Child Safeguarding Toolkit

March 2022

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About Global Schools Forum

Global Schools Forum (GSF) is a catalytic community working to improve education outcomes at scale.
We do this by supporting social enterprises in education through:

- Curated learning and networking opportunities
- Funding and coaching to scale innovations in partnership with government
- Generating evidence
- Strategic policy engagement

Our network is currently 66 members strong, each working in partnership with communities and governments in 51 countries. Our secretariat – spread across 4 continents – has expertise in school leadership, education innovation, and education financing. Our vision is that all children in low and middle-income countries have equitable and safe access to quality education so they can realise their potential.

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Photos courtesy: Schools for Life Foundation, XXXXXXX

Overview

Overview

The well-being of children and young people is critically important to Global Schools Forum (GSF). We want to see children and young people thrive regardless of their gender, sexuality, ethnic grouping, faith, culture, family income, disability, or other defining features. Therefore, we are committed to ensuring that all children and young people have access to a safe education.

We recognise it is the right of all children to have their welfare safeguarded and promoted as enshrined within the United Nations Convention on the Rights of the Child (UNCRC). We believe that children and young people should never experience abuse of any kind and acknowledge that we have a responsibility to promote the welfare of all children and young people and keep them safe.

As an organisation working within the education sector, we recognise that our work impacts children. We want to be a global leader in education, and we know that the safeguarding and well-being of children is a core tenet of education. GSF's Child Safeguarding Policy reflects our commitment to promoting safe practices that create a conducive environment for children to learn and grow.

We want to ensure that our community of organisations is equipped with strong child safeguarding policies and practices. There are several ways in which GSF upholds this commitment and provides support to its members in this regard:

- We ensure that all organisations joining the GSF community have a robust Child Safeguarding policy; this is a non-negotiable requirement to apply for GSF membership. Where organisations need support in creating or strengthening their policy, GSF supports them through one-on-one consultations and connections with experts.
- We organise expert-led learning sessions for our community to help them stay up to date on the latest development in this area of work. We also customise support for extreme situations such as the COVID-19 pandemic.
- We compile and share relevant resources, some of which are listed in this toolkit, with our community and encourage them to conduct frequent self-assessments and updates of their safeguarding practices.

About This Toolkit

GSF has compiled this toolkit to support our community of organisations and the broader education sector with resources on child safeguarding to effectively prevent and respond to child harassment, abuse, and neglect. This toolkit has practical learning tools, templates, resources and samples of child safeguarding policies designed for schools, school networks and other organisations working with children in any region to:

- Self-assess existing child safeguarding policies and practices in your school/organisation
- Create a robust child safeguarding policy where it doesn't exist or update it to accommodate emerging risks
- Train your staff on how they may respond to child safeguarding scenarios

Child Protection vs Child Safeguarding

Child protection in the international context describes the work to strengthen laws, policies and systems, which are designed to protect children in a given country in his or her own family and community. Child Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children (Keeping Children Safe).

In this toolkit, we have used the term Child Safeguarding and its associated definition in all tools and resources to highlight the practices organisations must adopt. In some tools, the two terms are used interchangeably as they seemed fit for context.

1

Child Safeguarding Self-Assessment Template & Action Plan

An assessment tool designed to assist organisations evaluate their policies, identify areas of strength and areas for development in respect to their safeguarding duties and responsibilities. This tool can be used to document and evidence your organisation's ongoing commitment to safeguarding.

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Safeguarding Self-Assessment

This assessment tool has been designed to provide GSF members with the opportunity to highlight areas of strength and to identify areas for development in respect of their safeguarding duties and responsibilities. Child Protection and Child Safety are both aspects of safeguarding.

If members choose to share this self-assessment with GSF, it will also assist GSF in identifying where to target support in order to drive safeguarding standards upwards.

This tool should be used to document and evidence your organisation's ongoing commitment to safeguarding.

Definition of safeguarding

For the purposes of this document, safeguarding is the action taken to protect children, young people and vulnerable adults from harm and abuse[1]. Children's rights to protection from harm and abuse are enshrined within the United Nations Convention on the Rights of the Child (UNCRC)[2]. The UNCRC operates on four guiding principles:

- Non-discrimination
- Best interest of the child
- Right to life and development
- Participation

Child protection is a core part of ensuring these rights and therefore one aspect of safeguarding. It focuses on protecting individual children identified as suffering or likely to suffer significant harm and ensuring that there are procedures in place to respond to concerns about the wellbeing of a child.[3]

It is the responsibility of organisations to ensure their staff, operations, programmes and partners "do no harm" to children and do not expose them to the risk of harm or abuse. It is also the responsibility of organisations to report any concerns they have about a child's or children's safety, within the communities in which they work, to the appropriate authorities.[4]

In completing the assessment tool

- **If you decide that a particular strand within the assessment tool is not applicable, you are advised to clearly set out why the benchmark is not relevant to ensure it is documented.**

- When referring to children, this tool means all children and young people aged 0 to 18 years, but if you have students in your schools that are over 18, you may wish to extend this definition to include all students in your schools.

- This tool covers the identification of safeguarding concerns and the reduction of the risk of safeguarding incidents. It covers some aspects of prevention.

Evidencing the criteria

There is an example of the type of information you might write alongside each criterion. However, you are encouraged to be far more detailed than the example text and delve deeply into your systems and processes when

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[1] www.keepingchildrensafe.org.uk
[2] https://ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
[3] https://www.nspcc.org.uk/preventing-abuse/safeguarding /
[4] www.keepingchildrensafe.org.uk

rating yourself. When providing evidence to support your rating against a particular benchmark, you are encouraged to be honest and base this on accessible evidence.

Any evidence should be referenced in the 'Evidence and Notes' column of document to support your rating against the benchmark.

Where possible, use this self-assessment to show evidence of how children, young people and vulnerable adults have been made safer.

The benchmarks are each related back to the four International Safeguarding Standards[5]:

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

More information on each of these can be found in the 'Guidance on the Key Aspects of a Child Protection Policy' document.

The process of the assessment

The assessment should be seen as contributing to a process of continual improvement. The tool covers 10 benchmarks, each of which are broken down into smaller areas. To gain the most benefit from this self-assessment, you should evidence your assessment. There are descriptors of what each rating would look like. This will allow you to compare easily when you repeat this exercise, which we would advise you to do annually.

There is also a checklist of supporting documents that will help you demonstrate you are meeting these benchmarks and a pro forma for you to create an Action Plan to meet any gaps.

Process steps

1. Self-Assessment completed by Named Child Safeguarding Person at **network level**	1. Self-Assessment completed by Named Child Safeguarding Person at **school level**
2. Share and discuss	
3. Create Network level action plan and share with **Board/Trustees**	3. Create school level action plan and share with **governing body and senior team**
4. Review annually	

Collaborate. Innovate. Educate.

Please read each benchmark below and rate how your organisation meets this statement.

School/Organisation Name:		Date of assessment:
Name/s of assessor/s:	**Role/s of assessor/s:**	

BENCHMARK 1
Senior management have a commitment to safeguarding children, young people and vulnerable adults (standards 2, 4)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
1.1. Organisational values are aligned with protecting children and senior teams are committed to making difficult decisions to prioritise children's safety and wellbeing	No evidence that organisational values are aligned with protecting children	Protecting children is aligned with organisation's values, but no evidence that senior teams see this as a high priority	Organisation's values are aligned with protecting children and there is some evidence that senior staff are committed to this	Protecting children is fundamental to the organisation's culture and values and there is clear evidence that it is the highest priority for senior teams		*eg. Our values are xxx, SMT meets weekly, and Child Protection is a standing agenda item*
1.2. A named person at the network level responsible for ensuring safeguarding processes and policies are being implemented in all schools	No evidence of a named person	A named person, but not widely known within or outside of the organisation	A named person, known within the organisation but not communicated outside of the organisation	A named person at a senior management level is identified as responsible for safeguarding. This is fully communicated both inside and outside the organisation		*eg. xxx is named person at network level. All headteachers are reminded of this in annual training and xxx sends our termly updates. Xxx is named on our website here.*
1.3. There is a named person responsible for safeguarding at a senior management level in each school. This may be a school head /principal	There is no evidence of a named person	A named person, but this is not widely known within or outside of the organisation	A named person, this is known within the organization but not communicated outside of the organisation	A named person at a senior management level is identified as responsible for safeguarding. This is fully communicated both inside and outside the organisation		*eg. Headteacher is named person, poster in the staff room and in the school office. Staff are reminded in staff meetings at the start of the school year and during refresher training*

![Global Schools Forum logo]

BENCHMARK 2:
There is a clear statement of our organisation's responsibility towards children, young people and vulnerable adults (Standards 1, 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
2.1. Our organisation has a safeguarding policy that provides clear guidance on what to do if staff are concerned about a student	No policy is available to staff	A policy but it is vague about what actions to take, and staff awareness of the policy is low	A policy that states what to do, many but not all the staff are aware of it. There is no clear evidence of review	A full policy is available to all staff, which is reviewed and updated every year		*eg. See attached Policy last reviewed on xxx date due for review in xx months. Policy is in policy folder in staff room and online on our shared drive*
2.2. There is an effective complaints process in the organisation for all students.	No process is in place.	A process, but it's not clear and staff and students are not aware of it	There is a policy which staff and students are aware of. However, there is little tracking of complaints, the outcomes, or the time it took to respond	There is an effective and accessible process in place.

Complaints are responded to in a timely manner | | *eg. See attached Complaints process. Last term we had xx complaints, see attached outcome sheet for the timescale and outcome of each. Complaints forms are available online or from each school's reception and staff know to pass them onto the Headteacher* |
| 2.3. Any company/organisation that is commissioned or partnered to provide a service on our behalf, meets the relevant benchmarks in this assessment. | No evidence that partner organisations and service providers meet any of the benchmarks in this assessment. | There is evidence that one or two of these benchmarks are met by partner organisations and service providers | Partners and service providers meet at least 8 of the benchmarks [this must include having a safeguarding/child protection policy]. There is an understanding and agreement that all relevant benchmarks will be addressed in the future | Robust contracting arrangements are in place with explicit reference to safeguarding, monitored regularly. Your organisation can show that it understands the need to ensure that companies they work with meet these benchmarks | | *eg. We have a full list of all partners and contractors we work with and copies of their Child Protection Policies or of our Child Protection Policy which they have signed. These are kept in xxx location.*

We have stopped using xxx contractor because… |

BENCHMARK 3:
There is a clear line of accountability within our organisation for work on safeguarding (standard 4)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
3.1. Our board of Trustees/ Directors/ Governors understand their responsibility to review our organisation's safeguarding policies, procedures and practices at regular intervals	The board has no awareness of its responsibility in relation to safeguarding	The board recognizes its responsibility but there are no mechanisms in place for regular review	The board recognizes its responsibility and a safeguarding review is an annual agenda item	The board ensures that safeguarding is a priority for the organization and reviews all projects, programmes and strategy decisions with this in mind		*eg. Board annually reviews CP Policy. There is a named CP link on the Board and they consider CP when making strategic decisions about the direction of the charity. For example, see Board Agenda and minutes xxx date*
3.2. 'Named Senior Management responsible for safeguarding' understands their role and when and how to escalate/ refer	'Named Senior Management' across the network are not clear about their responsibilities or relevant policies and procedures	Some 'named Senior Management' have understanding of their role but lack confidence about when or how to refer/escalate	Most 'named Senior Management' can clearly articulate their role and when to refer/ escalate	All 'named Senior Management' can explain their role in safeguarding and when and how they would refer/ escalate		*eg. We conducted an audit survey and found that xx% of Headteachers could explain their role, but only xx% of wider SMT. We are planning additional training for November*
3.3. Staff are aware of what their roles are in safeguarding and what to do if they are concerned about a student	Staff who come into contact with students are not aware of their responsibilities or relevant policies and procedures	Some staff have some understanding of their role and responsibilities. However, many are unclear what to do if they are concerned about a student	Most staff can clearly articulate what they would do if they were concerned about a student. However, many give inconsistent accounts of this	All staff can explain their role in safeguarding and what they would do if they were concerned about a student		*eg. A spot survey revealed that staff knew what CP is but were not confident on how to report concerns. We included it on every staff briefing in August and are due to do another spot check in December. Also included as a standing agenda item in 1:1s*
3.4. Records of numbers of safeguarding incidents reported, types of incidents, referrals made and outcomes of referrals are kept and shared anonymously for review	Organisation has no overview of numbers of safeguarding incidents or referrals	Organisation keeps some records of numbers of incidents, but not consistently	Organisation records incidents and referrals, but these are not reviewed to identify trends/patterns	Organisation has anonymized records of all safeguarding incidents and referrals and these are reviewed regularly to identify trends/patterns		*eg. Please see attached our excel of anonymized numbers of incidents and outcomes*

BENCHMARK 4:
Development of new services or businesses takes into account safeguarding (Standard 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence and notes
4.1. When developing a new business or service, safeguarding issues are part of the planning process	Safeguarding is not in any way part of the planning process for a new service/business	Safeguarding issues are addressed but not fully. Some of the benchmarks are in the planning process but not all	The benchmark is mostly met, benchmarks 1, 2,3,5,6 and 7 are met	Planning of the new service/business ensures that issues relating to all the benchmarks of this assessment are addressed		*eg. No robust processes in place for reviewing new services in line with CP benchmarks. Add to action plan to write and implement these*

BENCHMARK 5:
All relevant staff are trained on safeguarding (Standard 2)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
5.1. All staff receive information on safeguarding as part of their induction process	No information is provided on safeguarding at induction	Some information is part of the induction, but it doesn't fully cover staff roles, responsibilities and policies	Most staff do get safeguarding information in their induction. It's not always possible to evidence that this happened in the first 6 months	Inductions fully cover all policies and roles and responsibilities for staff take place within the first 6 months		*eg. See induction training schedule and record of training received for each staff member. 3 staff are yet to complete training this academic year*
5.2. All direct delivery staff receive annual refresher training on safeguarding, including how to recognise and act on concerns of abuse. This includes knowledge about safe internet use	No training is provided	Training is provided, but it is not fit for purpose, or not given to all staff. It doesn't include knowledge and information about safe internet use	Most staff receive safeguarding training that meets their needs and includes safer use of the internet	It can be evidenced that all relevant staff have received regular training that enables them to address relevant safeguarding issues. This includes safe internet use		*eg. Training record demonstrates who has been trained this year, identified gaps that cleaning staff are not being trained currently, need to address this*
5.3. Learning and development is provided about when to refer to statutory and other child protection agencies	No learning and development is available	Learning and development is available, but it is limited or not accessible to all staff. Some staff can describe local thresholds and know how to make appropriate referrals	Staff receive learning and development on local thresholds, most can describe these and are able to make appropriate referrals	Staff are given learning and development input that enables them to understand local thresholds, and make referrals		*eg. List of referral agencies is kept up-to-date by Designated Person and is visible in staff room. It is included in annual training*
5.4. Safeguarding learning and development is recorded for each member of staff	No record is made of what safeguarding learning and development staff have undertaken	Some records are kept but they are incomplete	Most staff have their learning and development recorded	There are full records of all staff's safeguarding learning and development, which are easily accessible		*eg. See training record. Noticed it doesn't include the fellows we have, need to add to action plan*

BENCHMARK 6:
Recruitment, vetting procedures and allegations against staff follow safeguarding best practice (Standards 2, 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
6.1. Our organisation has a safer recruitment policy, which covers how to recruit staff safely	There is no policy	There is a policy but it doesn't cover all aspect of safer recruitment or doesn't cover all staff who have contact with learners	There is a policy that contains the elements of safer recruitment, but not all managers understand how to implement it	There is an accessible safer recruitment policy		*eg. See Policy attached. Stored in the school office – need to check if this is true across all schools before marking green*
6.2. All staff who have contact with learners have: - Appropriate checks. - Have their identity and qualifications verified - Have face-to-face interviews - Their previous career and education history is checked and discrepancies are discussed - Relevant checks are done in line with local legislation and good practice guidance	None of these actions are taken, in the recruitment process	Some actions are taken but not all, or the data is not analysed in an appropriate manner	These actions are mostly carried out for staff who have contact with learners. However, there are some exceptions and analysis is inconsistent	The full process is undertaken for all relevant staff. There is evidence that information has been effectively analysed		*eg. Recruitment records are filed in schools and then also scanned and shared with central office. Some difficulty obtaining police checks as huge backlog in system so we have implemented a self-declaration which new recruits sign as an interim measure and asking for 3 references rather than 2*
6.3. Staff involved in recruitment understand the need for safer recruitment practice	No evidence that staff carrying out interviews understand the need for safer recruitment	Evidence that staff have some understanding of the need for safer recruitment, but don't fully understand or apply the policy	Most staff understand and implement the policy for safer recruitment	Staff have a full understanding of safer recruitment apply the policy and can effectively analyse the data		*eg. HR staff and senior leadership team undergo specific training biennially on their role in safeguarding through recruitment – see training record. Might need to audit to check training is being implemented*

BENCHMARK 6 (cont.):
Recruitment, vetting procedures and allegations against staff follow safeguarding best practice (standards 2, 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
6.4. All staff and Volunteers have job descriptions which include a commitment to safeguarding	No evidence of job descriptions for any staff or volunteers	Job descriptions for some roles in place	Job descriptions are in place for most roles and certainly for all roles where staff are in contact regularly with students	Job descriptions in place that are appropriate and include reference to safeguarding responsibilities for all staff and volunteer roles		*eg. Need to update all JD's to include safeguarding statement*
6.5. Our organisation has disciplinary procedures in place in regards to staff and volunteers. There is evidence that these have been effectively used, to protect learners	No evidence of procedures for dealing with allegations against staff, or that they have been effectively used	Some incomplete procedures, and or no evidence of effective use	Mostly there is an effective use of the procedures, and students are protected	There are robust procedures that deal with allegations against staff and volunteers. There is clear evidence that these are effectively used and there is appropriate involvement with police and the relevant safeguarding agencies. Clear evidence that learners are made safe		*eg. Processes and policies in place. Last allegation against a staff member was in January, process was followed but identified that our HT was unsure where to seek support for this when it arose. Might need some refresher training. Consider for the new year*
6.6. Staff are aware of the whistle blowing policy and know how to use it	There is no evidence that staff are aware of the whistle blowing policy or there is no policy	There is some evidence that staff are aware of the policy, but don't know how it applies to them or how to use it	Most staff are aware of the whistle blowing policy and confident about its use	Staff are fully aware of the policy and how to use it The organisation can show that it has been effectively used		*eg. Do not have a policy in place. Need to action this*

BENCHMARK 7:
Interagency working facilitates safeguarding (Standards 2, 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence and notes
7.1. Staff are able to identify students who need support from other agencies. They know how to effectively refer these to other agencies	Staff are unable to identify students who need support from another agency. They don't know what agencies might offer this support and have no system for recording referrals to other agencies	Staff have some knowledge and ability to identify students who need support from another agency. They don't know what agencies might offer this help or have a system for recording any referrals to other agencies	Staff have a good knowledge and ability to identify students who need support from other agencies. They know who these agencies are, but don't have a system for recording referrals to other agencies	Staff have good knowledge and ability to identify students who need support from other agencies. They know which agencies can offer this support and have a system for recording referrals to other agencies		*eg. Recent staff survey showed that those who have worked for us longer are more confident on identifying students who need additional support and know where and who they can refer to. Look at peer training to support newer staff*
7.2. The 'named person responsible for safeguarding' at the school has a working relationship with the local agencies, both statutory and non, and is confident in their referral processes	The named person is unclear about who they should be connecting with beyond the school	The named person has some informal relationships with some external agencies	The named person has identified relevant external agencies to connect with but has not yet developed working relationships with them	The named person has a full contact list and has built a relationship with a key contact at each of the relevant external statutory and non-statutory support agencies related to safeguarding		*eg. Good relationship with local Police. Need to think about how to handover relationship when xx person leaves to ensure continuity.*

BENCHMARK 8:
Staff know when and how to share information (Standards 1, 2, 3)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence and notes
8.1. Staff are aware of when and how to share information about safeguarding concerns. They are aware of who they can consult about issues of information sharing	There is no evidence that staff understand when and how to share information about safeguarding issues, nor do they know who to consult	Staff show some understanding of the need to share information about safeguarding, but this is not consistent. They don't know who to consult about information sharing issues	In most situations staff know when to share information and with whom	Staff are fully aware of when and how to share safeguarding information and who to consult if necessary		*eg. Signs in staff room, included in annual training. Need to encourage schools to include a safeguarding update monthly in staff meeting to raise the profile of the Designated Person among staff*
8.2. Staff are aware of how to record disclosures and concerns and who to share these with	There is no evidence that staff know how to record or report safeguarding concerns or incidents	Staff are aware that they need to record and report safeguarding concerns and incidents, but there is no form available	There is a reporting form available and it is used in most instances and most staff know who to share it with	Staff are fully aware of their need to write clear notes about any concern or disclosure and are consistently using a form to do this and sharing it with the named person in an appropriate timeframe		*eg. Review of recent reports shows lack of clarity and staff not consistently using the form we have provided. Need to explore barriers to this*
8.3. Records of safeguarding concerns and disclosures are well-organised, accurate, stored securely and only the relevant people have access to them	There is no system for storing safeguarding records and reports	There is a system for storing safeguarding records and reports, but it is haphazard and easily accessible	There is a clear system for storing safeguarding records and reports, but it is unclear who is responsible for this	Safeguarding records and reports are stored securely, everyone knows who is responsible for maintaining these and ensuring their security and confidentiality		*eg. Need to follow up on this – can't confidently answer*

BENCHMARK 9:
Safeguarding best practice informs our work with individual children, young people or vulnerable adults (standards 1, 2, 3, 4)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence & notes
9.1. Staff are aware of the Code of Conduct and the Safeguarding Policy, how these impact on their interactions with students. This includes interactions via the internet and other new technologies	Staff have no awareness of the Code of Conduct and the Safeguarding Policy and the implications this has on their interactions with students or neither policies are in place	Staff have some understanding of the Code of Conduct and the Safeguarding Policy and its implications, but this doesn't impact on their direct work with students	Staff generally understand the Code of Conduct and the Safeguarding Policy and its implications for their work with students	Staff have a complete understanding of the Code of Conduct and the Safeguarding Policy. There is clear evidence that this impacts on their day-to-day work students		*eg. Every staff member has signed Code of Conduct and we have a copy and they have a copy* *Need to look more deeply at whether we are consistently seeing this affect their behaviour and way they work with students*
9.2. Our organisation can show that we understand the increased risks that our particular method of delivering a service might bring. This would include understanding that age, disability and location of the service can all increase risk	Our organisation shows no understanding of these extra risk factors, nor does it take actions to reduce them	Our organisation shows some understanding of these increased risk factors, but either doesn't comprehend them fully or fails to take actions to reduce them	Most of the factors that increase risk to learners are understood by our organisation and addressed	Our organisation fully understands issues of increased risk, and takes actions to reduce these		*eg. Need to talk about in SMT meeting as to identify particular risks of our model and delivery. Some are on our risk register – see attached, but probably needs an update and deeper review*

BENCHMARK 10:
Students, parents and the community know when and how to report safeguarding concerns (standards 3, 4)

Criteria	RED	ORANGE	YELLOW	GREEN	Rating	Evidence and notes
10.1. Students understand their rights and can identify behaviour that violates this	Students have no awareness of their rights	Students have some awareness of their rights, but no understanding of what this means in practice	Students are confident to talk about their rights but are not clear on how they can have a voice	Students fully understand their rights and what that means for others' behaviour towards them are given opportunities to voice their opinions and suggestions		*eg. Taught within curriculum, 1 lesson a week*
10.2. Parents and the wider community understand the organisation's role in safeguarding students	Our organisation shows no understanding of these extra risk factors, nor does it take actions to reduce them	Our organisation shows some understanding of these increased risk factors, but either doesn't comprehend them fully or fails to take actions to reduce them	Most of the factors that increase risk to learners are understood by our organisation and addressed	Our organisation fully understands issues of increased risk, and takes actions to reduce these		*eg. Running termly sessions with the community and have seen our first parent request to see our CP Policy this term*
10.3. Students, parents and the community are aware of how to report concerns or incidents and confident to do this	There is no evidence that students, parents or the community know how to report safeguarding concerns or incidents	Some students, parents or community members know how to report concerns or incidents, but there is no confidence in this	Most students, parents and the community know how to report concerns and incidents and some are confident to do this	There is evidence that students, parents and the community are fully aware of how to report safeguarding concerns or incidents and confident to do this		*eg. Awareness raising through curriculum with students seems to have increased their understanding of Child Protection and their rights. First report of a CP concern from a parent this term*

Name of assessor:		Signature of assessor:	
Name of assessor:		Signature of assessor:	
Name of assessor:		Signature of assessor:	

Checklist of documents required to fully satisfy all benchmarks

○ Child protection/Safeguarding Policy (see GSF's "Guidance on Key Aspects of a Child Protection Policy" for what this should include) (2.1, 8.1, 9.1)

○ Record of support you have provided to staff in relation to safeguarding (1.4)

○ Complaints policy (2.2)

○ Staff job descriptions – which include roles and responsibilities relating to safeguarding (5.1)

○ Staff training record (5.4)

○ Safer recruitment policy (6.1, 6.3)

○ Disciplinary procedures to deal with allegations against staff and volunteers (6.4) – country specific

○ Whistle-blowing policy (6.5)

○ Log of referrals to police or CP agency (7.1) – country specific

○ Code of conduct for staff and volunteers (9.1) – must include expectations for behaviour at work and in their personal life

Action plan

For each benchmark rated RED, ORANGE or YELLOW, create an action plan below to detail how you are addressing the gap.

Lead Person (Name/Title)	Action	Timescale	Progress	Outcome

2

Child Safeguarding Policy Implementation Scenarios

A set of hypothetical scenarios (based on real situations) for you to work through as a team using your Child Safeguarding Policy. The scenarios are followed by discussion questions and possible responses are shared for further deliberation.

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Child Safeguarding Policy Implementation Scenarios

These scenarios are written so that you can work through them as a team with your Child Safeguarding Policy and explore how you would respond and why. Each scenario is based on a number of real situations that have been combined to maximise learning and therefore is not an entirely real incident. However, we hope you may recognise aspects of each scenario within your setting and therefore be able to relate your policy, experience and knowledge to the scenario.

The scenarios are followed by questions for discussion and then possible responses are shared for further discussion. We would advise you to share the scenarios and questions first and then after a discussion with your team, share the responses.

SCENARIO 1

Background information
Network X, manages and runs schools in Country Y. A recent nationwide survey showed that 80% of students say they have been abused in school by peers or by staff. Network X has zero tolerance for abuse of children including physical abuse, physical punishment, sexual abuse, harassment. While corporal punishment is illegal in Country Y and has to be reported to the Police if it leaves a scar or mark, corporal punishment remains widespread and positively supported by communities and families.

The situation
You have a teacher in your school who has been best teacher in the school for 10 years. She has consistently gone above and beyond what was required of her and has transformed the lives of many children. She is well-liked by staff, students and parents. Today, in her class she had a highly disruptive student who was very abusive to her. She was already having a bad day due to some personal difficulties she was facing at home.

When the student started shouting at her, she broke and picked up a broom that was in the corner of the room and hit the child. The child was not severely injured, but there was visible bruising caused by the broom. The parents of the child are supportive of the teacher and see the disciplinary action as necessary and appropriate for the behaviour their child displayed.

Questions

1. Imagine you are the teacher in the next classroom and you heard the commotion. You saw the teacher hit the child. What do you say and do?
2. Imagine you are the Headteacher and you have just heard that your best teacher has hit a child, something they have never done before. What do you say and do?
3. What are the different actions that could be taken in this scenario and what would the final outcome be for each of these?
4. For each outcome, consider the implications for the:
- Other children in the school
- Other staff in the school
- The teacher involved
- The wider network
5. What can be learnt from this scenario and how might that affect *your* policies and practices?

SCENARIO 2

1. Re-read the situation above, but instead of the teacher picking up a broom and hitting the child leaving a bruise, the teacher slapped the child on the wrist and it did not leave any mark.
2. Revisit your answers to the questions, would your answers change at all?

SCENARIO 3

Background information
Network A has been doing lots of training and awareness-raising with staff and students about Child Safeguarding , abuse and reporting with the aim of sensitising the entire school community to these situations.

The situation
A male student has noticed that female students keep being called into the male Headteacher's office alone and when they come out, they often have food or money and some seem to be anxious. Due to the recent training, this student recognises that something could be happening when the girls are with the Headteacher and raises the concerns with the Child Safeguarding Lead within the school.

Questions

1. If you are the Child Safeguarding Lead in the school, what do you say to the student who has reported this to you? What do you do next?
2. What are all the possible explanations for this situation?
3. What are the different actions that could be taken in this scenario and what would the final outcome be for each of these?
4. For each outcome, consider the implications for the:
- Male student who reported
- Female students involved
- Head teacher
- Wider network
5. What can be learnt from this scenario and how might that affect **your** policies and practices?

SCENARIO 4

Background information
Network Q runs rural schools. There is a lot of poverty in the communities they work in and students are often hungry, not appropriately dressed and walk up to 1.5 hours to reach the schools.

The situation
One of the students you see regularly who is normally attentive in class has started to turn up a bit late to school in the mornings, is less engaged and looks a bit more dishevelled than normal. You have asked whether everything is alright and the student has assured you they are fine.

Questions
1. What do you do next?
2. What are all the possible explanations for this situation? What are the reasons that might mean the student would say they were fine even if they were not?
3. For each explanation, discuss how you might find out about it and then what your response would be to each explanation.
4. What can be learnt from this scenario and how might that affect your policies and practices?

SCENARIO 5

Background information

Network S has been running 10 K-12 schools in Country T for 4 years. They have identified that many of their students are struggling with their English reading and they are not making the gains they haddone in previous years. They have staff accommodation at their schools. Their oldest students are 19 years old.

The situation

A charity has approached Network S and are able to provide 10 gap year students from the UK every year to come and work at the schools specifically on children's English reading. This would really strengthen the team and the schools' offer. The 18-year-old gap-year students pay their own travel and Network S would be expected to provide the accommodation for them. The charity is already working with other local schools in the area.

Questions

1. What child safeguarding issues and risks do you need to consider and be aware of before making a decision about whether or not to work with this charity?
2. What can you do to reduce the risks of working with a new partner organisation?
3. Who in Network S needs to be part of the decision-making process about whether or not to work with this charity?

SCENARIO 6

Background information

Network P has 76 schools across 3 countries. They have been running schools for 25 years and are very well-respected in the international education community. They have quite a high turnover of staff, but their Headteachers stay for an average of 9 years.

The situation

Your Designated Person receives a report from a teacher stating that a female student has come to them and disclosed that the male Head teacher of the school has been calling her into his office and making her do things sexually that they are too embarrassed and upset to say. The teacher says that the student is currently with 2 of their friends in a classroom.

Questions

1. How would you expect your Designated Person to respond? What should they do next?
2. How confident are you that your schools are able to handle this scenario?
3. What systems and policies do you need to have in place to be confident that your schools willrespond to this kind of scenario quickly and sensitively?
4. Who should be involved in investigating this and what referral pathways are there?
5. How will you communicate about what is going on? Who will be responsible for this and whatwill be shared? Who are the stakeholders and how will your comms differ for each of these?

Scenario 1: Response for discussion

In this scenario, there has been witnesses to the situation and the hit has left a bruise on the child. There is no question about whether or not the incident occurred. This means it is the legal responsibility of the school to report the incident to the Police. The teacher has carried out an illegal act and it is the responsibility of the Police to decide whether or not to press charges.

According to Network X's policy, they also have to dismiss the teacher because they have a 'zero tolerance for physical punishment'. This would not be a popular move with the children, staff or community as the teacher was very popular, but if Network X do not follow their policy in this incident, then confidence in their commitment to ensuring the safety and well-being of all children would be undermined. Dismissing this teacher would send a clear message to staff that this behaviour will not be accepted within Network X schools and therefore would ensure an even safer environment for students. If Network X does not act in this scenario, it may well reduce everyone's confidence that they would act in future and therefore impact on people's willingness to report other incidents.

It can be very hard to take this decision, particularly when you know that the teacher has a family to feed and this will affect their ability to get another job in the future. There is likely to be pushback from the Teachers' Union if the teacher is a member. However, this highlights why it is so important to have a clear policy that everyone knows and understands, but more importantly to have a foundational culture within your schools and staff teams where everyone recognises that abuse and corporal punishment are detrimental to student learning and therefore cannot be tolerated. Children's safety and well-being is fundamental to their ability to learn and therefore should be the highest priority for anyone working in education.

In many countries, you may be concerned about what the Police will do if you report abuse or illegal behaviour. There is a risk that they may be over-zealous or under-zealous – either of which could be detrimental. One way to reduce this risk is to build relationships with the right units within Police and Social Services who you can contact directly. It is important that as an organisation educating children, you must work within the legal requirements of the country you are situated in.

Further questions

1. Reflecting on your role in your school or network, how would you feel in this scenario?
2. Has this conversation changed the way you would handle it in the future?
3. Is there anything you need to do or change in your policies and practise or any further training you require to enable you to ensure the safety and well-being of all children in your schools?

Scenario 2: Response for discussion

In Country Y, there is no legal requirement to report this incident to the Police as the slap did not leave a mark on the child. However, for Network X, this still contravenes their zero-tolerance policy on physical punishment and therefore they would need to fire the teacher.

While this may appear to be a harsh response, it is essential in order to ensure that staff know that this is not acceptable behaviour within the network.

It is really important to treat anyone involved in an incident like this as a human being and to deal with all incidents as sensitively as possible. Drawing clear lines in your policies will support you and enable them to recognise that what they have done is beyond the line you have set and they have committed to.

Scenario 3: Response for discussion

Network A decided to suspend the Head teacher pending investigation. The female students all gave statements about the situation. What transpired was that the Headteacher had been asked informally by the parents of a few students to take responsibility for their food and money and to meter it out across the year. However, 2 of the female students had not been informed about the arrangement and were unsure about why they kept being called into the Head teacher's office and whether there was an alternate motive. While it transpired that there was no abuse taking place, it was clear that the arrangement was not appropriate and could be easily misinterpreted.

To really understand this situation and what was going on, required sensitivity and investigation. While this was found to be a false alarm, there was learning that needed to take place and the Head teacher had made mistakes that needed addressing. In these situations, it is important to make sure that an appropriate level of information is shared at each point during the investigation so that people understand what is going on, but are not discouraged from reporting in future when they see that theHeadteacher has been reinstated.

Further questions

1. Was this outcome what you expected when you read the scenario originally?
2. What would be the impact of not handling a situation like this sensitively?
3. What would you share, with whom, and when during the investigative process? Consider the students, staff, governing body, network leadership, the male student who reported, the female students involved, external bodies/agencies/partners

Scenario 4: Response for discussion

This scenario could have a multitude of explanations, some of them could be Child Safeguarding concerns, some of them may not be. Network Q have trained their staff to notice changes in behaviourwith their students, which is why this teacher asked the student whether they were ok.

It may be that this question was asked in front of other students, it may be that the student does notwant to share what was going on, it may be that the student was staying at a relative's house becausetheir mum was out of town for a week visiting an elderly relative and therefore the student not have their own bed for the week, it may be that the student is being abused on their way to school…the listof maybe's goes on. Some require some immediate response and others require ongoing monitoring.

This teacher should make a note of the changes they have noticed in the student and should discuss them with the Child Safeguarding Lead in the school. It may be that the Child Safeguarding Lead has other pieces of information that have been shared with them by others in the school community and what you have seen and noticed is the additional piece of information they need to build a clear picture ofwhat is going on for that student. The teacher should continue to record any behaviour changes they notice and share them with the Child Safeguarding Lead. The teacher should not probe the student or others for information beyond providing opportunities for the student to share if they want to.

Further questions

1. Are you confident you and your staff would recognise behaviour changes in students and know what to do with those observations?
2. Is there anything more you can do to encourage students to share or report if they areexperiencing difficulties or abuse?

Scenario 5: Response for discussion

Network S decided to work with this charity and followed their Due Diligence procedure for any new partner organisations. This resulted in them understanding the Child Safeguarding policies and procedures of the charity and gaining agreement that the charity signs the Network's Child Safeguarding Policy and that each gap year student reads and signs the Network's Child Safeguarding Policy and Code of Conduct. In addition, the Network reviewed their Child Safeguarding Policy and Code of Conduct to strengthen the language and provide greater clarity around the expectations on the gap year students following conversations with other organisations who already hosted the gap year students. This related particularly to not being allowed to have relationships with students from the school or invite them into their quarters. It brought clarity to greater separation to the line between 'school student' and 'gap year student'.

There are a number of different questions to ask any new partner. Organisations normally do some level of Due Diligence on partner organisations they will be working with, but it is essential to think about any partnership through the lens of Child Safeguarding talking to the other schools who already work with them will help provide a clearer picture of how they are working with the charity and any Child Safeguarding concerns they have experienced as a result of implementing the programme. Questions to ask the charity might include:

- How do they recruit the students?
- What are their Child Safeguarding Policies and Procedures?
- Who is responsible for the gap year students when they are in-country?
- What would happen if Network S had concerns about the behaviour of one of the charity's gap years?

Further questions

1. What partners do you work with? Are you confident that you know their Child Safeguarding Policies and Practices? Do they sign yours when they are working with your students?
2. Do you need to review your own Policy or Code of Conduct in light of this scenario?

Scenario 6: Response for discussion

This scenario is serious and needs responding to immediately. The child who has disclosed this information needs to know that their disclosure is being taken seriously and that they are safe. With an allegation this serious, it would be important for the Designated Person to feel confident that they can access the support they need from the wider network as they would normally seek the support of the head teacher.

Network P has a clear policy that when allegations of a serious nature are made relating to members of staff, those staff will be told that an allegation has been made about them and they are not to come into the school while this is investigated. They are provided advice on who they might contact for support and advised on how this will be communicated to the staff team, students and wider stakeholders. In line with Network P's policy, the student is taken for a medical examination, which confirms they have been raped. Network P has a good relationship with the Family Liaison Branch of the local Police and contacts them to arrange for them to begin an investigation.

Further questions

1. Do you agree or disagree with this response? Why?
2. Is there anything more you can do to ensure your staff are confident about handling serious safeguarding situations as well as more minor situations?

A few notes on handling serious cases

- Have really clear lines in your policies that you will not cross
- Understand and fulfil all minimum responsibilities in relation to reporting to the police. Regardless of how the police will act – this has to be done
- Have your own completely robust separate investigation happening separate to the police
- Find ways to communicate sensitively and appropriately across the network about your responses to child safeguarding issues as this will strongly reinforce the culture and messages you are trying to embed across your organisation

3

Key Aspects of a Child Safeguarding Policy

This section provides a framework for building or strengthening your child safeguarding policy. It includes a list of 'must-have' and 'highly recommended' sections for any child safeguarding policy. In addition, it provides common definitions and proposed language for use within your policies. It also states unique precautions intermediary organisations must consider in their child safeguarding policies.

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Summary

This section aims to provide you with a framework for building or strengthening your Child Safeguarding Policy. It includes a list of 'must-have' sections and a list of 'highly recommended' sections for any Child Safeguarding Policy. In addition, it provides common definitions and proposed language for use within your policies where this is not context specific.

While this document in the main refers to 'Child Protection', there are some instances where the term 'Safeguarding' will be used. For the purposes of this document, safeguarding is the action taken to protect children, young people and vulnerable adults from harm and abuse[1].

Children's rights to protection from harm and abuse are enshrined within the United Nations Convention on the Rights of the Child (UNCRC)[2]. The UNCRC operates on four guiding principles:
-   Non-discrimination
-   Best interest of the child
-   Right to life and development
-   Participation

Child protection is a core part of ensuring these rights and therefore one aspect of safeguarding. It focuses on the specific action taken to protect individual children identified as suffering or likely to suffer significant harm and ensuring that there are procedures in place to respond to concerns aboutthe wellbeing of a child.[3]

It is the responsibility of organisations to ensure their staff, operations, programmes and partners "do no harm" to children and do not expose them to the risk of harm or abuse. It is also the responsibility of organisations to report any concerns they have about a child or children's safety, to the appropriate authorities.[4]

The WHO refers to abuse and neglect as 'maltreatment':

"Child maltreatment is the abuse and neglect that occurs in children under 18 years of age, it includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results 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. Exposure to intimate partner violence is also sometimes included as a form of child maltreatment.[2]"

There are four International Child Safeguarding Standards[1]

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

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

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

Accountability: The organisation monitors and reviews its safeguarding measures

Collaborate. Innovate. Educate.

These standards are based on 5 principles

Protection from harm - All children have equal rights to protection from harm.

Everyone's responsible - Everybody has a responsibility to support the protection of children.

Duty of care - Organisations have a duty of care to children with whom they work, are in contact with, or who are affected by their work and operations.

Responsibility of partners - If organisations work with partners they have a responsibility to help partners meet the minimum requirements on protection.

Child's best interest - All actions on child safeguarding are taken in the best interests of the child, which are paramount.

As you work through this guidance, think about the Child Safeguarding Policy you need for your organisation and also what your expectations are for the schools you work with.

- Do you want them to agree to your policy or to have their own policy?
- Do you need a policy template they can use and make specific to their school?
- Are you offering any training on child protection and child rights as part of you support to schools?

Once your policy is written or updated, we recommend that you have it reviewed by a Child Safeguarding expert. Please do contact info@globalschoolsforum.org if you need support finding someone suitable to review it for you.

Please note

Child Protection and Safeguarding need to be integrated throughout your organisation, writing or strengthening your Policy will not be enough to ensure the safety and well-being of children your staff come into contact with or who are in the schools you work with. It is a great start, and the beginning of an important journey. How you develop a culture of safeguarding and embed Child Safeguarding Policies and Practices into the day-to-day workings of your organisation will directly impact how safe children are when they come into contact with your staff. These will be the topics of future webinars and additional resources within our toolkit as it develops.

Essential components of your Child Safeguarding Policy

Below are the key components of any Child Safeguarding Policy. They do not have to be in this order or under these headings, but all of these should be addressed within your policy. While Prevention is not included as its own section within the 4R's below, it is fundamental to ensuring the safety of children and staff and minimising the likelihood of Child Safeguarding incidents occurring. You will therefore find that elements of prevention are included within the guidance below and in the main within the 'Recognise' heading.

Your policy should address the 4 Rs[6]

RECOGNISE possible abuse including roles and responsibilities in Child Safeguarding, definitions, signs and indicators of abuse, relevant legislation

RESPOND appropriately to children by actively listening, being aware of the barriers for the child and adult to reporting and being open and reassuring

RECORD all information as soon as possible and pass is safely and securely to the person who needs to know

REPORT concerns to the correct people at the correct times

You should also include who is responsible for Child Safeguarding in your organisation, when this policy was written and reviewed and when it is next due to be reviewed.

Throughout this section, you will see signposts, which show how each section relates to the 4Rs. At the end of the section about essential elements to include in your Child Safeguarding Policy, you will find a checklist with questions to help you assess whether your Child Safeguarding Policy and Procedures cover all the aspects mentioned.

Breaking down each detail

RECOGNISE

Purpose of the policy

This section should detail why child protection and safeguarding is important to your organisation. You should try to refer to your vision/mission and how ensuring high standards of child protection is fundamental to fulfilling this. You should detail whom this policy applies to. As an intermediary organisation, think about whether your Policy will apply to the schools you work with as well as your staff, contractors, volunteers and partners. If you decide that it will, then you will need a process to ensure that the people it applies to sign a copy of the policy to show that they have read it and know that it applies to them.

The section on 'Schools you work with/support' explores a range of ways you could influence that safety of children in the schools you work with. You should also include here a statement that demonstrates that you recognise that no organisation is immune to child protection incidents and therefore recognise that they could happen in your organisation as your staff come into contact with children through their work, but that you are committed to developing a culture that minimises the risk, prioritises children and empowers everyone to take responsibility. In this section, you will want to include a definition of safeguarding and child protection.

RECOGNISE

Reference to the statutory framework

Within your policy, you should refer to any national and international guidance that informs your policy and procedures.

This should include reference to the United Nations Convention on the Rights of the Child (UNCRC)[7],which is widely recognised as the most comprehensive international treaty on children's rights and certainly the most ratified. Referring to national and international guidance will enable you to detail here the principles that you are basing your Child Safeguarding Policy on.

Here are some examples of Principles from Keeping Children Safe:

- All children have equal rights to protection from harm.
- Everybody has a responsibility to support the protection of children.
- Organisations have a duty of care to children with whom they work, are in contact with, or who areaffected by their work and operations.
- If organisations work with partners, they have a responsibility to help partners meet the minimumrequirements on protection.
- All actions on child safeguarding are taken in the best interests of the child, which are paramount.[8]

RECOGNISE

Definitions

The definitions section should provide specific details of **all terms** used in your policy that may be open to interpretation. You may wish to include definitions of abuse in this section, within this Guidance they are covered in the 'Signs and Symptoms' section.

Other essential definitions include:
- Child/ren – generally anyone under the age of 18. However, if schools you work with have students who are over 18, you may wish to extend this definition to include anyone who is a student in those schools.
- Partners
- Staff
- Schools
- Trustees/Board
- Volunteers

Child Protection Lead/Designated Safeguarding Officer – this the person in your organisation who people will report any concerns they have to and who will be responsible for ensuring appropriate action is taken by your organisation in order to keep children safe.

Confidentiality

You may wish to choose a word like 'Representatives' to cover anyone who may come into contact with children through their work with or for your organisation. This would include your staff, volunteers, partners, visitors etc. This may be a useful term within your policy.

RECOGNISE

Abuse: Definitions, signs and symptoms

For Child Protection to be effective, everyone must know and understand the different types of abuse and how to recognise them. You may wish to include this section as an Appendix or put a line in your CP policy about how you will cover this in training instead.

Abuse takes many forms and no list will ever be exhaustive. There will always be ways to increase your knowledge and the knowledge of your team. However, you want to make sure that everyone can identify abuse and the best way to ensure this is to encourage them to be aware of any changes in a child's/young person's behaviour and to be able to discuss what these might mean. The four main types of abuse provide an initial framework for this. They are widely recognised to be:
- Emotional
- Physical
- Neglect
- Sexual

However, you could use these definitions below which have been taken from the UN Convention on the Rights of the Child[9] and from Keeping Children Safe[10], which are more extensive, as a guide:

Bullying is now understood to be a significant and very common form of harm that children experience. This may take the form of physical or verbal intimidation, aggression, violence, or exclusion on the part of a person typically a peer or another child/young person – who is more powerful than the victim of the bullying.

Bullying may happen for a number of reasons and includes expressions of tribal sentiments and gender biases, among others. Bullying must be taken very seriously because it causes direct harm to the victim at the time, and is often an indication of more serious abuse in the future.

Child sexual exploitation is a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol.

The abusive relationship between victim and perpetratorinvolves an imbalance of power where the victim's options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual. Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods. It may also involve opportunistic or organised networks of perpetrators who profit financiallyfrom trafficking young victims between different locations to engage in sexual activity with multiple men.

Commercial exploitation means exploiting a child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Many cases involve hitting (smacking, slapping, caning, etc), children with the hand or with an implement (whip, stick, cane, belt, shoe, wooden spoon, etc), but it can also involve, for example, kicking, shaking, throwing, scratching, pinching, burning or scalding children, or subjecting children to hard labour or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices).

Emotional abuse is persistent emotional maltreatment that impacts on a child's emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyber bullying), and threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment.

Neglect and negligent treatment is allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and /or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It may also involve maternal neglect during pregnancy as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

Physical abuse is actual or potential physical harm perpetrated by another person, adult or child. It may involve hitting, shaking, poisoning, drowning and burning. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Sexual abuse is forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has little choice in consenting to. This may include, but is not limited to, rape, oral sex, penetration, or non- penetrative acts such as masturbation, kissing, rubbing and touching. It may also include involving children in looking at, or

producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

This list is by no means exhaustive and you may need to include other definitions. There are other forms of abuse that may be particularly relevant to your context, which you may wish to define these further and detail how people may recognise these. These include but are not limited to:

- Female Genital Mutilation

- Spiritual abuse

- Online abuse/pornography

Signs and symptoms

Many organisations will address the signs and symptoms of abuse within their training of staff. This should include what people might notice if a child has been abused and should detail things such as:

- Behaviour changes

- Bruising

- Withdrawal

- Aggression

This section should enable your staff to be able to identify when something is not right for a child or when something has changed so that they make a note of it and share it with your named Child Safeguarding Lead.

REPORT

Designated person(s)/Child Safeguarding Lead

Within your organisation, you should identify someone who will take the lead and be responsible for ensuring that safeguarding policy and practice is up-to-date, is followed through in all areas and who others will report their concerns, suspicions or disclosures to. This person should take the lead in making decisions about whether or not it is necessary to make referrals.

They should also liaise with the leadership team or board in cases where there is an allegation against a representative of your organisation to decide on the next steps. Your designated person should have appropriate seniority within the organisation in order to be able to make necessary decisions and take responsibility for any referrals.

RECOGNISE

Roles and responsibilities

This section enables you to lay out how people at each level of your organisation should be involved in responding to child protection concerns, suspicions or disclosures. You should be clear about who will respond to reports, who has decision-making responsibility for referrals and who will hold the organisation accountable.
This should cover your:

- Board should be annually reviewing your Child Safeguarding Policy and list of incidents. They should also be maintaining a Risk Register, which includes any risks relating to Safeguarding/Child Protection

- Senior leadership team

- Designated person/Child Safeguarding Lead
- Staff and volunteers

In this section, it would be good to detail which staff roles are likely to come in to contact with children and when and how they are likely to come into contact with them. This may, for example, be your Field Officers, visiting school owners at their school. You should be clear however, that everyone has a duty of care towards children regardless of their role, but some are more likely to have direct contact with children more regularly.

RECOGNISE

Staff/volunteers code of conduct

Any Code of Conduct should detail the behaviours you would expect from your staff and volunteers and those that would be unacceptable. They should clearly define how your staff should behave and interact with children and young people. In relation to child protection, this should cover your organisation's expectations on:
- How they should (or shouldn't) physically interact with children and young people
- How they should (or shouldn't) treat them in terms of respect and verbal chastisement
- Their level of relationship with a child/young person

It should include a section for staff/volunteer signature and date to demonstrate their commitment to the Code of Conduct and to enable you to hold them to account should their behaviour not meet the standards you expect. You should detail the action your organisation will take should the Code be broken.

Many organisations have a Code of Conduct that is broader than just the behaviours they expect in relation to Safeguarding/Child Protection. They will therefore refer to their Code of Conduct within their Child Safeguarding Policy, but will not include the full Code in the text. You may decide to include it in an Appendix.

RESPOND

What to do about concerns

Having provided details of the types, signs and symptoms of abuse earlier in this policy, you expect that your representatives will be able to recognise abuse more quickly. It is essential therefore to detail what they should do if they suspect that a child is being abused. This should include a reporting form and details of who they should share this information with (the Designated Person/Child Safeguarding Lead).

You should include a reporting flow chart that is easy for people to follow when deciding what they need to do if they are concerned about a child.

You may wish to make edits to the ladder of concern in **Appendix 1** to make it relevant to your organisation.

RESPOND

Dealing with disclosures

While this section is similar to the above, it also should include details of how to respond to the child or individual who discloses abuse to you. This should include:

- Staying calm
- Not asking leading questions
- Noting down what they say
- Reassuring them that they have done the right thing in disclosing
- Advising them that you will share it with your designated person
- Not promising secrecy
- Ensuring the child's immediate safety

In this section, you should be clear about who child protection concerns, suspicions or allegations should be reported to within your organisation – the Designated Person/Child Safeguarding Lead.

You may want to include a reporting flow chart that is easy for people to follow when deciding what they need to do if someone discloses abuse.

RECORD

Record-keeping

Every concern, suspicion, disclosure or allegation needs to be recorded. The details must be recorded and so must any action, referrals or follow-up. It is worth including a reporting form as an appendix to your policy so that there is consistency in record keeping.

Provide details of whom reports should be shared with and where you will store them securely and confidentially. You should also be specific about how long you will keep these records for.

Your reporting form, which is your record, should include:

- Name and information about the child – age, gender, ethnicity, any disability
- Nature of concern – what the child said, what someone told you, physical signs and behavioural indicators
- Your name and role or the name and role of the person who told you
- When and where it happened
- Who else was present
- What the child said or what you observed about the child if they were telling you directly
- Any relevant observations about the child in the past, eg. has their behaviour changed?
- What you said to the child about confidentiality
- The name and address (if known) of the alleged abuser
- Who you have told, follow up and actions
- Space for signature and date

Confidentiality

It is essential that information about anything relating to child protection is shared with the appropriate people in a timely manner. This means that secrecy cannot be promised when there are disclosures. However, this section should make it clear that information will only be shared with people on a need-to-know basis, based on the roles and responsibilities detailed in the earlier section.

RECOGNISE

Safe recruitment

An important aspect of safeguarding children and young people is ensuring that your HR processes minimise the chance of inappropriate people taking up positions in your organisations that give them access to children. It may be that you have a separate Recruitment policy. If this is the case, you should refer to it in your Child Safeguarding policy and identify the parts of your recruitment process that help to protect children. This means that you need to detail the steps you take within your recruitment process to screen and vet potential staff. Sadly, people with inappropriate motives will seek out organisations that give them easy access to children.

Your recruitment process for anyone who will be coming into contact with children through their work with you should include, but is not limited to:

- Checking evidence of identity and authenticity of qualifications
- Criminal records checks (as possible in your context). You may wish to have staff sign a self-declaration about previous convictions.
- Gaining 2 professional references
- Checking work history and interrogating career gaps
- Asking at interview about their motivation to work in a role that will bring them into contact with children and young people
- Having a probation period
- Ensuring staff sign a Code of Conduct and Child Safeguarding policy

RECOGNISE

Training

Ensuring that staff are trained to recognise the signs and symptoms of abuse, to respond appropriately to disclosures and are aware of the reporting requirements for your organisation as well as your Designated Person/Child Safeguarding Lead is essential in raising the importance of child protection and safeguarding and therefore reducing the risk of child abuse within and through your organisation.

Training ensures that staff and volunteers develop the skills and confidence to keep children safe and contribute towards your organisations approach to protecting children. Detail what training you will offer, when and for whom.

Also, detail how you will record who has had training and when they need a refresher. You may also want to detail how you will inform people outside your organisation about your commitment to Child Safeguarding and what they should do if they have concerns about a child.

RESPOND

Procedure for dealing with complaints and allegations against staff

While we all hope that recruitment and reporting procedures prevent child abuse from occurring in our organisations, it is possible for there to be complaints and allegations against your staff. In fact, most (if not all) of the cases reported in the media internationally have related to abuse by staff, not failure to address abuse by those outside of the organisation.

You need to be clear on your process for dealing with allegations of abuse against staff members. This should include:
- when you would suspend a member of staff
- what investigations you would undertake
- who would be responsible for those investigations
- what you will do if the allegations are true
- what you will do if the allegations are false (reinstating member of staff)

You may want to refer to, or include here, a complaint form that anyone from your staff team, to children, to parents to other stakeholders can fill out allowing you to keep a record of complaints. You should also record how you will follow up on complaints.

REPORT

Whistle-blowing

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. The wrongdoing will typically (although not necessarily) be something they have witnessed at work. To be covered by a whistle- blowing policy, a worker who makes a disclosure must believe two things. The first is that they are acting in the public interest. The second thing that a worker must reasonably believe is that the disclosure tends to show past, present or likely future wrongdoing. Within the Child Safeguarding Policy, this relates to actions that may harm a child or put them at risk of harm. Note that personal grievances and complaints are not usually covered by whistleblowing policies.

In order to create an environment where people report suspicions or concerns relating to child abuse occurring within your organisation, you need to remove the barriers for staff and volunteers reporting. You may have a separate Whistle-blowing policy, or you may wish to include it here in your Child Safeguarding policy, but this should detail how you will ensure that anyone who reports wrongdoing by a colleague is not penalised, identified, or discriminated against. You should also detail what feedback a whistle-blower can expect to receive from you in relation to their report.

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Media and communications

When thinking about how you use children's stories, names, locations and photos in your media and communications, consider how you can minimise the risks of them being identified and exploited.

Start this section with a statement of your commitment to the principle of maintaining the respect and dignity of the children, families and communities that you work with. You should then either reference a separate communications policy, or detail here how you will gain consent and who you will gain consent from before using individual stories and identifiable details. You also might want to be explicit about the tone you would expect all your media and comms to have – for example not degrading a child or their family, being honest and not sensationalist about the reality of the stories you share.

You may also want to provide some guidance about who photos can be shared with and what expectation you have on visitors coming onto your premises in relation to taking photos, interviewing children and writing media about this.

Online safety

If your staff use the internet and/or devices that can take photos, you need this section in your policy.
It should begin be detailing your understanding of how technology can be misused leading to child protection issues ie. pornography, inappropriate relationships with children etc.

It should detail what appropriate and inappropriate use of technology looks like. This should include your expectations on staff and volunteers in relation to their use of social media, particularly in terms of communicating with children. You should be clear about what will happen if inappropriate use of technology is discovered.

Working with partner organisations

This section is a must-have for intermediary organisations; ensuring you have appropriate due diligence processes in place when working with others who through their work will come into contact with children in the schools you are working with is essential. Review who you currently work with as a partner either as a delivery partner or as a supplier partner. This could be contractors who are going into schools you work with on your behalf or training providers who visit school leaders and owners in their schools, for example.

As part of your commitment to keeping children safe, you should have a statement in your Child Safeguarding Policy that details how you will check that the organisations you partner with are following a Child Safeguarding Policy – either their own or yours while they are doing work with or for your organisation. You should also detail what you will do if you have any Child Safeguarding concerns relating to a partner organisation.

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Schools you work with/support

This section is another must-have as your relationship with schools is fundamental to the work you are doing. Any organisation passionate about seeing schools improve their quality and therefore learning outcomes needs to consider how they help the schools they work with improve in their Child Safeguarding Policy and practise.

If children are not safe, they will not be effective learners. This is your opportunity to detail your statement of intent for the schools you work with. Many of them will not have a Child Safeguarding Policy in place and may not have the knowledge, skills or understanding of Child Safeguarding to implement one. Those who do may well need support to strengthen and implement it effectively. You should decide what you expect from the schools you work with or take into your programme in terms of Child Safeguarding.

There are a number of ways to approach this:
Barrier to entry: You will only work with schools who have a Child Safeguarding Policy and have a named Child Safeguarding lead in the school you can liaise with if you have any concerns. You could support them to have this in place prior to accepting them into your programme.
Compulsory in programme: Provide training and templates about writing a Child Safeguarding Policy and implementing it within the school in such a way that it is compulsory for all schools during their engagement with you.
Compliance with your policy: Make any school you work with sign your Child Safeguarding Policy or a specific Child Safeguarding Policy you have written for them.
Incentivised adoption: If they write and implement, or strengthen their Child Safeguarding Policy, they will receive an additional benefit that is otherwise not available.

You may decide to include some text similar to the following, adapted to reflect the approach you have decided to take:
We will encourage all schools to have their own Child Safeguarding Policy in place, which reflects their local context and international best practice. If they do not have a policy in place, we will provide our policy and ask them to sign an agreement to abide by our policy and practices.

Whichever of the above you decide to go with will need resourcing appropriately and you should use this section to detail how you will be implementing this and why you have chosen this approach.

Risk management

Include a statement here on how your organisation will assess risk to children from all organisational functions and programmatic activities and how you develop strategies to minimise those risks. This may include reference to a health and safety policy, risk assessments and board level risk mapping and mitigation.

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Checklist: Does your policy answer these questions?

RECOGNISE

- ☐ Why is safeguarding/child protection important to your organisation?
- ☐ How do high standards of child safeguarding contribute to you achieving your vision/mission?
- ☐ Who is this policy for?
- ☐ What definition are you using for child protection/safeguarding?
- ☐ What national and international guidance inform your policy and practice?
- ☐ Have you defined the key terms used throughout the policy?
- ☐ What are the different types of abuse?
- ☐ What are the signs that someone has been abused?
- ☐ What responsibilities do different staff have to ensure children are safe from harm?
- ☐ How do you expect your staff and volunteers to behave towards the children you work with?
- ☐ How do you make sure that you employ appropriate people into your organisation?
- ☐ How do you ensure that anyone you employ knows about and follows your Child Safeguarding Policy?
- ☐ How does child protection inform the way your organisation represents children in media and communications?
- ☐ What is your procedure for handling complaints and allegations against your staff members?
- ☐ What are your expectations from partner organisations in terms of child protection?
- ☐ How do you identify and mitigate for risks across all areas of your work?

RESPOND

- ☐ What should someone do if they are concerned that a child is being abused?
- ☐ How should someone respond if they are told about abuse or suspected abuse?

RECORD

- ☐ Where should people record what they have heard or seen?
- ☐ What information should they record?

REPORT

- ☐ Who is your 'Designated Person/Child Safeguarding Lead' that holds responsibility for Child Safeguarding within your organisation?
- ☐ If someone has concerns about abuse, who do they need to report their concerns to?
- ☐ If someone hears a disclosure of abuse, who should they share that with?
- ☐ Do you have a whistle-blowing policy to encourage everyone to report any concerns they have?
- ☐ Have you created a simple flowchart that helps people understand who they need to report to if they have concerns?

Highly recommended

If you want to be an organisation that prioritises Child Safeguarding, they we would strongly recommend that you include any of the following sections that are relevant for your context in your Child Safeguarding Policy. They demonstrate your commitment to creating an environment where abuse is not accepted and the wellbeing of all children is paramount.

RECOGNISE

Health and safety

For many organisations, Health and Safety forms a separate policy. If this is the case for you, it would be worth reviewing your health and safety Policy with Child Safeguarding in mind. Alternatively, you can address it here by thinking about whether you risk assess your activities and when you do, whether you consider if there is any Child Safeguarding risk. Have you considered Child Safeguarding in your First Aid Policy and Practices?

RECOGNISE

How Child Safeguarding is addressed through curriculum

If you are training school owners, leaders or teachers, do you include a module on Child Safeguarding? As an organisation working with schools, you are able to influence and change practice through your training work. Supporting the schools, you work with to understand this topic and ensure children are protected from abuse is a hugely important topic to consider addressing. If this is something you do already, detail what you do, when and how here. If not, you may want to think about how you could introduce some of these themes and ideas into the work you are already doing. In addition, you may want to encourage the schools you work with to consider how they embed a culture in their school where all children are aware of risks and can protect themselves against these. Prevention is better than a cure and this gives you an opportunity to empower the schools you work with to reduce the risk of abuse or exploitation occurring within their organisation.

RESPOND

Legal responsibilities and duties

We would encourage you to find out what the legal requirements are for you as an organisation in relation to Child Safeguarding and safeguarding both in the countries where you work directly with schools, but also in the country where your organisation is registered if that is different. Use this section to be explicit about what you are required to legally and how you are going to meet those legal requirements. If the legal requirements are not explicit or particularly strong, you may want to explain what you are doing to go above and beyond these.

RECOGNISE

List of supporting policies

Use this section to list all the other policies you have in place that support your Child Safeguarding Policy. It is likely

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that this list will be quite long and should include any Policies you have mentioned within your Child Safeguarding Policy as well as those that demonstrate your commitment to the safety and wellbeing of all children.

_____

[1] www.keepingchildrensafe.org.uk
[2] https://ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
[3] https://www.nspcc.org.uk/preventing-abuse/safeguarding/
[4] www.keepingchildrensafe.org.uk
[5] http://www.who.int/news-room/fact-sheets/detail/child-maltreatment
[6] https://www.nspcc.org.uk/what-you-can-do/get-expert-training/child-protection-schools-online-course/
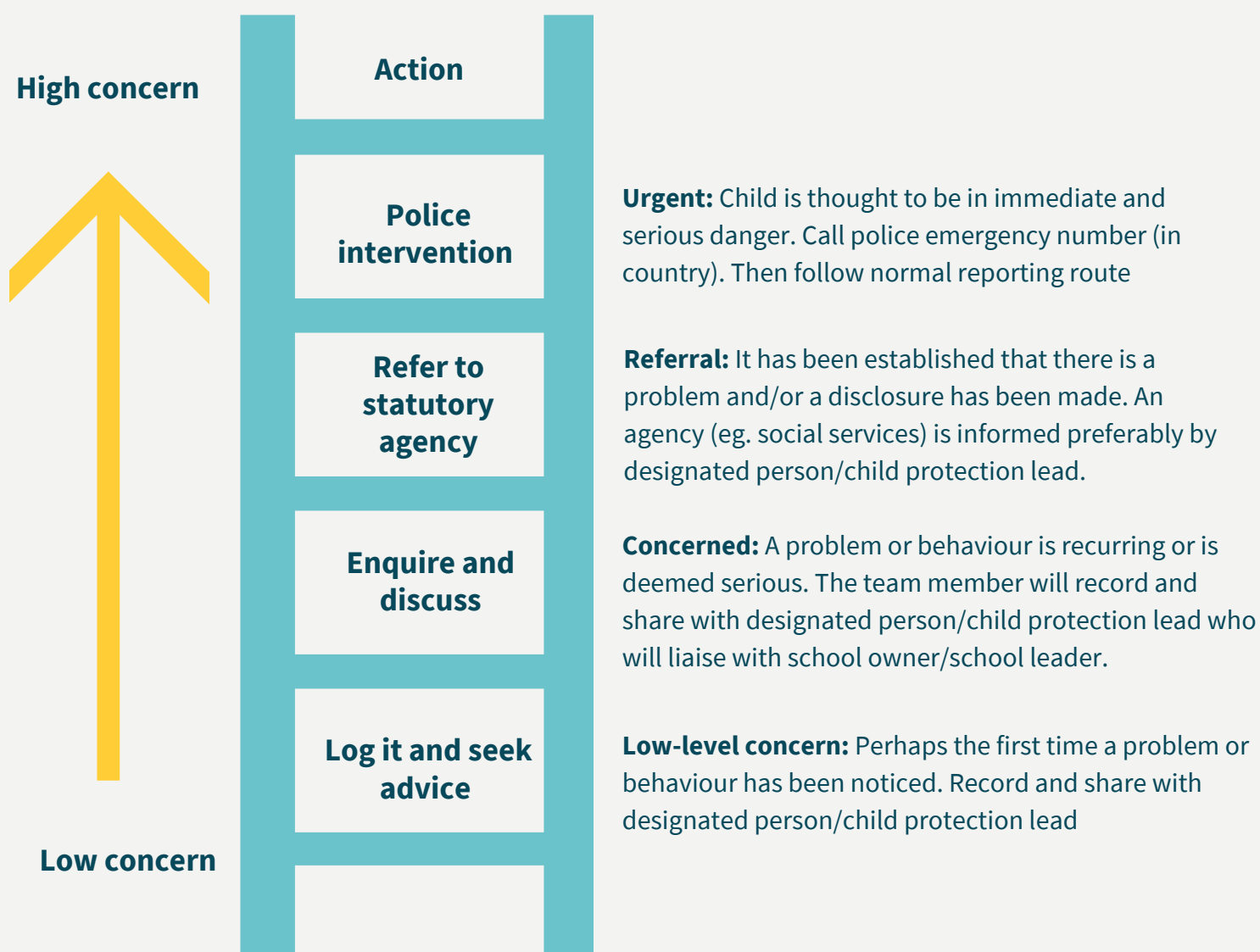[7] https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
[8] www.keepingchildrensafe.org
[9] UN Convention on the Rights of the Child
[10] www.keepingchildrensafe.org.uk

Appendix 1 – Ladder of Concern

High concern

Low concern

Action

Police intervention

Refer to statutory agency

Enquire and discuss

Log it and seek advice

Urgent: Child is thought to be in immediate and serious danger. Call police emergency number (in country). Then follow normal reporting route

Referral: It has been established that there is a problem and/or a disclosure has been made. An agency (eg. social services) is informed preferably by designated person/child protection lead.

Concerned: A problem or behaviour is recurring or is deemed serious. The team member will record and share with designated person/child protection lead who will liaise with school owner/school leader.

Low-level concern: Perhaps the first time a problem or behaviour has been noticed. Record and share with designated person/child protection lead

GLOBAL SCHOOLS FORUM

4

Template for School Level Child Safeguarding Policy

This ready-to-use child safeguarding policy template can be customised to create policies at the school level.

GLOBAL
SCHOOLS
FORUM

Child Safeguarding Policy

Contents

Section 1: Child Safeguarding Policy

Governing statement

XXX is committed to the well-being and safeguarding of all students that it serves. XXX works to ensure the welfare of the child is most important, that all children, whatever their age, culture or gender have the right to protection from abuse.

Child abuse is a global challenge. It occurs in all countries and in all societies and involves the physical, sexual, emotional, abuse and neglect of children. It can happen between peer groups within families, schools, and within the larger community.

XXX is committed to the wellbeing of children in our care and works to combat abuse of all forms based on principles of XXX country law, the United Nations Convention of the Rights of the Child 1989 and the Universal Declaration of Human Rights 1948.

The XXX country law states a child's rights include:
- The best interest of the child should be first and foremost
- Right to non-discrimination
- Right to name and Nationality
- Right to grow up with parents
- Parental duty and responsibility
- Right to parental property
- Right to opinion and expression
- Right against harmful employment
- Protection from torture and degrading treatment

All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately. All staff have a responsibility and duty to ensure the care and safety and protection of children. This extends to identify abuse and responding in a timely manner to all concerns related to possible sexual, physical, psychological and emotional abuse or neglect of a child.

XXX is committed to protecting and safeguarding the welfare of the children in its care and recognizes its role in ensure that all children are allowed to grow up as children protected from harm and abuse and free from exploitation. To ensure such this policy has been created.

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We believe that all children have a right to a happy, healthy and secure childhood to help establish skills for future independence and success free from abuse. Child abuse is never acceptable under any circumstances. Awareness and prevention will lead to protection.

Our Child Safeguarding Policy is driven by the following XXX beliefs:
1. A safe and secure learning environment must be provided for students to learn and develop
2. Children should always be put first
3. There is a shared responsibility for a child's well-being
4. Collaborative policies and procedures that are followed strengthen an organization definition of a child any person under the age of 18 years

Definition of child abuse
Child abuse is defined by The World Health Organization as "all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation."

Forms of Child Abuse
The various forms of child abuse and ways to recognize them are listed in **Appendix 3.**

Section 2: The People
XXX works to ensure children are safeguarded throughout their time in and out of school. To do that we work to hire staff who are responsible, skilled, and respected within the community.

All staff who work alongside children are thoroughly checked against references to ensure they present no threat to young people. Where allegations are made against adults or other young people, these will always be treated seriously and investigated by the appropriate authority.

Where necessary, such investigations may be handed over to agencies outside the school to take action. In XXX, the Headteacher is designated to take lead responsibility for dealing with child protection and safeguarding issues, providing advice and support to other staff, liaising with the management, and working with other agencies where appropriate.

The Head teacher and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child safeguarding effectively. This training is kept up to date by refresher training every year following the initial training. Temporary staff and volunteers who work with children are made aware of the school's policy and procedures for child protection and their responsibilities.

XXX staff will also work with students, parents, and local community members to educate them on appropriate safeguarding strategies as well as behaviour management skills they can use within their home and community to help promote positive child development.

Responsibilities of XXX stakeholders

The role and duty of XXX management
- Ensure that all staff hired are qualified and references are checked to make sure they are suited to work with children.
- Train head teachers and educational staff on child safeguarding policies and provide copies of the child protection policy to all staff and volunteers.
- Support head teachers and staff as incidents arise in a quickly and timely manner.
- Provide tools needed to assist with child protection such as; a child protection hotline, and school reporting system.
- Develop contacts with government officials to assist with child protection issues that arise.
- Develop and utilize parental consent procedures for all images used for marketing.
- Be aware of the local laws and assist with providing materials to educate the community and parents on these laws.
- Create clear and effective policies and procedures to assist with child protection and be open to adapting those procedures as needed.

The role and duty of XXX academic team
- Be aware of the types of abuse and the indicators for abuse.
- Understand how to identify abuse and report any signs immediately.
- Be aware of local laws related to child protection and educate parents and community on those laws.
- Practice and follow child safeguarding policy and procedures.
- Use positive behaviour management methods with students.
- Develop positive relationships and empower children to feel comfortable to speak up when situations of abuse are witnessed or experienced.
- Post documents about child protection in the school.
- Educate students, parents, and community members on their roles as child protectionists.
- Head Teachers: Investigate situations reported of child abuse.
- Head Teachers: Communicate with head office and community parents group, leaders, and parents as needed.
- Head Teachers: Plan, Organize and Conduct Child Protection Meetings when situations arise that need further investigation.
- Head Teachers: Liaison with community, government offices, community parents group, and head office as situations arise.

The role and duty of XXX non-academic staff and volunteers
- Be aware of the local law related to child rights.
- Know and follow the child safeguarding policy.
- Report any issues of child abuse immediately that have been witnessed.
- Interact positively with students.
- Never practice corporal punishment.
- Practice positive behaviour management methods with students.

The role and duty of XXX students
- Be aware of the rights of children.
- Report any situations of abuse immediately to an adult you are comfortable with.
- Use appropriate behaviour in school and follow school rules.
- Respect the rights of other children.
- Cooperate with school staff when questioned about child protection issues.

The role and duty of XXX parents
- Be aware of local laws related to child rights.
- Know and follow the child protection policy.
- Use positive behaviour management in the home.
- Attend trainings about child protection and positive behaviour management.
- Empower children to report situations of abuse.
- Support children in their development by providing them a safe environment to live.

Section 3: The Procedures

Staff recruiting

For staff working with children, safe recruitment will be ensured by checking their suitability to work with children. Therefore all XXX will ensure that:
- Initial recruitment interviews will elicit information about an applicant's past, including experience with children.
- Two references one of which is from the previous employer. These are verified by phone including the checking of any gaps and checking that the referee has no concerns with regard to the applicant working with children.
- Checking for proof of qualification certificates and option to confirm job history by calling a sample of previous employers.
- Checking of identity eg. passport.
- Induction procedures will include child protection policy and procedures; health and safety; first aid and medical policies and procedures; behaviour policy and the identification of any training needs.
- Staff signing the XXX code of conduct.

Volunteers (including parents) are checked as follows:
- Two references (where available). These are verified by phone including the checking of any gaps and whether the referee has any concerns with regard to the volunteer working with children.
- Checking of identity eg. passport (where available).
- Induction procedure to include welfare and safeguarding/child protection policy and procedures; Health and Safety policy and procedures; behaviour policy; who to refer to if any worries or concerns.
- Signing the XXX code of conduct.

Training and Support

All staff at XXX will be provided with appropriate, practical in-service training to enable them to carry out their duties effectively. Training of child protection issues and Child Safeguarding Policy will be provided within the first month of employment and will continue to be addressed through on-going training provided by the Head Office and/or Head Teachers.

Training and yearly refresher courses will be planned and implemented for XXX staff on the following areas:
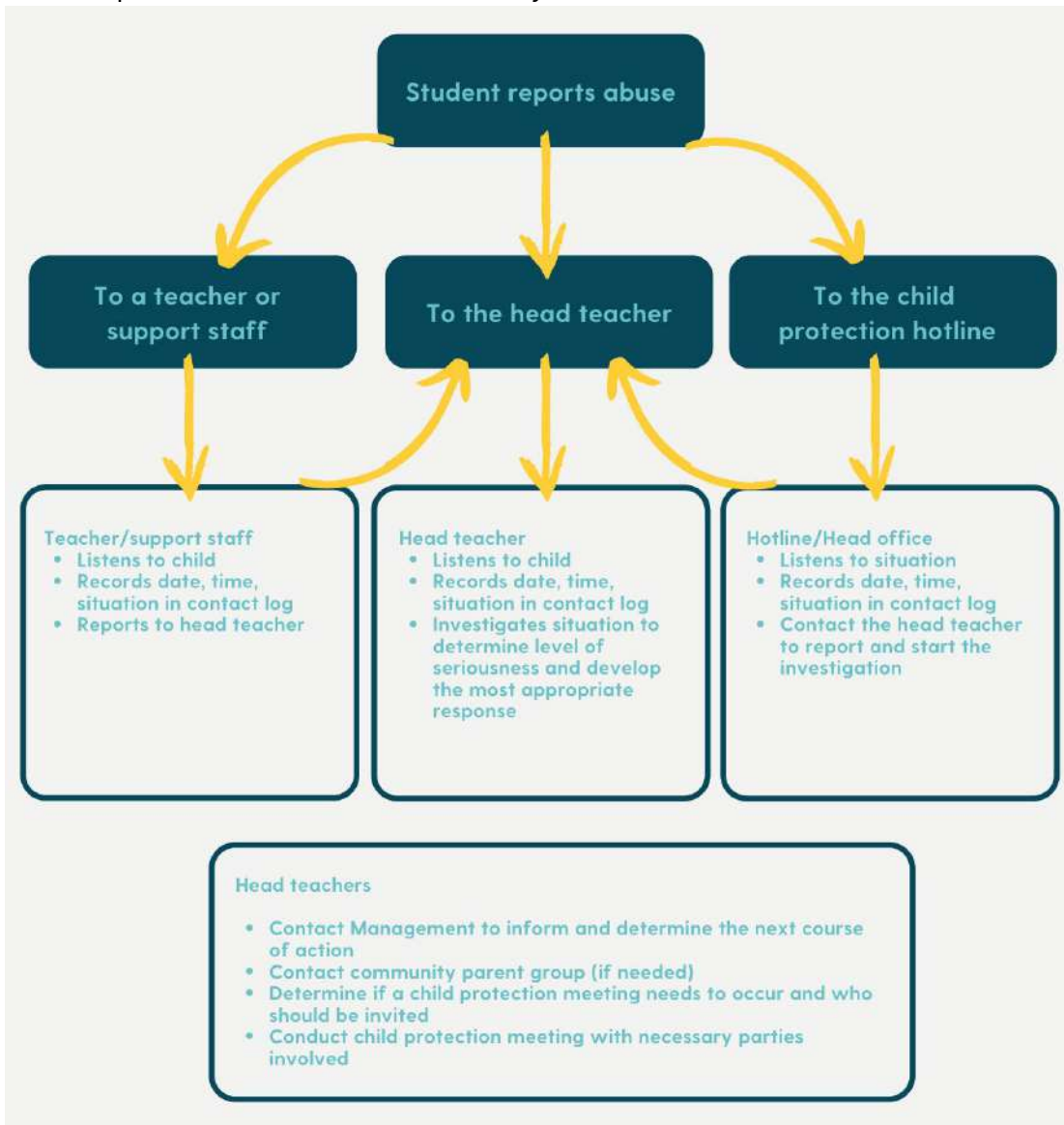- Laws relating to child labour, abuse, exploitation and trafficking
- Recognising abuse
- Procedures on how to report abuse
- Positive behavioural methods that can be used with children
- Various government authorities and bodies working in this area

- Proper staff well-being and stress management

All staff who work with children must complete training that equips them to recognise and respond to child welfare concerns. The depth of training needed by different groups varies according to the nature of their role and the extent of their involvement with children. Staff receive a certificate on completion their training and will be expected to participate in a refresher training once every year after the initial training.

Reporting procedures

The following outlines the chain of command in situations of abuse. This flow chart tells each staff member who they should report to in situations of abuse as they arise.

Student reports abuse

To a teacher or support staff

To the head teacher

To the child protection hotline

Teacher/support staff
- Listens to child
- Records date, time, situation in contact log
- Reports to head teacher

Head teacher
- Listens to child
- Records date, time, situation in contact log
- Investigates situation to determine level of seriousness and develop the most appropriate response

Hotline/Head office
- Listens to situation
- Records date, time, situation in contact log
- Contact the head teacher to report and start the investigation

Head teachers
- Contact Management to inform and determine the next course of action
- Contact community parent group (if needed)
- Determine if a child protection meeting needs to occur and who should be invited
- Conduct child protection meeting with necessary parties involved

Using children's images
See **Appendix 6**

General guidelines for activities with children
It is inappropriate for staff to:
• Spend time alone with children unless authorized to do so within their role.
• Take children to the home of a staff member, particularly if they will be alone with staff unless they are acting to
  protect the children.
• Inappropriately use children to solicit support, financial or otherwise.
• Promote any form of child labour – exploitative or otherwise.

Staff and partners must never:
• Hit or otherwise physically assault or physically abuse children.
• Develop physical/sexual relationships with children.
• Develop any form of relationship with children which could in any way be deemed exploitative or abusive.
• Act in ways that may be abusive.
• Place a child at risk of abuse or exploitation, be aware of these and not do anything about it.
• Exploit their own position vis-à-vis the children by making them run errands, do domestic work or carry out other
  forms of economic exploitation.
• Use language, make suggestions or offer advice, which is inappropriate, offensive or abusive.
• Behave physically in a manner, which is inappropriate or sexually provocative to children.
• Have a child/children with whom they are working to stay overnight at their home.
• Sleep in the same room or bed as a child with whom they are working.
• Do things for children of a personal nature they can do for themselves (eg. take them to the toilet).
• Condone or participate in conduct which is illegal, abusive or unsafe for children.
• Act in ways intended to shame, humiliate or degrade children, or otherwise perpetrate any form of emotional abuse.
• Discriminate against, show differential treatment, or favour particular children to the exclusion of others (eg.
  recruitment for fundraising activities, selective award of gifts, selective implementation of children programs etc).

Staff conduct
All staff must demonstrate exemplary behaviour and be excellent role models in order to protect themselves from
allegations of misconduct. The guidance given in **Appendix 1** illustrates common sense examples of how to create
a positive culture and climate. This must be signed by all staff on appointment to demonstrate adherence.

Identifying actual or likely occurrence of abuse
There are a number of ways in which abuse may become apparent:
• A child discloses abuse.
• Someone else discloses that a child has told him/her that a child is being abused or that he/she strongly suspects
  abuse.
• A child may show signs of physical injury for which there appears to be no satisfactory explanation.
• A child's behaviour may indicate that it is likely that he/she is being abused.
• A member of staff's behaviour or the way in which he/she relates to a child causes concern.

Once abuse – apparent, actual or suspected – is disclosed, it must be responded to in the correct manner according
to procedures laid down by the school. Even if the truth of the disclosure is uncertain, an appropriate response has to

be made in accordance with procedures. More details on signs of abuse and how to recognised them are given in **Appendix 2** below.

Reporting disclosure of abuse

It is the duty of anyone who works with children to report a disclosure of abuse. It is not for the staff to decide whether or not a suspicion or allegation is true. The member of staff should never try to deal with a suspicion, allegation or actual incident of abuse by him/herself. It may sometimes be difficult to accept that something that has been disclosed in confidence should be passed onto a colleague, but the welfare of a child must be paramount and you therefore have a duty to report suspicions, allegations or actual incidents to the designated member of staff.

No matter what happens to a suspicion, allegation or actual incident of abuse, all details must be recorded. (**Appendix 3** shows XXX report form)

Important information to record includes
• Date and time of disclosure, suspicion, allegation or actual abuse incident
• Details given to you about the above eg. date & time of when things occurred
• Details of what action the school has taken (Head teachers)
• Details of child protection meeting if conducted (Head teachers)

Recording should be kept factual, with no reference to subjective opinions. When an accusation is made, as much detail as possible should be written on a child protection form (**Appendix 3**) and the head teacher is designated as the Child Protection Officer and lead on investigations.

Possible suspension of member of staff

Where there is an accusation of abuse against a member of staff, the member of staff may be suspended whilst an investigation is conducted.

Circumstances in which suspension properly occurs include:
• where a pupil(s) is at risk;
• where the allegations are so serious that dismissal for gross misconduct is possible;
• where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

Where suspension is being considered, an interview must be arranged with the member of staff. The member of staff must be advised to seek the advice or assistance of a professional or friend. The member of staff must be informed at the outset of the interview that an allegation has been made and that, at the conclusion of the interview, suspension might occur. It must be made clear that the interview is not a formal disciplinary hearing but is for the purpose of putting forward a serious matter, which may lead to suspension and further investigation. The member of staff must be invited to respond. Full notes must be taken of the interview and the teacher invited to read and sign them as a true record after the interview. A copy of the notes will be given to the member of staff. The member of staff must be invited to identify any persons who may have information relevant to the investigation. These names must be added to the list of those to be interviewed.

Investigation into allegation

If, as a result of the interview, the head teacher considers that suspension is necessary along with a full investigation of the allegation, the member of staff must be advised that s/he is suspended from duty. Written confirmation of the suspension must be given within one working day, giving reasons for the suspension. The head teacher must inform the management, the pupil, parents and member of staff of the likely course of action.

The head teacher will work with the management to conduct the investigation. The Community Parents Support Group and village leadership may be called in if necessary, depending upon the nature and severity of the alleged offence. The member of staff concerned should be give as much information as possible including reasons for any proposed suspension, as is consistent with not interfering with an investigation. The member of staff should be given an opportunity to make representations concerning the suspension. A brief adjournment should be offered to the member of staff prior to the response. Once all the relevant persons have been interviewed and all the relevant issues have been explored and the investigation is complete, the details obtained and the head teacher will compile the statements taken into a report. That report will be given to the Management who will work with the head teacher to make the final decision regarding the staff in question.

Whistle-blowing

In order to create a culture of reporting concerns and/or Code of Conduct Breaches, we have a whistle-blowing policy which details how we will protect the identity of staff who report concerns they have about the behaviour of other staff members, volunteers or partner agencies. Please refer to our Whistle-blowing Policy for full details.

Dedicated child helpline

XXX will seek to provide a dedicated child helpline that children or adults can call or SMS in order to communicate with the XXX Office. The main purpose of this helpline will be to gather feedback and information in regard to student's well being.

It serves as a communication channel for distressed children to disclose incidents of abuse, and children will be made aware of its potential in this regard. They will be informed about their rights and welfare expectations and given examples about when calling the helpline would be appropriate. Parents may also use this helpline as a way to communicate incidents of abuse their children have reported or children in the community are reporting.

These incidences will be investigated by the XXX head teacher and management. All calls and messages to this number will be recorded, and users of the helpline will be made aware of such a fact.

Incidents disclosed via the helpline will be followed up as per the process outlined above, and will be investigated by the management and head teachers within the school environment in a rapid manner.

Community parent group

A community parent group has been formed as an advisory body. All members of this body have signed a confidentiality agreement and have been trained on child protection. This body (comprised of the head teacher, a traditional authority representative, community leaders, and parents from the school community) will be notified of any child incident disclosures that need serious investigation. Where possible, anonymity will be maintained and the community committee will advise on the best way to proceed with the investigation of the incident. The committee

will also advise on the next steps the school should follow to ensure the child's safety and wellbeing as well as the safety and wellbeing of all children in the school. The committee's advice for follow-up investigation and recommendations of further government involvement will be taken strongly into account.

Corporal punishment

According to the United Nations Convention on the Rights of the Child and the xxx country law of the child, children are guaranteed the right to a safety, free from abuse and harmful torture in order to learn and develop. XXX promotes inclusive learning for all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics.

xxx school does not tolerate or excuse corporal punishment of students.

All staff will be trained in alternative forms of discipline that emphasizes positive discipline, which is child focused and places the best interests of the child at the heart of interactions. Teachers are expected to act as guides and mentors to provide positive reinforcement for children. **Evidence of an XXX teacher found administering corporal punishment to any children within the school will be considered as a fireable offence.**

Working with partner organisations

When we choose to work with external agencies or partner organisations, we ensure that we have a copy of their Child Safeguarding Policy and Procedures and if these are not as stringent as ours, we request them to read and sign our Child Safeguarding Policy and Code of Conduct before we agree to work with them.

Section 4: Child Safeguarding Appendix & Forms

Appendix 1: Good child safeguarding practices

All staff must display exemplary behaviour in order to protect themselves from allegations of misconduct. They must demonstrate good practice and create a positive culture and climate for pupils.

Good practice means

• Treating all children equally and with respect and dignity.
• Always putting the welfare of each child first.
• Giving enthusiastic and constructive feedback rather than negative criticism.
• Never using physical punishment.
• Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
• Conducting yourself in a manner that sets a good example, being seen as an excellent role model. This includes not smoking or drinking in the company of/whilst responsible for children.
• Maintaining a safe and appropriate distance with children.
• Never using physical force unless it constitutes reasonable restraint because they are an immediate danger to themselves or others or to property, and then minimum force should be used for the shortest amount of time.
• Remain calm and get the attention and support of other staff. The incident should be recorded in writing with a witness statement where possible, immediately afterwards.

- Administer emergency first aid/and/or other medical treatment. First aid given should be recorded in writing and reported to a senior member of staff who will inform the parent or caregiver.
- On occasions where a distressed child needs comfort which may include physical comforting staff using discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- In certain instances, where physical contact is inescapable e.g. to demonstrate equipment or move, being aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact.
- Always working in an open environment, avoiding private or unobserved situations and encouraging open communications with no secrets. On rare occasions when a confidential interview or one-to-one meeting is necessary, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.
- Requesting parental consent if staff are required to transport children in their cars.
- Requesting child and/or parental written consent before taking any photography of the child within the school setting.
- Questioning any unknown adult who enters XXX premises and/or who attempts to engage with the children.

Appendix 2: Forms of child abuse and exploitation and how to recognise them
Child abuse is any form of physical, emotional, sexual mistreatment or lack of care that results in actual or potential harm to the child's physical, psychological or emotional health, development, dignity or well-being.

The four main categories of abuse or exploitation to be aware of:
Physical: This can include any direct acts of physical injury upon a child or young person, which are not the result of an accident. This can also include tasks and errands, which clearly exceed the capacity of the child to manage safely.

Emotional: This is persistent and psychological ill treatment, which results in a severe impact upon a child's behaviour and development. It will involve a denial of normal respect and may take the form of persistent personal criticism, humiliation or discrimination in the absence of any positive interest or concern. This can happen in situations when children are subject to a persistent level discrimination due to being unaccompanied, selective giving of gifts, selective recruitment (as in the case of selecting children for fundraising purposes), low status, gender, religion, ethnic background and/or bullying as a result of the unrealistic expectations of others.

Sexual: This includes all forms of sexual acts perpetrated upon a child by another person and includes sexual abuse and sexual harassment. This issue is more complex when it occurs between older children of similar age groups. The essential issue is one of exploitation, which is considered to have occurred if an adult perpetrated the activity on a child and/or involved a misuse of power, services, age or authority, or the use of physical force or emotional manipulation by children of the opposite sex from a peer group. This can also include exposure or failure to prevent the exposure of children to all forms of pornography and sexual acts.

Neglect: This relates to the persistent failure to prevent the exposure of a child to danger, or the extreme failure to carry out important aspects of care, medical or physical which results in the significant impairment of the child's health or development. This can occur when a worker fails to adequately supervise the safety of children or exposes a child to extreme conditions or preventable risk of injury. Violation of child labour laws also needs to be considered.

How to recognise abuse or exploitation
Listed below are a number of indicators; however, they may vary by cultural and economic context. This is not exhaustive but is a guideline to help establish whether some form of child abuse or exploitation has taken place.

Indicators of possible physical abuse

• Any injuries not consistent with the explanation given to them
• Injuries which occur to the body in places which are not normally exposed to falls, rough games etc
• Injuries which have not received medical attention
• Reluctance to change for, or participate in, games or swimming
• Repeated urinary infections or unexplained tummy pains
• Bruises, bites, burns, fractures etc which do not have a reasonable explanation
• Cuts/scratches/substance abuse
• Infections and/or symptoms of sexually transmitted diseases

Emotional signs of abuse *(to be looked at in comparison to behaviour based on the culture of the community)*

• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also, depression/aggression/extreme anxiety
• Nervousness, frozen watchfulness
• Obsessions or phobias
• Sudden under achievement or lack of concentration
• Inappropriate relationships with peers and/or adults
• Attention-seeking behaviour
• Persistent tiredness
• Running away/stealing/lying

Indicators of possible sexual abuse

• Any allegations made by a child concerning child abuse
• Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
• Sexual activity through words, play or drawing
• Child who is sexually provocative or seductive with adults
• Inappropriate bed sharing arrangements at home
• Severe sleep disturbance, with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations

Indicators of possible neglect *(as poverty is often the cause of the following points, we need to look at it contextually and in comparison, to the community average)*

• Under nourishment and failure to grow
• Constant hunger, stealing or gorging food
• Untreated illnesses
• Inadequate care

Appendix 3: What to do on suspicion or disclosure
Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to the individual. Whatever the reaction, it must be responded to in the correct manner, outlined below.

Stay calm: Don't over-react. It is extremely unlikely that the child is in immediate danger.

Listen, hear and believe: Too much questioning of the child may affect how it is received at a later date.

Give time for the person to say what they want: Don't make assumptions, don't paraphrase and don't offer alternative explanations.

Reassure and explain that they have done the right thing in telling: Explain that only those professionals who need to know will be informed. Don't promise confidentiality to keep secrets or that everything will be okay – it might not be.

Act immediately in accordance with the procedure in this document: Don't try to deal with it yourself.

Record in writing as near verbatim as possible and as soon as possible in the incident log report: Don't make negative comments about the alleged abuser.

Report to /person designated for Child Safeguarding, the head teacher: Head teacher informs the appropriate person at Corporate Office (Education Lead). Don't gossip with colleagues about what has been said to you.

Record your report: Don't make a child repeat an allegation unnecessarily.

Appendix 4: Child Safeguarding Incident/Disclosure of abuse form

Name of **child:DOB:** **Class:** **Gende:**	**Person Reporting**: Name_____ Position_____
School Name: **Community name:** **Parent/Carers** **Name**:	**Date of Disclosure/Incident:** **Time:** **Place and Context:**
Siblings:	
Reason for concern (If a disclosure record using the words of the child where possible)	**Other relevant information (If there are bruises or marks record on a diagram)**
Action taken by staff member:	
Date:	
Name of Pupil:	
Class:	

Appendix 5: Child Safeguarding meeting report form

Present at Meeting:

Reason for Meeting:

Present at Meeting:

Date of next meeting if required:	

Signature_____ (Parent)

Signature_____ (School)

Appendix 6: Communications policy while working with children

Introduction
In a world where images of the children are exploited and children are particularly vulnerable to trafficking and abuse, XXX is committed to child protection as a fundamental principle of its governance, and it is applied through programme implementation, recruitment of employees and volunteers and communications.

This document sets out the XXX policy and practice around the gathering and publication of images, video footage and text referring to children (younger than 18) and is one of a set of documents governing XXX' child protection.

The practice described is intended to ensure that the rights of children are respected, while allowing XXX to report on its work using stories and images (both still and moving).

Use of images and stories
In general, XXX' communications about children shall respect each child's dignity and identity. We will strive to:
- Portray children as realistically as possible, in their own context, without being overly sensational or overly positive, and without portraying children as victims;
- Represent the diversity of children in the areas where XXX works and take care to give children's perspectives due weight;
- Be aware that some children may need extra protection when communicating their stories (for example, those who have been orphaned by AIDS or who are living with HIV/AIDS);
- Ensure that children and their legal guardians are fully informed of any potential risks and made aware of their rights so that they can make informed decisions about sharing their story;
- Ensure that participants see how their story is used in XXX materials;
- Empower children through telling their story.

Consent
Wherever possible, as well as gaining consent from their child, XXX shall acquire verbal or written consent from their child's parents, the child's school or whoever is acting as the child's guardian to use images and stories for external communication. (This may not always be possible when dealing with crowd shots.)

No payment or reward shall be given in order to gain consent. Additionally, there must be no payments to minors for material involving the welfare of children nor payment to parents or guardians for material about their children.

When photographing or filming in school, it is good practice to give the school sufficient advance notice so that they can contact the children's parents to gain consent.

Even if informed consent has been received, XXX may decide not to publish a story if it is regarded as damaging to the child's interest.

Confidentiality

While it is extremely important to publish real stories and photographs for the sake of authenticity and transparency, XXX shall strive to protect the identity of children on two fronts.

a. To avoid the exploitation of images by those who may wish to misuse them; and

b. To protect children from being stigmatized or mistreated in their own communities as a result of any publicity arising from the interview or subsequent publication of photographs or images.

For the above reasons, XXX does not use a child's family name in external communications. However, in most cases, it is acceptable to use a child's first name and the name of the school alongside a photograph and story.

In cases where children identities need extra protection:

● a first name can be used without an identifiable location;

● a first name can be changed, or a pseudonym used, in order to protect child's safety in extremely sensitive cases, but this should always be a last resort and should be footnoted in the text with the following explanation:

"Names have been changed in order to protect the identities of those involved."

Care should also be taken to make sure that the name change is noticed for future use of the same story and photographs.

Interviewing children

All interviews with children should be conducted with extra care and sensitivity to the child's welfare and safety. Children's cultural values, interests and priorities should be honoured and friendly language should be used. Information should be shared with the interviewee in a transparent way.

Care should be taken so that children are free to express their feelings. Questions that are overly intrusive of sensationalized will not be allowed.

XXX' Child Safeguarding Policy shall be adhered to at all times when interviewing and photographing or filming a child.

Visitors to XXX

Visitors to XXX schools shall present their reasons for visiting to the Headteacher, sign the visitors book, be given a visitors pass, and depending on their reason for visiting tour the school campus, classrooms, and talk to staff in the presence of the Headteacher. Visitors will only be permitted to meet with children after their agenda has been approved by the school's head teacher and after agreeing to abide by this communication policy.

Appendix 7: Legal frameworks the support this document
In xxx country

- Law xxx In xxx continent
- Law xxx

International Law
- Convention of the Rights of the Child 1989
- Ratified by xx country in xx year
- Universal Declaration of Human Rights 1948
- The Committee on the Rights of Person with Disabilities
- Ratified by xx country in xx year

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Appendix 8: Website categories restricted to children

The internet service provider will block the following website industry domain categories for all computers within participating XXX:

Potentially liable
- Drug Abuse
- Hacking
- Illegal or Unethical
- Discrimination
- Explicit Violence
- Extremist Groups
- Proxy Avoidance
- Plagiarism
- Child Abuse

Adult/Mature Content
- Alternative Beliefs
- Abortion
- Other Adult Materials
- Advocacy Organizations
- Gambling
- Nudity and Risque
- Pornography
- Dating
- Weapons (sales)
- Marijuana
- Sex Education
- Alcohol
- Tobacco
- Lingerie and Swimsuit

XXX Staff Code of Conduct

What you must do

All staff must display exemplary behaviour in order to protect themselves from allegations of misconduct. They must demonstrate good practice and create a positive culture and climate for pupils.

- Treating all children equally and with respect and dignity
- Always putting the welfare of each child first
- Giving enthusiastic and constructive feedback rather than negative criticism
- Use exclusively the behaviour management techniques mandated by XXX
- Build balanced relationships based on mutual trust which empowers children to share in the decision-making process
- Conduct yourself in a manner that sets a good example, being seen as an excellent role model
- Maintaining a safe and appropriate distance with children
- Use physical force only where absolutely necessary as a reasonable restraint because they are an immediate danger to themselves or others or to property, and then minimum force should be used for the shortest amount of time. Remain calm and get the attention and support of other staff. The incident should be recorded in writing with a witness statement where possible, immediately afterwards.
- Administer emergency first aid/and/or other medical treatment. First aid given should be recorded in writing and reported to a senior member of staff who will inform the parent or caregiver.
- On occasions where a distressed child needs comfort which may include physical comforting staff using discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- In certain instances where physical contact is inescapable eg. to demonstrate equipment or move, being aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact
- Work in an open environment and avoid private or unobserved situations
- Encourage open communications with no secrets. On rare occasions when a confidential interview or one-to-one meeting is necessary, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.
- Secure parental consent if transporting a child in your own car.
- Only collect media records of children in line with our procedures
- Question any adult at XXX premises who is not in uniform, or badged and escorted

What you must not do

No adult should do any of the following:

- Hit or otherwise physically assault or physically abuse children
- Develop physical/sexual relationships with children
- Develop any form of relationship with children which could in any way be deemed exploitative or abusive
- Place a child at risk of abuse or exploitation
- Use language, make suggestions or offer advice, which is inappropriate, offensive or abusive
- Behave physically in a manner, which is inappropriate or sexually provocative to children.
- Involve themselves in toileting and feeding of children beyond what is strictly necessary and appropriate given the child's age and development
- Condone or participate in conduct which is illegal, abusive or unsafe for children
- Act in ways intended to shame, humiliate or degrade children, or otherwise perpetrate any form of emotional abuse

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- Discriminate against, show differential treatment, or favour particular children to the exclusion of others
- Inappropriately use children to solicit support, financial or otherwise
- Be aware that a child is at risk of any of the above and not do anything about it

The following are often acceptable behaviours for parents or guardians caring for their children in a domestic context. However, they are forbidden to those working with children.

- Spend unnecessary time alone with a child
- Have physical contact with a child beyond what is essential for the child's safety or wellbeing, or to demonstrate a particular technique
- Take a child home
- Make the child run errands, do domestic tasks, or work not connected with their learning
- Sleep in the same room or bed as a child
- Smoke or drink in the company of/whilst responsible for children

I confirm that I have read and understood this Code of Practice and will follow this in my role at XXX. I understand that I have a duty to report anyone who I believe to be disregarding these to the Headteacher. If I am found to be disregarding these, I understand that I may be subject to disciplinary action including dismissal.

Name:_____ Signature:_____

Role :_____ Date:_____

5

Template for Network Level Child Safeguarding Policy

This ready-to-use child safeguarding policy template can be customised to create policies at the network level.

GLOBAL
SCHOOLS
FORUM

XXX organisation
Child Safeguarding Policy

Table of Contents

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Section A: Introduction & Background

Vision & Mission Statements
Xxx's Vision is …..
Xxx's Mission Statement is …:

Xxx's Policy Statement
All children have a right to protection from intentional and unintentional harm regardless of the form of discrimination. In this policy, safeguarding applies to the duties of XXX towards children in its care. XXX works to create a safe environment for vulnerable children benefiting from our interventions.

This policy clearly outlines XXX's position on child safeguarding issues as it affects our operations. It applies to all staffs, volunteers, trustees, visitors, and visiting partners in all XXX's operational areas.

It is essential that all staff, volunteers, beneficiaries, visiting partners, and the general public are aware of its central messages and any duties or responsibilities required of them by this policy.

XXX shall seek the production of a child friendly version of this policy in all its areas of operation so that all beneficiaries are made aware of the (various forms of child abuse) duties and responsibilities available to them.

Children and young people need protection and safeguarding for many reasons. They may need protection from the effects of poverty, disadvantage, exclusion and violence. But in addition to these economic, social, and political problems affecting large numbers of children, individual children may also be at risk from specific forms of abuse by adults or other children.

In this policy, XXX is concerned with all incidents of maltreatment against children who come in contact with XXX's representatives[1].

It is not XXX's responsibility to decide whether a child has been abused or not. Rather, it is the responsibility of XXX to refer all investigated and proven forms of abuse to the appropriate authorities within the given locality.

This policy will be reviewed every three years, or whenever appropriate.

_____

[1] Representatives: This means every person presenting themselves to a child because of their relationship with XXX. This includes staff (paid and unpaid), Board members, researchers or consultants, and all visiting partners.

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Definitions

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

Child abuse
- According to the World Health Organisation, "Child abuse" or "maltreatment" constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.' [2]
- NSPCC similarly specify "cruelty to children" or "child abuse" as 'behaviour 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.' [3]
- These definitions therefore point to four types of cruelty:
- Physical abuse: including hurting or injuring a child, inflicting pain, poisoning, drowning, or smothering.
- Sexual abuse: including direct or indirect sexual exploitation or corruption of children by involving them (or threatening to involve them) in inappropriate sexual activities.
- Emotional abuse: repeatedly rejecting children, humiliating them or denying their worth and rights as human beings.
- Neglect: the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education, and medical attention.
- A child who is being abused may experience more than one type of cruelty.
- Discrimination, harassment, and bullying are also abusive and can harm a child, both physically and emotionally'.

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

Direct contact with children
Being in the physical presence of a child or children in the context of the organisation's work, whether contact is occasional or regular, short or long term. This could involve project / site visits. [N.B. this list of examples is not exhaustive].

_____

[2] The WHO definition of Child Abuse as defined by the Report of the Consultation on Child Abuse Prevention WHO – 1999
[3] Definition taken from "Are you worried about the safety of a child?", NSPCC, 2002, available to download from
http://www.nspcc.org.uk/documents/safetyofchild.pdf

Indirect contact with children

To have access to information on individual children (in the context of the organisation's work) such as children's names, locations (addresses of individuals or projects), photographs and case studies. [N.B. this list of examples is not exhaustive].

Spontaneous or unexpected contact with children

To be in the physical presence of a child or children in the context of the organisation's work, without prior arrangement with the Project Manager or Board of Trustees.

Employee

For the purpose of this policy and in the specific context of the XXX, an employee is:

- A member of staff appointed and paid for directly by XXX.
- A member of staff who is seconded by a mission or sending agency; who are not paid by the XXX directly but nonetheless contributing directly to the work, vision and mission of the XXX.

Partner

For the purposes of this policy and in the specific context of XXX, a partner organisation is:

- Any organisation involved in project work with XXX, whether the project relationship is short or long term, a one-off or regular / ongoing arrangement, and regardless of whether or not any funding is involved.
- It includes delivery and supplier partners – any organisation or individual we work with that brings them into contact with children.

Policy

'A statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty and responsibility of care seriously.' [4]

_____

[4] Setting the Standard: A common approach to Child Protection for international NGOs, Standard 1 (Policy).

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What is a Child Safeguarding Policy?

A Child Safeguarding Policy provides a framework of principles, standards and guidelines on which to base individual and organizational practice in relation to areas such as:

• Creating a 'child safe' and 'child friendly' organisation (in relation to environmental safety as well as protection against physical, psychological and sexual abuse)
• Prevention of abuse
• Guidelines for appropriate and inappropriate behaviour/attitude
• Personnel recruitment and training
• Recognizing, reporting and reacting to allegations of abuse
• Guidelines for communications regarding children

This policy is not solely directed towards sexual abuse, but rather encompasses all aspects of child protection including, but not limited to: disciplinary measures, health and safety. measures, physical harm, working with information about children, proper recruitment and managerial procedures, and the ramifications of misconduct.

Why do we need a Child Safeguarding Policy?

'Any international NGO should have a child protection policy if its direct or indirect beneficiaries include individuals under the age of 18'[5]

• Organizations working with vulnerable children have been, are and will continue to be vulnerable to harboring abuse until the issues are brought into the open.

• Organizations without 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) as well as damaging the reputation of the NGO sector as a whole.

_____

[5] Setting the Standard; A common approach to Child Protection for International NGOs. Standard 1 (Policy)

Section B: XXX's Child Safeguarding Policy

Personnel Recruitment

The thorough and standardised processes outlined below applies to the recruitment of all XXX employees, formal advisers, trustees, officers, interns and volunteers whether unpaid or paid, full-time or part-time, temporary or long-term, having direct or indirect contact with children:

- At least three employment references (excluding family members and personal relations who have known the applicant for less than two (2) years) with names, addresses and telephone numbers shall be taken up for each candidate before and employment offer is made. One of these should be a former employer and (if possible), one who can comment on the applicant's work with children, if applicable.

- All potential employees shall read, accept and demonstrate a written commitment to XXX's Child Safeguarding Policy, and compliance with its Codes of Conduct.

- Each job description shall be accompanied by a candidate specification. Applicants shall be judged against this, in order to ensure that the best candidate is selected for the job, above and beyond child protection considerations.[6]

- All personnel shall sign a personal declaration stating any criminal convictions, including those considered 'spent'.

- All job interviewing processes shall be standardised; they shall be based on the job descriptions, but also giving attention to child protection issues.

- During interviews, the interview panel shall identify and pay special attention to the applicant's employment history including 'suspicious gaps' in employment. References will be sought to clarify areas of concern, and if the panel is not satisfied with the explanation for the gaps in employment record, this will be sufficient reason for the rejection of the applicant at that stage of the recruitment process.

- Advertisements for vacancies shall clearly state that a child protection policy, including screening procedures is in place, and that staff are expected to adhere to this.

- All potential trustees, staff members, volunteers and interns wishing to offer services of any nature to XXX shall read, understand and accept in writing compliance with XXX's child protection policy. A statement of commitment shall be signed.

- All members of the interview/recruitment panel shall declare any connection or relationship with any of the applicants before the interview.

Education & Training

- There shall be an induction process for all XXX representatives on child protection and child protection issues in order that they understand XXX's guidelines on contact with children, and to exercise appropriately at all times duties of care and responsibility towards children.

_____

[6] ChildHope Child Protection Policy, July 2001, Section 2.2

- XXX shall provide opportunities for its existing staff, volunteers, and trustees to receive training of child protection and shall be free to question and learn about child protection issues.

- Trainings on behaviour guidelines will be provided for all those with direct contact with children.

- Child-friendly versions of XXX's child safeguarding policy and procedures will be made available to all XXX beneficiaries.

- Employees, trustees, officers and volunteers who have access to information about children such as personal contact information including their addresses, specific cases or incidents, photographs or any other details of a child's personal life must be trained to fully understand what constitutes acceptable and unacceptable sharing of information regarding children.

- Emotional or counselling support will be available whenever child protection issues are being discussed.

- A regular re-evaluation of circumstances regarding training and policy procedures will be administered, ensuring an up-to-date awareness of child protection issues within the organisation.

Management Structure

- The Management of XXX will endeavour at all times to encourage and give confidence to those working within the Organization to raise confidential issues of concern that may tend to violate XXX's Child Safeguarding Policy.

- A designated senior person will be responsible for the implementation of the Child Safeguarding Policy, and will also ensure that all members of the Organization understand their responsibilities in relation to child protection.

- A job description will be drafted up, clearly outlining the role of the Child Safeguarding Officer within three (3) months of the Child Safeguarding Policy taking effect.

- All staff working directly with children or with direct access to information on children will be supervised, monitored and supported in their dealings with children.

- Regular, formal staff evaluations will incorporate a review of child safeguarding procedures, and all those supervising staff that are in direct contact with children should be attentive to any child safeguarding issues emerging from discussions.

- The Management of XXX will reflect the Organization's core principles and values, upholding a professional approach toward child safeguardingissues and demonstrating awareness of matters of abuse.

- The disclosure of personal information about children, including legal cases, shall be limited to those employees, officers, and trustees who need to know.

- Scope will be given at meetings and all other formal organizational gatherings to discuss any child safeguarding issues that staff/volunteers and trustees may wish to bring up.

Behaviour Protocols

- In order to protect all children from varying forms of abuse, there will be a Code of Conduct intended to guide XXX trustees, staff, volunteers, and visiting partners in their dealings with children with whom they may have direct contact during the course of their work for the Organization. The Code shall specifically and only relate to the actions and behaviour of XXX personnel, all trustees, volunteers, visiting partners and consultants who may have direct contact with children during the course of their work for XXX. The Code of Conduct shall be designed to promote good practice amongst XXX personnel and to prevent child abuse.

- The Code of Conduct shall be developed in collaboration with children and will include guidelines on appropriate behaviours of children towards other children.

- The Code will be made easily accessible to all XXX staff, volunteers, trustees, visiting partners, and contracted consultants who may have direct contact with children during the course of their work for the organization.

- The Code of Conduct will be made available in all situations where the organisation is responsible for bringing children into contact with adults.

Communications about Children

- Every child has a right to be accurately represented through words and images. It is therefore XXX's responsibility to make sure that each child is portrayed without manipulation of his/her true identity and dignity. All children will be presented as human beings with their identity and dignity preserved.

- To the greatest extent possible, XXX will acquire informed consent/ the permission of the child, child's guardian, and/or Organisation responsible for the child in order to use his/her image for publicity, fundraising, awareness raising, or other purpose that should be made clear to the consent-giver.

- XXX will ensure that where possible, accounts of certain experiences are narrated by the person concerned (except where he/she decides that someone does it for him/her).

- All texts and images included in any print, broadcast or electronic materials such as brochures, publications, reports, videos or websites depicts an accurate and balanced depiction of children and their circumstances. Sufficient information will be provided where possible as to their social, cultural and economic environment.

- In images, children will be appropriately clothed and not depicted in any poses that could be interpreted as sexually provocative.

- People or other organizations that receive photos (or other visual materials) from XXX will be provided with advice and guidance on how they are to be used. Additionally, photos and all other visual materials will be accompanied by a statement from XXX stating that they are to be used solely and specifically for the purpose of genuine publicity on behalf of, and as agreed with XXX. Further, the statement will clarify that failure to adhere to the agreed use of the material will result in the immediate termination of the recipient's permission to use the subject material(s) and require immediate return of all materials (including any copies made). The person or organisation requesting the material will sign this statement.

- XXX shall avoid in particular: language and images that could possibly degrade, victimise or shame children, making generalisations which do not accurately reflect the nature of the situation, discrimination of any kind, and taking pictures out of context (pictures will be accompanied by an explanatory caption where possible).

- Personal and physical information about the child that could be used to identify the location of the child within a country or a particular location that may cause them to be put at risk will not be used on any form of communication about the child.

- To the greatest extent possible, XXX will always ask permission from the child or children themselves before taking photographs, except under exceptional circumstances where this might not be possible or desirable (for e.g. if the child is too young to do so). Such circumstances will be judged based on the child/children's best interest.

- Where children are indeed victims, the presentation of the child's dignity will be preserved at all times. In these circumstances, 'before' and 'after' pictures may be useful to depict a balance between victimisation and empowerment.

- When case studies are used in any official publications, the child's first name shall be changed and surnames omitted to protect his/her identity (except if he/she desires otherwise) and a footnote added to highlight.

Reporting & Reaction Protocol

- All witnessed, suspected or alleged violations of the Child Safeguarding Policy will be immediately reported to the designated child protection officer, who will record and act on these in a confidential manner in accordance with the standardised processes developed by XXX and the best interest of the child. XXX will take appropriate action to protect the child/children in question from further harm during and following an incident or allegation.

- There will be a standardised process for reporting and reacting to witnessed, suspected or alleged child abuse and/or violation of the child protection policy which is made available to, and understood by all employees, trustees, officers, volunteers, beneficiaries, visiting partners and consultants.

- All employees, trustees, officers, volunteers, beneficiaries, visiting partners and consultants are expected to act immediately and report suspicions, however uncertain, within the same working day to their designated contact or alternate designated person.

- When a child expresses concern about a specific person's actions or behaviour to any member of staff or any volunteer, the following shall be done.

- The designated persons shall hold relevant contact details for child protection services, police, medical help etc.

- All designated officers have a particular responsibility in maintaining the confidentiality of records and cases of allegations or suspicions. This information shall only be made available to the relevant parties.

- The guiding principle is that the best interest of the child and the desire to secure the best outcomes for the child shall always govern decisions regarding what actions should be taken in response to concerns and the level of confidentiality to be maintained in specific reported cases.

- All employees, trustees, officers, volunteers, beneficiaries and visiting partners shall receive additional support, guidance and supervision during or following an incident or allegation.

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 a verifiable source against any employee, trustee, officer, volunteer or visiting partner, they may be suspended from all activity/association with XXX pending the outcome of an independent investigation. Staff will continue to receive full pay during this time.

- Depending on the nature, circumstance and location of the case, XXX shall 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 concerns or complaints, the process will always be fair and any adverse determination will be open to challenge through an appeals process.

- If it comes to light that anyone associated with XXX commits acts in relation to children – whether within or outside the context of XXX work – which are criminal, grossly infringe children's rights, or contravene the principles and standards contained in this document, XXX will take immediate disciplinary action and any other action which may be appropriate to the circumstances.

Appendix 1

Statement of Commitment
To XXX's Child Safeguarding Policy

XXX: staff, trustees, officers, formal advisers, interns and volunteers

"I,_____, have read and understood the standards and guidelines outlined in this Child Safeguarding Policy. I agree with the principles contained therein and accept the importance of implementing child protection policies and practice while working with or representing XXX.

In accordance with XXX's Child Safeguarding Policy, I hereby declare that I will not use any information on children which I may have obtained during my visit to XXX — be it audio-visual materials or case stories given to me directly or indirectly---for public presentations without the prior consent of XXX.

_____
(Print name)

_____
(Job title / role)

_____
(Signature)

_____
(Date)

Please return to:
Child Safeguarding Officer XXX

……………………………

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Appendix 1(B)
Statement of Commitment
To XXX's Child Safeguarding Policy

VERSION B:
Individuals on project visits (eg. donors, journalists, researchers)

"I,_____, have read and understood the standards and guidelines outlined in this Child Safeguarding Policy. I agree with the principles contained therein and accept the importance of implementing child safeguarding policies and practice while associated with XXX.

In accordance with the XXX's Child Safeguarding Policy, I hereby declare that I will not use any information on children which I may have obtained during my visit to XXX—be it audio-visual materials or case stories given to me directly or indirectly - for public presentations without prior consent of XXX.

_____
(Print name)

_____
(Job title / role)

_____
(Signature)

_____
(Date)

Please return to:
Child Safeguarding Officer XXX
…………………………………...

Appendix 2

Code of Conduct

This code of conduct constitutes a set of standards for appropriate behaviour for guiding people who work for XXX or may be affiliated to it, whether on a part time or permanent basis. It also gives guidance to avoid situations that increase chances of risk misbehaviour when in the company of children.

The code is applicable to anyone acting as a representative of the organisation, whose work requires him/her to be in contact with children or may bring children into contact with other adults.

Minimise risk situations

- Try to avoid placing yourself in a compromising or vulnerable position when meeting with children (e.g. being alone with a child in any circumstances which might potentially be questioned by others)
- Try to be accompanied by a second adult when visiting or meeting children
- Always try to meet with a child in a central, public location whenever possible
- Immediately note, and report to the designated Child Safeguarding Officer the circumstances of any situation which occurs which may be subject to misinterpretation. Keep in mind that actions, no matter how well intended, are always subject to misinterpretation by a third party.
- Adults are advised not to be alone with a single child, including in the following situations: in a car (no matter how short the journey); overnight (no matter where the accommodation); in your home or the home of a child. Do not show favouritism or spend excessive amounts of time with one child.

Sexual behaviour
Unacceptable
- Do not engage in or allow sexually provocative games with children to take place; games which may involve kissing, hugging, fondling, rubbing, or touching a child in an inappropriate or culturally insensitive way;
- Do not sleep on the same bed with a child/children except otherwise as may be advised by the immediate senior officer, in the best interest of the child.
- Do not do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming.
- Do not develop a sexual relationship with a child.
- Do not expose a child to potential sexual abuses (eg. using children to run errands in love relationships).

Physical behaviour
Acceptable
- Wait for appropriate physical contact, such as holding hands, to be initiated by the child.
Unacceptable
- Do not use any form of corporal punishment as a way of maintaining or restoring discipline.

Psychosocial behaviour
Acceptable
- Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide.

Unacceptable
- Do not use language that will mentally or emotionally harm any child; suggest inappropriate behaviour or relations or any kind
- Do not act in any way that intends to embarrass, shame, humiliate, or degrade a child, not even when punishment is necessary;
- Do not encourage any inappropriate attention-seeking behaviour, such as tantrums, by a child;
- Do not show discrimination of race, culture, age, gender, disability, religion, sexuality, or political persuasion.

Peer abuse
Acceptable
- Be aware of the potential for peer abuse; develop special measures / supervision to protect younger and especially vulnerable children; avoid placing children in high-risk peer situations (eg. unsupervised mixing of older and younger children).

Unacceptable
- Do not allow children to engage in sexually provocative or violent games with each other.

Physical environment
Acceptable
- Develop clear rules to address specific physical safety issues relative to the local physical environment of a project (eg. for projects based near water, heavy road traffic, climbing trees, playing with firewood or sharp objects etc).
- Provide an enabling environment for children's personal, physical, social, emotional, moral and intellectual development.

Oral and visual communication with and about children
Acceptable
- Respect the dignity of each child in any oral, written or visual communication about the children and their situation, and adhere to the specific guidelines on communication outlined in the Child SafeguardingPolicy.
- Emphasise the intrinsic value of every child in any written, oral or visual communication; and our belief in the child's ability to take his/her future into his/her own hands.
- Get informed consent from the child, parent or person with primary responsibility over the child before taking photographs or statement from a child

Unacceptable
- Do not speak to or about a child in a way which disregards the dignity of the child
- Do not use inappropriate nicknames and descriptions to refer to a child's behaviour or circumstances;
- Do not use negative visual images to convey the child's situation without juxtaposing your description with other, more positive images.

6

Other Links & Resources

A list of relevant tools, resources, websites and organisations to which you can refer for child protection and safeguarding information.

GLOBAL
SCHOOLS
FORUM

GLOBAL SCHOOLS FORUM

Abuse/ safeguarding issue	Document type	Summary	Organisation with link to advice/guidance
Abuse and neglect	Training	11 e-learning courses on key topics related to child abuse and neglect	International Society for the Prevention of Child Abuse and Neglect
Bullying	Classroom programme	Resources for promoting anti-bullying in classrooms and schools	Kidscape
Behaviour Policies	Resources	Information and resources about behavioral policies and creating the culture that supports this, to reduce behavioural indcidents with students including bullying, and so reduce the need for physical interventions by staff including corporal punishment.	BILD / PIBS
Child exploitation	Information	Reports, advice and information about child exploitation	International Centre for Missing and Exploited Children
Child friendly schools	Toolkit	A manual on how to create 'Child Friendly Schools' with practical tips and advice	UNICEF
Child friendly schools	Training	A self-learning course that introduces core concepts and principles of the Child Friendly School initiative and their practical implications.	Agora by UNICEF
Child helpline numbers	Helpline numbers	A list of free, private and confidential helpline numbers for children to call in different countries around the world.	Child Helpline International
Child Protection	Training	Online training course on Child Protection in for anyone working in schools	NSPCC
Child Protection/ Safeguarding	Resources	Lots of useful workshop materials to enable you and your staff to understand Child Protection and safeguarding and think through how your organisation keeps children safe	Keeping Children Safe
Child Protection/ Safeguarding	Audit tool	Online self-assessment of your organisations Child Protection/ Safeguarding Policies and Procedures	Keeping Children Safe
Child Protection/ Safeguarding	Toolkit	Create a plan for developing and implementing child safeguarding policies and procedures or to strengthen existing policies and procedures	Keeping Children Safe
Child Protection/ Safeguarding	Resources	Documents and publications collated by Keeping Children Safe on issues of child safeguarding	Keeping Children Safe
Child Protection/ Safeguarding	Resources	A list of global training and resources with links through to each organisation	International Society for the Prevention of Child Abuse and Neglect

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Child Protection/ Safeguarding	Templates	Example safeguarding policies and templates	Bond
Child rights	Training	This short course describes UNICEF's work in the field of Child Protection, and why it matters. In this course, you will explore the goals, programmes, challenges and achievements of child protection work.	Agora by UNICEF
Corporal Punishment	Resources	Information about how to end corporal punishment both at a government level and also resources for using positive behaviour management techniques at home and school	Global Initiative to End Corporal Punishment for Children
Criminal records checks	Information	A list and information about how to obtain a criminal racords check in 64 countries	Centre for Protection of National Infrastructure
Drugs	Resources	Resources and lesson plans to help prevent drug and alcohol use amongst young people	Mentor UK
Gender equality	Toolkit	A downloadable toolkit for promoting gender equality in education with including an organisational self-assessment tool (also available English, Nepali, Urdu)	UNESCO
Gender-based violence	Toolkit	Training manuals for teachers, students and volunteer and community counsellors on reducing gender-based violence	USAID
Gender-based violence	Classroom programme	Violence prevention classroom programme for 11-14 year olds to empower children and youth to have healthy and respectful relationships	Plan International
Health and wellbeing	Resources	Resources for small groups, classrooms and schools to promote social and emotional skills and mental health	Mentally Healthy Schools
Honour based violence	Information	Basic response guide to Honour-Based Violence	Honour Based Violence Awareness Network
Inclusive classrooms	Toolkit	A downloadable toolkit to enable teachers to think about and change their classrooms to make them more inclusive. (also available in Albanian, Bangla, Dari (Afghan version), English (Afghan version), English (original version), Indonesian, Laotian, Karen, Khmer, Myanmar, Serbian, Urdu, Vietnamese)	UNESCO
Mental Health and Wellbeing	Advice	Information about what works in promoting social and emotional well-being and responding to mental health problems in schools	National Children's Bureau
Online child abuse and exploitation	Resources	Online resources to support you to deliver education and raise awareness of online child abuse and exploitation.	Thinkuknow

Online safety	Audit tool	A free online tool to help you assess how safe the use of technology is within your organisation with policy templates	South West Grid for Learning
Online safety	Resources	Downloadable resources for teachers and schools to support online safety	South West Grid for Learning
Online safety	Classroom programme	Lesson plans and classroom guidance to help teach your class to stay safe online.	NSPCC
Online safety	Information	Internet safety guidelines for counsellors	Child Helpline International
Positive behaviour management	Resources	A range of resources to enable you to explore positive behaviour management through systems, data and practices.	Positive Behavioural Interventions & Supports
Sexual abuse	Advice	Principles for good practice in preventing sexual abuse in schools	University College London
Sexual exploitation and abuse	Toolkit	A handbook on how to prevent sexual exploitation and abuse particularly focussed on the international develpoment sector.	CHS Alliance, UKAid
Staff training scenarios	Training	A range of scenarios that can be used to facilitate discussion and embed Child Protection/ Safeguarding among your team	Cheshire East Council
Trustees' role	Information	A table summary of 10 actions charity trustees should be taking to ensure good safeguarding governance	Charity Commission for England and Wales
Violence in Schools	Report	A report about the prevalance of violence in schools	UNICEF
Violence in Schools	Resources	Tools, resources and campaign activities for teachers, parents and students to end violence in schools	UNICEF
Violence in Schools	Classroom programme	A downloadable activity pack for teachers on ending violence in schools	UNICEF
Volence free schools	Toolkit	The Good Schools Toolkit focuses on ideas and tools that do not require dedicated resources, enabling teachers and schools to create vibrant and healthy environments. Developed in Uganda	Raising Voices

Questions?

For clarification or more resources needed, please write to
Divya Behl divya.behl@globalschoolsforum.org
Kavita Rajagopalan kavita.rajagopalan@globalschoolsforum.org

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