Child Safeguarding Toolkit

GLOBAL SCHOOLS FORUM

About Global Schools Forum

Global Schools Forum (GSF) is a collaborative community, innovation accelerator, and partnership builder for non-state organisations working to improve education at scale for underserved children in low- and middle-income countries. The Global Schools Forum community extends to over 142 organisations supporting over 1.2 million schools and 850,000 teachers with a reach of over 87 million children in 64 countries.

The GSF community comprises:

- **School network organisations or ECD centres and stand-alone schools** providing education directly to low-income communities. Typically 10-50 schools in a regional network; the largest has 27,000.
- **Education support organisations** that support non-state schools by providing services such as school leadership training or financial tools. These organisations typically work with a hundred to a few thousand schools.

Our Supporters

Child Safeguarding Toolkit published in 2024 by Global Schools Forum

Questions?

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Overview

The well-being of children and young people is of critical importance 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 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 we acknowledge that it is our 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 safeguarding the well-being of children is a core tenet of education. **GSF's Child Protection 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. We also support organisations that need support in creating or strengthening their policy, 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 to integrate safeguarding throughout their organisation.

About This Toolkit

GSF has compiled this toolkit to support our community of organisations and the broader education sector with tools and resources on child safeguarding to effectively prevent and respond to child abuse and neglect. This toolkit builds on the earlier GSF Child Safeguarding Toolkit (published in March 2022) and includes new, ready-to-use tools and templates to enhance your child safeguarding work, case studies showcasing promising child safeguarding innovations from GSF member organisations and guidance on implementing your child safeguarding policy.

The updated toolkit is designed to support GSF members – both those that are in the earlier stages of their child safeguarding journey, as well as organisations that are more advanced with their practices – take their child safeguarding work to the next stage. We hope you find this collection of tools and resources useful – regardless of what stage you're at – in supporting safe environments for children.

Key Aspects of a Child Safeguarding Policy

This section provides a comprehensive framework and checklist for building or strengthening your child safeguarding policy.
It outlines essential 'must-have' and 'highly recommended' sections that every child safeguarding policy should include.

Additionally, it highlights specific precautions that education support organisations must consider in their child safeguarding policies.to ensure robust child safeguarding measures.

Overview

Developing a Child Safeguarding Policy is the first step of an important journey. 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 policieswhere this is not context specific.

As you work through this guidance, think about the Child Safeguarding Policy you need for your organisation and 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 safeguarding as part of your support to schools?

Your policy should address the 4 Rs

- **RECOGNISE** Identifies signs and indicators of potential abuse, neglect or exploitation. This involves being aware of the physical, emotional and behavioural signs that a child may be at risk.
- **RECORD** Documents all information about the concern, including who, what, when and where, and actions taken.
- **REPORT** Ensures details about possible safeguarding concerns are shared with the right people at the right time according to an organisation's Child Safeguarding Policy.
- **RESPOND** Takes appropriate action in response to the concern, including ensuring the safety of the child and providing appropriate support including through partner organisations.

Essential Components of Your Child Safeguarding Policy

The rest of this section outlines the key components of any Child Safeguarding Policy. Please note, the components are organised by the 4 Rs (Recognise, Record, Report, Respond). The components of your policy do not have to be in this order or under these headings, but each component should be addressed within your policy.

Templates

Two ready to use examples - **Network-Level Child Safeguarding Policy Template** and **School-Level Child Safeguarding Policy Template** are available for adaptation and use.

Child Safeguarding Policy Checklist

The following page contains a checklist to help evaluate your organisation's Child Safeguarding Policy. Use the checklist to ensure your policy comprehensively addresses all critical aspects of child safeguarding.

Child Safeguarding Policy Checklist

Does your Child Safeguarding Policy answer the following 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 and safeguarding?
- ☐ What national and international guidance informs 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 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 how 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 risks across all areas of your work?

RECORD

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

REPORT

☐ Who is the 'Designated 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?

RESPOND

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

Once your policy is written or updated, we recommend having it reviewed by a Child Safeguarding expert. Please write to us at **info@globalschoolsforum.org** if you need support in finding someone suitable to review it for you.

Essential Components of Your Child Safeguarding Policy

RECOGNISE

Purpose of the Policy

This section should detail why child protection and safeguarding is important to your organisation. You should 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 education support 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 the 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.

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), and national and international guidance providing details of the principles that you are basing your Child Safeguarding Policy on. Here are some example principles*:

- 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 are affected by their work and operations.

*Source: KeepChildrenSafe.Global

- If organisations work with partners, they have a responsibility to help partners meet the minimum requirements on protection.
- All actions on Child Safeguarding are taken in the best interests of the child.

Definitions

The definitions section of your Child Safeguarding Policy should provide specific details of all terms used in your policy that may be new for staff and that may be open to interpretation. These terms may include: Children, Partners, Staff, Schools, Trustees/Board, Volunteers, Child Protection Lead or Designated Safeguarding Officer.

Definitions may also include common types of abuse (bullying, child sexual exploitation, commercial exploitation, corporal punishment, emotional abuse, neglect, physical abuse, sexual abuse). This list of definitions is not exhaustive – you may need to include other definitions in your policy. See **Glossary** for relevant definitions you may choose to include within your policy.

A Code of Conduct outlines the behaviours you expect from staff and volunteers and the behaviours that are unacceptable when interacting with young people

Roles & Responsibilities

This section should lay out how people at each level of your organisation (Board, senior leadership, Designated Child Safeguarding Lead, school leaders, teachers, volunteers, consultants, partners, and others) should be involved in Child Safeguarding. You should be clear about who raises and responds to Child Safeguarding concerns, who has decision-making responsibility for investigations and referrals and who will hold the organisation accountable. In this section, you should be clear that everyone has a duty of care towards children regardless of their role.

Code of Conduct

A Code of Conduct outlines the behaviours you expect from staff and volunteers and the behaviours that are unacceptable when interacting with young people. A Code of Conduct should cover your organisation's expectations on:

- Physical interactions with and towards children and young people
- Standards of communication used with children and young people
- Interactions and relationships with children and young people

The Code should include a section for staff/volunteer signature and date to demonstrate their commitment to the Code and to enable you to hold them to account should their behaviour not meet the standards you expect. You should outline the action that will be taken should the Code be broken.

Many organisations have a code of conduct that is broader than just the behaviours they expect in relation to Child Safeguarding. They will therefore refer to their code of conduct within their Child Safeguarding Policy but will not include the full code in the policy. You may decide to include your Code of Conduct as an Appendix to your Child Safeguarding Policy.

For further guidance on developing a Code of Conduct, see Core Humanitarian Standard on Quality & Accountability (CHS) Alliance's toolkit, **How to Create an Effective Code of Conduct** and **case study from Amala Education.**

Safe Recruitment

An important component of safeguarding is ensuring that your HR practices reduce the likelihood of ill-intentioned organisations gaining access to children. It may be that you have a separate Recruitment policy. If this is the case, 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.

An important component of safeguarding is ensuring that your HR practices reduce the likelihood of ill-intentioned organisations gaining access to children

Your recruitment process 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 two 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

Media & 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. 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 your media and communications to have. For example, not degrading a child or their family and being honest about the reality of the stories you share. You may also want to provide guidance about, who photos can be shared with, and what expectations you have from visitors in relation to taking photos, interviewing children and media communication.

Online Safety

If your staff use the internet and/or devices that can take photos, you need this section in your policy. Begin by detailing your understanding of how technology can be misused leading to child protection issues, ie. pornography, inappropriate relationships with children etc. The section should detail what appropriate and inappropriate use of technology looks like. This should include your expectations of 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 staff members use technology in a way which is not aligned with the organisation/school's policy. Behaviour expectations for online safety can also be included in your Code of Conduct.

Working with Partner Organisations

This section is a must-have for education support organisations. Ensuring you have appropriate due diligence processes in place when working with partners who through their work will come into contact with children in the schools you are working with is essential. If you work with partner organisations, 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 related to the partner organisation.

Working with Partner Schools

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 continuously improve on Child Safeguarding. Many schools you work with 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 their policy effectively. You should decide what you expect from the schools you work with on Child Safeguarding.

There are several ways to approach this

- **Barrier to entry:** You may choose to only work with schools that have a Child Safeguarding Policy and have named a Child Safeguarding lead in the school that you can liaise with if you have any concerns. You could support schools to have this in place prior to accepting them into your programme.
- **Compulsory in programme:** Provide training and templates on writing a Child Safeguarding Policy and implementing it such that it is compulsory for schools during their engagement with you.
- **Compliance with your policy:** Require that schools you work with sign your Child Safeguarding Policy or a specific Child Safeguarding Policy you have written for them.
- **Incentivised adoption:** If schools write, implement, or strengthen their Child Safeguarding Policy, they 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.

See *GSF School-Level Child Safeguarding Policy Template,* *and also* *the case study from Dignitas*

Risk Management

Include a statement here on how your organisation will assess risks 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.
See *ready-to-use sample Safeguarding Risk Assessment Template*

RECORD

Record-keeping

Every Child Safeguarding concern needs to be recorded. The details must be recorded as well as any action, referral or follow-up. Include a **Safeguarding Incident Reporting Form** as an appendix to your policy. We strongly consider also developing a **Safeguarding Reporting Flow Chart** which outlines the reporting chain in your organisation for safeguarding incidents.

Provide details of who should make reports, who reports should be shared with and within what timeframe reports should be made. Details regarding how safeguarding reports will be stored securely and confidentially and for how long, should be included.

Every Child Safeguarding concern needs to be recorded. The details must be recorded as well as any action, referral or follow-up

Designated Safeguarding Lead

Within your Child Safeguarding Policy, you should identify someone within your organisation who will take the responsibility to ensure that safeguarding policy and practice is up-to-date and is followed in all areas. This person should take the lead in making decisions about whether 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.

Confidentiality

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

Whistle-blowing

In order to create an environment where people report suspicions or concerns related to child abuse occurring within your organisation, you need to remove the barriers for staff and volunteers to report incidents. 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.

RESPOND

What to do About Safeguarding Concerns

In your Child Safeguarding Policy, it is essential to detail the steps that should be taken if it is suspected that a child is being abused. This should include a Safeguarding Incident Reporting Form and 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.

In responding to concerns, your policy should include details of how to respond to the child or individual who discloses abuse. Those involved should:

- Ensure the child's immediate safety is your top concern
- Remain calm
- Do not ask leading questions of a child
- Record what the victim/child says
- Reassure the child that they have done the right thing in disclosing a concern
- Advise the child that you will share it with your designated person
- Do not promise secrecy

Procedure for Dealing with 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 would you suspend a member of staff?
- What investigations would you undertake?
- Who would be responsible for those investigations?
- What will you do if the allegations are true/false?

*See **Child Protection Allegation Assessment Template** from Rising Academies*

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Highly Recommended Sections

If you want to be an organisation that prioritises Child Safeguarding, we recommend that you include the following additional sections in your Child Safeguarding Policy.

RECOGNISE

Health & 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 assessing 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?

List of Supporting Policies

Use this section to list all the other policies you have in place that support your Child Safeguarding Policy. Include any Policies you mentioned in your Child Safeguarding Policy and those that show your commitment to the safety and well-being of all children. Here's a list of suggested supporting policies to include:

- Code of Conduct
- Whistleblowing Policy
- Recruitment Policy
- Communications and Media Policy
- Data Protection Policy
- Behaviour Management Policy
- Health and Safety Policy

RESPOND

Legal Responsibilities & Duties

We would encourage you to find out what the legal requirements are for you as an organisation in relation to child protection 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 of your policy to be explicit about what you are required to do legally in the case of a Child Safeguarding allegation 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.

Child Safeguarding Self-Assessment

Guidance on undertaking a child safeguarding self-assessment to quickly understand your organisation and/or school's strengths and gaps in ensuring the safety and well-being of children.

Safeguarding self-assessment helps identify priority areas for action and ongoing monitoring and promotes a culture of continuous improvement in child safeguarding.

Safeguarding Self-Assessment

Conducting a child safeguarding self-assessment provides a quick snapshot of your organisation's progress towards meeting the [International Child Safeguarding Standards](#)**.** Conducting a self-assessment helps identify areas of strength and areas for improvement with respect to safeguarding and can help organisations decide where to focus their efforts whilst promoting continuous improvement on safeguarding.

Safeguarding Self-Assessment Tool

The [Safeguarding Self-Assessment Tool](#) has been designed specifically for use by school network organisations, schools and education support organisations. The tool covers 10 benchmarks, which align to the International Safeguarding Standards. The tool covers recognition of safeguarding concerns, reducing the risk of safeguarding incidents, and some aspects of prevention.

The Safeguarding Self-Assessment tool should be used to document and evidence your organisation's ongoing commitment to safeguarding, and where possible to show evidence of how children, young people and vulnerable adults have been made safer. If members choose to share this self-assessment with GSF, it will also help GSF identify where to target support to drive safeguarding standards upwards. To gain the most benefit from the self-assessment, provide honest ratings and evidence for the rating you have assigned each criterion.

Any evidence should be referenced in the 'Evidence and Notes' column of the tool to support your rating against the benchmark. Descriptors clearly describing each rating are included. A checklist of supporting documents is also included to help you demonstrate that you are meeting the benchmarks.

If you decide that a particular benchmark within the assessment tool is not applicable, clearly document why the benchmark is not relevant.
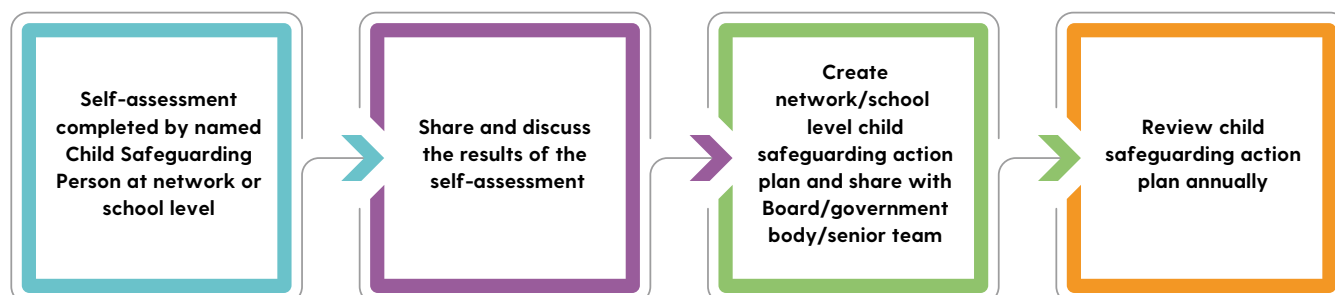
If you decide that a particular benchmark within the assessment tool is not applicable, clearly document why the benchmark is not relevant

Administering the Child Safeguarding Self-assessment

The child safeguarding self-assessment can be completed at both the network and school level.
See the figure below for a suggested process for completing the self-assessment. Complete the Self-Assessment regularly, at least annually.

| Self-assessment completed by named Child Safeguarding Person at network or school level | → | Share and discuss the results of the self-assessment | → | Create network/school level child safeguarding action plan and share with Board/government body/senior team | → | Review child safeguarding action plan annually |

Safeguarding Action Planning Template

After completing the Safeguarding Self-Assessment, prioritise and plan your goals and next steps using the **Safeguarding Action Planning Template.** If you have any questions on the Safeguarding Self-Assessment Tool or Action Planning Template, please reach out to info@globalschoolsforum.org

Implementing Your Child Safeguarding Policy

Practical guidance on how to effectively implement your child safeguarding policy, ensuring that safeguarding measures are integrated into all aspects of your operations and activities.

Overview

Whilst safeguarding policies lay the foundation for safeguarding, policies alone are insufficient to ensure that children are protected from abuse and harm. Without a conducive environment which promotes application of policies, even the best policies will fall short.

When it comes to safeguarding reporting mechanisms, without a culture that supports their use, individuals will refrain from reporting concerns – mechanisms on paper will go unused. How you develop a culture of safeguarding and integrate Child Safeguarding policies and practices throughout your organisation will directly impact how safe children are when they are within your care.

Creating a Safeguarding Culture

Safeguarding cannot be treated as a box-ticking exercise. It must be an integral part of your organisation's culture. Organisational leaders play a vital role in setting the tone and norms for the rest of the organisation. Below are practical tips for creating a "safeguarding culture" within your organisation as well as within the schools you run and/or support.

- **Develop a common set of safeguarding beliefs and values:** To foster a safeguarding culture, there must be a common set of safeguarding beliefs and values that clearly communicate the organisation's commitment to protecting children from harm. These values should be consistently communicated by leadership and integrated within the organisation's everyday operations. Regular reinforcement of these values helps ensure everyone is invested in the commitment to safeguarding.

- **Commitment from leadership:** Effective leadership is crucial for high-quality safeguarding. Leaders at both the network and school levels must consistently emphasize the importance of safeguarding. This involves revisiting and enforcing policies regularly. Leaders should model safeguarding behaviours and empower others to uphold the same standards, demonstrating their commitment through actions and decisions.

- **Cultivate a culture of open communication and trust:** Create an environment where staff and students feel comfortable discussing and disclosing safeguarding issues. Encourage open dialogue, where questions, ideas, and suggestions about safeguarding are welcomed. This approach fosters a sense of shared responsibility and contributes to a more effective safeguarding strategy.

- **Consistent enforcement of policies:** Enforce safeguarding policies consistently to show that safeguarding is taken seriously. This builds trust in the system, as individuals are more likely to report concerns if they believe their issues will be addressed promptly and effectively. Ensure reporting and complaint mechanisms are well-resourced to support policy enforcement.

- **Continuous improvement fueled by feedback:** Strive for continuous improvement by maintaining open channels for feedback from diverse sources, including the children you serve. Incorporate safeguarding into your organisation's strategic plans and annual goals. Ensure teams have safeguarding-specific goals. Regularly conduct **Safeguarding Self-Assessments and Action Planning** to identify strengths and prioritise areas for development.

- **Invest in training which goes beyond understanding policies:** Creating a safeguarding culture requires more than understanding policies; it demands a shift in mindset. Provide training that addresses attitudes, behaviours, and the collective responsibility staff must protect children from harm. This helps cultivate an environment where safeguarding is an integral part of the organisational culture.

*See **case study on EducAid's work** as an example of the role that values and organisational culture play in moving beyond safeguarding policies to effective safeguarding in practice*

Creating a safeguarding culture requires more than understanding policies; it demands a shift in mindset

Good School Toolkit

The **Good School Toolkit,** developed by Uganda-based **Raising Voices**, is an evidence-based whole school intervention designed to prevent violence against children in school by influencing a school's entire operational culture. The toolkit guides education stakeholders and schools through a six-step change process, which helps children, school staff and community members to reflect on how they use their power to nurture healthy relationships between children and adults in schools, as well as between children and their peers, between schools and their surrounding communities and between teachers/students and school administrators.

The toolkit suggests 68 activities aimed at nurturing students agency, giving them a voice, establishing policies and structures for ensuring safety, strengthening referrals and equipping students with life skills to navigate the daily challenges and take charge of their learning. Lately, they have infused Mental Health programming to promote the positive mental well being of teachers and learners.

Training & Capacity Building

Leaders and staff require ongoing training on safeguarding. Staff – especially those working in schools with daily contact with students – must understand and be able to recognise the various types of abuse. All staff and stakeholders should have initial and ongoing training on your Child Protection Policy and Code of Conduct.

Understanding Abuse

Abuse takes many forms, and no list will ever be exhaustive. Below are the main types of child abuse with common signs and symptoms that correspond to each type. There are other forms of abuse that may be relevant to your context, which you may wish to include in staff training. These include but are not limited to: female genital mutilation, spiritual abuse, online abuse and pornography. Ensure that staff training includes the types of abuse and signs and symptoms of each type. Staff should 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 or Designated Child Safeguarding Officer.

TYPE OF ABUSE	COMMON SIGNS & SYMPTOMS
PHYSICAL ABUSE	• Unexplained bruises, burns, fractures or injuries • Fear of going home or being with certain individuals; flinching, avoidance of touch • Wearing long sleeves to hide injuries or injuries that don't match the given explanation
EMOTIONAL ABUSE	• Extreme behaviour changes (aggression, withdrawal) • Delays in physical or emotional development; may desperately seek affection • Low self-esteem; persistent feelings of worthlessness or inadequacy, social withdrawal • Decrease in school performance or loss of interest in school; avoidance of certain situations
SEXUAL ABUSE	• Difficulty walking or sitting, bruising, bleeding or swelling • Pregnancy or sexually transmitted infection • Knowledge of sexual acts inappropriate for age • Statements from the child that they were sexually abused • Sudden changes in behaviour
NEGLECT	• Poor hygiene and personal cleanliness; inappropriate/unwashed clothing • Frequent absences from school or other activities • Consistent hunger or malnutrition • Lack of appropriate medical care; untreated infections or illness
PSYCHOLOGICAL ABUSE	• Depression, anxiety or fearfulness • Sudden changes in behaviour; inability to form healthy relationships • Self-harm or suicidal thoughts

Initial & Ongoing Training for Staff & Stakeholders

When new staff join your organisation, ensure they receive training on your Child Protection Policy and Code of Conduct and sign relevant policies. All staff must understand their role with respect to safeguarding. They must be able to recognise abuse in children. Safeguarding reporting protocols and procedures must be clear and understood by all staff. If protocols aren't clear and well understood, they won't be used. It's important that Child Safeguarding Policies and Codes of Conduct are reviewed regularly. One-time training is insufficient. The way in which safeguarding training is delivered will vary by stakeholder. Below are examples of how you might approach child safeguarding training with various stakeholders, taking advantage of existing trainings and activities where possible.

Teachers and School Leaders: If you lead training and coaching for school leaders and teachers, include modules on Child Safeguarding policies, recognising and responding to abuse and positive discipline approaches. Routine school support and monitoring visits should include support and check-ins on child safeguarding. If you use teacher guides, incorporate safeguarding concepts, reminders on reporting protocols and safe, inclusive games into lessons (see: **Justice Rising's Case Study on Structured Play**). Tools like **PEAS' Safeguarding Standards** can support training school leaders on school-level safeguarding practices.

Students: Work to empower students to understand their rights, the school/organisation's Child Safeguarding Policy, the effects of corporal punishment and to recognise/report cases of abuse. Use age-appropriate child-friendly methods in training students on safeguarding. Methods may include local stories (see: **GST Intro Booklets**), safeguarding scenarios, drama and role play, songs (see: **EducAid Stay Safe in Five**) and games (see: **ABCs of Consent**), videos (see: **EducAid Stories**; **UNICEF "We all Have Rights"**), child-friendly versions of Child Safeguarding Policies.

Parents: Work with parents to build knowledge on child safeguarding concepts, to understand the various types and symptoms of abuse, how to report abuse, support a child that's experienced abuse and their role in protecting children from abuse and neglect. Discussion on these topics may be best placed for routine monthly/quarterly/one-to-one meetings with parents, however multiple methods and training formats may be most effective in reaching parents.

Other Staff: Depending on where staff is based, a combination of virtual and in-person training sessions – some of which could be led by external experts with specialist knowledge – may be helpful. Discussion and role play with real-life scenarios can support training organisational staff across all levels on common safeguarding scenarios and responses. *See GSF Child Safeguarding Implementation Scenarios*

Training for Child Safeguarding Focal Points

Whilst all staff have a role and responsibility in safeguarding, there are certain responsibilities that lie with Child Safeguarding Focal Points (sometimes called Designated Child Safeguarding Officers). These individuals play a critical role as champions of Child Safeguarding within schools, teams and organisations. Ensuring that Child Safeguarding Focal Points have the skills and training they need to carry out their jobs is critical to effective implementation of Child Safeguarding policies. Below are key training topics to include in training for Child Safeguarding Focal Points.

TRAINING TOPICS	CHILD SAFEGUARDING FOCAL POINTS
Understanding the role/responsibilities of the Child Safeguarding Focal Point role and all organisational safeguarding policies and procedures	• What do I need to do? • How best can I support the central/head office to develop and implement safeguarding work plans? • If my safeguarding role is part-time, how do I balance safeguarding commitments with other responsibilities?
Safeguarding definitions, concepts, common types of abuse, risks and mitigation strategies in their context	• What are common types of abuse and safeguarding risks in my context? • What are mitigation strategies towards these risks?
Local laws and how these compare with international benchmarks/standards	• What are the relevant local laws supporting children's rights? • How do these compare with international standards?
Raising awareness of safeguarding with staff, teachers, parents, community members, etc	• What's the best way to reach my target audience regarding acceptable/unacceptable behaviours and ways to report? • What are effective approaches to working with the community on safeguarding issues?
Staying connected to relevant country-level safeguarding working groups, inter-agency measures, etc	• How can I connect/coordinate with Child Safeguarding Focal Points from other NGOs, UN agencies, etc.? • How can I leverage these groups to support safeguarding in my organisation/school?
Common barriers to reporting safeguarding concerns and mitigation strategies	• How can I help foster a culture where staff, teachers, students, others feel safe to report concerns? • What are the various reporting channels in my context?
Safeguarding feedback and response mechanisms; person-centred approaches	• How am I expected to receive and manage sensitive cases? When, how and within what timeframe do I escalate concerns? • What does the investigation process entail? How do I ensure I apply a person-centred approach?
Ensuring the immediate safety and well-being of a survivor	• What steps can I take to ensure survivors are safe?
Data protection, confidentiality and reporting	• What are my reporting responsibilities? • What data protection issues/guidelines do I need to be aware of?

*For further guidance, see **PEAS' Child Protection Trainer Guide for School Focal People** and **Safeguarding Focal Point Training Guide** from Concern Worldwide and International Medical Corps*

Positive Discipline Strategies

793 million school-age children live in countries where corporal punishment in school is legal. In low- and middle-income countries, **corporal punishment is common even in places where it's been banned**. Given the prevalence of corporal punishment in the contexts where GSF members work, establishing a culture that supports positive disciplinary methods over corporal punishment is essential. A zero-tolerance policy and teacher/leadership commitment letter towards the use of positive discipline approaches is a helpful initial step.

The Good School Toolkit includes positive discipline as step 4 of its six-step change process. Dozens of practical ideas, templates, tools and guidance for teachers and leaders in handling student behaviour in a non-violent manner is available **here**. A user-friendly poster with guidance for teachers on positive discipline approaches and alternatives to corporal punishment is available **here**. Ready to use storybooks on **corporal punishment** and **positive discipline** are available as free resources.

> **Given the prevalence of corporal punishment in the contexts where GSF members work, establishing a culture that supports positive disciplinary methods over corporal punishment is essential**

Safeguarding Feedback & Response Mechanisms

What to do if someone tells you they have been abused?
The number one guiding principle in responding to child protection concerns is that the safety and welfare of the child always comes first. Ensure that no child is put at greater risk by any action you take. If a young person informs you that they have been abused or that they are concerned about someone's behaviour, you should:

- Ensure the safety of the child, including any medical attention needed
- Remain calm
- Confirm what the young person has shared with you
- Take what the young person says seriously
- Reassure them that they were right to tell you; do not promise confidentiality
- Contact parents/caregivers only when you have guidance from the Designated Child Safeguarding Officer or a manager

All child safeguarding allegations are serious and need to be reviewed and addressed (not all cases will require a formal investigation process).

Record Information & Report the Incident

Record all relevant information as soon as possible using your organisation's standard safeguarding reporting form. Be as detailed as possible. However, do not wait to report the concern until you feel you have all details (this could take too much time). An organisation's reporting procedure should be followed (see example **Reporting Flow Chart from Enko Education**). For guidance on developing a reporting flow chart for your organisation, see Bond's **Toolkit to Strengthen Safeguarding Report Handling.** After a report has been received, the Designated Safeguarding Officer and/or a designated team will come together and evaluate the report to determine if a fuller fact-finding process is required. Key questions to consider:

- *Is there sufficient indication of harm to refer the case for fact-finding or enquiry?*
- *What happens to reports for which there is not sufficient information or evidence?*
- *In cases involving a staff member as a survivor, is external support needed for impartial assessment?*

Fact Finding & Possible Investigation

Proceed with fact finding prior to launching a formal enquiry/investigation to determine whether wrongdoing occurred. The main objectives of an investigation will be to:

- To interview relevant parties with regard to the allegation.
- To state the facts and findings related to the allegation and to prove/disprove the allegations.
- To make recommendations on how to protect the victims and potential victims if the allegation is found to be true.
- To make recommendations on sanctions for alleged perpetrators if they are found guilty in line with the Child Protection Policy, Code of Conduct and relevant national child rights legislation.
- To consider and make recommendations regarding any further child safeguarding allegations or concerns that may arise during the investigation and their actual or possible harm to children.

Most organisations will not have the capacity internally to launch an investigation and will need to seek external support to determine if allegations are true and the incident is a criminal offence.

See Key Steps of an Investigation. For further guidance, see **Keeping Children's Safe Management of Child Safeguarding Allegations Manual** and also **CHS Alliance's Guidelines for Investigations**. Use Bond's 20 core elements of an accessible, comprehensive safeguarding report-handling mechanism, to develop and/or assess a safeguarding report-handling mechanism.

Reporting to External Legal Authorities

Has a criminal offence been committed? Where an incident is potentially a criminal offense, a report to authorities for formal legal action may be required by your organisation. A decision to report to legal/local authorities should be:

- Based on the wishes of the survivors/children and their parents/caregivers
- Informed by a mapping of any formal/informal binding legislation and mandatory reporting requirements
- Informed by risk assessment covering all parties involved in the incident
- Done on a case-by-case basis
- Discussed and agree upon by members of the senior management team

There may be situations where an organisation chooses not to report to legal/local authorities due to protection risks for the potential perpetrator, survivor or any witnesses. Survivors may not always agree to report to local authorities. Consult local laws and experts if you have questions on your requirements.

Monitoring Progress on Child Safeguarding

To ensure that child safeguarding practices are effective, developing a monitoring strategy is important. Below are possible components of a monitoring strategy to measure progress on child safeguarding.

Indicator Development

Developing a set of indicators that align to your safeguarding policies and goals is essential for verifying the impact of safeguarding interventions and tracking progress over time. Collecting baseline data for these indictors provides a reference point for future comparisons, enabling the organization to measure improvements and identify areas needing attention. Effective indicators for child safeguarding work may include:

- Percentage of new joiners who have undergone a background check prior to joining the organisation
- Percentage of new joiners being trained on the organisation's Child Protection Policy and Code of Conduct
- Percentage of staff that have completed mandatory training on Child Safeguarding
- Number of safeguarding concerns reported
- Percentage of students who can identify the rights they hold as children
- Number of sessions held to educate parents/community members on child safeguarding policies and practices
- Percentage of students/parents/staff able to articulate how they will report a safeguarding concern if one becomes known to them
- Percentage of students, teachers and/or parents/caregivers who feel the school environment is safe for students
- Percentage of students who report experiencing violence committed by a teacher
- Percentage of teachers utilising positive discipline approaches to manage student behaviour
- Number of [student, teacher, school leader led] initiatives which contribute to safe environments
- Child safeguarding policies, risk registrars, safeguarding self-assessments and action plans, and other key safeguarding tools are reviewed and updated
- Average time between a safeguarding incident occurring and a report being made

Data Collection, Management & Review Meetings

Develop robust data collection tools and systems to track data aligned with selected indicators, such as the number of reported safeguarding incidents, training completion records, and classroom observation data on teacher discipline practices. Regularly analyse and review this data with teams and leaders across the organisation to identify trends, highlight areas of concern, and pinpoint opportunities for improvement. Ensure review meetings include analysis of trends of safeguarding cases – Where do they come from? Who is reporting? How are reports being received? Who is not reporting? Adapt systems to address gaps accordingly. Reviews of closed cases should feed into organisational learning to monitor trends in harm against children as well as reporting.

Self-Assessments & Audits

Regular self-assessments and audits are crucial for evaluating the implementation and effectiveness of your safeguarding practices. Utilize the Safeguarding Self-Assessment Tool to conduct thorough internal audits, ensuring they are comprehensive and incorporate input from a variety of stakeholders, including staff, students, and parents.

In addition, engaging external auditors can provide an impartial assessment of safeguarding practices. External audits can offer a fresh perspective, potentially identifying issues and areas for improvement that internal staff might overlook. They also help ensure that your safeguarding measures align with global best practices. Organisations which provide auditing services on child safeguarding include: **Keeping Children Safe**, **Child Wise** and **South2South Child Safeguarding Network**.

- *Is there sufficient indication of harm to refer the case for fact-finding or enquiry?*
- *What happens to reports for which there is not sufficient information or evidence?*
- *In cases involving a staff member as a survivor, is external support needed for impartial assessment?*

*See case studies on **PEAS' Safeguarding Standards Monitoring Tool** and **Rising Academies' Safeguarding Monitoring Dashboard** for examples of initiatives that support monitoring of safeguarding*

Case Studies from GSF Members

Collection of case studies showcasing promising child safeguarding practices and tools developed and implemented by school network and education support organisations within the GSF community. **These examples highlight strong practices and strategies aimed at enhancing the safety and well-being of children in educational settings.**

Overview

Amala Education: Team Code of Conduct & the Amala Essence

Dignitas: Cultivating Safe Environments through Instructional Leadership

EducAid: Laying the Groundwork for Safe Environments through Values-based Education

Justice Rising: Supervised & Structured Play

PEAS: Safeguarding Standards & Monitoring Tool

Rising Academies: Safeguarding Monitoring Dashboard

AMALA EDUCATION
Team Code of Conduct & the Amala Essence

Amala students and facilitators in discussion

About Amala Education

Amala Education addresses the acute education gap for refugee youth with transformative programmes. Amala runs the first accredited international upper secondary qualification for out-of-school refugee youth aged 16-25 who have missed out on education. Amala also runs other non-formal education programmes in areas like ethical leadership, social entrepreneurship, and peace-building. Amala currently works in Jordan and Kenya and has served 4,000 students to-date. In February 2024, Amala was the first organisation working solely with refugees and conflict affected youth to receive international accreditation from the **Council of International Schools** (CIS) and the **New England Association of Schools and Colleges** (NEASC). During the three-year process to obtain accreditation, Amala significantly strengthened its safeguarding practices to meet and exceed the accreditation standards.

Amala's Approach: Team Code of Conduct & The Amala Essence

Amala's Team Code of Conduct outlines the positive behaviours encouraged amongst staff, volunteers and partners, as well as the "red lines" for unacceptable behaviour and the consequences of such behaviour. The Code of Conduct, which all new team members sign upon joining the organisation, brings all Amala policies together into a single document. This integration ensures that staff clearly understand what is expected of them and provides a robust framework for accountability. To further aid understanding, the Code of Conduct is supplemented by a Frequently Asked Questions (FAQ) document. This FAQ provides further guidance on expected behaviours, particularly in interactions with Amala students, and is based on common real-life scenarios.

The Team Code of Conduct is deeply rooted in "The Amala Essence" – a set of core organisational beliefs and values. In an organisation where staff come from diverse backgrounds, statements such as "Treat all Amala community members with respect, regardless of their gender, ethnicity, age, immigration status, sexual orientation or any other aspect of their identity", as part of a Code of Conduct have been instrumental. These principles foster an inclusive environment and set explicit behaviour expectations for all staff, ensuring that every member of the Amala community feels respected and valued.

Example of the Tool in Action

Having written expectations on behaviour has provided line managers with a tool to address behaviour concerns, in particular low level safeguarding concerns like bullying or inappropriate behaviour towards students. The Team Code of Conduct has made staff more comfortable reporting inappropriate behaviour, enabling early intervention. For example, an Amala volunteer asked students to meet privately at their homes, violating the Code's guideline to "maintain professional boundaries with students". Previously, staff might have hesitated to report such behaviour, but the clear guidelines validated their concerns and provided a safe reporting space. This Code has clarified expectations, empowered staff to speak up, and strengthened Amala's safeguarding framework, ensuring a safer environment for all.

Key Success Factors

- **Raise awareness about safeguarding risks:** Discussing the safeguarding risks posed by staff, volunteers, and partners contextualizes the Code of Conduct for those less familiar with safeguarding practices.
- **Link behaviour expectations to organisational values:** Connecting the Code of Conduct to key organisational values and culture makes behaviour expectations feel more authentic.
- **Embed the Code of Conduct in routine practice:** Regularly referencing the Code of Conduct during staff induction, safeguarding training, and team meetings ensures that all staff are aware of and uphold behaviour expectations.
- **Provide concrete examples to clarify expectations:** Amala's "Team Code of Conduct FAQ" uses real scenarios to clarify acceptable behaviour, which is crucial for staff from diverse backgrounds.

DIGNITAS
Cultivating Safe Environments through Instructional Leadership

A teacher supported by Dignitas, in action

About Dignitas

Founded in 2008, **Dignitas** provides innovative training and coaching to school leaders and teachers in Kenya. Dignitas' programmes focus on three key pillars: instructional leadership, learner engagement and classroom culture, all aimed at improving outcomes for learners. After one year of the Dignitas programme, teachers often demonstrate 30% competency gains in critical mindsets and skills that are necessary for school leaders and teachers to have to improve student achievement.

Dignitas' Approach: Cultivating Safe Environments through Instructional Leadership

Dignitas partners with schools to enhance instructional leadership practices, fostering safe learning environments and holistic student development. Partner schools start by signing the **Dignitas School Partnership Child Safeguarding and Child Protection Policy** which outlines the collaborative approach to safeguarding. Through the partnership, schools receive training on child safeguarding, recognising and responding to cases of child abuse.

During a Dignitas training programme, schools are introduced to child safeguarding principles and are supported in developing their own safeguarding policies. Upon completing this training, Dignitas helps schools maintain accountability to their policies, and offers ongoing support for effective implementation. School leaders receive ongoing coaching and support from Dignitas on topics such as positive discipline, gender equality, risk assessment, and mindset change on gender and safeguarding. In some Dignitas programmes, school leaders are encouraged to develop school-based initiatives with a focus on student safety.

Example of the Tool in Action

When a primary school in the Nyanza region of Kenya joined the Dignitas programme, Dignitas coaches identified several critical safeguarding challenges that normally go undetected. In the school, a consistently ignored porous fence had led to an escalation of learner safety where on occasions, male students would sneak out of school.

Later, a case emerged where they had sexually molested other girls from a nearby school after sneaking outside the school premises. The issue had also led the boys to engage in consumption of illicit brew, all of which posed serious threats to learner safety.

Dignitas with the support of its coaches helped train the school in the best approaches to data and evidence collection from learners and staff to address these notable concerns. During training and coaching sessions, Dignitas coaches emphasized the paramount importance of learner safety, and the significant risks posed by the compromised fence. They highlighted the immediate need to address this vulnerability to ensure a safe learning environment. The comprehensive support and skills training provided by Dignitas spurred the school head into action, leading to the timely resolution of the issue and the safeguarding of the students.

Key Success Factors

- **Training and knowledge building:** In many schools, teachers and leaders have a limited understanding of child safeguarding. School stakeholders are unaware or ill equipped to fully recognise and address issues related to learner safety. Initial training, ongoing refreshers and school-based coaching are crucial to ensure that school staff understand safeguarding principles, types of abuse and common safeguarding risks in school settings.

- **Evidence generation and use to inform decision making:** A significant gap in schools is the lack of data to inform decision-making. School-level initiative to collect and utilise data related to safeguarding concerns is essential for effective planning and the development of robust safeguarding practices.

- **Mechanisms for sustaining practice over time:** Communities of practice can be a helpful school-based platform for teachers to share practice with one another. These sessions can strengthen knowledge sharing and documentation of key learnings on child safeguarding, thus supporting continuous improvement at the school-level.

About EducAid

Since 1994, **EducAid** has been working to improve education in Sierra Leone by running schools, school improvement and research and advocacy. EducAid runs an educational network of five free model schools serving 700 under-served young people. They also train teachers and school leaders in 400+ schools across six districts in Sierra Leone.

EducAid's Approach: Laying the Groundwork for Safe Environments through Values-Based Education

EducAid is committed to creating safe and healthy environments for students through values-based education, deeply rooted in the principles of Ubuntu – We are better together. I am because we are. Together we can help each other become our best selves. EducAid schools foster a spirit of Ubuntu through various practices, including the nomination of Ubuntu stars for acts of kindness, Ubuntu-themed wall displays and murals, dramatic performances during assemblies, storytelling sessions in class, and sharing **EducAid Stories**. EducAid operates with six cross-cutting values informing its work. We reflect on how each of our values is informed by a concern for child-protection and safety and on how our child-protection practices are upheld by our values.

At EducAid, every voice counts. The organisation places significant emphasis on promoting a culture where students are respected, listened to, and where their opinions are valued. This is achieved by creating spaces for students to raise issues, team building and whole class activities, restorative conversations and through regular open one-on-one conversations to hear students' feedback, concerns, and ideas. Including students in as many school decision-making processes as possible is central to EducAid's approach. When students feel valued and heard, they are more likely to report concerns using EducAid's **Five-Minute Rule,** which requires staff and students to report a suspicion or allegation within five minutes of becoming aware of it.

EDUCAID'S VALUES	THE VALUE IN RELATION TO CHILD PROTECTION & SAFEGUARDING
LEADERSHIP THINKING & BEHAVIOUR	It is part of our thinking that everyone has a responsibility for ensuring our colleagues (students and staff) are safe and know they are safe. This is not the unique responsibility of an individual. We are all leaders, and this is key to our understanding of leadership.
CITIZENSHIP VALUES	Loyalty to our students and to the vulnerable or those who may be vulnerable must be prioritised over other concerns and we all learn to have that integrity.
COMMUNITY RESILIENCE	Our communities learn with us that we all have a responsibility to protect and keep each other safe. Where in many communities, the allegiance may be to the elders or to protect reputations, we support the communities where we work to be proud of creating safe spaces where abusers and bullies are the ones who are not safe to continue their abuse.
SAFETY	In order to be able to live up to our full potential, we all have the right to feel and be safe & we all have the responsibility to do all we can to ensure each other's safety.
EQUALITY	If we are aware of regarding every member of our community as of equal value and having equal rights to accessing the sort of environment and support that will enable us all to achieve our potential, it pushes us to address all those things that threaten this becoming a reality.
EXCELLENCE	Nobody can perform excellently and achieve their full potential when under threat for their safety. Part of our priority of pursuing excellence at all levels of EducAid is the responsibility to create an environment for each other where all members of the community can pursue excellence. Another aspect is for us to be excellent in our attention to detail as we work to ensure a safe space for all.

To get to this stage, teachers lead weekly conversations with students on EducAid's Code of Conduct. Students also participate in day-long child protection workshops where they engage in role-play and making presentations on reporting protocols, including the Five-Minute Rule, investigation and safety procedures for informants, engaging with a variety of safeguarding scenarios. In-depth training on child protection and safeguarding is provided to teachers and school leaders during annual whole-staff meetings.

Through EducAid's preventative, values-based, Ubuntu-informed work, combined with clear and easily understood reporting procedures like the Five-Minute Rule, the organisation has seen a significant increase in the reporting of safeguarding concerns. The time between awareness of an incident and the report reaching EducAid's safeguarding team has been reduced to minutes, rather than weeks. Awareness about the Five-Minute Rule has also been proactively spread through initiatives including creating a **song**.

Example of the Tool in Action

Reporting has been normalised at EducAid's schools, and a culture of collaboration and dialogue fostered through an Every Voice Counts approach. Through this approach, children are regularly engaged in discussion to provide feedback on lessons or activities, as well as being encouraged to speak up for what is right or when something worries them through diverse channels.

This integration of the reporting process into their daily learning and the creation of an open space has allowed more children to feel comfortable in sharing their concerns regarding themselves and their classmates. Across EducAid's schools, this freedom of disclosure has helped to prevent cases of FGM, child marriage and ensured rapid response to safeguarding issues that may not have been disclosed otherwise. This allows schools to provide appropriate solutions in optimising learning and ensuring that all students are heard and kept safe.

Key Success Factors

- **Cultivate respectful relationships between staff and students:** Building strong, respectful relationships between staff and students is essential for creating an environment where children feel comfortable reporting concerns. Children must know that they will be seen and heard by adults.

- **Emphasise the importance of immediate reporting:** EducAid's Five-Minute Rule reinforces the necessity of prompt reporting. It reminds students and staff that they are not the investigators and do not need every detail of an incident to raise a concern. Delays in reporting can leave the perpetrator at large and the victim at risk.

- **Safe hands – five safe people:** EducAid asks teachers to regularly get the learners to reflect on at least five people they feel safe telling anything to. It is important not to wait until there is a crisis but to discuss who you can talk to about problems and things that are worrying you. Regular review and discussion keep this awareness in the forefront of children's minds.

- **Regularly revisit reporting procedures:** It is crucial to continually revisit safeguarding concepts and reporting procedures with students and staff through various methods, including scenario-based discussions, assembly presentations, small group meetings and videos (e.g., **EducAid Stories**). Ongoing engagement and training are essential to ensure everyone remains vigilant and knowledgeable.

- **Recognise that culture building takes time:** Establishing a safe, respectful school environment where children's ideas and perspectives are valued cannot be accomplished in a day (or when a safeguarding concern arises). This important preparatory work must be cultivated over time and is integral to the school's operation.

- **Use of restorative approaches to discipline:** At EducAid, students take responsibility for their actions and work to repair (and make right) relationships caused by poor behaviour.

JUSTICE RISING
Supervised & Structured Play

Justice Rising students
engaged in Supervised
and Structured Play

About Justice Rising

Justice Rising builds and operates a network of 23 low-fee private schools in the conflict-affected province of North Kivu in the Democratic Republic of Congo, providing education for more than 4,000 children whose safety and education are frequently threatened by the decades-long conflict.

Justice Rising's Approach: Supervised & Structured Play

In conflict-affected areas where Justice Rising operates, children often lack safe spaces for healthy activities. Play is crucial for developing social skills, confidence, and physical abilities. Structured games create belonging and effective playground supervision can prevent bullying.

At Justice Rising, one of the ways teachers support safe environments for students is through supervised and structured play – guided, inclusive games which help Justice Rising students establish routines that foster a sense of normalcy. For students who have experienced trauma, twice daily structured play provides stability, helps them cope and fosters a sense of belonging. Structured play provides a controlled environment where children can express themselves and feel secure despite the surrounding chaos. It helps mitigate the physical and mental health impacts of living in conflict zones, supports student well-being, prevents bullying and builds positive student-teacher relationships.
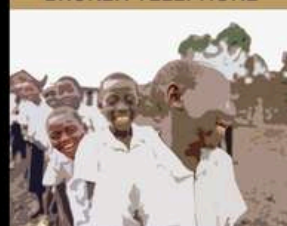
During supervised and structured play, teachers lead and supervise age-appropriate games during break time using step-by-step Justice Rising "Structured Play Cards". A checklist supports implementation by guiding safe transitions to the playground and helping school leaders monitor structured play. Games are played together as a class, ensuring that all children participate, enhancing individual skills and strengthening the school community.

Example of the Tool in Action

At Justice Rising, we've observed that one of the biggest challenges in teaching is when students bring stress from home into the classroom. Structured play creates a safe space for children to express themselves, alleviating stress and fostering emotional security through therapeutic activities. One effective game is "Relaxation," which helps students relax muscles and relieve stress, restoring balance to the nervous system. To play "Relaxation," students shake their left arm 10 times, counting down from 10 to 1. They then repeat with the right arm, left leg, and right leg. The process is repeated with each body part, reducing the count by one each round (9, 8, 7, etc.).

Key Success Factors

- **Ensure alignment with learning objectives:** Ensure games are aligned with learning objectives which support problem-solving skills, teamwork, trust, cooperation and resilience. The latter is important, particularly for children in conflict-affected areas.

- **Context-appropriate activities:** In resource-constrained contexts, ensure games and activities don't require materials or resources which aren't readily available. Inclusion is key – consider average class size when designing games.

- **Teacher training and ongoing support:** Engaging training sessions that introduce teachers to games and remind teachers of the importance of supervising and structuring play is key. Ongoing leadership and monitoring support from Head Teachers and School Leaders is helpful.

- **Provision of tools to guide implementation:** Use checklists and practical, concise step-by-step game cards to provide guided implementation of tried and tested activities. This supports student safety and learning whilst standardising practice across a network of schools.

Example of a set of step-by-step game cards implemented at a Justice Rising school.

Example of a routine checklist that school leaders and JR staff use to assure quality playtime

QUESTIONS	SIGNAL TO INDICATE THE BEGINNING & END OF PLAYTIME	PLAY IN A SAFE AND STRUCTURED MANNER DURING PLAYTIME
WHY?	Clear direction and boundaries, safety	Clear direction and boundaries, safety, motivation
WHERE?	School yard	
WHEN?	At the start and the end of playtime	
WHO?	Teachers or School Leaders	Teachers, School Leaders, Students
HOW?	**Teachers** listen out for the signal and instruct students on the next actions that need to be taken. **Students** move to the schoolyard, ready for playtime. **School Leaders** be present and observe if prompt action is taken by teachers upon hearing the signal. **Observe transitions** from the classroom to the playground. Observe teacher participation and action to facilitate smooth and orderly transitions at the start and end of playtime. **Students** stop what they are busy with when hearing the signal and follow teacher instructions.	**Teachers** lead and direct the different games during break time. **School Leaders** involved in the creation of games and reassure teachers of the standards of these games. Observe teachers leading games during break times and give feedback on areas of improvement. **Students** to follow given instructions and eagerly participate.

PEAS
Safeguarding Standards &
Monitoring Tool

PEAS students
in their hostel

About PEAS

PEAS (Promoting Equality in African Schools) is a not-for-profit organisation working to expand educational opportunities to those most in need. PEAS has built and runs a network of 36 secondary schools in rural areas of Uganda and Zambia. PEAS also works with governments to support a further 300+ schools across Uganda, Zambia and Ghana. External evidence shows that PEAS has stronger child protection policies, training and implementation than non-PEAS schools, and students feel infrastructure is safer than in government schools (**EPRC 2018**). PEAS schools foster a student body that feels more confident and secure at school and establish a self-reinforcing cycle of strong safeguarding (Jigsaw 2021). PEAS Zambia and Uganda have both been accredited with **Keeping Children Safe**, emphasizing that PEAS schools have robust, strong child protection practices and are safe learning environment for all students.

PEAS' Approach: Safeguarding Standards & Monitoring Tool

The **PEAS Safeguarding Standards** are a set of practical, output-focused standards that help schools uphold strong safeguarding practices. They were developed by observing key successes and challenges related to safeguarding within PEAS' school networks and international best practice. The Safeguarding Standards have been critical to translating PEAS' policies into practice and building school-level autonomy and accountability for creating safe schools.

The standards outline 22 key descriptors of what strong safeguarding practices should look like in a PEAS school. For example, one reporting descriptor reads, "Systems that allow students and staff to report safeguarding concerns or incidents anonymously are established and used." For each descriptor, several mandatory activities are outlined, as well as the key person responsible. Outlining the activities required to uphold each standard has been critical to fostering school-level ownership and accountability of the Standards. They have also increased transparency, helping make expectations clear. PEAS has also developed a Safeguarding Standards Monitoring Tool, which allows school leaders and staff to monitor their implementation and progress and create termly action plans. This also ensures that the Standards support leaders to drive real, lasting improvements that create a safe learning environment for all.

Example of the Tool in Action

In 2023, PEAS Zambia opened a new school (Mushili Hillside) serving 345 students. School support staff worked collaboratively with leaders to understand and make use of the Safeguarding Standards, to identify critical focus areas in a new school with recently inducted teachers. Using the Standards empowered leaders to be targeted and impactful. Since then, termly reviews have allowed the school leader to monitor the school's progress and set targeted action plans to address areas of need. In 2023, 100% of teachers surveyed at Mushili reported that child protection focal points at the school were well-known and followed up on incidents.

Key Success Factors

- **Raise awareness and understanding** of key safeguarding expectations through practical standards, underpinned by clear policies and responsibilities.

- **Build capacity at all levels:** Termly safeguarding refresher trainings for school leaders and Child Protection Focal People (CPFP) focus on top priority challenges and needs, the Standards and Monitoring Tool. Leaders are empowered to cascade their knowledge.

- **Ongoing support:** Through school inspections and regular school support and supervision visits, which focus on the Safeguarding Standards and monitoring tool, PEAS schools are supported to make progress against their action plans. School support staff consistently guide leaders and CPFP to use the tool on a regular basis.

- **Regular school-level reviews:** At PEAS, school leaders are supported to use the Safeguarding Standards to conduct regular reviews that lead to contextually relevant action and improvement.

Rising Academies coach collecting data during a school support visit

RISING ACADEMIES
Safeguarding Monitoring Dashboard

About Rising Academies

Rising Academies is a multi-channel, multi-country education company in Africa and a Certified B Corp®. Rising runs its own networks of private schools and partners with governments and the non-state sector to help improve the quality of their schools at scale. Rising currently serves 250,000 students across more than 700 schools in Sierra Leone, Liberia, Ghana and Rwanda.

Rising Academies' Approach: Safeguarding Monitoring Dashboard

Having a good safeguarding policy is one thing, but the hard part is ensuring it is implemented well. Rising has established a number of key non-negotiables that every programme and school network is expected to comply with. These include procedures for vetting and onboarding new staff, proactively looking for undisclosed risks or incidents, and responding to disclosures in a timely manner.

Key Performance Indicators for each of these non-negotiables are captured in a Safeguarding Monitoring Dashboard which is discussed by the CEO and senior managers at a monthly Safeguarding Review Meeting. For example, one non-negotiable is that all new joiners sign a Code of Conduct – the associated KPI is the percentage of new joiners in the last month that signed the Code of Conduct.

Another non-negotiable is that all safeguarding concerns or disclosures should be reported to the appropriate person within 5 minutes of hearing about the concern – the associated KPI is the percentage of incidents in the last month where the 5-minute rule was followed. A well-designed tool, such as Rising's **Child Protection Allegation Assessment Form,** supports teams and safeguarding leaders to capture essential data, which is displayed in the dashboard.

Example of the Tool in Action

The Dashboard helps facilitate powerful, action-oriented conversations at Rising's Safeguarding Monthly Review Meeting. In one case, for example, a Rising field team was found to be lagging other teams in how consistently it was using routine school support visits to look for potential undisclosed safeguarding concerns. This prompted follow-up with the leadership of the team and refresher training for field staff. In another case, the Dashboard and Monthly Review Meeting helped identify an issue with how quickly one Rising team was responding to lower-level concerns that fell short of an actual disclosure but nevertheless required further investigation and follow-up. In this case, further guidance and expectations were shared with the team and the relevant safeguarding lead.

Key Success Factors

- **Define your non-negotiables:** There is a risk that safeguarding policy defaults to "set it and forget it" – until the next incident happens. Defining the non-negotiables of your safeguarding policy will help org leaders translate safeguarding commitments into action. Your non-negotiables may vary depending on the context and school type – and that is okay.

- **Build a system for monitoring implementation of non-negotiables:** Be clear on what your non-negotiables are and how compliance with non-negotiables can be rigorously (and preferably quantitatively) measured to support implementation.

- **Regularly engage managers to review data:** By regularly digging into the data, senior leaders will feel more confident understanding the strengths and weaknesses with implementation of safeguarding policies and what course correction is needed.

5. Knowledge (Good/Bad Touch | Reporting | 5min-rule)			STUDENTS		TEACHERS	
Country ⓘ ▾	Program ⓘ ▾	Safeguarding Visits	Knows Good Bad Touch	Knows How to Report	Knows 5min Rule	Knows How to Report
Sierra Leone	Sierra Leone Private	14	100%	100%	100%	100%
Sierra Leone	SLEIC	360	99.44%	98.06%	98.89%	97.78%
Liberia	LEAP	279	94.98%	95.34%	95.7%	95.7%
Ghana	SFL	124	83.06%	77.42%	97.58%	99.19%
Ghana	Ghana Private	92	98.91%	96.74%	98.91%	100%
Ghana	GEOP	323	86.07%	91.95%	94.74%	98.76%
	Grand total	**1,192**	**93.04%**	**93.54%**	**96.9%**	**97.9%**

**Screenshot of Rising Academies'
Safeguarding Dashboard**

Resources & Tools

Ready-to-use tools to support your child safeguarding work which can be downloaded for adaptation and use, as well as child safeguarding resources from other organisations which may support your work.

Resources & Tools

RESOURCE & ORGANISATION	DOCUMENT TYPE	SUMMARY
Monitoring, Evaluation, Research and Learning (MEAL) by Save The Children	Guidance document	Guidance on potenetial safeguarding risks of MEAL activities and potential mitigation strategies developed by Save The Children.
Child Protection Resource Pack: How to Plan, Monitor and Evaluate Child Protection Programmes by UNICEF	Resource Packet	Practical guidance for designing, monitoring and evaluating child protection programmes developed by UNICEF.
Safeguarding in Emergencies Toolkit by Save The Children	Toolkit	Guidance for Child Safeguarding Focal Points and humanitarian operational managers and leaders with responsibility for safeguarding in emergencies, fragile states and development contexts.
Developing Child Safeguarding Policy and Procedures: A Facilitator Guide by Keep Children Safe	Facilitator Guide	A guide for facilitating workshops with staff to support them to conduct risk assessments and develop mitigation strategies, audit child safeguarding measures and develop/strengthen child safeguarding policies and procedures.
Understanding Child Safeguarding: A Facilitator's Guide by Keep Children Safe	Facilitator Guide	A facilitator's guide for supporting induction and introduction to safeguarding for new staff, facilitating learning events, and strengthening existing safeguarding policies and measures.
NSPCC Support for Parents by National Society for the Prevention of Cruelty to Children	Online Resource	Collection of online resources specifically for parents on identifying abuse, online safety for children and supporting children with bullying, mental health, etc.
A Selection of Promising Practices on Organisational Culture Change by UNHCR	Toolkit	Selection of user-friendly case studies of initiatives which aim to shift organisational culture on safeguarding.
Developing and Modelling a Positive Safeguarding Culture: A Tool for Leaders by Bond	Tool	Tool for facilitating honest discussions with teams/organisations on organisational culture change related to safeguarding.
Measuring a Culture of Safeguarding within Organisations by Safeguarding Resource and Support Hub	Tool	Tool to support organisations to measure and monitor organisational culture changes related to safeguarding.
How to Create an Effective Code of Conduct by CHS Alliance	Toolkit	Toolkit to assist organisations to develop, implement and review a Code of Conduct.

RESOURCE & ORGANISATION	DOCUMENT TYPE	SUMMARY
Respect-Focused & Positive Behaviour Management Manual by EducAid	Manual	Example manual outlining EducAid's approach to values-based preventative work to support positive student behaviour in the classroom.
Child Protection Trainer Guide for Focal People by PEAS	Manual	Example training guide to support PEAS School Focal People to train teachers, students, student leaders and Community Champions on issues related to Child Protection.
Safeguarding Focal Point Facilitation Guide by International Medical Corps and Concern Worldwide	Facilitator Guide	A training guide for country-based safeguarding focal points based on key competencies and skills.
The Good School Toolkit by Raising Voices	Toolkit	A toolkit for primary and secondary schools supporting implementation of an evidence-based whole school intervention designed to influence a school's entire operational culture.
Management of Child Safeguarding Allegations by Keeping Children Safe	Manual	Manual to guide managers in developing a consistent approach to managing responses to child safeguarding allegations.
Guidelines for Investigations by CHS Alliance	Manual	A guide for humanitarian organisations on receiving and investigating allegations of abuse, exploitation, fraud or corruption by their own staff.
Child-Friendly Complaint Mechanisms by UNICEF	Manual	Guidance for National Human Rights Institutions (NHRIs) on setting up and strengthening child-friendly complaint mechanisms.
Child Friendly Feedback Mechanisms Guide and Tool by Plan International	Toolkit	Step-by-step guidance and tools for establishing or strengthening child-friendly feedback mechanisms in humanitarian settings.
Toolkit to Strengthen Safeguarding Report Handling by Bond	Manual	Outlines 20 core elements that have been identified as core to safeguaring report handling mechanism.
Helpful Links for Adults Working with Children by Kidscape	Training Resources	Resources for promoting anti-bullying in classrooms and schools as well as child safeguarding training for adults working with children
Child-Friendly Schools Manual by UNICEF	Manual	A manual on how to create 'Child Friendly Schools' with practical tips and advice

RESOURCE & ORGANISATION	DOCUMENT TYPE	SUMMARY
Child Friendly Schools (CFS) Advanced E-Course by UNICEF	e-Learning Course	A self-learning course that introduces core concepts and principles of the Child Friendly School initiative and their practical implications.
Introduction to Child Protection E-Course by UNICEF	e-Learning Course	A 30-minute course which describes what the UNICEF Child Protection programme does and why it's important.
Safeguarding Policy Templates by Bond	Templates	A suite of core policies that can be adapted or used as they are to strengthen your safeguarding framework.
Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments by UNESCO	Toolkit	A downloadable toolkit to enable teachers to think about and change their classrooms to make them more inclusive.
Positive Parenting and Educating by End Corporal Punishment	Online resource	A range of positive parenting and positive discipline resources.
Safeguarding Training for Schools, Academies and Colleges by National Society for the Prevention of Cruelty to Children	Training	Online 3-hour training course on Child Protection for anyone working in education.
How to Obtain an Overseas Criminal Record Check by Centre for Protection of National Infrastructure	Manual	A list and information about how to obtain a criminal records check in 64 countries
What works in promoting social and emotional well-being and responding to mental health problems in schools? by National Children's Bureau (NCB)	Advice and Framework	Guidance on what works in promoting social and emotional well-being and responding to mental health problems in schools
Find Your Local Child Helpline by Child Helpline International by Child Helpline International	Helpline numbers	A list of free, private and confidential helpline numbers for children to call in different countries around the world.
Positive Behaviour Support: Practitioner by BiLD	Training	2-day programme which introduces the key components of Positive Behaviour Support (PBS).
ICMEC Resources by International Centre for Missing & Exploited Children by International Centre for Missing & Exploited Children	Online resources	Collection of resources for educators and families on child protection, preventing and responding to child abuse, neglect and child exploitation.

Glossary

Abuse: A deliberate act with actual or potential negative effects upon a person's safety, well-being, dignity and development that takes place in the context of a relationship of responsibility, trust or power.

Allegation: An assertion of facts that one intends to prove at trial or during an internal investigation procedure.

Bullying: A significant and common form of harm that children experience, which may take the form of physical or verbal intimidation, aggression, violence, or exclusion on the part of a person typicallya peer or another child/young person.

Case management: A structured process for providing help to an individual who is at risk of harm or who has been harmed.

Child: 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.

Commercial exploitation: Exploitation of 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.

Child maltreatment: The abuse and neglect that occurs in children under 18 years of age. Includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and 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.

Child sexual exploitation: 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 involvesa child being manipulated or coerced, whichmay involve befriending children, gaining their trust, and subjecting them to drugs and alcohol.

Child protection: Actions taken to prevent and respond to violence, exploitation and abuse of children.

Child safeguarding: Set of actions and procedures taken by an organisation to make sure that children are not exposed to abuse or harm when they engage with staff, programmes, or communications that are providing services to or engaging with children and their families.

Code of Conduct: A set of standards about behaviour that staff and volunteers of an organisation are obliged to follow.

Confidentiality: An ethical principle that restricts access to and dissemination of information.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain ordiscomfort. May involve hitting(smacking, slapping, caning,etc.), children with the hand or with an implement (whip, stick, cane, belt, shoe, wooden spoon, etc.).

Designated Safeguarding Officer: Person in your organisation who will report any concerns they have and who will be responsible for ensuring appropriate action is taken by your organisation in order to keep children safe.

"Do No Harm": The responsibility that organisations must ensure their staff, operations, programmes and partners minimize harm they may be doing inadvertently as a result of their activities.

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.

Emotional abuse: Persistent emotional maltreatment that impacts on a child's emotional development, and may 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.

Exploitation: When an individual in a position of power and/or trust takes or attempts to take advantage of a person for personal benefit, advantage, gratification or profit.

Fact-finding: The collection of further information to clarify the report and to inform decision-making and next steps.

Female genital mutilation: All procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons.

Incident reporting form: Standardised form for collection of accurate and complete incident data.

Informed consent: Freely given and reversible agreement or permission based upon a clear appreciation and understanding of the facts, implications and future consequences of an action.

International Child Safeguarding Standards: According to **Keeping Children Safe**, there are four standards:
- *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*

Investigation: Legal and analytical process designed to gather information and determine whether wrongdoing occurred and who is responsible.

Neglect: Refers to a failure to meet a child's basic physical and /or psychological needs, likely resulting in serious impairment of a child's healthy physical, spiritual, moral and mental development. Includes failure to properly supervise and protect children from harm and provide nutrition, shelter and safe living/working conditions.

Person-centred approach: Ensuring every action and decision is made in the best interests of the person harmed, and ensuring their view has been taken into account.

Perpetrator: A person or group of persons who commits an act of sexual exploitation, abuse or other crime.

Physical abuse: 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 caregiver fabricates the symptoms of, or deliberately induces illness in a child.

Positive discipline: A disciplinary approach that provides a violence-free alternative to corporal punishment. It's also the quality we build in students when we stop using corporal punishment.

PSEA (protection from sexual exploitation and abuse): Term used by the UN and NGO community to refer to measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel.

Referral pathway: The various support and referral services available to victims/survivors of sexual exploitation, abuse and harassment.

Risk register: A document that lists risks and outlines their likelihood, potential impact, actions to mitigate the risk and individuals responsible.

Safeguarding incident: An act or series of acts of violence or abuse by one perpetrator or a group of perpetrators.

Safeguarding risk assessment: Process used to identify safeguarding risks and to outline ways that can mitigate and manage risks.

Safeguarding violation: Infringement of a law, code of conduct or policy designed to protect someone or something from harm or danger.

Sexual abuse: Forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has littlechoice in consenting to, which may include,but is not limited to, rape, oral sex, penetration, or non- penetrative acts such as masturbation, kissing, rubbing and touching.

Sexual exploitation: Any actual or attempted abuse of a position of vulnerability, unequal power or trust for sexual purposes.

Sexual harassment: Any form of unwanted verbal, non-verbal or physical conduct of sexual nature. United Nations Convention on the Rights of the Child (UNCRC): Widely recognised as the most comprehensive international treaty on children's rights.

Victim: A person who is, or who has been, sexually exploited, abused or harmed in any way. This person may also be called a survivor.

Whistleblowing: Term used when an employee passes on information concerning wrongdoing, generally regarding something they have witnessed at work, and with the belief they are actingin the public interest.

Zero-tolerance approach: Recognition that sexual exploitation, abuse, corporal punishment or other behaviour is prohibited and that every transgression will be acted upon.

Child Safeguarding Tools Ready For Use

The tools below are intended to support your child safeguarding work. Click on the icons for downloadable versions of each tool, which can be adapted for use within your organisation.

Child Safeguarding Self-Assessment Tool

Child Safeguarding Action Planning Template

Child Safeguarding Policy Checklist

Child Safeguarding Risk Assessment Template

Template for School-level Child Safeguarding Policy Template

Template for Network-level Child Safeguarding Policy Template

Child Safeguarding Implementation Scenarios

Child Safeguarding Incident Reporting Form

Acknowledgements