SPRINGS OF JOY- UGANDA

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**LIST OF ACRONYMS**

STC’s Street Children

CRO’s Children related Organization

CP Child Protection

CRC Convention on the Rights of the Child

CWD’s Children with Disabilities

HIV Human Immune Virus

HR Human Resource

CHAs Children with HIV/AIDS

CWDs Children with Disabilities

NGO Non-Governmental Organization

OVCs Orphans and Vulnerable Children

UN United Nations

UNCRC United Nations Convention on the Rights of the Child

UNPHC Uganda National Housing Population Census

NSPCC National Society for Prevention of Cruelty to Children)

WCD World Children’s Day

**SPRINGS OF JOY-UGANDA Child Protection Policy and Procedures**

# 1.  INTRODUCTION

Kenneth Mugisha, an ex street child himself had the possibility to start a club in 2014 where street children could meet for football every evening in Kamwokya. The positive energy that came out of this initiative inspired Kenny to start Springs of Joy-Uganda with the help of Mrs. Katana Goretti.

Having been saved by a gentleman of good will, there was only one thing to do, harnessing his effort into an organization dedicated to saving his colleagues still on the street.-, Testifying and talking vehemently to young boys and girls vulnerable to joining street life and working with families, communities and government institutions to withdraw children from the streets, rehabilitate and re-integrate them, while supporting them to achieve active professional dreams and economic sustainability

**Springs of Joy-Uganda’s Vision and Mission**

Springs Of Joy-Ugnada is directly implementing OVCs project (street and less privilleged), this is so possible through Springs of Joy good partnership with organizations working with children and there are times when the Springs Of Joy-Uganda gets to work with these children. In addition, Springs Of Joy-Uganda carries out, WCD where there is always a big number of children participating, monitoring visits to the children like the child development centers thus exposing the SOJU team to many children hence realizing the risks and cases of child abuse. SOJU recognizes the need to advocate for the rights of vulnerable groups. (SOJU’s Vision is that all children grow up with confidence,hope and a bright future ahead.We believe that it is our tasks as acapable organization to give this care to street and vulnerable children in Uganda,especially kamwokya. )

Basing on the above, Springs Of Joy-Uganda the need for a child protection policy in order to put in place systems and procedures to protect children from intentional and non-intentional harm. This policy will guide on how to prevent child abuse and how to handle it in case it happens. The implementation of the Child Protection policy and work planned activities will reduce risks of child abuse. Springs Of Joy-Uganda Child Protection policy is in line with laws related to Child protection and it will serve as an example with reference to CROs.

The child protection policy will bound the staff, the Board, the CRO’s, contractors, visitors and other partners.

# 2.  policy statement

SOJU recognises the rights of all children within our care to be protected from harm in accordance with the United Nations Convention on the Rights of the Child (UNCRC) (refer to appendix 1). This policy will contribute to the effort of Uganda Government ratification of the UNCRC and the African Charter on the Rights and Welfare of the Child.

SOJU takes seriously its duty of care and undertakes to create an organization that is safe for the children where all efforts are made to prevent abuse. SOJU sees the best interest of the child as paramount. For the purpose of this policy, SOJU defines children as those under the age of 18.

SOJU will do this by:

1. **Prevention**

Preventing abuse by setting in place and implementing procedures to protect children through:

* + Best recruitment practices (refer to appendix 6)
  + Training and supervision
  + Induction of new staff, volunteers and Board members about child protection (refer to appendix 16)
  + Creating an open and aware organisational culture
  + Clear management structure
  + Good information management
  + Involving children appropriately in their own protection
  + Establishing communication guidelines (refer to appendix 5)

1. **Reporting and Responding**

In the event of disclosure or discovery of abuse:

* Setting in place clear guidelines and procedures for reporting and reacting (refer to appendix 12a and 12b)
* Dealing promptly and properly with incidents
* Supporting victims
* Holding perpetrators to account

All staff, volunteers, Board members and contractors will be bound by the policy. All children will be involved appropriately in the implementation of the policy. All visitors to SOJU projects will be expected to uphold the policy. All partner organisations (CROs) will, over time, be expected to comply with the policy.

The chairperson Board has the responsibility of overseeing the implementation of the policy in full. The Organization’s director will appoint a designated child protection focal person that will be the key contact in any disclosure or suspicion of abuse and will be responsible for the training and induction of staff in child protection issues.

# 3.     What is child abuse?

1. According to the World Health Organisation, “child abuse” or “maltreatment” constitutes ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.’
2. SOJU just like National Society for Prevention of Cruelty to Children (NSPCC) similarly specifies “cruelty to children” or “child abuse” as ‘behavior that causes significant harm to a child. It also includes when someone knowingly fails to prevent serious harm to a child. All forms of cruelty are damaging – it can be harder to recover from the emotional impact than from the physical effects.’

**There are 4 categories of abuse generally defined:**

**Physical abuse:** Physical abuse is any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child. Examples include hurting or injuring a child, inflicting pain, poisoning, shaking or otherwise causing physical harm to a child.

**Sexual abuse:** Sexual abuse occurs when another person uses a child for his or her gratification or sexual arousal, or for that of others. This includes direct or indirect sexual exploitation or corruption of children by involving them (or threatening to involve them) in inappropriate sexual activities.

**Emotional abuse:** Emotional abuse is normally to be found in the relationship between a caregiver and a child rather than a specific event or pattern of events. It occurs when a child’s need for affection, approval, consistency and security are not met, for example repeatedly rejecting children, humiliating them, frightening them or denying their worth and rights as human beings.

**Neglect:** the persistent failure to meet a child’s basic physical and physiological needs. Neglect can be defined in terms of an omission, where a child’s health safety, development or welfare is being avoidably impaired by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults or medical care.

### Who Abuses?

A person may abuse a child by inflicting harm or failing to prevent harm. Children can be abused in a family, community or institutional setting. More often than not the abuser is known to and trusted by the child. Those who wish to abuse come from all sectors of society. Children can also abuse other children.

A child sex abuser, even if not working directly with children, may be attracted to working with an Organization because the job provides him or her with access to children. The cloak of respectability provided by working for an Organization can provide greater access, increased opportunity and decreased chance of detection or prosecution.

# 4. SPRINGS OF JOY-UGANDA Child Protection policy

### What is a Child Protection Policy?

**Child protection is about protecting children from intentional and unintentional harm within organizations intended for their benefit. The SOJU child protection policy is a set of guidelines, systems and procedures to be used/ followed in implementation of child protection activities.**

As a Non community based organization working with children, either directly or indirectly,SOJU has a moral and legal responsibility and a duty to protect children within our care from both intentional and unintentional harm. SOJU believes that all staff, volunteers, Board members, CROs and contractors need to be aware of our policy and commitments in relation to child protection even though the majority of staff may never have unaccompanied contact with children or young people through their work. It is not possible to eliminate risk entirely, but we are obliged to develop strategies and mechanisms to reduce the risk.

### Why do we need a Child Protection Policy?

* SOJU believes that as an organization for street and vulnerable children’s rights we have an absolute duty to protect this already vulnerable group from abuse, mistreatment, and exploitation from within organizations intended for their benefit. *This duty is imperative and non-negotiable. Without adequate guidelines and mechanisms of protection in place, an organization is not only failing in its primary duty of care, but may also be negligently or recklessly fostering an environment of abuse.*
* Organizations without child protection policies, guidelines and systems are more vulnerable to false or malicious accusations of abuse.
* Without proper policies, guidelines and procedures in place, allegations of abuse, whether founded or unfounded, can destroy an organization’s reputation. This will have serious implications for fundraising (thus undermining an organization’s entire portfolio of work, even beyond the scope of the particular project concerned).

### Advantages of implementing a Child Protection Policy

* **Children are protected**

Although no policy or guidelines can offer complete protection for children, following this policy minimises the risk to children of abuse and exploitation.

* **Staff and representatives are protected**

By implementing this policy all staff and representatives will have clear guidance on their own behaviour around children and what to do if they are told of or notice inappropriate behaviour on the part of others?

* **The organisation is protected**

By implementing the policy SOJU is making clear it’s commitment to safeguard children. The policy is a tool to enable us to move towards best practice in this area and to deter those who would wish to abuse from joining the organisation.

**SPECIFIC CONSIDERATIONS IN SPRINGS OF JOY-UGANDA CHILD PROTECTION**

It is usually the case that child abuse entails an abuse of power, someone with greater power than the child exercises that may result in the harm of the child due to abuse of power. It is important to recognize that differences existing between individual children and between groups of children may result in discrimination, exclusion and marginalization. The differential treatment of individuals and groups in any community or society may have implications for the levels of child abuse. Factors such as disability, gender, ethnicity, HIV, emergency situations and orphans and vulnerable children for example, have particular significance in relation to the welfare and protection of children in SOJU programs

The Uganda government has adopted strong domestic child protection legislation including the Children’s Act and laws prohibiting child labor. The Ministry of Gender, Labor and Social Development has created multiple programs and policies intended to realize the rights of at-risk children like the National Strategic Programme Plan of Interventions for Orphans and Other vulnerable Children, which includes street children. And yet the government of Uganda has failed to meet its obligations to protect children on the streets from abuse at the hands of the police, local authorities, and others, because of the shortcomings in the government’s implementation of its child protection framework.

Local NGO’s are at the forefront of providing protection and services to street children and other vulnerable groups i.e. orphans, child headed families, less privileged etc. throughout many small towns in Uganda, Springs Of Joy-Uganda being one of them. As long as the situation in Uganda remains unchanged, their work is crucial in order to create hope and some confidence in the children that for one reason or the other have no other option than to live on the street.

According to the to 2014 census provisional results is the average household size for Kampala was 3.5 therefore approximate total population for this target location is with 1393 household is 4876 people.

This nature of settlement and limited economic activities brings along with it serious social and economic problems for the inhabitants especially children in this location. Based on studies carried out before by UYDEL and other organizations the common key challenges/problems identified for Kamwokya parish including child prostitution, high school drop-out rates, high teenage pregnancies, drug abuse, idleness among youth, high youth crime rates absolute poverty, poor health services, child abuse and limited education opportunities for most children hence their vulnerability.

It is important therefore to give special consideration to such children and the specific issues that relate to them when implementing CP policies and procedures.

# 5.  Who is bound by the Policy?

## 5.1 SOJU Staff AND BOARD MEMBERS

SOJU staffs and Board are bound to the commitment not only to abide by, but also to understand and promote the policies, guidelines, principles and practice of child protection in a child rights context. It is crucial that the staff and Board of SOJU uphold the highest standards of professional and ethical behavior while working with SOJU refuge, because the actions of the staff and Board members reflect the principles of the organization.

When we talk of staff we mean:

* Secretariat staff
* Interns/Volunteers

The Board is comprised of members elected by the SOJU general assembly

## 5.2 SOJU PARTNERS (ASOs)

SOJU’s Child Protection Policy and guidelines bind any organization with which SOJU enters into partnership. In the mean time they will be:

1. Expected to identify and name a senior individual within the organization who will be held accountable for reading SOJU Child Protection Policy and signing, on behalf of the organization, the relevant ‘Statement of Commitment’ encompassed in the agreement
2. Expected to provide SOJU with the name of a contact person within the organization for communication on child protection issues
3. CROs with existing child protection policy of their own will be expected to submit a copy of the policy to SOJU’s Child Protection focal person to check compliance with SOJU’s Child Protection Policy. SOJU will then either issue a letter confirming SOJU acceptance of the policy, or enter into dialogue with the organization concerned to negotiate any changes that may be required in order to bring the policy into compliance with SOJU’s essential minimum guidelines(refer to appendix 14)
4. CROs **without** existing child protection policies of their own will be expected to develop their own child protection policy which conforms to SOJU’s essential minimum guidelines (refer to appendix 14) or to adapt SOJU’s own Child Protection Policy for their own use, ensuring that any adaptation still conforms to SOJU’s essential minimum standards with the assistance of the child protection focal person and SOJU’s social worker.

### 5.3 SUB-CONTRACTING

In instances where the subscribed CROs have to sub-contract services or activities to institutions, like vocational training, secondary, primary and other institutions of higher education, they will be required to:

* Identify and give first priority to institutions that have child protection policy and procedures in place
* Help or work with the institutions to ensure that child protection policy and procedures are put in place
* Desist from working with institutions that do not have child protection policy and procedures in place

## 5.4 INDIVIDUALS On Project Visits

Anyone traveling either as a representative of SOJU, or where SOJU is responsible for that person, e.g. donors, journalists, interns, volunteers and researchers, and who will have direct or indirect contact with children during the project visit, will be:

1. Expected to receive a specific briefing on arrival from the designated child Protection person to include code of conduct/statement of commitment, use of information etc. (refer to appendix 2)
2. Expected to uphold the Code of conduct/statement of commitment (refer to appendix 2)
3. There will be **no unsupervised access** to children for individuals on project visits. All visitors to projects will be accompanied by a SOJU member of staff from the area visited. If unsupervised access is not possible then a briefing should be given and a Code of conduct/Statement of commitment signed.

# 6 a) SOJU’S core Child Protection principles

|  |  |
| --- | --- |
| **Best Interests of the Child** | * The welfare of the child is the paramount consideration * Actions taken to protect a child, including assessment, should not in themselves not be abusive or cause the child unnecessary distress. Every action and procedure should consider the overall needs of the child |
| **Child Rights** | * SOJU’s Child Protection Policy is firmly based on the principles of the UN Convention on the Rights of the Child (refer to appendix 1) * A child rights-based approach puts children at the center of work intended for their benefit and involves them as actors in their own protection and development |
| **Child Participation** | * Children have a right to be heard, listened to and taken seriously. Taking account of their age and understanding, they should be consulted and involved in all matters and decisions which may affect their lives. Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves * Creating a space where children feel able and willing to speak out about abuse, free from abusers, empowers them to become involved in their own protection without further discrimination or shame. Children will only benefit from this policy if they are aware of their rights and are given the proper environment in which to exercise them. |
| **The creation of a Child Safe organization** | * Creating an environment where issues of Child Protection are discussed openly and are understood between children and adults * ensuring that there is an open atmosphere where concerns can be brought to the attention of the relevant people * Promoting open lines of communication both internally and externally within and between organisations to improve awareness and implementation of Child Protection policies and practices * Creating a framework to deal openly, consistently and fairly with allegations concerning both direct and indirect abuse |
| **Accountability** | * SOJU has identified the importance of leadership with clear lines of accountability, without ambiguity about who is responsible at every level, especially for the health, well-being and safety of vulnerable children * The criminal dimension of any action cannot be ignored |
| **Transparency** | * Transparency combats/breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives. Transparency and the space and opportunity to talk freely create a preventive and protective environment for children. Transparency shows that an organization has nothing to hide and that it is willing to admit to, and learn from mistakes. Silence breeds abuse and exploitation of children * Transparency in dealing with incidents is required, whilst maintaining the confidentiality |
| **Capacity Building** | * Effective Child Protection requires compulsory training and clarity of responsibility for personnel working with children * SOJU understands the need for capacity building on issues of Child Protection and appreciates the constraints and conditions under which we operate. SOJU is committed to undertake such capacity building |
| **Commitment** | * Child Protection is not just about reading and signing a piece of paper: the policy sets out guidelines and standards that must be put into practice. Above all, it must be remembered that it is the **children, not the standards,** that are important; and although abuse must never be tolerated, the standards are no more than a tool in the service of promoting the welfare of children |

# 6b) STRATEGIES FOR recognising and responding to child abuse

SOJU recognises the importance of supporting and protecting the children who have been abused. To effectively do to that, SOJU develops systems that can support the organisation to recognise and respond to child abuse (refer to appendices 4, 7, 8, 9, & 10,)

# 7.  procedures part 1: prevention

The procedures form the core of SOJU Child Protection policy. It is vital that every employee has a good understanding of the basic procedures. The Board members, all staff and the volunteers will need to be fully conversant with the policy and procedures and trained in them where necessary. These procedures are documented in appendices 1-17.

## 7.1    Recruitment

Stringent recruitment procedures are essential to ensure the protection of children in our care. This is to ensure that SOJU hires the best possible staff to work with children who are best suited to the specific role they are undertaking and to ensure that unsuitable candidates/child abusers are deterred from applying and are not recruited into the organization (Refer to appendix 6).

All prospective staff, having direct or indirect contact with children will undergo a thorough and standardized recruitment process that will contain the following elements:

* An advertising process that makes clear our commitment to child protection in advertising, job descriptions and application forms (refer to appendix 6)
* A thorough recruitment process which uses careful interviewing, reference checking, qualification checking and identity checking
* When recruiting for posts with direct or unsupervised contact with children the interview process will set out specific questions related to Child Protection (refer to appendix 6)
* In posts where there is direct or unsupervised contact with children the candidate must have a specific qualification in a childcare, psychological or social field. Where this is not possible, SOJU is committed to train staff in the basic children protection concepts
* Successful candidates will be required to sign up to SOJU’s Code of Conduct to Child Protection (refer to appendices 2 )

## 7.2    Training AND SUPERVISION

All personnel must understand the importance of Child Protection. Sensitization training is essential to ensure that all personnel know how to implement and uphold the policy and procedures. A basic level of Child Protection sensitization training must take place throughout SOJU. The sensitization training will include topics of introduction to child protection, recognizing child abuse, dealing with disclosure, confidentiality, monitoring of abuse among children, and disciplinary procedures (refer to appendices - 7,8,9,10,11 and 4)

The management of Child Protection cases is the most complicated and demanding task in the field of social care. Decisions are made often in difficult circumstances where there may be personal risk to the professional concerned. Fine judgements are required about the weight and significance of information and these often need to be made with limited opportunity for reflection and limited access to specialist advice and consultation. SOJU recognises that this requires specific training in order to support staffs that have Child Protection responsibilities. Inadequately trained staffs are not equipped either to deal with or understand children who have been abused sexually, physically and emotionally, and who may display sexualised behaviour.

SOJU acknowledges that supervision of staff is vital in reducing opportunities for abuse. It is important to limit the occasions where an adult is alone in the company of children with no opportunity for supervision. Where one-to-one contact is the main method of work the staff member should be subject to close supervision in their probationary period before undertaking one-to-one work.

## 7.3    Organisational culture

SOJU aims to create an organisation that is safe for children but is also aware of the need to keep Child Protection concerns proportionate and to guard against over-zealous attitudes. Child abuse thrives in closed and secretive atmospheres. Uganda’s best protection is to create an open and aware culture where people are not afraid to speak about their concerns. The commitment to protecting children must be communicated throughout the organisation.

It is particularly important that children are aware of this policy and their right to be protected. Information must be displayed openly among the CROs’ offices in an appropriate format and language so that children can understand and participate in their own protection. Children must be made aware that they are encouraged to communicate their concerns regarding abuse.

**7.3.1 BEHAVIOUR PROTOCOL**

SOJU makes a clear policy statement about there being no use of corporal punishment. It can be expected that on occasion that the children’s behaviour will be very difficult for the staff to manage. The policy is clear on behaviour management within projects.

All staff must sign up to SOJU’s Code of conduct/Statement of commitment (refer to appendix 2). The Code of conduct/Statement of commitment clarifies appropriate and inappropriate behaviour towards children, to ensure that all members of staff understand and abide by behaviours, which create a ‘child safe environment’ that respects children’s physical and mental integrity/space/privacy. This will help to avoid potential misunderstandings, which may lead to false allegations of child abuse.

All visitors will be required to sign the Code of conduct/Statement of commitment if unsupervised access to children is not possible.

Each member of staff will be obliged to report any suspected or confirmed case of child abuse to the CP focal person using the reporting format (refer to appendix 13a). Failure to do so will result in disciplinary action.

## 7.4    Management structurE

A management process is adopted in order to facilitate the implementation of the Child Protection policy and procedures. Without effective management support, staff working on Child Protection may feel isolated and be unaware of where responsibilities lie, and the policy and procedures may fall through the gaps, not be taken seriously, not acted upon or not fully implemented.

The Child Protection focal person and Organization’sSocial worker will implement the Child Protection policy with support from the Board members. A flow chart setting out reporting lines in case of a Child Protection issue will be availed and each employee must be made aware of this document (refer to appendix 13 (b).

SOJU will have a Child Protection focal person who will have overall responsibility for implementation of the policy, with the support of the Organization’ssocial worker.

Management should always uphold and demonstrate commitment to the child protection principles

## 7.5    Information management

On programmes working directly with street and vulnerable children record keeping must be regular and thorough. It is essential that detailed records are kept using an incident logbook. Record keeping guidelines including lockable filing cabinets, referencing, filing system and records usage authorisation among others must be established by the Organization’ssocial worker and adhered to. Good record keeping can be a vital tool in detecting abuse and in promoting an open and aware culture.

Additionally, SOJU’s is vulnerable if allegations are made about abuse by a staff member some time in the past. Good record keeping procedures reduce this risk.

Written material and visual images used by SOJU need to be appropriate and not denigrating for any child. Photographs, films and stories must show respect for the child and uphold their dignity.

## 7.6    child participation

Giving responsibility to children is important for empowering children and achieving programme objectives but has the important side effect of reducing the potential for undiscovered abuse through giving children the knowledge and confidence to report suspicions or concerns. It is vital that all children entering into SOJU/operated children programmes receive training or induction, explaining the policy and procedures in a clear and easily understood manner. Children must be empowered to participate in their own protection. They must be aware of their right to protection and what to do if they are concerned about abuse. They must be aware of what constitutes inappropriate behaviour from other adults and children.

Children must be made aware that there are adults in the organisation they can approach if they are concerned. It is best if children are free to approach any adult they trust rather than setting a designated person whom they may feel unable to approach. This will keep the reporting procedure simple and responsive to the needs of the children.

One of the problems is a child who voluntarily engages in dangerous behaviour. A policy has been put in to support and monitor such children (refer to appendix 10). Given the high level of abuse and neglect and the degree of sexualised behaviour manifested by the children, steps must be taken to ensure that there is no abuse between the children. It is important to distinguish between peer-to-peer sexual experimentation, and a 15-year-old sexually abusing a 7-year-old child. Equally there is a difference between two older boys of similar age fighting and an assault of a young child by an older child. A clear policy must be written up to guide staff, and simple practical solutions put in place. For example, if an older child is known to be quite sexualised, then this child must have no unsupervised contact with other children whilst on the project premises. A Peer-to-Peer Code of conduct/Statement of commitment has been developed in collaboration with children (refer to appendix 3). The Code set out guidelines on appropriate behaviour of children towards other children.

# 8.  procedures part 2: reporting and responding

Clear reporting and reaction protocols are vital. In many abuse cases it turns out that someone knew or suspected a child was being abused but did not know what action to take. An overview is given below to ensure that all staff has a basic understanding of the processes. The Organization’ssocial worker must ensure that the appointed Child Protection focal person is fully conversant with the reporting and responding guidelines.

**A disclosure is defined as a specific allegation of abuse made against a named individual. As suspicion is when concern is expressed about abuse that may have taken place or concern that abuse may take place.**

The guiding principal in all cases is the best interest of the child. Confidentiality will be respected at all times (refer to appendix 8, 9).

## 8.1     CONFIDENTIALITY

In all matters dealt with as part of this policy, it is essential to respect the need for confidentiality. In certain circumstances, any lack of confidentiality may have devastating effects for the lives of children and may also result in serious consequences for adults involved in the process.

In responding to issues and concerns regarding possible abuse, staff, and others must exercise extreme vigilance in protecting information and must pass on this information via the reporting process described in this policy, only to those people who need to be aware of it.

**Confidentiality while working with children**

On occasion, it may be that information offered by an individual has to be passed on, against the express wishes of the person concerned, in the interests of protecting a child or other children.

This is a particularly difficult issue when the individual concerned is a child disclosing or alleging abuse. For this reason, it is essential to make clear the fact that it may not be possible to keep such information wholly confidential. Ideally this should be done before any such matters arise - for example, by means of a written policy or statement - but certainly as soon as it appears that sensitive information may be disclosed. Do not promise to keep secrets.

It should also be made clear that the decision to pass on information will be discussed with the child concerned and their views sought on the release of information, the process for this, safeguards, and so on, but that it may not be possible to influence any subsequent process. Information on the process, likely sequence of events and possible outcomes should also be discussed with them. (It is also important to ensure the child continues to be informed of what is happening and has opportunities to discuss and influence the process.)

**Confidential record keeping**

Any concerns, allegations or disclosures must be written down at the time or as soon as possible after the concern is raised, and no longer than 24 hours afterwards. Records should be signed and dated.

Records should be as detailed and precise using report form and case follow-up form (refer to appendix 12 (a) and 12 (b) as possible, giving an exact account of what was said, especially where it is a child who is disclosing abuse or making an allegation. They should report the details as disclosed or alleged, including who was present and what happened, the sequence of events, and so on. All subsequent action should also be documented. Records must be kept securely in a locked place to which access is restricted. The Organization’ssocial worker has a particular responsibility in maintaining the confidentiality of these records and must ensure that the records, or any information they contain, are made available only to relevant parties. The transfer of information - verbally, through the mail, electronically, among others

- should be done in such a way that confidentiality is maintained.

## 8.2    RAISING AND REPORTING CONCERNS

Child abuse is distressing for all concerned and it is often difficult to accept that it may have occurred, to the point that there is denial or that warning signs are dismissed. The danger is that under-reaction resulting from this lack of acceptance may mean children remain unprotected and exposed to further abuse. If this policy is to achieve its intentions of preventing abuse and protecting children, it is essential that staff and others understand their responsibility to raise any concerns they have regarding the safety of children

There are many reasons why staff and others may be reluctant to voice concerns. This reluctance usually stems from anxieties associated with some of the following factors:

* The person is worried they are mistaken
* The person is worried they will not be believed
* Even if believed they may feel there is no specific ‘evidence’ of abuse
* Raising a concern will have serious consequences which will affect the work in general/other colleagues/SOJU
* The impact on the child/children may be a negative/damaging one. The suspected abuser is the child’s parent or care taker or member of the community for whom there may be serious consequences if abuse is alleged or confirmed
* The suspected abuser is the person’s immediate supervisor/a senior person. The person does not know what the sequence of events might be. A process may be triggered which the person cannot predict or control
* The person may fear reprisals or possible victimization
* Reluctance to be involved in the matter beyond raising concern e.g. where a prosecution may ensue

Concern about 'getting it wrong' is possibly the factor, which most inhibits reporting of suspected abuse. However, it is essential where concerns or suspicions do exist, to focus on the welfare of the child or children involved and to ask 'what if I am right?' In most incidents of child abuse, it is usually the case that someone other than 'the abused' and 'the abuser' is aware of the situation or at least suspects there is abuse. However, those who know or suspect abuse often do not act, or delay in taking action, because of the kind of factors described above. It is also often the case that children who are abused try at some point to tell someone about it

It is essential that anyone connected to SOJU who suspects or knows of abuse raise his or her concerns in line with the process described in this document (refer to appendix 15)

* A flow chart such as the one appended to the document shows reporting lines in case of a child protection issue (refer to appendix 13b). Employees must be aware of this document and must also have it available.
* Any suspicion or disclosure of abuse must be reported to the focal person in charge of Child Protection the same working day who should write up a report on the incident using the Child Protection Report Form appended. The report must be signed and dated.
* Upon receipt of a reported case of abuse or suspected abuse the Organization’ssocial worker will undertake an immediate investigation

## 8.3      investigation & follow up

* The Child Protection focal person shall take immediate steps to ensure that the child concerned is in no danger of further abuse. The child will be offered full **support and counselling**.
* Any staff member implicated in an investigation shall be suspended on full pay and without prejudice pending the results of the investigation. It should be made clear that suspension does not imply guilt but rather protects all parties whilst an investigation is undertaken
* SOJU undertakes to complete the investigation as quickly and effectively as possible.
* Results of the investigation shall be communicated to the SOJU disciplinary committee who will determine what action to take as stipulated in the ramifications of misconduct
* The designated Child Protection focal person must be trained or experienced enough to be able to support the staff and child or children involved in a case of abuse
* Confidentiality must be respected at all times
* Child abuse is a difficult and emotional subject for the staff dealing with the issue. SOJU will support staffs that are involved when an incident has happened. **Counselling will be offered**
* Depending on existing legislation, referral will be made to the relevant authorities. Details of contacts for the police and local social services will be available in SOJU area of operation. It is the responsibility of the CP focal person to ensure that such information is obtained
* If found guilty the contract of employment shall be terminated. Legal action may be taken.

**SOJU is committed to the prosecution of offenders**

# 9.  related procedures

A simple policy to instruct and advise staff /Board on what to do in the event of serious illness or an accident involving the children will need to be written by the Board. SOJU will assign the CP focal person to be responsible for ensuring the safety **of beneficiaries on SOJU projects**. There should be policies in place regarding maintaining SOJU premises to a safe standard. A risk analysis will be conducted in each year to determine the risks and identify the steps needed to mitigate these risks.

# 10. implementation and monitoring

The policy will be implemented progressivelyby the staff, to a timescale set out by the SOJU Board, staff and volunteers following the annual work plan developed.

An annual audit of the child protection procedures will be carried out every year. A full audit on child protection procedures will be carried out using the child safety assessment tool to assess the level of implementation and the effectiveness of the policy & procedures (refer to appendix 17).

# 11. special guidance on working with partners

The CP focal person is responsible for raising awareness of the importance of the policy to current and potential CROs and to provide any consultation or training needed by these partners. SOJU will support partners, particularly if they have to take action against a staff member.

Partnership agreements will need to include the child protection policy as part of the agreement. If the partner organisation already has their own child protection policy, this will have to be shared with SOJU and agreements on its implementation made. If they do not have a child protection policy, SOJU’s policy will be adapted to the specifications of the partner organisation and the CROs’ Board members will have the responsibility of approving the final policies.

# 12. conclusion

Good child protection policy creates an environment free from allegations of abuse. However the best way to protect children is to empower them protect them.

Appendix 1: Selected Articles from the United Nations Convention on the Rights of the Child relevant to Child Protection

Taken holistically, the CRC provides a comprehensive framework for the protection, provision, and participation of all children without discrimination to ensure their survival and development to the maximum extent possible. On the understanding that CRC must be read as a whole, the following articles nevertheless form the specific basis of child protection issues.

***Article 1***

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

***Article 2***

**1.** States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

**2.** States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

***Article 3***

**1.** In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

**2.** States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

**3.** States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

***Article 6***

**1.** States Parties recognize that every child has the inherent right to life.

**2.** States Parties shall ensure to the maximum extent possible the survival and development of the child.

***Article 12***

**1.** States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

**2.** For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

**Article 13**

**1.** The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

***Article 19***

**1.** States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

**2.** Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

***Article 25***

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

***Article 32***

**1.** States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

***Article 33***

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

***Article 34***

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

***Article 36***

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare

**Article 37**

States Parties shall ensure that: (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.

***Article 39***

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

**Appendix 2: Code of Conduct / Statement of Commitment**

#### Minimizing Risk Situations

**NEVER**

* Condone or participate in behavior that is illegal or unsafe

**TRY NOT TO**

* Be alone with a single child, including in the following situations: in a car, overnight, in your home, or the home of a child
* Show favoritism or spend excessive amounts of time with one child

**TRY TO**

* Avoid placing yourself in a compromising or vulnerable position
* Be accompanied by a second adult whenever possible
* Meet with a child in a central, public location whenever possible
* Immediately note, in a designated **SOJU Child Protection Log Book,** the circumstances of any situation which occurs which may be subject to misinterpretation by a third party
* Avoid doing something that could be misinterpreted by a third party

**Sexual Behavior**

**NEVER**

* Develop physical/sexual relationships with a child
* Behave physically in a manner that is inappropriate or sexually provocative
* Engage in or allow sexually provocative games with children to take place
* Do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming
* Expose children to pornography

**Physical Behavior**

**NEVER**

* Hit or otherwise physically assault or abuse a child
* Expose children to hazardous work
* Hire under age house help or place a child in exploitative labour

**DO**

* Wait for appropriate physical contact such as holding hands, to be initiated by the child
* Ask permission from children before taking photographs of a child/children except under exceptional circumstances, based on the child/children’s best interest, where this might not be possible or desirable
* Treat all children with respect and dignity
* Listen to children
* Stop any interaction with a child if a child says no, or if the child appears uncomfortable with the interaction
* Dress in culturally appropriate ways

**Psychosocial Behavior**

**DO**

* Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide

**DO NOT**

* Use language that will mentally or emotionally harm a child
* Suggest inappropriate behavior or relations of any kind
* Act in any way that intends to embarrass, shame, humiliate or degrade a child
* Encourage any inappropriate attention seeking behavior, such as tantrums by a child
* Show discrimination of race, culture, age, gender, disability, religion, sexuality, or political persuasion
* Perpetrate psychological and emotional abuse

**Peer Abuse**

**DO**

* Be aware of the potential for peer abuse
* Encourage SOJU CROs to develop special measures/supervision to protect younger and especially vulnerable children
* Avoid placing children in high-risk peer situations (e.g. Unsupervised mixing of older and younger children)

**DO NOT**

* Allow children to engage in sexually provocative games with each other

**Physical Environment**

**DO**

* Encourage CROs to develop clear rules to address specific physical safety issues relative to the local physical environment of a project (e.g. For projects based near water, heavy road traffic, railway lines)

**Statement of Commitment**

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name), have read and understood the code of conduct. I agree with the principles contained therein and accept the importance of implementing them while working with SOJU.

Name:

Job Title:

Signature:

Date:

**Appendix 3: Peer-To-Peer Code of Conduct**

**Minimizing Risky situations**

**NEVER**

* Never participate in behavior that is illegal or un safe

**TRY NOT TO**

* Be alone with opposite sex in the following situations: overnight, alone in a closed room or being late out

**TRY TO AVOID**

* Compromising situations to your peer
* Being alone with opposite sex peer
* Meeting in hidden or dark corners
* Avoid doing something that can be misinterpreted by your peer

**Sexual behavior**

**NEVER**

* Develop sexual relationship with your peer
* Behave physically in un appropriate way or sexually provocative
* Engage in sexually provocative games
* Watch pornographic materials

**Physical behaviors**

**NEVER**

* Hit or physically assault or abuse your fellow child
* Make your fellow child do work which above his/her age like Child labour

**DO**

* Treat your fellow child with respect and dignity
* Listen to fellow children
* Stop interacting with your fellow child if the child feels uncomfortable with such interaction
* Dress in appropriate way that does not provoke sexual activity

**Psychosocial behavior**

**NEVER**

* Use language that will emotionally harm your fellow child
* Suggest in appropriate relationship
* Embarrass, shame, humiliate or degrade your peer
* Showdiscrimination of race culture, gender, disability, religion or sex,

**Physical environment**

Never encourage your friend to act in an environment that can turn risky to his or her life

**Appendix 4: Ramifications of Misconduct**

If an allegation of a violation of the policies, guidelines, principles or practice of child protection is made concerning a named individual from verifiable source against an employee, contractor, officer or intern they may be suspended from all activity/association with the organization pending the outcome of an investigation. Staff will continue to receive full pay during this time.

Depending on the outcome of the investigation: If it comes to light that anyone associated with SOJU commits acts in relation to children – whether within or outside the context of SOJU’s work – which are criminal, grossly infringe on children’s rights, or contravene the principles and standards contained in the child protection policy, the organization will take immediate disciplinary action and any other action which may be appropriate to the circumstances. This may mean for:

* Employees – disciplinary action/dismissal
* Volunteers, officers and interns – ending the relationship with the organization
* CROs– withdrawal of membership/support
* Contractors – termination of contract

Depending on the nature, circumstances and location of the case, SOJU will also consider involving authorities such as the police to ensure the protection of children and criminal prosecution where this is appropriate.

The decision to suspend is not subject to challenge. When investigating and determining the concern or complaints, the process should always be fair and any adverse determination should be open to challenge through an appeals process.

Physical abuses:

Slapping Warning

Fighting Warning

Injuring Suspension

Corporal punishment Suspension

Emotional abuses:

Humiliating Warning

Isolating Warning

Neglecting Warning

Sexual abuses:

Touching inappropriately Suspension

Intercourse Termination of contract

Encouraging children among themselves Suspension

After a staff member receives three warning the contract will be terminated.

This needs to be reviewed and decided upon by the Senior Management of SOJU.

Also it should be considered when a case is taken to court, where it involves a staff member and what legal procedures should be followed!

## Means for staff members to protect themselves

In case a staff member feels s/he is falsely accused s/he has a right to defend him/herself by writing a complaint or justification to the CP focal person, who will review this with the immediate supervisor of this staff member.

Further investigation will take place until enough facts are collected to make a sound decision on accusing or freeing the staff member.

This needs to be further agreed on by the Child Protection focal person and the senior Management of SOJU.

## Appendix 5: Communication Guidelines about Children.

In all its communication and publicity materials, SOJU upholds the responsibility to treat children as individuals with rights, who should be treated with dignity and self worth. The following constitutes guidelines on communications about children:

* Children shall be accurately represented either verbally or in images in ways that do not amount to manipulation or sensationalism.
* Children are not to be depicted in images or poses that might be regarded as sexually provocative.
* Informed consent/permission from a child or parent or person with parental responsibility will be obtained before any photographs, recordings, statements or other information identifying the child (personal data) is recorded, disclosed or otherwise used. Only under exceptional circumstances, based on the child/children’s interest where this may not be desirable, will exceptions be made.
* The purpose for which images or information on children is to be obtained must be clearly explained and understood, and the consent must be recorded on an approved consent form and informed consent must come from the child or person able to give valid consent (by signature on a consent form).
* A copy of the consent form shall be retained by SOJU, and use of the personal data shall be carefully monitored and kept secure and within the control of the SOJU.
* In particular where external contractors or consultants record personal data, such as photographs and moving images, SOJU shall be careful to impose this policy on such contractors and ensure that future use of such personal data is retained by the SOJU. For example, this may be ensured by license or assignment of copyright to SOJU in specific contracts.
* All such personal data will only be retained for as long as it is relevant and necessary to do so, and shall be destroyed thereafter.
* Duties of confidentiality and data protection shall be followed when handling child related personal data.
* Information that may be used to identify or locate a child and place their life in danger in their area of residence or elsewhere should not be made available in public media like websites and magazines.
* To the extent possible, children have to be allowed to give their own account or views on issues as opposed to adults or institutions speaking for them.
* Information on child abuse cases shall only be shared on a “right to know” and “need to know” basis in accordance. (Parents, guardians and primary care givers have the right to know while child protection designates, Organization’s social worker and others directly involved in investigations, like the police, have a need to know).
* Where children are indeed victims, the preservation of the child’s dignity must, nevertheless, be preserved at all times. The organization should attempt to depict a balance between victimization and empowerment by using necessary tools, such as ‘before’ and ‘after’ shots.
* Individuals or organizations that request the use of SOJU resources, such as photographs, will be required to sign an agreement with the organization as to the proper use of such materials.

## DECLARATION

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

**Name**

**Title**

**Signature**

**Appendix 6: Staff Recruitment**

**It is necessary to state that SOJU has a child protection policy in the wording of any job advertisements. This will demonstrate our commitment to child protection issues and will act as a deterrent to individuals seeking out organizations with weak protection procedures.**

**Suggested wording for job advertisements:**

“SOJU recruitment and selection procedures reflect our commitment to the safety and protection of children in our care from intentional and unintentional harm.”

OR (shorter version for expensive ads!) “SOJU has a Child Protection policy in place”

OR “Successful candidates will be expected to sign up to SOJU Child Protection policy”

**Suggested wording for invitation for applications:**

**Applicants are expected to comply with SOJU Child Protection policy. This includes:**

1. Readiness and willingness to disclose or produce a personal declaration stating any criminal convictions, including spent convictions
2. Providing the name and contact information of two character references known for no less than two years, excluding family members.

**Successful candidates will be expected to comply with the following as a condition of employment:**

1. Both acceptance of and commitment to our Child Protection policy and Code of conduct/Statement of commitment for working with children.
2. Satisfactory clearance by signing a declaration stating any criminal convictions, including those spent.

**Guidance on addressing child protection issues in interviews:**

**Prior to interview:**

1. Ideally, all of the short listed candidates for interview will have already declared whether or not they have had prior criminal convictions which has revealed no problems in relation to Child Protection
2. The recruitment procedure can also include a requirement to sign a statement of commitment to the SOJU’s Child Protection policy which includes a statement that they would be prepared to sign a declaration of past convictions if appointed

The purpose of this up-front, transparent approach even prior to interview is to deter abusers from applying to the organization in the first place.

**During the interview:**

1. However, according to good practice, the interview should also be seen as an opportunity to assess candidates’ suitability in relation to Child Protection. The Child Protection focal person should remind the interview panels of some basics in relation to child abuse, e.g. those abusers look completely ‘normal’, are often very skilled at deception, salesmanship and ‘grooming’.
2. Therefore, bearing in mind the principles of an equal opportunities interview (i.e. everyone should be asked the same questions without discrimination), the interview panel should pay attention to:

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

1. It is important in the interview that the issue of child abuse is openly discussed and that the interview panel reinforces that the organization has a comprehensive child protection policy and procedures in place. Transparency is an important part of abuse prevention: an abuser may decide that there are not enough opportunities to offend in an open and aware culture.
2. All Selected applicants should have read the policy already prior to interview (and preferably have signed a commitment to it). The interview panel could use this as an opportunity to see if the candidate has read the policy properly and whether they have understood it. The interview panel can ask them their opinion of it/ask specific questions about it. This reminds the candidate that the organization takes the policy seriously.
3. Direct and challenging questions encourage self-selection (i.e. candidates withdrawing themselves from the process). Suggested/possible direct questions. The exact questions should obviously be adapted to suit the type/level of seniority of the position being applied for:

**Possible interview questions to ask in relation to Child Protection**

* What do you understand by child abuse?
* Do you think it happens?
* Who are child abusers/who are the people likely to abuse children?
* Overly smooth presentation or keenness to please
* Poor listening or rapport or communication skills
* Strange or inappropriate questions/statements about children
* Expresses an interest in spending time alone with children/in working with children of a particular age or gender
* Excessive interest in child photography
* Background of regular overseas travel to destinations where child sex tourism is prevalent

1. However it may be none of these. Signs might not be clear. “The skilled paedophile may not be detected by gut feelings or obvious warning signs. They may simulate the very person you had in mind for this job.” But don’t give up - remain alert: “Remember, listen to your gut reaction but harness it with good practice!”
2. In spite of these questions, the interview should be sure to end on a positive note!
3. Also, a final reminder that under Equal Opportunities law, SOJU is not allowed to discriminate against anyone on the grounds of age, gender, marital status, race, religion, sexual preference, disability etc...

**[SPRINGS OF JOY-UGANDA]**

**Character References**

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

**Referee Name**

**Address**

**Email**

**Contact Number**

**Referee Name**

**Address**

**Email**

**Contact Number**

**Declaration of Criminal Convictions**

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

If yes, please provide details, including those prosecutions or convictions considered ‘spent’, and declare any previous investigations or allegations made against you. These will be kept confidential by the Child Protection focal person at SOJU, who will assess whether they pose any risk or not in relation to Child Protection.

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

**Signed**

**Print name**

**Date**

Appendix 7: Guidelines on Recognizing Child Abuse

It can be hard to recognize signs of abuse and it is important to be careful in making assumptions about possible abuse indicators. However, the following indicators can help and should be take seriously.

It should be kept in mind that a lot of times there is a relationship between indicators and different types of abuse taking place at the same time (e.g. emotional abuse is almost always present when physical or sexual abuse is taking place, or when the child is neglected).

The use of clinical methods might be fostered when applicable and available.

**Recognizing physical abuse**

The following are often regarded as indicators (signs) of concern:.

* An explanation which is inconsistent with an injury
* Several different explanations provided for an injury
* Unexplained delay in seeking medical treatment
* Careers are uninterested or undisturbed by an accident or injury
* Careers are absent without good reason when the child is presented for treatment
* Repeated presentation of minor injuries (which may present a ‘cry for help’ and if ignored could lead to a more serious injury
* *When family uses different doctors and hospital departments*
* Reluctance to give information or mention previous injuries
* Hiding certain body parts that might be burned/wounded (i.e. putting hands in pockets)
* Fearfulness in approaching adults

*Bruising*

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

* Any bruising to a pre-crawling or pre-walking baby
* Bruising in or around the mouth, particularly in small babies which may indicate forced feeding
* Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental)
* Repeated or multiple bruising in the head or on sites unlikely to be injured accidentally
* Variation in color possibly indicating injuries caused at different times
* The outline of an object used e.g. belt marks, hand prints or a hair brush
* Bruising or tears around, or behind, the earlobe indicating injury by pulling or twisting
* Bruising around the face
* Grasp marks on small children
* Bruising on the arms, buttocks and things may be an indicator of sexual abuse

*Bite marks*

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

*Burns and scalds*

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

* Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
* Linear burns from hot metal rods or electrical fire elements
* Burns of uniform depth over a large area
* Scalds that have a line indicating immersion or poured liquid
* Old scars indicating previous burns/scalds which did not get appropriate treatment or adequate explanation
* Scalds to the buttocks of a small child, particularly in the absence of burns to the feet are indicative of dipping into a hot liquid or bath

*Fractures*

Fractures may cause pain, swelling and discoloration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if: the history provided is vague, non-existent or inconsistent with the fracture type, there are associated old fractures, medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain, or loss of movement or there is an unexplained fracture in the first year of life.

*Scars*

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse

**Recognizing emotional abuse**

Emotional abuse may be difficult to recognize, as the signs are usually behavioral rather than physical. The manifestations of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

* Development delay
* Abnormal attachment between child and a parent/career e.g. anxious, indiscriminate or no attachment
* Indiscriminate attachment or failure to attach
* Aggressive behavior towards others
* Often/always a scapegoat within the family
* Frozen watchfulness, particularly in pre-school children
* Low self-esteem and a lack of confidence
* Withdrawn or seen as a loner, difficult relating to others
* Self-harming behavior, eating disorders (anorexia or bulimia) and suicidal attempts

**Recognizing sexual abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognizing can be difficult, unless the child discloses and it is believed. There may be no physical signs and indicators are likely to be emotional/behavioral.

Some behavioral indicators associated with this form of abuse are:

* Inappropriate sexualized conduct
* Sexually explicit behavior, play or conversation, inappropriate to the child’s age
* Continual and inappropriate or excessive masturbation
* Self-harm (including eating disorders), self mutilation and suicide attempts
* Involvement in prostitutions or indiscriminate choice of sexual partners
* An anxious unwillingness to remove clothes for e.g. sport events, cultural events (but this may be related to culture norms)

Some physical indicators associated with sexual abuse:

* Pain or itching of genital area
* Blood on underclothes
* Pregnancy in a younger girl where the identity of the father is not disclosed
* Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and things, sexually transmitted infections and the presence of semen

**Recognizing neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

* Failure by parents or careers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
* A child seen to be listless, apathetic and unresponsive with no apparent medical causes
* Failure of child to grow within normal expected pattern, with accompanying weight loss
* Child thrives away from home environment
* Child frequently absent from school
* Child left with adults who are intoxicated or violent
* Child abandoned or left alone for excessive periods

**Recognizing children involved in prostitution**:

* Physical symptoms such as sexually transmitted infections or bruising consistent with physical and/or sexual assault
* Reports from reliable sources that a child has been soliciting or noticed in places where soliciting occurs
* Development of a relationship, normally with someone older, who encourages emotional dependence and controls the relationship by violence and threats
* Persistent absconding or late returning with no explanation
* Returning after being missing, looking well cared for
* Being picked up by unknown adults in cars
* Acquisition of money or possessions with no SOJU explanation
* An adult loitering outside the home to meet up with the child
* Having keys to unknown premises
* Self-harming behavior

Substance, alcohol and drug use

Appendix 8: Guidelines on Dealing with Disclosure

**Some basic principles are:**

* Accept what the child says.
* Keep calm and do not appear shocked, don’t panic.
* Don’t seek help while the child is talking to you.
* Do not promise not to tell anyone.
* Be honest.
* Never ask leading questions, instead repeat the last words the child has said in a questioning manner.
* Try not to repeat the same questions.
* Never push for information.
* Don’t fill in words, finish their sentences or make assumptions.
* Be aware that the child may have been threatened.
* Reassure the child that they are not to blame for the abuse.
* Reassure the child that they were right to tell you.
* Let the child know what you are going to next and that you will let them know what happens.
* Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring them for medical treatment or to a psychologist.
* Make certain you distinguish between what the child has actually said and the interferences you may have made. Accuracy is very important in this stage of the procedure.
* Do not permit personal doubt to prevent you from reporting the allegation to the line manager.

Things to say:

* Repeat the last few words in a questioning manner.
* ‘I believe you’
* ‘I am going to try to help you’
* ‘I will help you’
* ‘I am glad you have told me’
* ‘You are not to blame’

Things not to say:

* ‘You should have told someone before’
* ‘I can’t believe it. I am shocked’
* ‘Oh, that explains a lot’
* ‘No not…..he is a friend of mine’
* ‘I won’t tell anyone else’
* ‘Why? How? When? Where? Who?’

Appendix 9: Confidentiality Guidelines

Failing to keep confidentiality may put people at risk of physical harm and false rumours.

Sensitive information of both personnel and children should only be accessible to a minimum of people necessary for the functioning of the organization and there should be a clear guidance on instances when confidentiality should be breached in the best interest of the child/child protection. For example there may be situations where children ask you not to pass information but you may have to explain that the only way you can help them is by getting others involved.

As a general child protection guideline we should never promise silence to children who disclose abuse. Keeping the disclosure a secret may put the child and others at risk.

For the purpose of this child protection policy the Child Protection focal person should have a file cabinet, which can be locked, and only s/he and the Organization’ssocial worker has direct access to. The Board Chairperson has the authority to check the file at any time.

All Child Protection Report Forms and Case Follow-Up Forms should be kept in the file cabinet. Each new case should be given a number and a separate folder in the file.

All other related documents to the case should be kept where appropriate:

* Record keeping of counselor/psychologist session should be kept with the professional involved
* Police and other legal documentation should be kept in the case folder
* Suspension or resignation letters should be kept in the personnel’s file

When other people than the Child Protection focal person, Organization’ssocial worker and chairperson wish to obtain information about a certain case they have to fill in a request form, indicating the purpose for using the information. The above team has to agree on the release of information. This is called consent: express willingness, giving permission or a voluntary agreement to release/exchange personal information. When sharing information it is necessary for the benefit of the victim(s) and offender(s), a written consent should be obtained.

Appendix 10: Policy to Support and Monitor Abuse among Children

In the process of child protection it will be realized that there is need to protect children from fellow children. There will be situations when people caring for children will have to deal with children who are prone to dangerous behavior. Information provided in this document is to help or guide the child careers while dealing with such children in order to protect them from their peers.

If an older child is known to be “quite sexualised”, then this child must have no unsupervised contact with other children whilst on the project premises.

*Anti-bullying[[1]](#footnote-1):*

Bullying involves an imbalance of power in the situation, where one person is using their power to hurt or exploit the other. The terms bullying is usually used when this happens among children themselves.

Staff must look out for possible behaviors that could be thought of as bullying. Types of bullying can be:

* Physical assault (violence)
* Teasing (like calling names) – this is verbally bullying
* Exclusion from peers
* Spreading rumors about another child
* Harassment
* Forcing to hand over money or things
* Threatening
* Initiation ceremonies to someone new
* Gang-bullying
* Witnesses watching (as this may encourage the process)

It may not be bullying when two children of approximately equal strength or confidence are fighting.

There are a few questions to consider:

* How much bullying is there?
* Where is it happening?
* When is it happening?
* What do staff and children think should happen?
* What strategies could be used for dealing with it?

Some effective strategies might include:

* One-to-one sessions, based on relationships of trust between staff and children, where the child feels confident enough to talk about problems and situation they are facing
* Group sessions which can help children to get used to talking about sensitive issues and can bring hidden problems into the open to be shared and dealt with

An anti-bullying policy includes both:

1. Approaches for prevention of bullying

* Developing behavioral guidelines with the children and deciding on consequences in case of breaking the rules
* Raising awareness among children on the issues, which can be a form of social education
* Creating opportunities to talk about it (individual and group as mentioned above)
* Supervision of key areas; like night times, recreation moments
* Developing peer support; encouragement of children to take care of each other, helping each other to report bullying when it occurs

1. Intervention where bullying occurs

* Either the child who experiences bullying or a staff member who observes this should report this to the CP focal person and follow the flowchart for witnessed or reported/disclosed abuse

Helpful and unhelpful responses to bullying[[2]](#footnote-2)

*Staff* Some actions that staff can take when dealing with a situation of bullying

Helpful actions:

* Listen to all involved
* If advice is given it needs to be practical
* Modeling a non-bullying environment, therefore avoiding calling children names or putting them down in any way and in front of others

Unhelpful actions:

* To trivialize or patronize them when a child reveals that they are being bullied
* To ignore the situation
* To give inappropriate advice, for example to tell the victim to fight the person who is bullying them, as the victim would then risk being seen as a bully

Key messages that a victim of bullying needs to hear:

* ‘It is not your fault’ – the child being bullied may, need help to recognize this. The person doing the bullying can make the child feel that it is their fault it is happening. The victim may also feel they need to change, when the problem is actually with the bullying behavior
* ‘You do not have to face this alone’ – isolation is a big effect of bullying and the stigma that the person is being bullied may create an obstacle for asking for help

*Person being bullied* The following are some recommendations for the person who is being bullied

Helpful actions:

* Talk to someone they trust
* Seek friendships (different or new ones)
* Recognize it is not your fault
* Taking some action

Unhelpful actions:

* Dealing with it alone
* Taking no action about it
* Believing all said about them
* Exaggerating what has happened

*Peers and witnesses* It is helpful for the peer group of someone who is being bullied to know why it is important for them to act (due to the potential harmful effects to the victim if bullying carries on)

Helpful actions:

* Encourage the victim to talk to an adult (and offer to accompany if they are afraid to)
* Befriend the victim (as the victim will need this when being bullied)
* It is helpful to not let those who are bullying think that you are too afraid to act

Unhelpful actions:

* To tell the victim to deal with it alone

*Person who is bullying* Someone who is bullying others has often either been bullied themselves or may be unhappy in their own life. While not accepting the behavior, staff can help them to understand why they are bullying others and to help them deal with the real issues.

# Appendix 11: Disciplinary Procedures

**Corporal punishment is not accepted within Springs of Joy-Uganda**

Staff members even though working indirectly with children should try to establish from the beginning specific attitudes, taking into consideration the evolving capacities of the children:

* Establish clear, coherent and consistent limits with the child, in order to show them what they can do and what they cannot do
* Dedicate time during the day to be with them
* Try to take decisions together with children, explaining when appropriate, why the children’s suggestions cannot be accepted
* Listen to and respect the opinion of children and stimulate their autonomy
* Praise the things they do well and, when criticism is necessary, talk about the wrong action and not about ‘a problem of the person’ (separate behavior from person)
* Try to put yourself ‘in their shoes’ in order to understand why they are behaving or thinking in a particular way
* Understand the evolving capacities of children (i.e. Capabilities according to their age) and let them assume tasks or responsibilities according to those capacities

Positive discipline without hurting or humiliating children – some principles[[3]](#footnote-3):

* Positive discipline requires confidence from staff members: confidence that you are really important in the child’s life and confidence to see bringing children up as a matter of cooperation, rather than adult authority and children’s obedience
* People learn much more through cooperation and rewards than through coercion and punishment: think of yourself. Punishments don’t motivate people to try harder or do more; they make people upset, angry and obstinate instead. The children are people and also learn more from rewards than punishments. The rewards don’t have to be things like presents or sweets; what children really want is attention; they want you to notice them, talk to them, share things with them, acknowledge and affirm the positives in them

Positive discipline means working with children, not against them:

* Children are your apprentices in learning how to behave, show and tell them how it is done
* Give children secure limits they can test but not overturn
* Keep children secure while they learn: give them their say, listen to them, respect their point of view, but don’t let them bore or blackmail you into giving in against your better judgments
* Children need your attention and will do anything to get it! The more you give when they are being a pleasure, the less they will try to force you by being a pain. Do you always answer when they speak or only when they whine?

Positive discipline means trying not to be negative:

* ‘Do’ works better than ‘don’t’: rewards work better than punishments
* Show and tell what they should do – not just what they shouldn’t
* Explain your real reasons – ‘because I say so’ teaches nothing for next time
* Try to say ‘yes’ and ‘well done’ at least as often as ‘no’ and ‘stop that’. Be as ready to praise behavior you like as to scold for behavior you don’t
* Rely on rewards like hugs and jokes, not punishments like smacks and yells
* Ignore minor silliness and ‘cheek’, the more you nag the less they listen
* When they do something wrong explain what it is and how to put things right
* Even when you dislike the behavior of the child, never suggest that you dislike the child

*What is necessary to know and do to avoid conflicts with children?*

One of the most important things that help to avoid or reduce conflicts is to know and understand the stages of child development, as well as the characteristics, limits and responses that are necessary at each of these stages. Lack of knowledge of these stages frequently generates unreal expectations in adults like expecting results that are not possible (expecting children to understand or undertake something for which they are not prepared or alternatively attempt to explain to children that they are not capable of doing something that they could in fact do.

Without an understanding of the limits imposed by children’s development, adults tend to become infuriated with the things children can or cannot do.

Professionals that study children’s development suggest that the development of a child occurs at three levels:

1. Biological
2. Cognitive (knowledge)
3. Emotional/social

This means that children need food and care, but also other equally important things, such as the necessity to feel that people love them, that they are protected and the fact that they are living in a caring environment. The place and the people with whom they have relationships are equally important.

Examples of positive reinforcement of behavior:

* Rewarding
* Giving compliments (in front of peers)
* Empowerment
* Encouragement
* Advice.

Examples of ‘alternative punishments’:

* Removing and accompanying the child from the conflict situation
* Open discussion
* Individual consultation
* Giving the child a task assignment
* Use of peer influence
* Group discussion about rules and consequences for breaking rules

It is important that the team of staff members:

* Work closely together and are on one line and consistent in their decision making and reacting to appropriate and inappropriate behavior of children.
* Have regular meetings to discuss the house rules and the way they communicate with children.
* Have regular training on children’s development and psychology to be able understand and better react to children’s difficult behavior.

**APPENDIX12a:** **Child Protection Report Form**

|  |
| --- |
| **Number:**  **Child Protection Report Form**  If you have knowledge that a child’s safety might be in danger, please complete this form to the best of your knowledge. Please note that child protection concerns must be reported directly to the Organization’ssocial worker immediately (preferably within the same working day). You have to complete this form before contacting the Organization’ssocial worker This report is to be used as a tool to develop the most un-biased information-based report possible. For confidentiality reasons, the report should be written and signed solely by you. It should only be sent to the Organization’ssocial worker. It will be held in a safe and secure place and treated in the strictest confidence by the Organization’ssocial worker.  **1. About you**  Your name:  Your job title:  Workplace:  Your relationship to the child:  Your contact details:  **2. About the child**  Child’s name:  Child’s gender:  Child’s age:  Child’s contact details:  **3. About the concern**  Was the abuse suspected, witnessed or reported?  Is this concern based on first hand information or information divulged to you by someone else? (if so, who?)  Did the child disclose abuse to you?  Are there any witnesses? (if so, who)  Date and time of the alleged incident:  Location of the alleged incident:  Name of alleged perpetrator:  Is the perpetrator a child, staff member or visitor?  Residence of child/Job title of staff member/Status of visitor:  Nature of the allegation:  Your personal observations (visible injuries, child’s emotional state, etc.)  (N.B. make a clear distinction between what is fact and what is opinion or hearsay)  Exactly what the child or other source said to you (if relevant) and how you responded to him or her (record actual details)  Any other information not previously covered:  Were there any other children/people involved in the alleged incident?  Action taken:  Signed:  Date: |

After the Organization’ssocial worker receives this form s/he will give the case a number, following the number of the last case.

**APPENDIX 12b: Case Follow-Up Form**

Give the form the same number, corresponding with the relevant ‘Child Protection Report Form’.

|  |
| --- |
| **Number:**  **Case Follow-Up Form**  To be filled in by the his/her supervisor (In case the Social worker is under suspicion)  After you have received the ‘Child Protection Report Form’ you have to start working with this form to document the conclusion of the allegation made in the corresponding ‘Child Protection Report Form’ and to indicate the actions taken upon the case if there is confirmation of child abuse.  All actions taken need to be followed up until the case can be closed after satisfactory implementation.  For confidentiality reasons, the report should be written and signed solely by you and will only be shared with the Organization’ssocial worker. You will keep it in a safe and secure place and treat it in the strictest confidence.  **1. Investigation of potential abuse (in case of suspected abuse)**  What type of abuse is being investigated?  **Process/Methods of investigation**  **What steps?**  **When?**  **Result? (Indicators of recognition)**  Observation of child  Information gathering  Contacting the victim  Contacting the offender  Other actions  Conclusion of investigation:  **2. Confirmation of actual abuse (in case of witnessed and reported/disclosed abuse)**  Allegation found to be true/false based on:  **3. Interventions**  Concerning the child:  Concerning the offender:  Concerning the case itself:  **4. Results and forthcoming action**  **5. Closure of case**  Date of closure:  Justification for case closure:  Signed:  Date: |

**APPENDIX 13(a): Narrative of Reporting Lines**

This narrative provides a detailed explanation on the reporting lines flow chart.

1. In case a child suspects, witnesses abuse or is abused, he/she will report to a trusted adult.
2. The trusted adult will in turn report the concerns of the child to the Child Protection (CP) focal person.
3. Abuse may also be suspected or witnessed by a partner who for one reason or another may not be able to report to the Child Protection focal person in the partner organization but reports to the SOJU Child Protection focal person so that the concerns can be investigated. It may also be that the concerns have been reported to the focal person in the partner organization but nothing has been done, in which case the concerned person reports to the Child Protection focal person.
4. In another instance abuse may be suspected by a SOJU staff member who then reports to the Child Protection focal person.
5. The Child Protection focal person after receiving concerns about abuse from any of the above-mentioned persons formally documents the details reported.
6. If the Child Protection focal person is the one suspected of abuse, then the concerns are reported to the Organization’s director
7. The Child Protection focal person informs the Organization’ssocial worker about the reported and documented concerns of abuse.
8. The staff about which abuse is suspected is then suspended on full payment pending the findings of the investigation.
9. The allegations are detailed and investigation commences to ascertain whether abuse took place or not.
10. The CP focal person completes investigations and a case conference is set up with the organization’ssocial worker and the disciplinary committee. The case is discussed and a conclusion is reached on whether abuse actually took place on not and what kind of action should be taken against the alleged abuser
11. After the case conference the suspicions may be upheld, in which case the disciplinary action decided on is taken.
12. It may also be that during the case conference it is realized that the allegations are unfounded. In this case the staff member is called back to resume duty.
13. Further investigations may be carried out if during the first case conference it is discovered that the evidence gathered against the alleged abuser is not sufficient.
14. (a) Whether suspicion is upheld and disciplinary action taken or it is discovered that the allegations are unfounded, a final report is prepared and submitted to the Organization’s social worker

14. (b) A second case conference is set up following further investigations to discuss the findings and reach a conclusion.

1. (a) The Organization’s social worker after receiving a final report, he in turn reports to the Board members

15. (b) Following the second case conference suspicion may be upheld and a disciplinary action taken.

15. (c) It may also be decided that the allegations are unfounded during the second conference, in which case the staff member is called back to resume duty.

1. Whether suspicion is upheld and disciplinary action taken or it is discovered that the allegations are unfounded, a final report is prepared and submitted to the Organization’ssocial worker.
2. Finally the SOJU social worker will report to the director.

**APPENDIX 13 b: Flow Chart of Reporting Lines**

Note: If the report is about the focal person, then report to Organization’s director

**APPENDIX 14: Essential Child Protection Policy                           Minimum Guidelines**

These guidelines will help to identify the elements that take up a child protection policy and procedures and understand why each of them is important. Also identify the stakeholders who should be involved in the design and development of the policy as well as in its implementation, monitoring and evaluation.

A child protection policy should be able to cover the following areas/points:

1. **Details about the organization**

Briefly set out a statement at the beginning of the organization policy covering:

* The nature of the organization – what it is and what it does
* The organization’s mission statement - its values and aims
* The organization’s views on child protection
* The scope of the organization’s child protection – the areas that will or will not be covered
* Definition of terms such as personnel, child, child protection officer etc

1. **Definitions of abuse**

It is important to set out the local and national definitions of abuse and what for the area where the organization operates.

* What constitutes child abuse?
* How is child abuse understood and defined?
* What do people mean when they use the term child abuse?
* Is there a legal definition? Is there a layman’s definition?
* What are the different types of abuse? Each type should be briefly defined.
* Who usually abuses children? Give some examples of who is likely to abuse children and where abuse may take place.

1. **Details of the child protection policy**

It is important to explain what the child protection policy is about and why it is relevant to the organization:

* What is a child protection policy?
* Why is it necessary to have a child protection policy?
* What are the advantages of having a child protection policy?
* Who are the people that would be bound by the child protection policy?
* Are there any specific issues that have to be considered when developing and implementing the child protection policy and why?

1. **Personnel recruitment**

All employees, volunteers, interns, visitors, whether paid or unpaid, full time or part time, temporary or long-term; having direct or indirect contact with children should undergo a thorough and standardized recruitment process. They should be informed of the CP policy at the start of every recruitment process.

Basic screening of applicants by the organization should include a written application, personal interviews and reference checks. During interviews, applicants should be asked about previous work with children. In the best interests of the child, an organization should not hire anyone with prior conviction for child abuse, pedophile or related offences.

Provision must be made for a scenario where a member of the organization abusing a child or storing or disseminating information that could be construed as abusive to the child such as downloading pornographic material from the internet. It would be the norm for such a staff member to be dismissed from the organization. A course of action has to be agreed upon and implemented.

1. **Education/training and supervision**

Awareness rising is vital. All organization policies should establish a requirement for all personnel and the key representatives to receive education/training in:

* The need for child protection
* An understanding of child protection
* The prevailing cultural definitions of child abuse
* Who child abusers or pedophiles are?
* How to recognize abuse?
* Strategies for protecting children
* Detecting possible irregularities in requests and enquiries relating to children
* Responding to abuse including information on community resources, reporting lines, and support services.

Awareness rising is vital because child abusers are not likely to remain in an environment where workers are trained to report suspicious behavior. Child abusers thrive on secrecy and are more likely to commit an abusive act when they are unnoticed, or when they are in an environment in which others are naïve and insensitive to the possibility of child abuse.

1. **Behavior protocols/organizational culture**

The organization CP policies should have rules or appropriate and proper behavior. Such a protocol should be designed to protect children, personnel and individuals from false accusations on the inappropriate behavior or abuse.

Behavior requirements must be based on local sensitivities. In addition the behavior protocols must make it clear that personnel must not:

* Be alone with children
* Take a child to their home or place of work if they will be alone with them.
* Have a child with whom they are working to stay overnight unsupervised
* Sleep in the same room or bed with a child they are working
* Hire minors as house help or provide shelter for minors in their homes.
* Fondle, kiss, hug, or touch minors in an inappropriate or culturally insensitive way
* Be placed in a compromising or vulnerable position with a child

Provision must be included for issues relating to camps and other residential activities.

The policy must set out grounds for discipline in the event of inappropriate behavior towards children and or failure to follow organization behavior protocol.

In the behavior protocol it is important to note that everything that adults working with children should and should not do must be included so as to guide the staff and avoid compromising situations.

1. **Information management**

The organization has a role of storing and disseminating materials (including information, data and visual images of children and their careers) the child protection policy must cover:

* Safeguards in place to protect the materials stored, whether in hard copy or soft copy
* Procedures for storage of abusive materials
* Agreements for third parties to use materials disseminated to them
* How to handle enquiries, particularly where there are suspicions about the motives behind the request for the materials
* Who should be in charge of the information for confidentiality purposes?

1. **Recognizing abuse**

The organization policy should set out the warning signs of abuse and matters that people need to be aware of. This might be difficult, because what one person considers abusive, another person might consider acceptable behavior. Ideally, the organization should reach a consensus on what is abusive and what is acceptable.

The organization could start with research. You must find out in the context of your local area or region:

* What kinds of behavior would be observed in your culture in relation to the way children are raised?
* Of these, what are considered cultural norms?
* Could the way children are treated in your culture be construed as abusive?
* What is viewed in your culture as acceptable and unacceptable?
* What cultural and religious considerations and assumptions are made about the way children are treated where your organization is based?
* What standpoint are you going to take on this issue?
* Develop a list of possible causes for concern, they could include but not be limited to:
  + Physical signs of abuse or neglect for which improbable excuses are given
  + A child or children becoming unduly distressed or agitated in the presence of a particular person
  + A member of staff asking a child to lie about something
  + A member of staff persistently failing to follow the code of conduct
  + If any child appears to be receiving exceptional treatment, either being highly favored or treated unduly harshly.

Special consideration should be given to children that have disabilities and those with special needs, OVCs, children affected and infected by HIV/AIDS and children living in emergency situations.

1. **Dealing with a disclosure**

The organization should set out how staff working directly with children should deal with disclosure or discovery of abuse. Some of the issues could include:

* Keep calm, caring and supportive and do not appear shocked
* Do not promise not to tell anyone, explain that you will need to tell someone who can take appropriate action but that will be dealt with confidentially.
* Never ask leading questions, instead listen and respond positively to the child by repeating the last words the child has said in a question manner.
* Reassure the child that they are not to blame.
* Reassure them that they were right to tell you.
* It is important to record what is said-at the time if appropriate, or as soon as possible following the disclosure. It may not be appropriate to inquire into the details of abuse at this stage.
* Let the child know what you are going to do next.

The policy may have a detailed guide on disclosure as an appendix.

1. **Confidentiality**

An organization’s child protection policy should be clear about confidentiality. As a general rule, information about a child protection incident should be shared with people on a ‘need to know’ basis.

Gossip must be avoided. Names and identities are not to be disclosed outside the group designated as ‘need to know’ unless cleared by appropriate organization management.

It is advisable to have a reporting process that is followed in order to keep confidentiality.

1. **Reporting and responding to abuse**

**Reporting**

The organization must put mechanisms in place for actions to take when a child has talked about abuse. The policy must therefore cover reporting by a child, as well as by an adult.

The organization must decide how a concern or allegations of child abuse is to be investigated and what effective reporting procedures you are going to put in place. This should include:

* The expectation and duties on organization personnel to report child abuse.
* Clearly identified procedures for reporting any knowledge or suspicion that a child has been molested or that inappropriate behavior is occurring.
* Procedures for reporting (this may be done according to mandated law – sometimes police may carry out an investigation and any interference with this process could have legal implications for staff.
* A record of phone numbers for safe houses for children and the child protection officer in the social services/police or equivalent.
* How to conduct an in house investigation that ensures that a child is not held responsible, unless the facts indicate otherwise.
* Documenting all information concerning the incident and investigation in writing.

The organization will also need to find out if there is a reporting system for child abuse in the local area.

**Responding**

The organization must set out in the policy an effective response plan in the event of a concern or allegation of child abuse. This should include:

* Ensuring the protection and safety of the child or children
* Preventing further abuse
* The need for care and concern – a child may fear retribution/punishment while a staff member accused of child abuse will be concerned for his/her privacy and legal rights
* Reporting to only those who need to know
* Being specific about who to report to, giving names and contact details as appropriate
* Disciplinary procedures that will follow a concern or allegation
* The steps to follow if an allegation proves to be untrue, or even fabricated – with the person who has been accused, the child, and the person who did the reporting.

The organization must put mechanisms in place for responding to a child wanting to talk about abuse and actions to take once a child has talked about abuse.

**APPENDIX 15: Contact Details for Child Protection Services**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Name Of the organization** | | **Contact Persons and Positions** | **Contact Details** | **Brief description of the Organization** | |
| 1 | National Council of Children | | ------------- | Amam House (behind Central Police Station) | Government body under Ministry of Gender and Social Development  Charged with affairs of children | |
| 2 | Family Protection Unit | | In Charge Family Protection Unit | At district level (Kampala and central) | Department under Uganda Police that is in charge of Family affairs | |
| 3 | Probation Office | | District Probation Officer | At district level | Responsible for protecting child rights in the district  Handles Family matters | |
| 4 | Grade II Magistrate’s Office | | Magistrate Grade II | At district level (Kampala) | The Uganda system Court Magistrate Grade II handles family matters in the district | |
| 5 | Local Council II | | LCII Chair persons | At all Parishes (especially central and kamwokya) | Local Council II court according to local government of Uganda handles village Family matters | |
| 1.  Good recruitment practices (refer to appendix 7)  * + Staff induction and training   + Creating an open and aware organisational culture   + Assigning clear management responsibilities   + Good information management   + Involving children appropriately in their own protection   + Establishing communication guidelines (refer to appendix 6)  1. **Reporting and Responding**   In order to be able to respond to a disclosure or suspicion of abuse, SOJU:   * Set in place clear guidelines and procedures for reporting, investigating and responding * Deal promptly and properly with all reports * Support victims * Hold perpetrators to account  3.     What is child abuse? According to the **World Health Organisation**, “child abuse” or “maltreatment” constitutes ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.’  **National Society for Prevention of Cruelty to Children (NSPCC)** similarly specifies “cruelty to children” or “child abuse” as ‘behavior that causes significant harm to a child. It also includes when someone knowingly fails to prevent serious harm to a child. All forms of cruelty are damaging – it can be harder to recover from the emotional impact than from the physical effects.’  There are 4 categories of abuse generally defined:  **Physical abuse:** Physical abuse is any form of non-accidental injury or injury which results from wilful or neglectful failure to protect a child. Examples include hurting or injuring a child, inflicting pain, poisoning, shaking or otherwise causing physical harm to a child.  **Sexual abuse:** Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others. This includes direct or indirect sexual exploitation or corruption of children by involving them (or threatening to involve them) in inappropriate sexual activities.  **Emotional abuse:** Emotional abuse is normally to be found in the relationship between a care-giver and a child rather than a specific event or pattern of events. It occurs when a child’s need for affection, approval, consistency and security are not met, for example repeatedly rejecting children, humiliating them, frightening them or denying their worth and rights as human beings.  **Neglect:** the persistent failure to meet a child’s basic physical and physiological needs. Neglect can be defined in terms of an omission, where a child’s health safety, development or welfare is being avoidably impaired by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults or medical care.  **Who Abuses?**  A person may abuse a child by inflicting harm or failing to prevent harm. Children can be abused in a family, community or institutional setting. More often than not the abuser is known to and trusted by the child. Those who wish to abuse come from all sectors of society. Children can also abuse other children. 4. springs of joy-uganda child Protection policy **What is a Child Protection Policy?**  As an organization working with children, both directly and/or indirectly, SOJU has a moral and legal responsibility and a duty to protect children within our care, from both intentional and unintentional harm. SOJU believes that all staff need to be aware of our policy and commitments in relation to child protection even though the majority of staff may never have unaccompanied contact with children or young people through their work. It is not possible to eliminate risk entirely, but we are obliged to develop strategies and mechanisms to reduce the risk. What is a Child Protection Policy? **Child protection policy is a guideline put in place with an aim protecting children from intentional and unintentional harm within organizations intended for their benefit.**  **What are the advantages of a Child Protection Policy?**  **Children are protected**  Although no policy or guidelines can offer complete protection for children, following this policy minimises the risk to children of abuse and exploitation.  **Staff and representatives are protected**  By implementing this policy all staff and representatives will have clear guidance on their own behaviour around children and what to do if they are told of or notice inappropriate behaviour on the part of others?  **The organisation is protected**  By implementing the policy SOJU is making clear its commitment to safeguard children. The policy is a tool to enable us to move towards good practice in the area of child protection and to deter those who would wish to abuse children from joining the organisation.  **What groups are vulnerable in the SOJU?**  It is always the case that child abuse involves the abuse of power. It is important to recognize that differences existing between children that may increase vulnerability to abuse. Families, communities and societies also differ in their treatment towards children and their responses to abuse. Factors such as disability, gender, ethnicity, HIV, conflict and poverty all increase a child’s vulnerability to abuse. 5.  Who is bound by this Policy? **Springs of Joy-Uganda Staff**  All SOJU staff is bound to the commitment not only to abide by, but also to understand and promote the policies, guidelines, principles and practice of child protection in a child rights context. It is crucial that the staff of SOJU uphold the highest standards of professional and ethical behavior while working with SOJU, because the actions of the staff members reflect the principles of the organization.  **Springs Of Joy-Uganda Partners**  Any organization with which SOJU enters into a direct partnership is bound by SOJU’s Child Protection They will be expected to comply with SOJU’s child protection policy.  **Sub-contracting**  In instances where SOJU or ASOs have to sub-contract services or activities to institutions and/or other organizations, they will be required to make a commitment to the SOJU code of behavior.  **Individuals on project visits (Donors, journalists among others)**  Anyone traveling either as a representative of SOJU, or where SOJU is responsible for that person, e.g. donors, journalists, interns, volunteers and researchers, and who will have direct or indirect contact with children during the project visit, will be expected to uphold the code of behavior (refer to appendix 2).   |  | | --- | | There should be no unsupervised access to children for individuals on project visits |  6.  SPRINGS OF JOY-UGANDA’s core child protection principles While dealing with children SOJU will uphold the principles listed below;   |  |  | | --- | --- | | **Best Interests of the Child** | * The welfare of the child is the paramount consideration * Actions taken to protect a child, including assessment, should not in themselves be abusive or cause the child unnecessary distress. Every action and procedure should consider the overall needs of the child | | **Child Rights** | * SOJU’s Child Protection Policy is firmly based on the principles of the UN Convention on the Rights of the Child (refer to appendix 1) * A child rights-based approach puts children at the center of work intended for their benefit and involves them as actors in their own protection and development | | **Child Participation** | * Children have a right to be heard, listened to and taken seriously. Taking account of their age and understanding, they should be consulted and involved in all matters and decisions which may affect their lives. Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves * Creating a space where children feel able and willing to speak out about abuse, free from abusers, empowers them to become involved in their own protection without further discrimination or shame. Children will only benefit from this policy if they are aware of their rights and are given the proper environment in which to exercise them. | | **The creation of a Child Safe organization** | * Creating an environment where issues of Child Protection are discussed openly and are understood between children and adults * ensuring that there is an open atmosphere where concerns can be brought to the attention of the relevant people * Promoting open lines of communication both internally and externally within and between organisations to improve awareness and implementation of Child Protection policies and practices * Creating a framework to deal openly, consistently and fairly with allegations concerning both direct and indirect abuse | | **Accountability** | * SOJU has identified the importance of leadership with clear lines of accountability, without ambiguity about who is responsible at every level, especially for the health, well-being and safety of vulnerable children * The criminal dimension of any action cannot be ignored | | **Transparency** | * Transparency combats/breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives. Transparency and the space and opportunity to talk freely create a preventive and protective environment for children. Transparency shows that an organization has nothing to hide and that it is willing to admit to, and learn from mistakes. Silence breeds abuse and exploitation of children * Transparency in dealing with incidents is required, whilst maintaining the confidentiality | | **CapacityBuilding** | * Effective Child Protection requires compulsory training and clarity of responsibility for personnel working with children * SOJU understands the need for capacity building on issues of Child Protection and appreciates the constraints and conditions under which we operate. SOJU is committed to undertake such capacity building | | **Commitment** | * Child Protection is not just about reading and signing a piece of paper: the policy sets out guidelines and standards that must be put into practice. Above all, it must be remembered that it is the children, not the standards, that are important; and although abuse must never be tolerated, the standards are no more than a tool in the service of promoting the welfare of children |   **7. ORGANISATIONAL CULTURE**  SOJU aims to create an organisation that is safe for children but is also aware of the need to keep child protection concerns proportionate and to guard against over-zealous attitudes. Child abuse thrives in closed and secretive atmospheres. SOJU’s best protection is to create an open and aware culture where people are not afraid to speak about their concerns. The commitment to protecting children must be communicated throughout the organisation. 8.  reporting and responding Clear reporting and reaction protocols are vital. In many abuse cases it turns out that someone knew or suspected a child was being abused but did not know what action to take. A thorough explanation of each stage of the reporting procedures is explained in this policy. An overview is given below to ensure that all staffs have a basic understanding of the processes. The Project Social worker must ensure that the appointed Child Protection focal person is fully conversant with the reporting and responding guidelines.   |  | | --- | | A **disclosure** is defined as a specific allegation of abuse made against a named individual.  A **suspicion** is when concern is expressed about abuse that may have taken place or concern that abuse may take place.  The **guiding principal** in all cases is the best interests of the child.  **Confidentiality** will be respected at all times. |   **Recognizing Abuse**  All staff must be briefed on child abuse, what it is and how to identify it. Recognising indicators of abuse is complex and there is no simple checklist.  Possible causes for concern might be:   * Physical signs of abuse or neglect for which improbable excuses are given * A child or children becoming unduly distressed or agitated in the presence of a particular person * A member of staff asking a child to lie about anything * A member of staff persistently failing to follow the code of behaviour * If any child appears to be receiving exceptional treatment, either being highly favoured or treated unduly harshly   If the line manager is concerned s/he should talk confidentially with other staff or volunteers and with the child concerned. The line manager should not drop the issue until s/he is convinced that there is no possibility of abuse. 9. conclusion Child protection is about protecting children from intentional and unintentional harm within an organisation intended for their benefit. Good child protection policy and procedures creates an open and aware culture that helps to protect children, staff and organisations. As SOJU considers that the best interest of the child is paramount, all staff and volunteers are bound by the policy and have a non-negotiable duty to report a disclosure or suspicion of abuse. Failure to act will have disciplinary consequences. SOJU refuge personnel also have a duty to ensure that any visitors who may have any contact with children are accompanied at all times.  SOJU is committed to sensitising all new personnel each year to child protection and recognises the need to train focal people in how to respond to an allegation. A significant component in preventing child abuse is in the empowerment of children them-selves. SOJU is committed to seeing increased efforts to address Child Protection.  SOJU aims to create an organisation that is safe for children but is also aware of the need to keep child protection concerns proportionate and to guard against over-zealous attitudes. Child abuse thrives in closed and secretive atmospheres. SOJU’s best protection is to create an open and aware culture where people are not afraid to speak about their concerns. The commitment to protecting children must be communicated throughout the organisation. | | | |

**APPENDIX 17: Child Safety Assessment Tool**

**Introduction of the child safety assessment tool**

The following is a simple tool to assist you to assess the safety of children associated with your organization. This assessment tool will help you to identify if there is child protection risk in your organization and help you to recognize what they are. The tool will then be used to help you develop an individual child protection action plan. The action plan will help your organization to put in place the systems required to protect children from abuse.

This tool is designed to help your organization protect children under your care and also to protect the personnel you employ. Child protection is an important focus of development work and its anticipated that, over time, each partner/CRO’s will know and understand the benefits of child protection and be willing to put child protection systems in place.

The first part of the tool assesses risk related to project activities. The second assesses the systems that are in place in order to reduce the risks incurred from project activities. The final section provides a framework for action

**Low risk** are activities that have to do with infrastructural & mechanical installations, provision of materials or equipment, training of adults, and thus have little or no access to unaccompanied children.

**Medium risk** activities might involve access to unaccompanied children indirectly, like through social marketing of condoms.

**High risk** activities are the activities that have direct access to unaccompanied children, thus working directly with children/adolescents in groups or one-to-one.

**Name partner /CRO’s: ………………..**

**Date: ……………………………………………..**

**Team present at the child safety assessment**

|  |  |
| --- | --- |
| **Name** | **Position** |
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**On completion of the risk assessment please document scores below**

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk Assessment** | **Low Risk** | **Medium Risk** | **High Risk** |
| Project activities |  |  |  |
| Programmes |  |  |  |
| Principles |  |  |  |
| Policy and procedure |  |  |  |
| Good practice and prevention |  |  |  |
| Information and communication |  |  |  |
| Monitoring and review |  |  |  |
| **Totals** |  |  |  |

**Your Overall Risk Rating for Child Protection is. …………………………………………………**

(Low/Medium/High)

Review the activities listed below and place a 1 in the shaded box of any activity implemented by your organization as a guideline tool. The shaded box indicates the risk rating assigned to the activity, this is not negotiable. At the bottom fill in any other activity your organization implements. Your child protection Technical Officer will help you assign a risk rating using the criteria detailed on the front page

|  |  |  |  |
| --- | --- | --- | --- |
| **HIV/AIDS PROJECT ACTIVITY** | **Low** | **Med.** | **High** |
| **IEC/BCC, Stepping Stones**  *Stepping Stones will be addressing young men and young women in the community, no age limit on the activity adolescents might be included* |  |  |  |
| **IEC/BCC, peer education and life skills implementation in- and out of school**  *Peer Education is directly addressing adolescents. Staff/volunteers have direct access to unaccompanied children, and life skills involves expressing real life to children and offering them techniques to successful living in life and how to excel in education(sexual purity campaign, career guidance, girl talks, boy talks among others)* |  |  |  |
| **IEC through radio**  *No direct access to children* |  |  |  |
| **Social Marketing Of Condoms (SMOC)**  *Directly working with retailers, no age limit is required of the final beneficiary who buys condoms, indirectly access to adolescents/youth* |  |  |  |
| **Voluntary Counseling and Testing (VCT), training**  *Training of health workers, no direct access to children* |  |  |  |
| **Voluntary Counseling and Testing (VCT), outreach**  *VCT is targeted to people who are willing to seek testing services. Possible access to unaccompanied children* |  |  |  |
| **Prevention Parent To Child Transmission (PPTCT), training**  *Training of health workers, no direct access to children* |  |  |  |
| **Prevention of Parent To Child Transmission (PPTCT), community mobilization**  *Staff/volunteers might have access to unaccompanied children in the community and homes, indirectly though focus of the mobilization is to address adults/future parents* |  |  |  |
| **Sexual Transmitted Infections management (STI), training in syndrome management**  *Training of health workers, no direct access to children* |  |  |  |
| **Sexually Transmitted Infections management (STI), STI clinic**  *STI management is targeted to people who are willing to seek treatment of STIs, no age limit. Possible access to unaccompanied children* |  |  |  |
| **Home Based Care (HBC)**  *Directly addressing PLWHA in their homes. Possible access to children in the homes of PLWHA* |  |  |  |
| **Anti Retro Viral (ARVs), training**  *Training of health workers, no direct access to children* |  |  |  |
| **Access to health care provision for PLWHA, treatment of opportunistic infections** *Directly addressing PLWHA, no direct access to children* |  |  |  |
| **People Living With AIDS support group (PLWHA), prophylactic treatment for Opportunistic Infections**  *The support groups are addressing PLWHA, the support groups will be meeting outside the homes and is only accessible for adults, children treated need to be accompanied by adults* |  |  |  |
| **Orphans and Vulnerable Children (OVC) offering primary education, secondary education, higher/tertiary education (university Education),vocational training, apprentice training with local artisan and direct entry into technical institute**  *Staff of institutes and artisans have direct access to unaccompanied children* |  |  |  |
| **Sustainable livelihood, agriculture and animal husbandry**  *The sustainable livelihood programme is addressing vulnerable households, that includes PLWHA households and child headed households, direct access to unaccompanied children* |  |  |  |
| **Living positively with HIV/AIDS initiatives, life skills training**  *Life skills training is directly addressing children, out of school adolescents/youth* |  |  |  |
| **Living positively with HIV/AIDS initiatives, memory book**  *The memory book programme will be implemented through PLWHA support groups. Staff/volunteers may have access to PLWHA homes and children* |  |  |  |
| ***Fill in any other activity the organization implements/Donor*** |  |  |  |
| **Credit and saving scheme** |  |  |  |
| **Advocacy** |  |  |  |
| **Score, how many high risk, medium risk and low risk activities** |  |  |  |

Review the activities listed below and place a 1 in the shaded box of any activity implemented by Okoa refuge. The shaded box indicates the risk rating assigned to the activity, this is not negotiable. At the bottom fill in any other activity your organization implements. Your child protection Technical Officer will help you assign a risk rating using the criteria detailed on the front page

|  |  |  |  |
| --- | --- | --- | --- |
| **DISABILITY PROJECT ACTIVITY** | **Low** | **Med** | **High** |
| **Access to information, mini library**  *Addressing PWD, CWD and families of CWD, possible access to unaccompanied children* |  |  |  |
| **Home Based Care**  *Addressing PWD, CWD and families of CWD in their homes, possible access to unaccompanied children* |  |  |  |
| **Therapeutic interventions, physiotherapy and speech therapy**  *Possible access to unaccompanied CWD in therapy sessions* |  |  |  |
| **Structural access to existing health facilities**  *Working on construction and infrastructure, no direct access to unaccompanied children* |  |  |  |
| **Assistance for referral to specialist and corrective surgical interventions (transport and consultation fees)**  *Assistance provided to PWD and the families of CWD, no direct access to children* |  |  |  |
| **Specialized clinics**  *Training of health workers, no direct access to children* |  |  |  |
| **Structural improvements to existing schools for better access for PWD/CWD**  *Working on construction and infrastructure, no direct access to unaccompanied children* |  |  |  |
| **Training of special needs teachers**  *Training of health workers, no direct access to children* |  |  |  |
| **Education equipment (Braille equipment and hearing aids)**  *Financial support to equipment, no direct access to unaccompanied children* |  |  |  |
| **Non formal education, child to child activities**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Non formal education, < 5 years play groups**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Sign language training, PWD, CWD and families of PWD**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Vocational training, PWD, CWD and families of PWD**  *Staff/volunteers will have direct access to unaccompanied children in institutions/at artisans* |  |  |  |
| **Sustainable livelihood interventions, PWD, CWD and families of PWD**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Assistive devices (wheelchairs, crutches and walking aides and hearing aides)**  *Financial support to equipment, no direct access to unaccompanied children* |  |  |  |
| **Support groups, PWD and families of PWD**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Daily living skills training**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Orientation and mobility training**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **Recreational facilities, sport**  *Staff/volunteers might have direct access to unaccompanied children* |  |  |  |
| **IEC/BCC, peer education**  *Staff/volunteers have direct access to unaccompanied children, when the peer education is addressing CWD* |  |  |  |
| **IEC/BCC, IEC through radio**  *No direct access to children* |  |  |  |
| ***Fill in any other activity the organization implements/Donor*** |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Score, how many high risk, medium risk and low risk activities** |  |  |  |

**Child Safety Assessment Tool**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programmes** | **Low** | **Medium** | **High** | **Notes** |
| ***Adults related to the programme*** | **0 – 10** | **11 to 20** | **More than 21** |  |
| 1. # of all staff and volunteers (Board of Trustees) |  |  |  |  |
| 2. # of adults related to the programme (suppliers, regular consultants, trainers in vocational institutes, artisans, etc) |  |  |  |  |
| 3. # of adults that have unsupervised access to children (i.e. artisans, teacher in learning institutions, guardians) |  |  |  |  |
| ***Children*** | **0 - 20[[4]](#footnote-4)** | **21 to 50** | **More than 51** | **Notes** |
| 4. # Of children targeted directly by programme activities |  |  |  |  |
| 5. # Of children trained in outsourced programme activities |  |  |  |  |
| 6. # Of children attending programme activities |  |  |  |  |
| 7. # Of residential children without 24 hour supervision of an adult |  |  |  |  |
| 8. # Of children that have unsupervised access to other children |  |  |  |  |
| 9. # Of children attend the programme activities as spectators (regardless if the activities are targeting children) |  |  |  |  |
| 10. # of children of the community are in and around the project premises |  |  |  |  |
| **Subtotal:** | **2[[5]](#footnote-5)2222222** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Principles** | **In place** | **Partially done** | **Not in place** | **What can be done about this?** |
| 1. Staff are familiar with the UN Convention of the Rights of the Child (UNCRC) as the basis for child protection policy |  |  |  |  |
| 2. The child protection policy makes it clear that all children have equal rights to protection |  |  |  |  |
| 3. All disciplinary measures are non violent and do not humiliate children |  |  |  |  |
| **Subtotal:** |  |  |  |  |
|  |  |  |  |  |
| **Policy and procedures** | **In place** | **Partially** | **Not in place** | **What can be done?** |
| 1. The organization has a child protection policy |  |  |  |  |
| 2. The policy is approved and endorsed by the relevant management body |  |  |  |  |
| 3. All staff are familiar with the Child Protection policy, know who the designated person on Child protection is and where to get more information on Child Protection |  |  |  |  |
| 4. There are clear procedures in place in respect of child protection, which provide step by step guidance on what action to take if there are concerns about a child’s safety or welfare |  |  |  |  |
| 5. There is a designated person with clearly defined role and responsibilities in relation to child protection |  |  |  |  |
| 6. Trained focal person on Child Protection in the organization |  |  |  |  |
| **Subtotal:** |  |  |  |  |
|  |  |  |  |  |
| **Good practice and preventions** | **In place** | **Partially** | **Not in place** | **What can be done?** |
| 1. There is a code of conduct, signed by all staff and volunteers |  |  |  |  |
| 2. The consequences of breaching the code are clear and linked to organizational disciplinary action |  |  |  |  |
| 3. In the induction process for all new staff and volunteers the Child Protection policy and systems are explained |  |  |  |  |
| 4. Children in institutions or children under the care of an artisan are supervised |  |  |  |  |
| 5. The environment of the organization’s premises or the premises of the training venue is considered “safe” for children (i.e. no loose electrical wiring, etc) |  |  |  |  |
| 6. The programme activities do not require long travelling distances for children or steps have been taken to minimize distances travelled |  |  |  |  |
| **Subtotal:** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information and communication** | **In place** | **Partially done** | **Not in place** | **What can be done about this?** |
| 1. Children are made aware of their right to be safe from abuse, through regular sensitization sessions (preferable monthly or bi-monthly) |  |  |  |  |
| 2. All staff and volunteers have attended sensitization sessions on how to recognize and report concerns about child abuse |  |  |  |  |
| 3. Everyone in the organization knows who is the designated person for child protection and how to contact this person |  |  |  |  |
| 4. Contact details are readily available for local child protection services, such as social services department, policy and emergency medical help |  |  |  |  |
| 5. There is a written action plan showing what steps will be taken to safeguard children, who is responsible for what actions and when these will be completed |  |  |  |  |
| **Subtotal:** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monitoring and review** | **In place** | **Partially** | **Not in place** | **What can be done?** |
| 1. System in place to support children who have been abused through emotional and psychological support |  |  |  |  |
| 2. Policies & practices are reviewed at regular basis, preferable every year |  |  |  |  |
| 3. Processes are in place to consult staff and children and parents as part of the review of safeguarding policies and practices |  |  |  |  |
| **Subtotal:** |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CHILD PROTECTION WORK PLAN Format** | **07** |  |  |  |  |  |  |  |  | **06** |  |  |
|  | **PLANNED ACTIVITIES** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| 1 | Child protection policy development |  | v |  |  |  |  |  |  |  |  |  |  |
| 2 | Child protection procedures development |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Code of conduct/Statement of commitment developed |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Disciplinary action developed when breaching Code of Conduct |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Induction process for all new staff and volunteers developed |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | System developed to support children who have been abused |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Policy approved and endorsed by management body |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Designated person appointed |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Designated person trained on Child Protection |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Name and contact of designated person on notice board |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Contact details for local child protection services on notice board |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Written action plan with steps to safeguard children, who is responsible for what actions on notice board |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Code of conduct/Statement of commitment signed by all staff and volunteers |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Staff read UN Convention of the Rights of the Child (UNCRC) |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | All disciplinary measures are non violent and do not humiliate children |  | v |  |  |  |  |  |  | v |  |  |  |
| 16 | Children in institutions or children under the care of an artisan are supervised |  | v |  |  |  |  |  |  | v |  |  |  |
| 17 | Premises adjusted to be safer for children |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | Programme activities do not require long travelling distances for children |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 | Regular sensitization session for children |  | v |  |  |  |  |  |  | v |  |  |  |
| 20 | Sensitization sessions for all staff and volunteers |  | v |  |  |  |  |  |  | v |  |  |  |
| 21 | Policies & practices are reviewed at regular basis **(Dec,2017 annually)** |  |  |  |  |  |  |  |  |  |  |  |  |

**Please plan realistically and refer to funded project activities work plan and the organizational development work plan**

**“together we transform our commities**”

**POLICY APPROVAL STATEMENT:**

The Executive Board and staff of SOJU in exercise of its Constitutional Mandate of approving the organization policies and whose signatures are as below have adopted these Child protection Policies and procedures manual as the Official child protection policies in the conduct of Live Again Uganda(Springs Of Joy-Uganda) .

**By the order of Springs Of Joy-Uganda Board**

Chairman

SOJU

……………………………….

Secretary

SOJU

………………………………

Manager

SOJU

………………………………

Social worker

SOJU

……………………………….

Dated, this \_\_\_\_\_\_\_\_day of\_\_\_\_\_\_\_\_\_\_\_2017

**“together we transform our commities**”

1. [↑](#footnote-ref-1)
2. Adapted from materials by the following organisations: Anti-bullying Organization’s, Scottish Council for Research in Education, and Child Line [↑](#footnote-ref-2)
3. From Hitting People is Wrong – CRIN website – http://www.crinmail.org/resources [↑](#footnote-ref-3)
4. Score 1 point for each filled box [↑](#footnote-ref-4)
5. Score the points for each low risk, medium risk and high risk [↑](#footnote-ref-5)