concern regarding          NO      Is the concern
    behaviour of staff or          ────────    regarding abuse outside
    associates, partners etc.?                 the organisation?

              YES                                   YES

NO  Does the concern need    YES    Is the concern due to
    reporting to local/national ──  the way the organisation is
    authorities?                    delivering business?

              YES                                   NO

         Report to authorities           Does the concern
                                          need reporting to
                                          local/national authorities?

         Apply internal                    YES          NO
         safeguarding procedures

Apply internal                           Report to authorities
safeguarding procedures

         Follow up on action
         taken by authorities

         Decide further response,
         record case and action taken
```

Exercise 3.2
Barriers to reporting for children and adults

Duration
45 minutes

Equipment
- Flipchart paper and marker pens
- Pens
- Sticky post-its or cards and sticky tape

Aims

To identify what stops children and adults from reporting abuse and to ensure that your organisation's policy and procedures are, as far as possible, addressing these barriers.

Key learning points
- Children and adults may have to overcome many barriers for child abuse concerns to receive an appropriate response
- Many children have no-one to speak to about the abuse they are suffering
- Often if children do tell, they are either not believed or the person they tell is not willing or able to take action to 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.

Preparation

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

Before the session, write two questions onto separate sheets of flipchart paper: On one sheet write:

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

On another sheet write:

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

Each group should will have one of these questions so prepare enough in advance. If there are four groups, you will need to prepare two sheets for each question.

Process

Introduce this exercise by saying that 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.

Explain that during this exercise the participants will be building a wall of barriers and then trying to smash down the wall with solutions. Draw a wall on a sheet of flipchart paper to demonstrate how the wall will look.

Divide participants into two or four small groups, depending on numbers. Give each group one of the sheets you prepared earlier, either:

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

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

Ask each group to draw a wall on their sheet of flipchart paper, copying the one you have drawn. Ask participants to write short notes to answer their question on 'sticky post-it notes or cards, which they should stick to each brick of the

wall they have drawn. Allow ten minutes for this.

Then ask groups with question A to exchange their walls with groups who have responded to question B. Groups now have to "smash down" the walls with solutions. For each barrier, the group must try and find a solution, write it on a sticky note/card and post it on top of or next to the corresponding barrier. Acknowledge that for some barriers the solutions are not obvious or easy. Display the paper walls on the walls of the room, or lay them on the floor. Allow ten minutes for this.

Now ask the group to read each others walls and take brief feedback from each wall looking first at question A: "What stops children reporting on abuse by an organisation's staff?" If your two groups have been looking at the same question, look to see if their solutions and barriers

Next, do the same with the groups) looking at question B: "What stops organisation's staff reporting on abuse by a colleague?" Note how similar the barriers and issues are for both adults and children and ask the groups to reflect on why they think this is.

When you have taken all the feedback, lead the group in a discussion, focusing on the following questions:

- Does your policy and procedures include the solutions?
- Is there anything else the organisation needs to do to encourage reporting?

Exercise 3.3
Mapping local resources

Duration
30 minutes

Equipment
- Cards
- Pens
- Handout: *Checklist of local information and resources*

Aims
To put together a map of resources at national and local level, which will support an organisation in addressing concerns through its safeguarding policy.

Key learning points
- Children and adults may have to overcome many barriers for child abuse concerns to receive an appropriate response
- Many children have no-one to speak to about the abuse they are suffering
- Often if children do tell, they are either not believed or the person they tell is not willing or able to take action to 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.

Process

Divide participants into small groups, preferably grouping those that work at national and project level.

Give each group Handout: Checklist of local information and resources and ask them to write on cards the information that is relevant at national level or the area in which they are working.

Gather the cards together and collate into one overall resource for the office.

Handout
Checklist of local information and resources

Legal Resources

- Details of any government bodies or organisations with statutory authority for the safeguarding of children.
- Summary of legislation governing welfare/safeguarding/ protection of children.
- International conventions to which the country is a signatory or has ratified (for instance: UN Convention on Rights of the Child).
- Brief analysis of implementation/enforcement of legislation as far as this is known.
- Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences.
- Legal age of consent in country and legislation covering this.

Other Organisations

Health Services, NGOs, Inter-organisation Forums

- Details of health and other services that may be accessed as part of victim response.
- Details of NGOs and other organisations, relevant bodies and professional networks, including any local joint arrangements for dealing with child safeguarding issues, HIV, women's centres/ refuges or safe housing.
- Establish contact with any academic institutions working on children's rights.
- Identify and establish contact with locally-based NGOs/INGOs and other organisations working on child protection/rights or aid programmes that affect children.

Community

- Information on the kinds of behaviour seen in the local area that may cause harm to children.
- Identify and document harmful practices such as early marriage, initiation ceremonies, and female circumcision.
- Details of informal/community based justice and safeguarding mechanisms and how these function.
- Gather information about community resources such as local advocacy groups, community and faith groups, or organised children's activities which could support the child safeguarding work.

Exercise 3.4
Implementation strategy – identifying actions

Duration
45 minutes

Equipment
- Workshop sheet 1f: *Implementation Action Planning Tool.* Each participant will need a copy

Note for the facilitator: If the participants all come from the same organisation, it may be best to do this exercise in the large group.

Aims
To develop an action plan to make sure the child safeguarding policy and procedures are circulated throughout the organisation.

Key learning points
- A child safeguarding policy is only as good as the people who follow it. A piece of paper will not protect children.
- If you do not have a clear plan of action about how to implement the child safeguarding policy, it will not help to keep children safe.
- All staff must be made aware of the policy, receive training about it and understand how it applies to them.
- Implementing a child safeguarding policy and procedures has implications for every organisation's function.

Preparation

Make copies of Workshop sheet 1f: *Implementation Action Planning Tool.*

Process

Ask participants to consider what the essential elements of an implementation strategy might be. What do they need to do to make sure that the policy is effectively used by the organisation?

Explain to the group that you are going to help them to develop a detailed action plan for implementing the child safeguarding policy, that is to put the policy into practice, ensure everyone knows about it, and understands how the policy and procedures work.

Explain that being absolutely clear about implementing the policy is one of the keys to success; lack of clarity may prevent it being done successfully. It is often helpful to consider other policy changes that have occurred and how these were introduced by your organisation.

- What worked well? If so, why?
- How was it presented?
- What did it look like?
- How are policies and other information communicated across the organisation?

Divide participants as you think appropriate: into pairs, small groups, or to work on their own. Give them each a copy of Workshop sheet 1f: Implementation Action Planning Tool.

Ask participants, whether working individually or in small groups, to begin making a plan for implementing the policy across the organisation. Let the group know that they will be doing this in three stages. Overall the plan should include:

- when, how, and who will be involved
- the relevant people/post(s) involved and their responsibilities
- possible blocks to successful implementation, and what can be done to overcome them
- how the implementation plan will be monitored in the future, identifying:
- what can be measured, and by whom, how and when
- how you will measure success.

For this first stage, participants should complete the plan for:

- what area of action
- who is responsible
- when will this be done.

Workshop sheet 1f
Implementation Action Planning Tool

Area of action	Who is responsible?	When will it be done?	What we will do to monitor the action? (Means of verification)	How we will know it is successful? (Indicators)	When will we monitor the action?
Policies/ Guidelines					
Processes and systems					
Roles and responsibilities					
Capacity building					

Exercise 3.5
Implementation strategy – identifying barriers

Duration
30-50 minutes

Equipment
- Enough sheets of flipchart paper and marker pens for each small group
- The Implementation Action Planning Tools that participants have begun completing

Aims
To identify problems that might prevent a child safeguarding policy being implemented across an organisation and with partner agencies.

Key learning points
- A written child safeguarding policy and procedures will not, on its own, keep children safe. Its success relies on the commitment and understanding of the people who use it
- By identifying barriers to effective implementation, solutions can be developed.

Preparation

This is the second stage of developing the Implementation Strategy.

To prepare for this exercise, it would be a good idea for you to work through it yourself. Think about possible barriers to implementing a child safeguarding policy and procedures in an organisation. Ask yourself what solutions and actions you might take to overcome them. This will help you lead the discussion in an informed and considered way.

Process

Introduce the aim of the exercise to the participants, namely to identify barriers and difficulties that participants might face when implementing the policy and procedures for child safeguarding.

Participants can continue to work in the same pairs or groups, or you can put several pairs or two groups together to support one another. Explain that they will be using a Force Field Diagram to identify barriers and possible solutions for removing them.

Force Field Diagram

Current situation:

Goal:

Driving forces	Goal	Restraining Forces

Ask each group to create the following diagram on a sheet of flipchart paper.

Ask each group to chose someone in their group to be a recorder. This person should write down on the flipchart the driving and restraining forces as other members of the group call them out.

Hand out the ground rules for the exercise (see below), or display them to stimulate ideas and provide focus.

Start by asking groups to agree on the current situation, namely what is happening now in their organisations that they may want to change or improve. They should write this on the *Force Field Diagram*.

Invite groups to agree on their goal, drawing on the Implementation Action Planning Tool. When group members agree the goal, it should be written on the *Force Field Diagram*.

Now the groups should establish driving and restraining forces. Driving forces are actions, skills, equipment, procedures, people, culture and so on that help to achieve the goal.

Restraining forces are barriers that prevent the goal being reached.

Invite groups now to ask the question, "What things are 'driving' us toward our goal?"

As members of the group call out responses, the recorder should write them down on the left side of the *Force Field Diagram*. Continue this until all driving forces have been recorded.

Now ask groups to ask the question, "What might 'restrain' (stop) us from achieving our goal?"

As members of the group call out responses, the recorder writes them down on the right side of the *Force Field Diagram*. Continue this until all restraining forces have been recorded.

As the facilitator, you will know it is time to end the *Force Field Diagram* session when:

- everyone has had a chance to participate
- no more ideas are being offered
- you have made a "last call" for ideas.

Now ask groups to prioritise the driving and restraining forces. They can also begin to eliminate the restraining forces and emphasise the driving forces. Groups may find they are sorting driving and restraining forces based on common themes.

Finally, ask groups to provide evidence for driving and restraining forces. The aim of the exercise is to remove as many restraining forces as possible with the resources available so that the driving forces can "push through" to achieve the goal.

When the activity is complete, bring the groups back together into the large group. Ask each small group to share their findings. Display these around the room. Allow about five minutes for this.

Facilitate a discussion about possible solutions to any remaining barriers. Ask participants to contribute their opinions based on their experience and skills.

Revisit the Implementation Action Planning Tool to check that the actions include the driving forces they have identified to overcome barriers.

Exercise 3.6
Implementation strategy – monitoring and evaluating actions

Duration
50 minutes

Equipment
The Implementation Action Planning Tools participants have begun completing.

Aims
To help participants identify how to monitor and evaluate the implementation of their organisation's child safeguarding policy and procedures.

Preparation

This is the third stage of developing the implementation strategy and involves identifying how the plan will be monitored.

Process

Participants should return to working in the same pairs or groups as for Exercise 3.4.

Explain to the groups that in order to monitor and evaluate the successful implementation of their organisation's child safeguarding policy and procedures they have to identify what success means. To do this they need to agree on what they expect to see as a result of the actions – the indicators – and how they will find out if the actions have been successful – the means of verification.

Ask the groups to complete the Implementation Action Planning Tool. Allow 20 minutes for this.

Bring the groups back together and ask each group to present up to three key actions, their indicators and means of verification from their Implementation Action Planning

Session 4

Roles and responsibilities for child safeguarding

The exercises in this session are designed to help participants understand the different roles and responsibilities people hold for child safeguarding. They also demonstrate how to communicate these and engage management.

Aims of the session

To help participants agree on roles and responsibilities for child safeguarding.

Objectives of the session

- To highlight the roles and responsibilities of everyone within the organisation
- To determine the specific roles played by managers and Designated Child Safeguarding Officers (DCSO)
- To develop strategies for engaging managers on child safeguarding
- To develop a plan for communicating child safeguarding to others.

Preparation

There are three exercises in this section: chose whichever are most relevant for the group you are working with. Exercise 4.1. is a useful exercise for all groups. Exercise 4.2. can be used if the group are concerned about engaging management in child safeguarding. Exercise 4.3. and its resources can be used with groups that want to develop communication materials.

When you have chosen the exercise(s) you are going to use, read through the process carefully to help focus the session.

Make sure you have all the equipment you need, including photocopies, sticky tape and so on.

Exercise 4.1
Roles and responsibilities for child safeguarding

Duration
30 minutes

Equipment
- Handout: *Responsibilities cards* (one set per small group)
- Slide, or drawing, of Russian dolls

Aims
To identify roles and responsibilities for child safeguarding.

Key learning points
- Everybody has responsibility for child safeguarding
- The child safeguarding focal point is important but that role is not responsible for making child safeguarding happen in an organisation
- Everyone needs to carry out their respective roles on child safeguarding in order for the organisation to be "safe"

Preparation

Before starting, prepare the room with four chairs lined up in the centre of the room. Also prepare enough cards listing different responsibilities for each group.

Process

Ask participants to describe what they understand a Russian doll to be. A Russian doll is a series of dolls that sit inside one another to make one larger doll. Make sure the concept is understood before starting the activity. If you wish you can use a locally appropriate instead of Russian dolls, such as a series of bowls that fit inside one another.

Ask for volunteers to represent: the manager, the role specific (e.g. this might be a HR officer or programme officer) and child safeguarding focal point, and everybody. The volunteers should sit on the chairs in the middle of the room.

Divide the whole group into smaller groups and give each group the same set of cards. Ask the groups to place their cards in front of the volunteers, according to which responsibility matches each volunteer.

Now ask the whole group to check where the cards are placed and to move them if necessary. The final picture should show:

- the manager with the four responsibilities – the smallest doll
- the focal point with five responsibilities and the role specific with six responsibilities
- everybody with the majority of responsibilities (nine) – the biggest doll. You can ask the volunteers to line up as if they were those dolls.

Make sure that participants understand the learning points, namely that no one should rely on the focal point alone for everything concerning child safeguarding. Everybody has full responsibility to implement child safeguarding measures.

Four level of responsibility

Everyone   Role specific   Focal point   Managers

Handout
Responsibilities card

Become familiar with the child safeguarding policy EVERYONE	Be aware of abuse and risks to children EVERYONE	Abide by the Code of Conduct EVERYONE
Be vigilant EVERYONE	Prevent abuse/ protect children EVERYONE	Report concerns EVERYONE
Ensure child safeguarding policy is implemented MANAGERS	Promote good practice & challenge poor practice EVERYONE	Enforce Code of Conduct and monitor adherence to it MANAGERS
Display and encourage an open/ aware culture for all EVERYONE	Address staff concerns around child safeguarding FOCAL POINT 5	Oversee the implementation of the child safeguarding policy and regularly monitor implementation MANAGERS
Managing all aspects of reporting and responding to incidents MANAGERS	Carrying out learning events FOCAL POINT 4	International and Regional Networking FOCAL POINT 3
Providing advice on safeguarding to colleagues FOCAL POINT 1	Overall coordination of safeguarding developments FOCAL POINT 2	Children are informed of complaints procedures and how to report any concerns/misconduct EVERYONE
Ensuring all new staff have police/ background checks done ROLE SPECIFIC	Checking that images of children do not breach the child safeguarding policy ROLE SPECIFIC	Assessing prospective partners to determine whether or not they have contact with, or impact upon, children ROLE SPECIFIC
Carrying out risk assessments for an activity /event involving children ROLE SPECIFIC	Building assessment of child safeguarding risks into project development ROLE SPECIFIC	IT systems are monitored to ensure usage does not breach the child safeguarding policy ROLE SPECIFIC

Exercise 4.2
Engaging managers

Duration
30 minutes

Equipment
Cards with scenarios or role-plays written onto them.

Aims
To develop strategies and confidence in engaging managers on child safeguarding.

Key learning points
- Managers can be reluctant to adopt child safeguarding measures without good reasons for and evidence to support the need
- Some managers will have their own challenges with persuading others
- Engaging all stakeholders, including managers, in child safeguarding requires presenting information that supports your position

Preparation

Prepare enough scenario/role-play cards for groups or individuals.

Process

Ask for four volunteers: two should represent managers and the other two should represent staff members who need to persuade their manager that a child safeguarding policy and measures needs to be adopted and implemented throughout the organisation. Divide the remaining participants into two groups, allocating one pair of the volunteer participants to each. The groups will work separately initially.

Give each manager a separate card with the following scenarios. The managers should keep these scenarios private:

Manager 1

You are not in favour of a child safeguarding policy. You believe that people working with children have their best interests at heart and that to have such a policy will make staff feel they are under suspicion of being child abusers. Your organisation has been implementing programmes for many years and the programmes produce good results, there has never been any complaint, and there is no need to risk assess the programmes.

Manager 2

You are in favour of a child safeguarding policy but the headquarters are not. You have attempted to raise this issue on two occasions but with little success. Headquarters have asked you what evidence there is that this policy is needed and expressed concern that having a policy will change how the organisation works. You do not want to push this issue again without having a good argument to back your request.

Each group, without knowing the actual manager's scenario, now works to develop a strategy for persuading the manager that a child safeguarding policy is needed. Allow ten minutes for this.

The volunteer staff member and manager now role-play a meeting where the staff member needs to persuade the manager. The manager responds in line with his/her scenario.

Each group observes the role-play. If the volunteer gets stuck trying to persuade the manager, the group can call "time out" and offer advice on steps to take. The role-play then resumes. Give each group, volunteer participant and manager 15 minutes maximum to perform the role-play.

Bring the two groups back together. Allow a minute for volunteers to come out of role. Ask the groups to share their experiences:

- What were the challenges?
- How did you overcome the challenges?
- What will you take away from this to use with your manager?

Exercise 4.3
Engaging managers (alternative exercise)

Duration
60 minutes

Equipment
- Sheets of flipchart paper
- Markers
- Masking tape

Aims
To develop strategies and confidence in engaging managers on child safeguarding.

Key learning points
- Managers can be reluctant to adopt child safeguarding measures without good arguments and evidence to support this
- Some managers will have their own challenges with persuading others
- Engaging all stakeholders, including managers, on child safeguarding requires presenting information that supports your position

Process

Take four sheets of flipchart paper. On the first write the word, "Strongly Agree". On the second sheet write "Agree." On the third, write "Strongly disagree," and on the fourth "Disagree." Tape each of the flipchart papers on a wall in a corner of the room. If the room is very large, tape the papers closer together, leaving enough room for participants to to gather under each paper.

Read the following out loud:

"Child safeguarding measures can be successfully implemented in an organisation without the managers' full backing and commitment."

Ask participants to stand under the flipchart paper that most closely represents their reaction to the statement. Give participants a few minutes to find their flipchart paper and to position themselves under it.

Now ask for someone from each group to explain their reaction. If participants choose simply "Agree" and "Disagree", ask them why they did not have stronger reactions. Why did they choose "Agree" or "Disagree" rather than "Strongly agree" or "Strongly disagree?"

Then give some time to the "Strongly agree" and "Strongly disagree" groups to convince the others to join their side. This often leads to some heated debates so, as the facilitator, you may have to cool things down a bit. If participants are convinced by the argument, encourage them to switch sides.

Bring the groups back together. Ask them to share their experiences:

- What were the arguments for getting managers' full backing and commitment for child safeguarding?
- What were the arguments against the need for getting managers' backing and commitment? How can managers be convinced?
- What will you take away from this exercise to use with your manager?

Appendix 1
Facilitator's Notes

Keeping Children Safe: Developing a Child Safeguarding
Policy and Procedures for your organisation.

Use the following notes to structure your presentation

Many organisations are committed to improving the situation of children especially through promoting their rights as set out in the UN Convention for the Rights of the Child (UNCRC)/ African Charter or other national laws and guidance. These documents demonstrate a commitment to preventing abuse and exploitation of children.

However, if organisations do not have clear systems, policies and procedures, they will find it difficult to respond appropriately when rights are abused or concerns about behaviour towards children are raised.

All organisations have a duty of care to the children it comes into contact with. They have a duty to make sure that all staff are aware of:

- the existence of, and problems caused by, child abuse
- the risks child abuse poses to children
- how to respond appropriately when concerns arise.

So what does a child safeguarding policy do? It should minimise the risks of child abuse. The child safeguarding policy also defines responsibilities and what to do if concerns develop.

The learning exercises you have already done highlighted the many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff do not know who to tell and how to process the complaint.

The child safeguarding policy provides guidelines for dealing with issues of child abuse; the workshop aims to make sure that the policy you develop is relevant and effective in the cultural context and legal requirements of the country you work in.

Often, the responsibility for development is placed with one person. This is a fundamental mistake. In order to create an organisational child safeguarding policy and procedures,

it is essential to engage the right people in the process of development. Without agency ownership, mandate, human and financial resources or adequate seniority it is extremely difficult to make progress.

Let's look at the various stages you need to go through to develop or improve a child safeguarding policy and procedure. The five stages are:

- Stage 1: Self-audit
- Stage 2: Developing organisational ownership: making sure key people in the organisation are in agreement
- Stage 3: Designing the reporting procedure
- Stage 4: The first draft
- Stage 5: Implementation

Good practice guidance
Design and delivery of a child safeguarding learning event

> **Before you start**
>
> As a facilitator, you need to think about the four stages of providing an effective learning event. These are:
>
> **1. Planning**
>
> **2. Preparation**
>
> **3. Presentation**
>
> **4. Evaluation**

1. Planning

Before you start, it is important to understand the training needs of the organisation and why they want the training at this particular time, especially if there is a supporting or host organisation involved. Training needs should be addressed at two levels: those of the supporting organisation and those of the learners.

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

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

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

The facilitators

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

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

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

This guide focuses on child safeguarding policies. However the issue of child abuse is referred to and will be discussed. It is an emotive subject, which may arouse strong feelings or memories in participants (either from their personal or professional lives). As the facilitator, you need to

acknowledge this at the beginning of the course. Develop a learning agreement/ground rules with the group to make sure that the learning event environment has the right atmosphere for learning. See pp76–78.

Creating a participatory environment

People participate more if they are comfortable. As the facilitator, you need to think about possible different learning styles, cultural practices and any specific learning needs of the participants, and adapt your delivery so that it is appropriate. If you are not local to the area, speak with local staff and translators about what is and is not acceptable.

It is essential that you know about participants' hearing, visual or mobility impairments before a learning event so that hearing loops, large print, and other support aids can be organised.

Listening and reflective skills

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

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

Participants and adult learning

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

Time and venue

When choosing when and where you will facilitate the learning session, you should consider what is best for you, the participants and what you are teaching. Ideally, the venue should have good lighting, not be too hot or cold and have plenty of wall space on which you can put flipchart sheets. Bear in mind childcare arrangements, cultural and/ or religious festivals, holidays and religious/local working practices.

You may be facilitating people from a wide geographical area so you need about how the time they need to travel to and from the venue.

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

2. Preparation

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

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

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

Aims and objectives of the learning

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

An aim sets out what you are trying to achieve

An objective explains how you are going to do it

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

Key Learning Points

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

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

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

3. Presentation

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

The way you present yourself at the start of the learning event will indicate to the participants the style of the event, for instance, participatory or teacher-directed. You should present information clearly and involve others. The learning event should be participatory with involvement and comment from the learners. You may need to adapt the material to the local context if English is not the participants' or your first language. Remember to allow extra time because exercises always take longer if the group does not share the same language.

The table below gives some suggestions.

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

Inclusive presentation that reflects equality and diversity

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

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

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

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

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

Delivering training around any aspect of child safeguarding, including policy is particularly challenging when working in cross-cultural contexts. Part of your responsibility as a facilitator is to challenge cultural practices that are harmful to children. However, you need to do this in a way that does not stereotype a whole social group and/or alienate the learning group. It is important to identify and acknowledge in-country groups that are campaigning to change many practices such as child marriages, FGM, child labour and other practices discussed during the learning event. Start by acknowledging cultural and traditional practices that safeguard children before addressing those that can be harmful. Do not expect to change attitudes and practices during one learning event. Experience has shown that changing attitudes and practices takes time; be upfront about that during the learning. Your aim is to

prompt consideration and discussion of issues that are considered harmful to children and the best possible policies for dealing with these, as well as why they are considered harmful. You are not expecting everyone to leave the learning event with a completely new perspective on practices which have been common for many years.

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

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

Working with translators and interpreters

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

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

Top tips for working with a translator or interpreter :

- Learn proper protocols and forms of address, including greeting and social phrases
- Introduce yourself and ensure that both of you have a clear understanding about the working relationship
- During the learning event, address remarks to the group and or person making the comment, not the translator
- Always speak slowly and use simple and clear language, with frequent pauses

- Check that the group can hear and understand you
- If there is a bilingual participant, you may want to check with this person to make sure the translator is interpreting your words correctly
- Encourage learners to talk one at a time so you, as facilitator, can also participate and follow group discussion
- Take regular breaks. A learning session can be very tiring for you and the group

Co-working agreement

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

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

4. Evaluation

Evaluation is a means of getting feedback on how effective the course has been. The following will help you write an evaluation form for your learning event.

Essentially, you want to know:

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

Process

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

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

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

Ground rules and learning agreements for workshops

Facilitators should develop a contract for working together with the participants in order that everyone can take part in an environment that helps people to feel safe and supported to learn. This is sometimes known as setting the ground rules or a learning agreement. The contract should refer to both the emotional component of the training which may provoke strong feelings and memories as well as what is the expected behaviour of the group. It is important to be clear about confidentiality and what action you would need to take if a safeguarding issue concerning a child or staff was disclosed. Have the following 'learning agreement' points written up in advance on a flipchart and display it at this point or provide it as a handout. See also Handout: Learning Agreement p78 for a sample.

General rules:

- Respect and listen to what other people have to say
- Help each other to learn
- Be able to ask questions and talk about differences.
- Keep mobile phones turned off
- Arrive on time
- Be clear about confidentiality

Special Child Safeguarding rules:

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

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

explained to the group at the outset.

1. Talk through all the points with participants to make sure they understand: why you have a learning agreement and how each point relates to them.

2. Make any amendments to the learning agreement that are suggested and agreed by participants. Add them to the flipchart and to handouts. Keep the flipchart copy displayed in a visible place as a reminder of everyone's commitment to these rules.

3. Draw participants' attention to Handout: Coping with Stress (p79) that will be given out for reading after the workshop and talk through sources of support that will be available throughout the learning event.

End this activity on a positive note: Explain that although we are talking about sensitive and often difficult issues, we are all here because we want to strengthen protection of children, which is a very positive thing. It is fantastic that so many people are coming together to create a better world for children and participants should feel very proud that they are a part of this initiative. If necessary to diffuse tension at this point or to boost morale, consider doing one of the following activities as appropriate:

- A light-hearted energiser not related to child safeguarding

- Get participants to take a deep breath in and let it out slowly – "releasing all the negative tension and breathing in positive energy"

- In pairs, ask participants to take a moment to share what they are most proud of in relation to their work

Handout
Learning Agreement

General rules

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

Special child protection rules

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

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

Handout
Coping with stress

Power

What is it?

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

Implications for staff

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

Think of examples from your daily work:

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

Useful advice

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

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

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

Stress

What is it?

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

Implications for staff

Think of examples from your daily work:

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

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

Useful advice

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

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

Anger

What is it?

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

Implications for staff

Think of examples from your daily work:

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

- Have you ever thought after a difficult encounter "I wish I'd handled it differently" or "I wish I'd said that instead" or "I wish I'd kept my cool"?

- What usually makes you calm down when you are angry? How do you calm other people down when they are angry?

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

Useful advice

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

1. Things to do: take a deep breath; count to 10 before speaking or taking action; deliberately clench your fists for 5 seconds and then deliberately unclench them for another 5 seconds; think of a person you love smiling at you; briefly turn away from the person and say to yourself "when I turn back to this person I will start again"; stretch your neck from side to side or roll your

head to relieve tension. Practice the "physical" examples – clenching and unclenching your fists, taking deep breaths, stretching/rolling your neck.

2. Things to say and ways to communicate: initially listen to what the other person has to say; demonstrate that you understand what the other person is feeling; ask them to explain everything that you do not understand; demonstrate that you understand the reason why the other person feels bad; if it is appropriate, express your thoughts and feelings on the situation; give the person you are with a verbal 'warning' to create a break in the tension – for example: "calm down!", "take it easy", "look out!" (if there is physical danger).

Distress

What is it?

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

Implications for staff

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

Useful advice

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

- Accept how you feel
- Talk to someone you trust (a friend, family member or colleague)
- Make time to do something for yourself (listen to music,

- go dancing, spend time with friends, treat yourself to your favourite food etc.)
- If you are spiritual / religious, take time to go to your place of worship, spend time in quiet reflection / prayer, and possibly speak to a religious leader
- Remind yourself of something positive that you have achieved, or a situation where you helped someone in the past (this is especially important if the situation currently causing you distress makes you feel powerless to help)
- Surround yourself with visible reminders of situations where you have helped someone or of people you care for – for example keep a photograph of a successful family reunification of a street child that you assisted on your desk, or a family photograph or drawing from your child in your wallet etc
- Know your own limits: if you find yourself getting "abnormally" distressed by your own standards, or if your distress lasts for a lot longer than it "normally" does for you, then speak to someone you trust about this

Key learning points

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

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

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

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

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