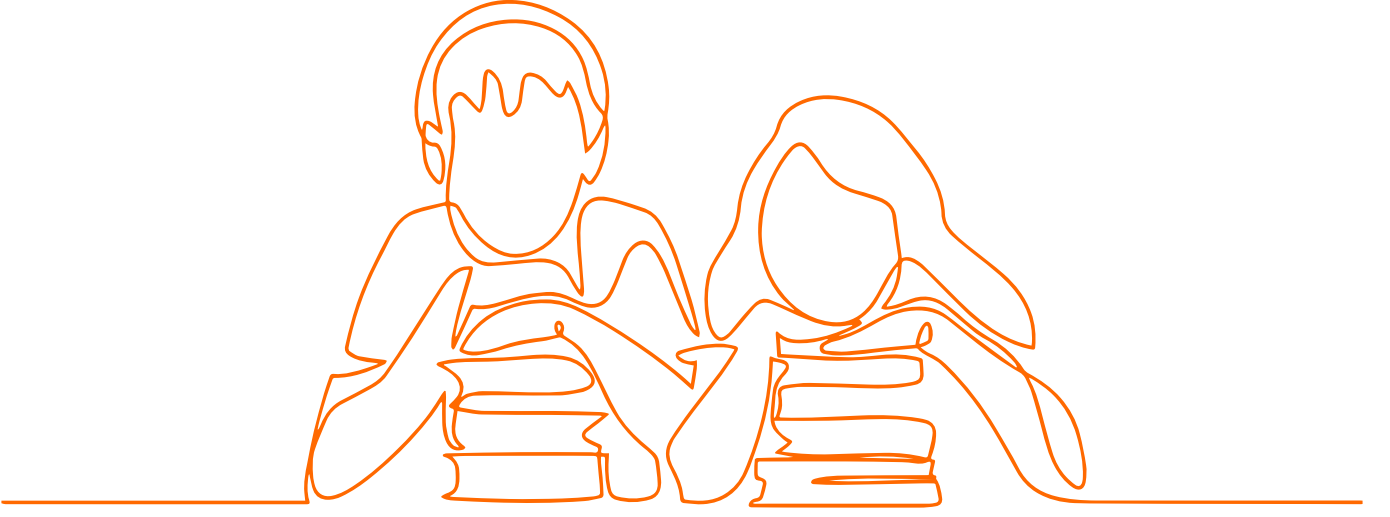




CHILD SAFEGUARDING IMPLEMENTATION GUIDE



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PURPOSE OF THE GUIDE

This guidebook was prepared to raise awareness on child safeguarding, to activate child safeguarding mechanisms, and to share good practices on child safeguarding in institutions that work directly or indirectly with children in Türkiye.

In Türkiye, there are many non-governmental organizations and public institutions that work directly or indirectly in contact with children. **All institutions working with children have the obligation to create safe conditions for children, to guarantee that their employees and activity processes cause no harm for children, and to increase children's participation in decision making processes that affect them.**



Child Safeguarding Implementation Guide includes information and good practices that would provide the groundwork for understanding the issue of child safeguarding. This guide is created to assist institutions to become safer for children and support employees while they execute child safeguarding practices.

BACKGROUND OF THE GUIDE

Support to Life has been working effectively to increase both external capacities of other institutions and its own internal institutional capacity on the issue of child safeguarding. Support to Life has brought the issue of child safeguarding to the agenda of national and international non-governmental organizations (NGO) and authorities since August 2015; and has developed child safeguarding capacity of local NGOs with trainings provided by specialists. In addition, with the child safety mechanism it has established and the child safety guidelines it has implemented, the association has included this concept in its operational process.

One of the most important steps taken by the Support to Life to increase its internal capacity is to integrate child safeguarding standards to its work processes and to support other institutions it works with to create a child safeguarding culture. Support to Life approaches child safeguarding policy on a long-term basis. It is one of the most important priorities for every association employee to know and follow the child safety code of conduct. Creation of child safeguarding standards also supports participation of children. Children's participation was ensured in the process of developing child safety measures in Support to Life community centers, and risk analysis and risk mitigation measures were determined with the support of children. An effective feedback and complaint mechanism was created and presented to all children.

This guide has been created with the corporate experience accumulated by Support to Life since 2015, the accumulation of the monthly sessions of 'Child safeguarding Academy' organized under leadership of Support to Life in June 2021, and the contributions of informative documents of international institutions on child safeguarding mentioned in the footnotes.

UNDERSTANDING CHILD SAFEGUARDING

To understand child safety, it is important to define the core concepts. Describing concepts helps us to identify assumptions and prejudices that we are often unaware of. We need to define 4 core concepts to understand child safeguarding:

- » Child
- » Child Participation
- » Child Protection
- » Child Safeguarding



The key questions below may guide us to describe these concepts.

Who Is a Child?

The definition of a child may change from country to country, culture to culture, person to person, as well as over time. Although there is no universal description of the childhood, childhood is a universal process.

It is recommended that organisations working directly or indirectly with children adopt the definition of the child in the international United Nations Convention on the Rights of the Child (UNCRC), which supersedes national laws, in order to reach a universal consensus.

According to article 1 of the UNCRC, a child means *“every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”*¹.

Accepted on November 20, 1989, UNCRC is the most comprehensive legal document that presents rights-based protection and support standards for children. Türkiye signed the UNCRC in 1990. Pursuant to Article 90 of the Constitution, the Convention has superseded Turkey’s national laws since its entry into force in 1995, when it was published in the Official Gazette².

Articles of the convention are not more important than the other but some articles are instructive and serve as core principles for the realisation of all rights³. Such rights are as follows:

- **Non-Discrimination:** UNCRC protects the rights of all children, regardless of their religion, race, ethnicity, culture, mother tongue, disability or ability, regardless of what they think or say, regardless of whether they are girls or boys, rich or poor.
- **The Best Interests of the Child:** All decisions or activities must be organized in a way that children may benefit from and that would serve them.

¹ UN Convention on the Rights of the Child, Article 1

² ‘Consolidated Fourth and Fifth Periodical Report Prepared According to Article 44 of the United Nations Convention on the Rights of the Child’

³ <https://www.unicefturk.org/yazi/cocuklar-icin-bilgi>

- **Right to Life, Survival, and Development:** Every child had the right to life, survive, and continue their development. Institutions and individuals with decision-making authority are responsible for providing every opportunity for physical, mental, and social development of children.
- **Participation:** Children are experts of their own lives and experiences, and they must be consulted in decisions, activities, and processes that would affect them. Every child has the right to express her or his opinion.

What Is Child Participation?

Child participation can be defined as the free expression of children's views, taking these views into account and taking an active role in decision-making processes in which all children are interested or prefer to be interested⁴.

The child's right to participate is guaranteed with UNCRC. The right to participation is one of the guiding principles that is at the core of UNCRC. Therefore, the child's right to participate must be considered during application of all rights in the scope of the Convention.

The UNCRC does not set a minimum age limit for child participation. It recognises that child participation is possible from a very early age and that the child's participation should be ensured 'in accordance with his/her developing capacity'. . Including those that are marginalized, those in different age groups and those that have different skills, all children have the right to participate on all issues that are directly or indirectly related to their lives.

In Türkiye during celebrations for the National Sovereignty and Children's Day on April 23 or similar important days, a child selected by adults is placed in the seat of an official to demonstrate the significance given to children and to ensure their participation. In other similar examples children prepare an article or performance on subjects that are again determined by an adult. However, in these examples, participation remain symbolic and does not ensure actual participation of children.

The core principles that must be observed for the meaningful implementation of child participation are described in detail in the General Comments No 12 published by the United Nations Committee on the Rights of the Child (CRC) in 2009⁵. Accordingly, basic principles are as follows:

- Decision-making processes must be transparent and informative,
- Children must participate voluntarily,
- Processes must include all children without discrimination,
- Opinions of all children that share their opinion should be received with respect, regardless of socio-economic and cultural differences,

⁴ Child Participation in Schools in Türkiye, Situation Analysis', İstanbul Bilgi University Child Studies Unit – Education Reform Initiative

⁵ General Comment No. 12 Published by United Nations Committee on the Rights of the Child (CRC) in 2009 (p. 40-42).

- Participation processes must be relevant to children and related to their lives,
- Processes must be child-friendly,
- Children must be supported with the trainings that would provide experience and information about process of participation,
- Children must be safe and away from risks, and
- Children must be provided with feedback on how their opinions would be interpreted and used.

According to General Comment 12, in order to speak of genuine child participation, it is not enough to simply give children the opportunity to express their views. At the same time, children should be given access to information and tools to develop their views freely, their views should have the opportunity to influence decision-making and they should be given feedback on how their views are interpreted and used. When these three steps of participation (developing opinion, expressing, and receiving feedback) are realized together, it is possible to talk about a real participation. Otherwise, participation mostly remains nonfunctional.

What Is Child Protection?

Child protection is the measures, structures and systems to prevent the risks of abuse, exploitation, neglect and all forms of violence affecting children; to create an appropriate protective environment to protect children from these risks; and to respond to such cases.. Child protection defines the work undertaken by the government in a given country to strengthen laws, policies and systems designed to provide appropriate protection environments to protect children living in their own families and communities, subject to international regulations.

Child protection covers the following:

- Removing all risks of harm from the child,
- Prioritizing best interests of the child in all circumstances,
- Considering various distinctive characteristics (uniqueness),of the child.
- Taking into account for child participation.

According to Social Services Law No. 2828 and Child Protection Law No. 5395 the child in need of protection in Turkey is defined as follows:

- Physical, mental, moral, social, and emotional development and personal safety being in danger,
- Abused or neglected,
- Victim of crime,
- Without mother and/or father,
- Mother or father or both unknown,
- Abandoned by mother or father or both,

- Left vulnerable to all kinds of social dangers and bad habits such as prostitution, begging, use of alcoholic beverages or drugs and driven into straying,
- Driven to crime.

Child protection in Türkiye is provided by the following laws in the national legislation:

- Article 41 of the Constitution of the Republic of Türkiye on 'Protection of Family and Children's Rights' includes provisions on children⁶.
- 'Child Protection Law' is a legal regulation on child rights and child protection.
- 'Civil Law' has provisions on marriage age, 'National Education Law' has provisions on education age, 'Labor Law' has provisions on working age and conditions through which they create the framework on protection of children.
- 'Criminal Law' have regulations on different areas such as human trafficking and forced labor (article 80), preventing right to education (article 112), sexual abuse (articles 103-105), protection from drugs (article 188) and gambling (article 228), obscenity (article 226), prostitution (article 227), abuse of obligations under family law (article 233).
- Regulations regarding professional groups that have responsibilities to protect children are in regulations such as 'Law of Police Powers,' 'Social Services Law,' and 'Social Service Centers Regulation'.



Figure1 Actors with whom the child has a relationship according to the socio-ecological model

⁶ Constitution of the Republic of Türkiye

There are different models in child protection approach. The model that is widely used in Türkiye is the socio-ecological model. In this guide, child safeguarding shall be discussed using the socio-ecological model. The socio-ecological model in child protection is a methodology used to identify how and from whom different forms of violence against children, such as abuse, exploitation and neglect, arise and what can be done to prevent violence. ***The socio-ecological model puts the child at the centre and emphasises the protection of the child from violence by developing his/her own capacity and the right to participation, which are the basic principles of protection.*** All actors in the circle of socio-ecological model have the responsibility to protect the child.

According to the socio-ecological model, every one of the actors who have child protection responsibility can be the source of violence towards children. What can be done in such cases are explained in more detailed in the 'Child Safeguarding' section below.

In child protection, the role of individuals and institutions responsible for child protection is as important as the relevant laws and regulations. In the scope of the responsibility to notify, legal and administrative authorities in Türkiye, law enforcement officers, health and education institutions, non-governmental organizations, and persons responsible for caring for the children are responsible to notify children with protection need to the Ministry of Family and Social Services or District Directorates. This is supported with laws that cover persons working in these institutions.

In the case of violence against children, there is an obligation to report.. The obligation to notice is regulated in the scope of articles 98, 279, and 280 of Turkish Criminal Law, article 6 of Child Protection Law, and article 21 of Social Services Law. The obligation to notify means informing the relevant units to start the protection processes of children with protection need.

What Is Child Safeguarding?

Institutions are obliged to ensure safety of children in areas of activity under their responsibility.

The scope of child protection is to protect children from risks in the society they live in. ***Child safeguarding is protecting children from potential risks that might be created by the operations, employees of the institution you work for or persons that contact children through your institution.*** This is because everyone who is responsible for protecting children is likely to harm, maltreat and abuse children.

In order to identify child safeguarding cases, you can ask yourself the question '***who/what harms the child?***'. If the person of situation that harms the child is your employees, your work or other people you cooperate with, this problem falls into the domain of child safeguarding.

In short, child safeguarding is an institution's responsibility towards children. This responsibility includes the following: making sure that institution's employees (including those representing the institution such as volunteers, interns, consultants), the operations of the institution, its

programs, shareholders that the institution receives services from or cooperates with do not harm children; notifying the authorities of any concerns about child safeguarding in the organization of communities the institution works with⁷. Guiding principles to ensure child safeguarding are presented below:

- **All children have equal rights.** The fact that children have various characteristics or gender-specific needs and need different protection measures should not be an obstacle to their access to their rights. On the contrary, it is possible to ensure equality in accessing their rights with the support provided and the measures taken considering various and unique needs of children.
- **Every child is unique!** Each child has his/her own characteristics and has his/her own perception, learning and expression styles and skills. . At the same time, their needs to “be/feel safe” may also differ. Therefore, it is important to approach every child with a distinct care and caution, and not to assume that any approach or measure that we know is “good” for one child is “good” for all children.
- Institutions that are in direct or indirect contact with children are obliged to **do no harm** children in any way and to protect them.
- Institutions have the responsibility to provide **safe spaces for children and to support them** while working together.
- If institutions are working with partners, they are responsible for supporting these partners to apply **minimum protection requirements**. It is not enough for the organisation to regulate its own operations. It should support the organisations it cooperates with to include these regulations in their work and planning, even at a minimum level, and should not work with organisations that do not do so or that openly abuse children. **Observing the best interests of the child** is indispensable in all works related to child safeguarding.
- **Ensuring children’s participation** is important in all works related to child safeguarding.

The principles above create the basis of recommended standards to apply child safeguarding.

So far, we have discussed core concepts of child safeguarding. In the following section we will focus on application of child safeguarding in institutions. In order to support the application process, we will initially discuss our child safeguarding standards and tools that may help you practice these standards in your institution.

⁷ The International Child Safeguarding Standards⁷, Keeping Children Safe, 2020.

APPLYING CHILD SAFEGUARDING

Child Safeguarding Standards

Child safeguarding standards⁸ are guidelines for applying child safeguarding in institutions. They help to establish a child safeguarding mechanism and prepare checklists.

Child safeguarding standards are classified under four main headings: 'Effective Policies', 'Reliable and Competent People', 'Effective Procedures', and 'A Strong Accountability System':



Standard 1- Effective Policies

Child Safeguarding Policy is a text that describes in detail how and by which methods child safeguarding is ensured in an institution and the measures taken. The Child Safeguarding Policy describes an effort of an institution to prevent and appropriately respond to harm that may result from contact with and its impact on children. The policy is prepared under the direction of the highest authority in the institution (for example, the Board of Directors) and must be approved in writing by the highest authorized unit of the institution (for example, the Board of Directors). The institution should ensure that all its members (employees, volunteers, counselors, etc.) who directly or indirectly contact with children have read and approved the child safeguarding policy.

Documents created to ensure child safeguarding should be in a common language agreed by the institution. For example, if as an institution you can say, 'We define every individual under the age of 18 as a child. having a sexual or romantic relationship with a person under the age of 18, with or without their consent, is child abuse. for us,' this means that you have taken an important step towards creating a common language within the institution.

You can use the 'Institutional Self-Control Tool' in Appendix 1 to understand the progress your institution has taken and the steps you need to take to develop and implement a child safeguarding policy under the effective policies standard.

You can find recommendations on child safeguarding policy development process and on the structure of the policy text in 'Recommendations to Develop Child Safeguarding Policy' in Appendix 2.

Standard 2 – Reliable and Competent People

While initiating the policy-making process is the responsibility of managers, making it functional

⁸ 'The International Child Safeguarding Standards', Keeping Children Safe, 2020. The same source is used for institutional self-control charts on child safeguarding standard used in the appendices of this guide.

and ensuring safeguarding of children is a responsibility of everyone, without exception. The organisation must ensure that all children and adults (including employees, volunteers, partners, experts, funders, donors and consultants) who have a contractual relationship with the organisation, represent the organisation and receive services from the organisation understand, adopt and implement the Child Safeguarding Policy.

The implementation of the Child Safeguarding Policy is possible only when people (anyone who may contact with children directly or indirectly through the institution) take their responsibilities. Some examples of the activities that the institution should conduct in order to provide information to people on child safeguarding, to increase their awareness of child safeguarding risks and to inform them of their responsibilities to ensure child safeguarding can be listed as follows:

- Conducting an assessment process whereby child safeguarding criteria are observed in the recruitment processes (for example, in the recruitment of employees to work with children, asking references from previous workplaces questions about the person's working practices with children, asking questions about child safeguarding or the person's perception of children in recruitment interviews); especially for positions that work directly with children, assessment of volunteers within the scope of child safeguarding recruitment criteria.
- Avoiding the assumption that everyone who works with children is reliable and would not harm them.
- Ensuring that all employees, including volunteers, receive child safeguarding training within a maximum of two months after they start working in your institution.
- Sharing child safeguarding policy with the partners and stakeholders and creating guidelines that will involve them in the process.
- Selecting child safeguarding focals with clearly defined roles and responsibilities at various levels of the organization (including manager level)⁹, children having a say in the selection of these focals in institutions that work with children one-on-one.
- Discussing openly with partners, children and families about what are the targets of your child safeguarding approach.
- Ensuring that individuals working with children within the institution and child safety focal persons receive regular supervision support.

You can use **Appendix 3: 'Institutional Self-Control Tool'** to determine the distance covered by your institution on practicing reliable and competent people standard and the steps that you need to take.

Standard 3 – Effective Procedures

Procedures are mechanisms used to put child safeguarding policy into practice. Procedures

⁹ Child Safeguarding Focus People are persons selected in an institution (in different units or offices depending on the size of organisation) to follow issues on child safeguarding, determining needs, collecting complaints and feedbacks, sharing all these issues with the central structure to take measures on child safeguarding and to develop child safeguarding studies.

ensure child safeguarding practices become widespread and applicable institution-wide. Some examples to procedures that might be realized in the institution to ensure child safeguarding policy are given below.

- Conducting risk assessment and risk mitigation that all activities from the planning stage to the implementation may pose for children.
- Making a safe planning. For instance, if a new center for children is to be opened, the following examples can be given for safe planning:
 - » Conducting risk assessment and risk mitigation that all activities from the planning stage to the implementation may pose for children.
 - » Making a safe planning. For instance, if a new center for children is to be opened, the following examples can be given for safe planning:
 - » While determining the location of the center, conducting risk assessment to ensure children may arrive safely such as the location of the center, the surrounding of the center, its garden, the waiting area for children, safety risks that may arise on the road etc. .
 - » To completely eliminate the risks identified according to the results of this assessment and taking measures to reduce them if they cannot be removed. Being prepared to cancel the activity if, despite risk reduction measures, there is still a risk to the child.
 - » Taking ideas from the children for the types, times and contents of the activities before the work of the center starts and arranging them in accordance with the suggestions and feedback of the children. Conducting all these activities with trusted partners.
 - » Making safe recruitment and providing training on child safeguarding to employees, adults and children that receive services.
 - » Creating written regulations, Code of Conduct on behaviors that adults must be aware of while working with children.
 - » Refraining from working and partnering with companies that have the risk of causing child neglect and abuse¹⁰ while conducting service procurement processes.
 - » Creating an understandable and easy to use complaint and feedback mechanism for situations that does not fulfill Child Safeguarding Policy towards all users including employees and children.
 - » Paying special attention to safeguarding and dignity of children in all communication, visibility activities and social media use, creating relevant rules and regulations.

Using the ‘Institutional Self-Care Tool’ in Appendix 4, you can identify the distance covered by your institution to put Effective Procedures standards into practice and the steps you must take.

¹⁰ What is meant by the definition of ‘possibility to cause harm’, is considering whether the institutions that can be cooperated with pose a risk for children and whether they have any history of abuse. Although it is not always possible to make a deep investigation, being sensitive and open about this issue, sharing the child safeguarding policy document with the company the material or service will be procured from, establishing a regular inspection system and a good complaint mechanism would ensure such an effort.

You can use the **'Risk Matrix' in Appendix 6** and questions recommended for risk assessment to determine child safeguarding risks before any activity or process for children.

Standard 4 – A Reliable Accountability System

Accountability is the assurance of an institution's child safeguarding policy. The institution monitors child safeguarding policy and all relevant mechanisms with accountability system, receives opinions of users, considers and updates relevant policies.

The most important tool of accountability is complaint and feedback mechanism. Feedback and complaint mechanism is a transparent mechanism through which children, other beneficiaries or third persons can easily convey their feedback and complaints on activities and employees of the institution (anonymously, if preferred) and receive response. With the existence of this mechanism, children's participation is ensured by opening a space where children can express their views on activities, staff or programs. This mechanism can be invoked in case of information, testimony or concern that a child has been harmed in an institution or abused by someone representing the institution.

How the feedback and complains process works in your institution and which channels can be used (feedback and complaint boxes, phone line, e-mail address, etc.) must be clearly defined. Information material on feedback and complaint mechanism should be easy to understand for children and prepared to capture interest (for example, by using less text, more visuals and in accordance with age, mother tongue and disability status). Sharing descriptive information on feedback and complaint mechanism with employees, the community, partners, and children is recommended. An inclusive and structured investigation and response process must also be created to support reliability of feedback and complaint process.

A strong accountability system is not all about feedback and complaint mechanism. The steps below are important for strong accountability:

- Disclose your information on child safeguarding transparently. Reliability of an institution is based on being transparent and appropriately intervening in problems.
- Do not suffice with having a policy as a responsibility measure. Discuss with employees and those that receive services from you (beneficiaries, counselees, community members) which procedures, methods, and tools can be used to practice this policy.
- Put the same effort into monitoring and evaluation as you put into implementation. Consider and update your policy and procedures with lessons learned from experiences.
- Share what you learned with your employees, community members, volunteers, and other institutions.

Using the **'Institutional Self-Control Tool' in Appendix 5**, you can determine the distance your institution covered and the steps you need to take to practice a strong accountability system standard.

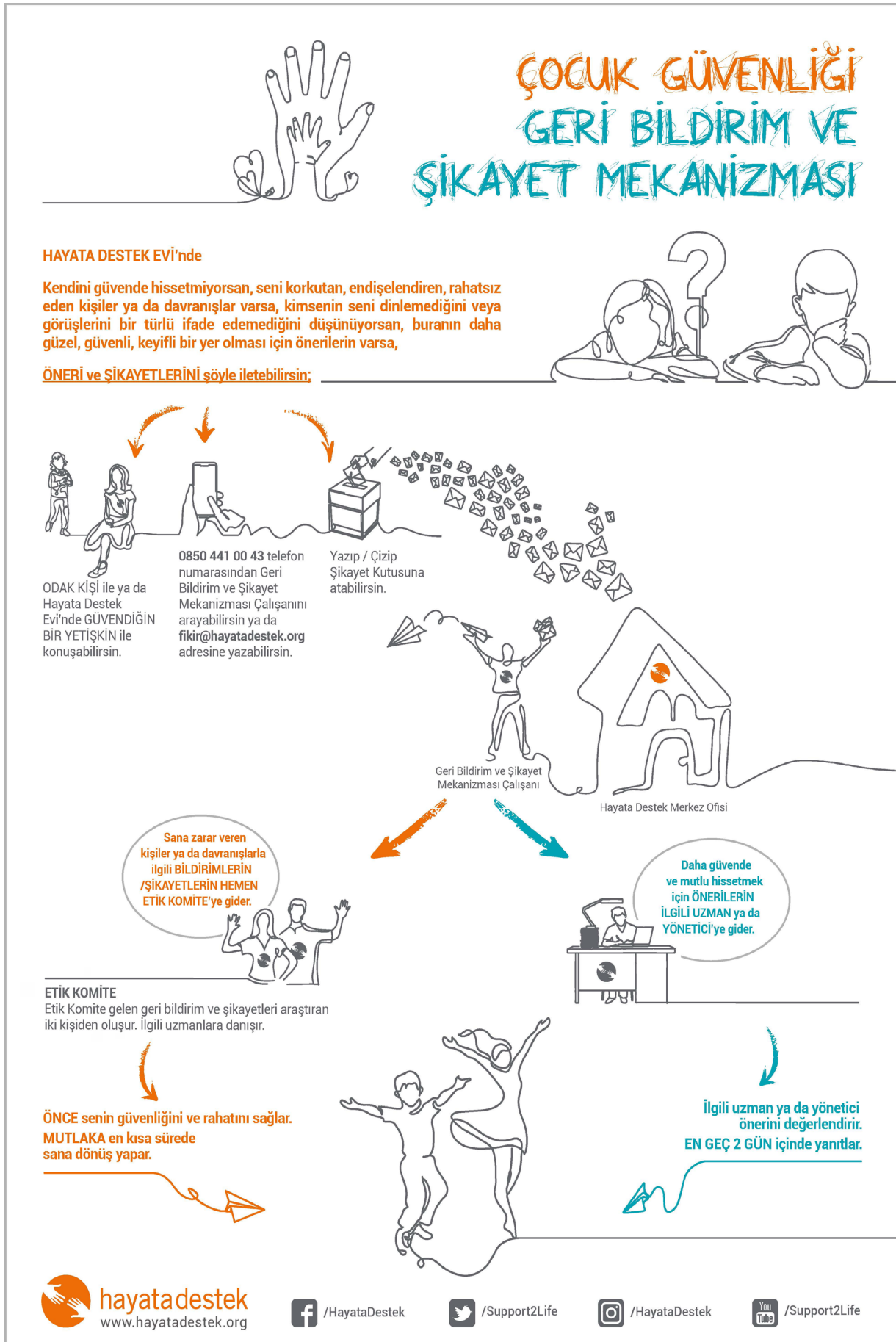


Figure 2. Support to Life's Child Safeguarding Feedback and Complaint Mechanism information poster

GOOD PRACTICES IN THE FIELD OF CHILD SAFEGUARDING

Process of Creation of Children's Committees and Komitos / Support to Life

Komitos is a digital magazine prepared by children's committees Support to Life established in community centers in Diyarbakır, Hatay, and Şanlıurfa. Komitos was designed as a safe and participatory space supporting children that are members of children's committees to express themselves, make their opinions heard, and relay their opinions on subjects that interest them to their peers and adults.



One of the issues that Support to Life Association pays attention to in activities with children is to involve children in the organisation process and to ensure that they take responsibility for the realisation of the activities. . In this context, children's committees are established with children that are voluntary participants of Support to Life community centers and the children are encouraged to organize regular meetings in the scope of the committee. The Komitos journey began when members of the children's committee shared with child safeguarding focus people their idea of creating a content to reach more people. Komitos, named by the children, was prepared with efforts of 25 of the 40 children in 9-14 age group in the committees.

The output is described as follows in September – December 2022 issue of Şanlıurfa Komitos:

"Greetings to everyone from Şanlıurfa! We are members of the Children's Committee that produce and think together at Haliliye and Viranşehir Support to Life Houses. In this issue of Komitos we would like to share with you stories of our city, what we have learned, our thoughts, and feelings. This issue covers an array of subjects. There is an interview with archaeologist Çiğdem Klaus Schmidt in Göbeklitepe archaeological team, the impact of the pandemic on our lives, the problems we had at school, our poem and movie recommendations, riddles and tongue twisters, all in this issue. Then come on and please start reading!"

As it is clear from the introduction part of Komitos above, children determined content of the journals themselves. Support to Life employees discussed with committee members issues such as children's rights, gender, empowerment of boys and girls, rules and principles of group activities before starting works on the digital journal. The process of preparing the journal was shaped with effective participation of children from determining the content to deciding on which days and in which hours will there be work.

According to Support to Life employees there are two basic issues that the children find exciting on Komitos. The first one is making their voices heard by adults through the journal. Children wanted

to make adults such as their teachers, school principals, parents, and official authorities hear their voices. Secondly, the children were happy to see their names in the magazine as the creators of Komitos. Child safeguarding focus people that act as facilitators in the preparation process of Komitos conducted productive discussions on 3 stages of power sharing/child participation¹¹ and practical recommendations to increase child participation.

Throughout the process, attention was centered on areas such as creating inclusive and safe areas for children, informing children, reinforcing their digital literacy capacities, diversify their self-expression styles, focusing not just on the result but on the process, and applying a regular feedback mechanism.

Komitos preparation process is a good example of how an inclusive process could be designed and applied for children to express themselves. As an institution that works in direct or indirect contact with the children, we hope this example would be inspiring to design inclusive applications where children can make their voices heard.



You can access the Komitos journals from links below.

Diyarbakır Komitos

Hatay Komitos

Şanlıurfa Komitos

¹¹ Children's participation in the analysis, planning and design of programmes. A guide for Save the Children staff,

Process of Developing Child Safeguarding Code of Conduct / Artı Atölye

Artı Atölye is a platform established in September 2021 in Ankara by professionals that work with children such as non-governmental organization's employees, teachers, creative drama trainers came together. Everybody on the platform are volunteers. Their first activity with children, "Philosophy for Children" sessions was conducted online due to COVID-19 pandemic. Afterwards, Artı Atölye organized in-person workshops with children in cooperation with many municipalities and schools in Ankara. These workshops included sessions on children's rights, children's right to play, gender, and activities with both children and caregivers such as children's rights box games developed by Artı Atölye, children designing their own picture books. At the moment, Artı Atölye has 13 volunteers in Ankara. In İzmir it has 6 volunteers that mostly organize online activities with children.

Organizing activities with children based on the principle of participation is as important for Artı Atölye as realizing participatory processes as an institution. Artı Atölye is a formation that prioritized developing capacities of volunteers, discussing child safeguarding issues. In this scope, Artı Atölye volunteers received Child Safeguarding Training from Support to Life. Following this training, the platform developed its own Child Safeguarding Code of Conduct document.

Artı Atölye Child Safety Code of Conduct, which was developed in the light of the participation and feedback of all volunteers, includes both rules for identifying and mitigating safety risks when working with children and

basic principles that those working with children should agree on. For the near future, Artı Atölye plans to expand its child safeguarding concept and practices to other institutions that work with children. In this context, the platform emphasizes sharing experiences as local institutions and prioritizing joint principles that must be follow while working with disadvantaged groups.



APPENDIX 1. Institutional Self-Control Tool – Effective Policies

Standard 1: EFFECTIVE POLICIES	A (implemented)	B (Partially implemented)	C (Not implemented)
The institution has a child safeguarding policy approved by all relevant management unit, all employees and contributors (including partners) must adhere to.			
United Nations Convention on the Rights of Children, other conventions and guidelines related to children are guiding in the institution's policy.			
The institution's policy is written in an open, easy, understandable language and sent to all stakeholders including children.			
The institution's policy clearly describes all children have the equal right of protection, while some children might be under particular risk and may face difficulties in seeking support related to their ethnicity, gender, age, religion, disability or gender identity.			
The policy is towards protecting children against all action that may harm or put children at risk due to harm, bad practice, poor program design and/or delivery, resulting from the behavior of all actions of employees, business partners, and all stakeholders that might have contact with the institution that violate the "Code of Conduct".			
The institution clearly defines that the main responsibility of operating the required monitoring mechanisms to protect children and practice the policy is with the senior managers (general manager, managers, administrators, board of directors, etc.).			

APPENDIX 2. Recommendations To Develop Child Safeguarding Policy

Child Safeguarding Policy text must be based on the following principles:

- Based on children's rights to protect against harm, neglect, and abuse in the way defined in the UN Convention on the Rights of Children.
- Protects and develops welfare of children.
- Prioritizes benefit of the child in case of a conflict of interest.
- The influence and importance of parents, families and other caregivers in the lives of children is recognized. Importance of cooperating with other partner institutions is accepted in child safeguarding.

Main Points

- A core child safeguarding declaration must be prepared that describes philosophy of the institution.
- Child safeguarding policy statement must mention what does the institution want while contacting children.
- International/national policy, regulation or guiding supporting the policy must be included.
- Policy statement must be related with rights of children to be safeguarded against abuse.
- The rationale for procedures and guidance arising from the policy statement should be set out comprehensively but for practical purposes. Needs of all children to be safeguarded must be determined considering gender, gender identities, ethnic background, belief, culture, and disability status.
- While the policy is being prepared, open declarations must be made considering who the relevant policy covers. Positions of persons related to the institution (employee, volunteer, partner, counselor) must be openly stated.
- State of the document must be defined. For instance, is reading and signing the document is obligatory for all employees, is the document approved by the board of directors, how often is the document reviewed?
- The document must be developed with participatory methods. Employees, partners, persons from the community worked with, volunteers and children must be included in the process.
- Child friendly version of the policy must be prepared and translated to different languages if necessary for sharing with the community, volunteers, partners, and children.



Recommended Policy Structure

Introduction: Brief introduction to the policy, why was it developed and who does it cover?

Policy statement/commitments/values: In this part, the institution must make a statement to protect children against harm and support the health and development where appropriate. This statement would also present the general mission of the institution. It is important to make a statement, including the overall mission of the organization, aimed at protecting children from harm and, where appropriate, supporting their health and development.

Which problem are you trying to handle? The institution's understanding of child safeguarding, protecting children against neglect and abuse, and its general risks must be stated. Definitions and international/national policies, legal framework that support the policy must be included.

What are you planning to do about it? The policy items and needs to be defined are mainly stated here and may include the following.

- Risk assessment/risk mitigation
- Safe recruitment
- Behavior Protocols /Code of Conducts
- Education/training
- Preparation of safe program
- Communication methods/guidebooks
- Management responsibilities
- Notifying/responding to concerns
- Practice, review, and complaint

APPENDIX 3. Institutional Self-Control – Reliable And Competent People

Standard 2: RELIABLE AND COMPETENT PEOPLE	A (implemented)	B (Partially implemented)	C (Not implemented)
There is written guide (code of conduct) providing guidance on suitable/expected standards of behavior towards children or by children towards other children.			
All employees, volunteers, and stakeholders received child safeguarding training that is a brief introduction to the institution's child safeguarding policy and procedures.			
When it comes to children, the organisation is open to easily identifying, presenting and discussing problems. Employees, partners, and stakeholders can access recommendations and support if they have concerns or findings. In addition, in case child is harmed, the institution's employees, partners, and stakeholders ensure the child and family access support.			
Children must be made aware that they have right to be protected against exploitation. They must be given recommendations and support on how they can keep themselves safe including informing children, parents, caregivers to be informed on places they can apply at for support.			
The institution must assign key persons on various levels as focal with clearly defined responsibilities to defend, support, communicate on child safeguarding and effectively apply child safeguarding policy.			
Partner institutions must be supported to develop institution-specific minimum child safeguarding measures.			

APPENDIX 4 .Institutional Self-Control – Effective Procedures

Standard 3: EFFECTIVE PROCEDURES	A (implemented)	B (Partially implemented)	C (Not implemented)
The institution has local mapping applications analyzing legal, social welfare, and child protection regulations according to the context they are used.			
In cases of child abuse, an appropriate process for reporting and responding to appropriate child protection cases and concerns to local systems (as illustrated in the mapping exercise) is in place.			
Identifying and reduction of child safeguarding risk is included in risk assessment process at all levels. All processes from the detailed identification of organizational risks to the planning of activities related to or affecting children are included in risk assessment.			
There is sufficient human and financial resource to develop and practice child safeguarding criterias.			
There are open procedures providing step by step guidance based on institution's discipline policy and procedures for making safe notification.			
Child safeguarding focals are included in existing work processes and systems to make sure child safeguarding is considered at every key stage of the operation.			

APPENDIX 5. Institutional Self-Control – A Strong Accountability System

Standard 4: A STRONG ACCOUNTABILITY SYSTEM	A (implemented)	B (Partially implemented)	C (Not implemented)
The child safeguarding policy in practice covers monitoring, assessment, and feedback steps.			
There is a system to make regular notification to key management including the administrative level for monitoring progress and performance on child safeguarding including information on safety issues and child protection cases.			
There is a community/committee responsible for quality of child safeguarding for monitoring and follow up of child safeguarding activities.			
Lessons learned from applied case experiences provide space for institutional development. There is a communication and learning space where lessons learned from feedback and case experience are used for institutional development (monthly reports, committee reports, in-house bulletins, etc.)			
Child safeguarding policy and procedures are reviewed in regular intervals and officially assessed in 2-3 years.			
Progress, performance, and lessons learned are notified to important stakeholders (management units or independent or outside organs when relevant) and included in annual report of the institution.			

APPENDIX 6. Risk Matrix

IMPACT	Excessive 5					
	Severe 4					
	Medium 3					
	Low 2					
	Insignificant					
		Rare 1	Unexpected 2	Incidental 3	Possible 4	High Probability 5
POSSIBILITY						

* **Impact/result:** Low (insignificant) / few / medium / severe / critical (excessive)

** **Possibility:** Rare / unexpected / incidental / possible / High Probability

*** **Risk level:** Low / medium / high / critical (excessive)

Risk Analysis: Recommended Questions for In-House Risk Analysis Group Study

- What is event / activity / work (risk analysis topics)?
- What is determined risk / potential risk? (Try to be specific.)
- What are the results/impact for children and adults in case risk becomes a problem (realized)?
- What is the level of risk?
- What will be done to reduce the risk?
- Who is responsible for the work conducted to reduce risk? Who is in charge of control?
- When should risk reduction be made?
- What resources are required?
- What is the possibility of risk realizing after planned reduction activity?
- What is the risk level (after reduction)?



GLOSSARY OF DESCRIPTIONS

Mainstreaming: Integrating a certain subject, outlook/principle in all mechanisms such as work, plan, program, examination, budgeting, assessment and handing in an inclusive and whole manner.

Child: Individual under the age of eighteen.

Child Protection: The obligation undertaken by the State to strengthen laws, policies and systems designed to protect children in accordance with international regulations.

Child Safeguarding: Responsibility borne by an institution to ensure that its employees, operations, and programs does not harm children and to notify the relevant authorities of any child safeguarding concern within the communities it works with.

Child's Best Interest: Child's best interest must be the main starting point in all actions related to children. This principle must guide setting, monitoring, and design of all humanitarian programs and interventions.

Unaccompanied Child: Children who have been separated from both parents and relatives and are not cared for by a person responsible for their care by law or custom.

Separated Child: Children separated from both of their parents or previous legal or customary guardian (whether or not a relative). There might be children accompanied by other adult family members among such people.

Inclusion of Individuals with Disabilities: It is the process that ensures the inclusion of all individuals with disabilities with their diversity, their full and effective enjoyment of fundamental rights and freedoms, and the realization of disability-related regulations.

Consent of the Child: Expression of willingness by a child to enter into an agreement, activity, etc., to share their information even though they are not of legal consent age.

Do No Harm: Preventing or reducing risk arising due to actions. This is one of the core principles of humanitarian assistance and basis of child safeguarding.

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