



# CHILD SAFEGUARDING POLICY AND PRINCIPLES

Defence for Children International

July 2020

© ***“For Children's right to Play”***

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# Defence for Children International (DCI)

## DCI Movement Child Safeguarding Policy and Principles

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***“All organisations whose work affects children need to develop a clear child safeguarding policy that prevents harm to children and outlines what measures are in place to respond when safeguarding concerns arise.”***

Keeping Children Safe,

[\*Safeguarding Standards and How to Implement them\*](#)

## Introduction

Mission of Defence for Children International (DCI)

[DEFENCE FOR CHILDREN INTERNATIONAL \(DCI\)](#) is a leading child rights independent international organisation and a membership-based grassroots movement, founded in 1979, the first international year of the child. DCI promotes and protects the human rights of children at the local, national, regional and international level, in accordance with international standards, as set out in its [statutes](#). DCI has National Sections (full members) in [more than 35 countries worldwide](#), and an international secretariat in Geneva, together referred to as “the Movement”. As set out in Article 10 of the statutes, National Sections are legally and financially independent from the international organisation and the Movement as a whole. At the same time, each National Section, whilst abiding by institutional requirements of respective national legislation, must comply with the principles, guidelines, objectives and policies established by the Movement of DEFENCE FOR CHILDREN INTERNATIONAL (DCI). Furthermore, in paragraph 1.2.10 of the [code of ethics and gender policy](#) annexed to the statutes, DCI commits to abide by the Keeping Children Safe standards. DCI is a member of the [Keeping Children Safe network](#).

## Objectives of this document

The aim of this document is to set out DCI policy and principles at international level, for the Movement as a whole, and to enumerate clear responsibilities for National Sections and the International Secretariat, to ensure that DCI staff, operations and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities. This document is complemented by the individual child safeguarding policies of the National Sections and of the International Secretariat.

## Scope of this document

This policy covers anybody who represents DCI. This means that all the following people must implement the policy and adhere to its requirements: all staff – whether permanent, temporary, or interim, contractors, trainees/interns, volunteers), as well as all trustees, council and board members.



## A brief overview of DCI interactions with children

DCI National Sections interact with children directly in their programmes and daily work (e.g. [supporting access to justice](#) for individual children in socio-legal defence centres, [capacity-building among girls and boys on rights](#), involving individual children and/or groups of children in project work, organising and coordinating their participation in events, and conducting training sessions with child human right defenders). They also interact indirectly when they advocate on their behalf, or have access to information on children in the context of the organisation's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies, or provide funding for other organisations that work 'directly' with children. As a child rights organisation, DCI also advocates for the development and implementation of robust child safeguarding policies more broadly, e.g. in working to enhance child safeguarding in sport or in other leisure activities.

It is in this context that DCI has adopted this child safeguarding policy and child safeguarding principles for the movement.

## DCI child safeguarding principles

1. Within DCI, our work with children is grounded in the UN Convention on the rights of the child. In line with the UN Convention on the rights of the child, every human being below the age of 18 is considered a child. Every child is recognised, respected and protected as a rights holder, with nonnegotiable rights to protection. Every child is treated with dignity and as a unique and valuable human being with an individual personality, distinct needs, interests and privacy, with due regard to the child's right to participation. We understand the need to empower children to protect themselves and their peers and to claim their rights. Children must be involved in decisions that concern them, including the development, monitoring and evaluation of child protection strategies, policies, programmes and services.
2. All children, without discrimination of any kind, have the right to protection from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. We recognise that types of risk may vary according to the child and that the means of addressing risks may also vary.
3. We recognise that violence is a global epidemic and an unfortunate daily reality for millions of children. Children of all ages, all genders, all social contexts, and all nationalities are beaten, sexually assaulted, tortured, and even killed. Violence takes place in their homes and families, schools, institutions, workplaces and communities. The perpetrators are often those closest to the children – their parents, guardians, teachers, employers, police and security forces – the individuals who are meant to protect them.
4. We are deeply committed to eradicating violence against children and take very seriously our duty to safeguard all children and young people and promote their wellbeing. The protection of children from all forms of violence is both a corporate and individual responsibility. Everyone who works for DCI (including all those affiliated with the organisation: staff members, contractors, interns, volunteers, board members ...) must take all possible precautions to protect the children with whom they come into direct or indirect contact, in their DCI-related activities as well as in their private life. DCI representatives can help to raise awareness and communicate the DCI approach to safeguarding in the communities they work and live in, grounded in the promotion of children's rights.
5. This also means holding ourselves to account in ensuring that no child or young person is harmed or placed at risk of harm as a result of their association with us, and ensuring that



where applicable clear measures are put in place for national sections working with partners (assessment, agreement, support, capacity-building and monitoring and evaluation).

6. We understand that all staff should be trained in child safeguarding and that child protection focal points should receive extra training to enable them to fulfil their role.
7. We understand the priority to be given to child safeguarding and understand that any concerns regarding child safeguarding should be discussed with the designated, trained child protection focal point immediately – it is never appropriate to wait and see or reflect when a child may be at risk of serious harm.
8. We commit to embedding child safeguarding risk assessment and risk mitigation in our strategy.
9. We understand the priority to be given to ensuring that children, communities and staff are informed (in child-accessible ways for children) of child safeguarding and on how to raise concerns and we understand the priority to be given to empowering children.
10. We understand the necessity to develop and implement reporting procedures taking due account of national and/or regional law, policy and procedures.
11. This document will be reviewed within two years of the date of its adoption<sup>1</sup> by the IEC and every two years thereafter, taking account of all child safeguarding reports compiled by the International Secretariat and submitted to the IEC, IEC discussions on safeguarding, and in consultation with stakeholders, including focal points.

### DCI requirements for (applicant) National Sections, the International Secretariat and the DCI International Executive Council (IEC)

1. DCI hereby designates Alex Kamarotos, Executive Director of DCI, as the Movement's child protection focal point.
2. The IEC is responsible for overseeing DCI's child safeguarding policy and child safeguarding will therefore be a regular agenda item for its meetings.
3. Each National Section, as well as the International Secretariat, must develop and implement a clear child safeguarding policy aligned with the Keeping Children Safe standards - covering the four standards under **policy, people, procedures and accountability** - that prevents harm to children and outlines clearly what measures are in place to respond when safeguarding concerns arise. The child safeguarding policy must be developed, implemented and reviewed in consultation with stakeholders. The child safeguarding policy must clearly recognise every child as a rights holder with nonnegotiable rights to protection and seek to empower children to protect themselves and their peers and to claim their rights.
4. Each National Section, and the International Secretariat, must embed child safeguarding risk assessment and risk mitigation in its strategy and carry out appropriate risk assessments and mitigations for all its activities, programmes and operations.
5. Each National Section, and the International Secretariat, must notify the IEC of its designated child protection focal point by end December 2020.
6. Each National Section, and the International Secretariat, must return the signed and dated Code of Conduct (Appendix 1) together with a copy of its child safeguarding policy by end December 2020.

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<sup>1</sup> See adoption date on cover page.



7. By end 2021, pending development of central online learning, each National Section, and the International Secretariat, must implement mandatory training for all staff on safeguarding, and further training for those in safeguarding focal roles, particularly with regard to reporting.<sup>2</sup>
8. Each National Section, and the International Secretariat, must raise awareness and communicate the DCI approach to safeguarding in the communities they operate in, grounded in the promotion of children's rights and the key consideration of children as rights-holders. Particular attention must be paid to child-accessible communications and the empowerment of children to protect themselves and their peers from all forms of violence.
9. Each National Section, and the International Secretariat, will publish their child safeguarding policy online by end December 2020 and implement measures to inform children, communities and staff of the policy and on the designated child protection focal point (including but not limited to prominent displays in premises, child-accessible versions of their code of conduct and the main child safeguarding principles, complaints/comments boxes, information sessions at the start of programmes, events, etc.)
10. Each National Section via the International Secretariat, and the International Secretariat immediately notify the IEC, of any cases reported to the relevant national, regional or local authorities, where a DCI representative is suspected of causing harm to a child.
11. Each National Section, and the International Secretariat, must ensure that where applicable clear measures are put in place for working with partners (assessment, agreement, support, capacity-building and monitoring and evaluation).
12. In 2020, and as part of child safeguarding reviews thereafter, each National Section and the International Secretariat must complete [the Keeping Children Safe self-assessment process](#) and follow up on results. The International Secretariat will receive a copy of self-assessments from National Sections by the end of December 2020, as well as any other safeguarding audit results.
13. As of 2020, all National Sections must include a section on child safeguarding in their annual reports as submitted to the International Secretariat.
14. The International Secretariat must include a section on child safeguarding in its annual report.
15. All National Sections and the International Secretariat are required to carry out a review of their child safeguarding policy every two years. Peer-to-peer assessments may additionally be considered by the movement.
16. All National Sections must transmit biennial reviews to the International Secretariat.
17. The International Secretariat must compile received child safeguarding reviews and self-assessment reports for submission to the IEC.
18. Applicant members must have a robust child safeguarding policy which is aligned with the Keeping Children Safe standards in place before they can be approved for membership by the IEC.

## Appendices:

1. DCI code of conduct

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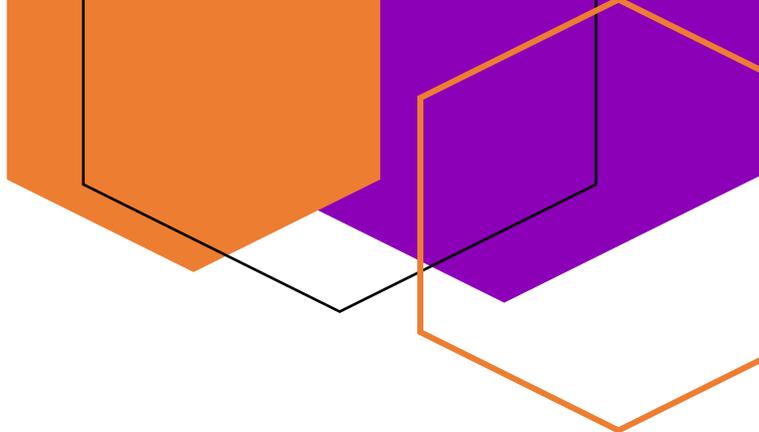
<sup>2</sup> Before that deadline, a list of helpful e-learning and online resources is included in the toolkit.



2. Definitions
3. Guidance on how to recognise signs of abuse
4. Guidance on how to deal with a child's disclosure of abuse
5. Template for a DCI National Section report on a child safeguarding concern
6. Reporting flowchart template
7. Guidance on developing a child safeguarding policy
8. Toolkit: Other guidance and online resources on child safeguarding including Keeping Children Safe standards and some online training

**Note:** National Sections are invited to inform the International Secretariat of other areas on which future common guidance tools would be useful to them. Suggestions received to date:

- Guidance on safe recruitment processes
- Guidance on the training of professionals working for DCI national sections (on child protection)
- Guidance on data collection and use
- Guidance on partnership standards (regarding child protection)
- Framework used for the evaluation of National Sections' child safeguarding policies



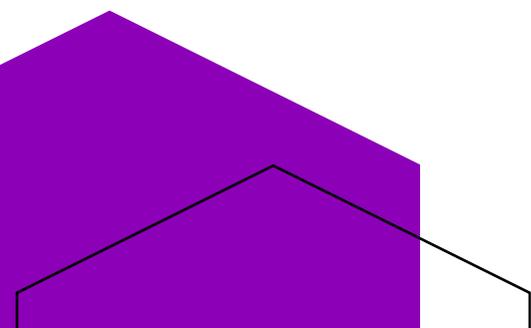
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## Appendix 1: Defence for Children International (DCI) Movement Child Safeguarding Code of Conduct – to be signed and returned to the IS by end December 2020

As a leading child rights independent international organisation and a membership-based grassroots movement, DEFENCE FOR CHILDREN INTERNATIONAL (DCI) promotes and protects the human rights of children at the local, national, regional and international level, in accordance with international standards, as set out in its statutes.

As set out in Article 10 of the statutes, National Sections are legally and financially independent from the international organisation and the Movement as a whole. At the same time, each national section, whilst abiding by institutional requirements of respective national legislation, must comply with the principles, guidelines, objectives and policies established by the DCI Movement.

The DCI Movement Child Safeguarding Policy and Principles set a standard for all National Sections and the International Secretariat in Geneva in order to safeguard children with whom DCI has direct or indirect contact.

This DCI Movement Child Safeguarding Code of Conduct provides guidance on appropriate and expected standards of behaviour of adults towards children. It has been designed to give all organisations which are part of the DCI Movement the confidence to carry out their roles and to ensure that positive relationships are developed.

The primary purpose of this code of conduct is to protect children from any harm done by us but also to protect adults from false accusations of inappropriate behaviour or abuse. This is not an exclusive or exhaustive list and should be interpreted in a spirit of common sense and in consideration of the holistic view on children laid down in the UN Convention on the rights of the child.

### **As a member of the DCI movement:**

- Our organisation recognises every child as a rights holder
- Our organisation is deeply committed to eradicating violence against children and take very seriously our duty to safeguard all children and young people and promote their wellbeing. Everyone should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour towards children, and should ensure that a culture of openness exists, thereby empowering children. Our organisation does not tolerate any form of violence against children, even if a specific form of violence is not (yet) explicitly sanctioned under national law
- Our organisation adheres to the principle that everyone who works for (including all those affiliated with the organisation: staff members, contractors, interns, volunteers, board members, etc) must take all possible precautions to protect the children with whom they come into direct or indirect contact. As people affiliated with the organisation are effectively representations of the organisation, this applies to their DCI-related activities as well as in their private life. They should avoid actions or behaviour which may constitute poor practice, potentially harmful and/or abusive behaviour and/or any action which is not in the best interests of the child, young person or otherwise vulnerable person or which could even constitute a child rights violation. We commit to ensuring that where applicable clear child safeguarding measures are put in place for working with partners (assessment, agreement, support, capacity-building and monitoring and evaluation)
- Our organisation has a clear child safeguarding policy aligned with the Keeping Children Safe standards - covering the four standards under policy, people, procedures and accountability - that prevents harm to children and outlines clearly what measures are in place to respond when safeguarding concerns arise



- Our organisation commits to embedding child safeguarding risk assessment and risk mitigation in our strategy
- Our organisation understands the priority to be given to child safeguarding and understands that any concerns regarding child safeguarding should be discussed with the designated, trained child protection focal point immediately - it is never appropriate to wait and see or reflect when a child may be at risk of serious harm

**This means when working with children, representatives of our organisation must NEVER:**

- act in ways that may be abusive or place children at risk of abuse
- hit, physically assault or physically abuse children or threaten to do so
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse, discriminate against, show differential treatment, or favour particular children to the exclusion of others
- engage in behaviours that are physically inappropriate or sexually provocative
- engage in sexual activity or have a sexual relationship with anyone under the age of 18 years irrespective of the age of majority/consent or local custom
- expose children to inappropriate images, films, music and/or websites including mature content, indecent images (pornography) and/or violence}
- stay alone overnight with one or more children benefitting from the organisation's programmes and who are not part of their family, whether in a compound, hotel, project premises, other accommodations or elsewhere, with a non-relative DCI representative
- have a child beneficiary, who is not a part of their family, visit their home or stay overnight at their home
- condone, or participate in, illegal, unsafe or abusive behaviour towards any child
- allow allegations or complaints made by a child or concerns raised about their welfare to go unrecorded
- fail to follow up on or act on any allegations or complaints made by a child

**This means when working with children, representatives of our organisation must ALWAYS:**

- recognise, respect and protect every child as a rights holder, with non-negotiable rights to protection
- treat every child is treated with dignity and as a unique and valuable human being with an individual personality, distinct needs, interests and privacy, with due regard to the child's right to participation
- understand the need to empower children to protect themselves and their peers and to claim their rights
- Involve children in decisions that concern them, including the development, monitoring and evaluation of child protection strategies, policies, programmes and services
- plan activities in advance to ensure they take into account the age range, gender and needs, and ability of all participants
- always conduct child safeguarding risk assessments in the context of activities, operations and programmes (identify potential impact on or contact with children, identify and analyse the potential risks of that impact or contact, evaluate the risks in terms of likelihood they could occur and the seriousness of the impact on children, implement strategies to minimise and prevent



risk, review and revise risks and preventative measures, communicate and consult regarding risks)

- avoid working alone and spending excessive time with a child and be aware of situations which may present risks
- use the Two-Adult Rule<sup>3</sup> because it: (1) significantly reduces the risk of an incident of abuse; (2) protects against false accusations; (3) reduces liability and a possible claim of negligence; and (4) offers additional help if there is an accident or emergency
- avoid inappropriate physical contact with a child. If a child is hurt or distressed, comfort or reassure him/her without compromising his/her dignity or doing anything to discredit the child's own behaviour
- behave appropriately, model good behaviour, ensure that language is moderated in the presence of children and refrain from jokes or comments which are clearly inappropriate
- pay attention to what children say, and respond/report appropriately
- be aware of the power imbalance between an adult and a child and avoid exploiting that imbalance
- empower children: inform them on their rights, teach them what is acceptable behaviour of adults towards them, what is not appropriate or unacceptable, and what they can do if something occurs
- be familiar with the organisation's reporting procedure. This means that you must report to the designated child protection focal point any concern relating to the safety of a child immediately or as soon as it is safe to do so
- maintain confidentiality and respect children's privacy, while respecting national child protection laws with regard to reporting, mandated or otherwise, of known or suspected child abuse

On behalf of my organisation I agree to abide by the DCI Movement Child Safeguarding Code of Conduct and the DCI Movement Safeguarding Policy and Principles. Furthermore, I take responsibility for the implementation of the policy and for ensuring that all persons working for/affiliated with my organisation are fully informed of our child safeguarding policy.

I understand that any breaches of the DCI Movement Child Safeguarding Code of Conduct will be reported and appropriate action, in accordance with the policies and procedures in place, will be taken.

Organisation:

Name:

Title/Role:

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<sup>3</sup> The **Two-Adult Rule** requires that no fewer than **two adults** be present at all times when with a child.



Date:

Signature:

.



## Appendix 2: Definitions (for the purposes of DCI’s Child Safeguarding Policy and Principles)

<b>Child</b>	In line with the UN Convention on the rights of the child, every human being below the age of 18
<b>Child safeguarding policy</b>	A written policy aligned with the Keeping Children Safe standards, widely disseminated and also published online, documenting an overarching commitment to preventing harm to children and specifying the organisational procedures and principles to be observed in all areas of the organisation to support child safeguarding, including confidential reporting mechanisms for child safeguarding concerns
<b>Child safeguarding</b>	Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities.
<b>Harm</b>	In relation to a child: “Harm” is any detrimental effect on a child’s physical, psychological, or emotional wellbeing. Harm may be caused by abuse or exploitation whether intended or unintended. Harm may also be caused due to inaction or failure to act.
<b>Violence</b>	<p>[...] “Violence” is understood to mean “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” as listed in article 19, paragraph 1, of the UN Convention on the rights of the child. The term violence has been chosen here to represent all forms of harm to children as listed in article 19, paragraph 1, in conformity with the terminology used in the 2006 United Nations study on violence against children, although the other terms used to describe types of harm (injury, abuse, neglect or negligent treatment, maltreatment and exploitation) carry equal weight. In common parlance the term violence is often understood to mean only physical harm and/or intentional harm. However, the Committee emphasizes most strongly that the choice of the term violence in the present general comment must not be interpreted in any way to minimize the impact of, and need to address, non-physical and/or non-intentional forms of harm (such as, inter alia, neglect and psychological maltreatment).</p> <p><b>Paragraph 4 of General Comment No 13 (2011) of the UN Committee on the rights of the child on the child’s right to freedom from all forms of violence</b>  <a href="http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf">http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf</a></p>
<b>Child abuse</b>	<p>From <a href="#">Tusla (Irish child protection agency) Guidance on definitions of child abuse and on how to recognise abuse</a>:</p> <p>Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Abuse and neglect can occur within the family, in the community or in an institutional setting. The abuser may be someone known to the child or a stranger. The abuser may be an adult or another child. In a situation where abuse is alleged to have been carried out by another child, you should consider it a child welfare and protection issue for both children and you should follow child protection procedures for both the victim and the alleged abuser. The important factor in deciding whether the behaviour is abuse or neglect is the impact of that behaviour on the child rather than the intention of the adult/parent/carer. The definitions of neglect and abuse presented in this section are not legal definitions. They are intended to describe ways in which a child might experience abuse and how this abuse may be recognised.</p> <p>See also: <a href="#">Guidance on potential indicators of abuse: https://www.childmatters.org.nz/insights/abuse-indicators/</a></p>



<b>Neglect</b>	<p>From paragraph 20, <a href="#">GC No 13 UN Committee on the rights of the child</a>: Neglect or negligent treatment. Neglect means the failure to meet children’s physical and psychological needs, protect them from danger, or obtain medical, birth registration or other services when those responsible for children’s care have the means, knowledge and access to services to do so. It includes: (a) Physical neglect: failure to protect a child from harm, including through lack of supervision, or failure to provide the child with basic necessities including adequate food, shelter, clothing and basic medical care; (b) Psychological or emotional neglect: including lack of any emotional support and love, chronic inattention to the child, caregivers being “psychologically unavailable” by overlooking young children’s cues and signals, and exposure to intimate partner violence, drug or alcohol abuse; (c) Neglect of children’s physical or mental health: withholding essential medical care; (d) Educational neglect: failure to comply with laws requiring caregivers to secure their children’s education through attendance at school or otherwise; and (e) Abandonment: a practice which is of great concern and which can disproportionately affect, inter alia, children out of wedlock and children with disabilities in some societies.<sup>4</sup></p> <p>From <a href="#">Tusla (Irish child protection agency) Guidance on definitions of child abuse and on how to recognise abuse</a>: Child neglect is the most frequently reported category of abuse. Ongoing chronic neglect is recognised as being extremely harmful to the development and well-being of the child and may have serious long-term negative consequences. Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally. It is generally defined in terms of an omission of care, where a child’s health, development or welfare is impaired by being deprived of food, clothing, warmth, hygiene, medical care, intellectual stimulation or supervision and safety. Emotional neglect may also lead to the child having attachment difficulties. The extent of the damage to the child’s health, development or welfare is influenced by a range of factors. These factors include the extent, if any, of positive influence in the child’s life as well as the age of the child and the frequency and consistency of neglect. Neglect is associated with poverty but not necessarily caused by it. It is strongly linked to parental substance misuse, domestic violence, and parental mental illness and disability. A reasonable concern for the child’s welfare would exist when neglect becomes typical of the relationship between the child and the parent or carer. This may become apparent where you see the child over a period of time, or the effects of neglect may be obvious based on having seen the child once.</p> <p>The following are features of child neglect:</p> <ul style="list-style-type: none"><li>• Children being left alone without adequate care and supervision</li><li>• Malnourishment, lacking food, unsuitable food or erratic feeding</li><li>• Non-organic failure to thrive, i.e. a child not gaining weight due not only to malnutrition but also emotional deprivation</li><li>• Failure to provide adequate care for the child’s medical and developmental needs, including intellectual stimulation</li><li>• Inadequate living conditions – unhygienic conditions, environmental issues, including lack of adequate heating and furniture</li><li>• Lack of adequate clothing</li><li>• Inattention to basic hygiene</li><li>• Lack of protection and exposure to danger, including moral danger, or lack of supervision appropriate to the child’s age</li></ul>
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<sup>4</sup> In many countries children are abandoned because parents and caregivers living in poverty do not have the means to support them. According to the definition, neglect is a failure of care when parents have the means to meet their children’s needs. The Committee has often urged States parties to “render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities” (art. 18, para. 2 of the Convention).



	<ul style="list-style-type: none"> <li>• Persistent failure to attend school</li> <li>• Abandonment or desertion</li> </ul>
<b>Emotional abuse</b>	<p>From paragraph 21, <a href="#">GC No 13 UN Committee on the rights of the child</a>:</p> <p>21. Mental violence. “Mental violence”, as referred to in the Convention, is often described as psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect and this can include: (a) All forms of persistent harmful interactions with the child, for example, conveying to children that they are worthless, unloved, unwanted, endangered or only of value in meeting another’s needs; (b) Scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favouritism; (c) Denying emotional responsiveness; neglecting mental health, medical and educational needs; (d) Insults, name-calling, humiliation, belittling, ridiculing and hurting a child’s feelings; (e) Exposure to domestic violence; (f) Placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and (g) Psychological bullying and hazing<sup>5</sup> by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet (known as “cyberbullying”).</p> <p>From <a href="#">Tusla (Irish child protection agency) Guidance on definitions of child abuse and on how to recognise abuse</a>:</p> <p>Emotional abuse is the systematic emotional or psychological ill-treatment of a child as part of the overall relationship between a caregiver and a child. Once-off and occasional difficulties between a parent/carer and child are not considered emotional abuse. Abuse occurs when a child’s basic need for attention, affection, approval, consistency and security are not met, due to incapacity or indifference from their parent or caregiver. Emotional abuse can also occur when adults responsible for taking care of children are unaware of and unable (for a range of reasons) to meet their children’s emotional and developmental needs. Emotional abuse is not easy to recognise because the effects are not easily seen. A reasonable concern for the child’s welfare would exist when the behaviour becomes typical of the relationship between the child and the parent or carer.</p> <p>Emotional abuse may be seen in some of the following ways:</p> <ul style="list-style-type: none"> <li>• Rejection</li> <li>• Lack of comfort and love</li> <li>• Lack of attachment</li> <li>• Lack of proper stimulation (e.g. fun and play)</li> <li>• Lack of continuity of care (e.g. frequent moves, particularly unplanned)</li> <li>• Continuous lack of praise and encouragement</li> <li>• Persistent criticism, sarcasm, hostility or blaming of the child</li> <li>• Bullying</li> <li>• Conditional parenting in which care or affection of a child depends on his or her behaviours or actions</li> <li>• Extreme overprotectiveness</li> <li>• Inappropriate non-physical punishment (e.g. locking child in bedroom)</li> <li>• Ongoing family conflicts and family violence</li> <li>• Seriously inappropriate expectations of a child relative to his/her age and stage of development</li> </ul> <p>There may be no physical signs of emotional abuse unless it occurs with another type of abuse. A child may show signs of emotional abuse through their actions or emotions in</p>

<sup>5</sup> “Hazing” refers to rituals and other activities involving harassment, violence or humiliation which are used as a way of initiating a person into a group.



	<p>several ways. These include insecure attachment, unhappiness, low self-esteem, educational and developmental underachievement, risk taking and aggressive behaviour.</p> <p>It should be noted that no one indicator is conclusive evidence of emotional abuse. Emotional abuse is more likely to impact negatively on a child where it is persistent over time and where there is a lack of other protective factors.</p>
<p><b>Physical abuse</b></p>	<p>From paragraphs 22, 23 and 24, <a href="#">GC No 13 UN Committee on the rights of the child</a>:</p> <p>22. Physical violence. This includes fatal and non-fatal physical violence. The Committee is of the opinion that physical violence includes: (a) All corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment; and (b) Physical bullying and hazing by adults and by other children. 23. Children with disabilities may be subject to particular forms of physical violence such as: (a) Forced sterilization, particularly girls; (b) Violence in the guise of treatment (for example electroconvulsive treatment (ECT) and electric shocks used as “aversion treatment” to control children’s behaviour); and (c) Deliberate infliction of disabilities on children for the purpose of exploiting them for begging in the streets or elsewhere. 24. Corporal punishment. In general comment No. 8 (para. 11), the Committee defined “corporal” or “physical” punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, caning, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion. In the view of the Committee, corporal punishment is invariably degrading. Other specific forms of corporal punishment are listed in the report of the independent expert for the United Nations study on violence against children (A/61/299, paras. 56, 60 and 62).</p> <p>From <a href="#">Tusla (Irish child protection agency) Guidance on definitions of child abuse and on how to recognise abuse</a>:</p> <p>Physical abuse is when someone deliberately hurts a child physically or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents. A reasonable concern exists where the child’s health and/or development is, may be, or has been damaged as a result of suspected physical abuse. Physical abuse can include the following: physical punishment, beating, slapping, hitting or kicking, pushing, shaking or throwing, pinching, biting, choking or hair-pulling, use of excessive force in handling, deliberate poisoning, suffocation fabricated/induced illness, female genital mutilation</p>
<p><b>Sexual abuse</b></p>	<p>From paragraph 25, <a href="#">GC No 13 UN Committee on the rights of the child</a>:</p> <p>Sexual abuse and exploitation. Sexual abuse and exploitation includes: (a) The inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity<sup>6</sup>; (b) The use of children in commercial sexual exploitation; and (c) The use of children in audio or visual images of child sexual abuse; (d) Child prostitution, sexual slavery, sexual exploitation in travel and tourism, trafficking (within and between countries) and sale of children for sexual purposes and forced marriage. Many children experience sexual victimization which is not accompanied by physical force or restraint but which is nonetheless psychologically intrusive, exploitive and traumatic.</p>

<sup>6</sup> Sexual abuse comprises any sexual activities imposed by an adult on a child, against which the child is entitled to protection by criminal law. Sexual activities are also considered as abuse when committed against a child by another child, if the child offender is significantly older than the child victim or uses power, threat or other means of pressure. Sexual activities between children are not considered as sexual abuse if the children are older than the age limit defined by the State party for consensual sexual activities.



	<p>From <a href="#">Tusla (Irish child protection agency) Guidance on definitions of child abuse and on how to recognise abuse</a>:</p> <p>Sexual abuse occurs when a child is used by another person for his or her gratification or arousal, or for that of others. It includes the child being involved in sexual acts (masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity directly or through pornography. Child sexual abuse may cover a wide spectrum of abusive activities. It rarely involves just a single incident and in some instances occurs over a number of years. Child sexual abuse most commonly happens within the family, including older siblings and extended family members. Cases of sexual abuse mainly come to light through disclosure by the child or his or her siblings/friends, from the suspicions of an adult, and/or by physical symptoms. Examples of child sexual abuse include the following: any sexual act intentionally performed in the presence of a child, an invitation to sexual touching or intentional touching or molesting of a child's body whether by a person or object for the purpose of sexual arousal or gratification, masturbation in the presence of a child or the involvement of a child in an act of masturbation, sexual intercourse with a child, whether oral, vaginal or anal, sexual exploitation of a child, which includes: » Inviting, inducing or coercing a child to engage in prostitution or the production of child pornography [for example, exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, videotape or other media) or the manipulation, for those purposes, of an image by computer or other means] » , inviting, coercing or inducing a child to participate in, or to observe, any sexual, indecent or obscene act » , showing sexually explicit material to children, which is often a feature of the 'grooming' process by perpetrators of abuse, exposing a child to inappropriate or abusive material through information and communication technology, consensual sexual activity involving an adult and a child.</p> <p>It should be remembered that sexual activity involving a child may be sexual abuse even if the child concerned does not themselves recognise it as abusive.</p>
<p><b>Direct contact</b></p>	<p>Being in the physical presence of a child or children in the context of the organisation's work, whether contact is occasional or regular, short or long term. Examples from DCI operations include: <a href="#">supporting access to justice</a> for individual children in socio-legal defence centres, <a href="#">capacity-building among girls and boys on rights</a>, involving individual children and/or groups of children in project work, organising and coordinating their participation in events, participating in events and conferences where children are also present, and conducting training sessions with child human right defenders).</p>
<p><b>Indirect contact</b></p>	<p>Having access to information on children in the context of the organisation's work. Examples from DCI operations include: advocating on behalf of children, or having access to information on children in the context of the organisation's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies, or provide funding for other organisations that work 'directly' with children. As a child rights organisation, DCI also advocates for the development and implementation of robust child safeguarding policies more broadly, e.g. in working to enhance child safeguarding in sport or in other leisure activities. Indirect contact also has an impact on children and therefore confers upon the organisation responsibility for child protection issues.</p>



## Appendix 3 – Guidance on indicators of abuse

Note: This list is not exhaustive and provided for guidance only. Some children may not show any signs and still be victims of abuse. Signs may vary depending on the child's age, experience, gender, etc. (retrieved from: <https://www.childmatters.org.nz/insights/abuse-indicators/> )

### Indicators of emotional abuse

There may be **physical indicators** that a child is being emotionally abused. Some examples of this are:

- Bed-wetting or bed soiling that has no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

There may also be **behavioural indicators** that child or young person is being emotionally abused. Some examples of this are:

- Suffers from severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean
- Displays attention seeking behaviours or displays extreme inhibition in play
- When at play, behaviour may model or copy negative behaviour and language used at home

There may be **indicators in adult behaviour** that could indicate emotional abuse. Some examples of this are:

- Constantly calls the child or young person names, labels the child or publicly humiliates the child
- Continually threatens the child or young person with physical harm or forces the child to witness physical harm inflicted on a loved one
- Has unrealistic expectations of the child or young person
- Involves the child or young person in “adult issues”, such as separation or access issues
- Keeps the child or young person at home in a role of subservient or surrogate parent

### Indicators of neglect

There may be **physical indicators** that a child or young person is being neglected. Some examples of this are:

- Inappropriate dress for the weather
- Extremely dirty or unbathed
- Inadequately supervised or left alone for unacceptable periods of time



- Malnourished
- May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene

There may also be **behavioural indicators** that child or young person is being neglected. Some examples of this are:

- Demonstrates severe lack of attachment to other adults
- Poor school attendance or school performance
- Poor social skills
- May steal food
- Is very demanding of affection or attention
- Has no understanding of basic hygiene

There may be **indicators in adult behaviour** that could indicate neglect. Some examples of this are:

- Fails to provide for the child or young person's basic needs, such as housing, nutrition, medical and psychological care
- Fails to enrol a child or young person in school or permits absenteeism
- Leaves the child home alone
- Is overwhelmed with own problems and puts own needs ahead of the child or young person's needs

#### Indicators of physical abuse

There may be **physical indicators** that a child or young person is being physically abused. Some examples of this are:

- Unexplained bruises, welts, cuts, abrasions
- Unexplained burns
- Unexplained fractures or disclosures

There may also be **behavioural indicators** that child or young person is being physically abused. Some examples of this are:

- Is wary of adults or of a particular individual
- Is violent to animals or other children or young people
- Is dressed inappropriately to hide bruises or other injuries
- May be extremely aggressive or extremely withdrawn
- Cannot recall how the injuries occurred or gives inconsistent explanations

There may be **indicators in adult behaviour** that could indicate physical abuse. Some examples of this are:

- May be vague about the details of the cause of injury and the account of the injury may change from time to time
- May blame the accident on a sibling, friend, relative or the injured child or young person



- Shakes an infant
- Threats or attempts to injure a child or young person
- Is aggressive towards a child in front of others
- May delay in seeking medical attention for a child or young person

#### Indicators of sexual abuse

There may be **physical indicators** that a child or young person is being sexually abused. Some examples of this are:

- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or faeces
- Sexually transmitted disease
- Unusual or excessive itching or pain in the genital or anal area

There may also be **behavioural indicators** that child or young person is being sexually abused. Some examples of this are:

- Age-inappropriate sexual play with toys, self, others
- Bizarre, sophisticated or unusual sexual knowledge
- Comments such as “I’ve got a secret”, or “I don’t like uncle”
- Fire lighting by boys
- Fear of certain places e.g. bedroom or bathroom

Some examples of this in older children or young people are:

- Eating disorders
- Promiscuity or prostitution
- Uses younger children in sexual acts
- Tries to make self as unattractive as possible

There may be **indicators in adult behaviour** that could indicate sexual abuse. Some examples of this are:

- May be unusually over-protective of a child or young person
- Is jealous of a child or young person’s relationships with peers or other adults or is controlling of the child or young person
- May favour the victim over other children
- Demonstrates physical contact or affection to a child or young person which appears sexual in nature or has sexual overtones



## Appendix 4 – if a child discloses abuse to you: some do's and don'ts

Drawn from: <http://guides.womenwin.org/gbv/readiness-and-response/response-referral-and-reporting/disclosure-dos-and-donts>

The do's and don'ts are also available in other languages: [FR](#) – [ES](#) - [PT](#)

If a child discloses child abuse to you, it is critical to be prepared to handle the situation in the appropriate manner and then report it to the appropriate authorities.

The guiding principle in responding to any concerns around child protection is that the safety and welfare of the child should always take precedence. No child should be put at more risk by any action you undertake.

If a young person informs you that she/he is concerned about someone's behaviour towards them or makes a direct allegation you can follow the points below.

### General points<sup>7</sup>

- Accept what the child says
- Keep calm
- Don't panic
- Don't seek help while the child is talking to you
- Take what they say seriously, even if it involves someone you feel sure would not harm them. We know from experience that we must listen to what we are told even if it is difficult to believe
- Be honest
- Look at the child directly
- Do not appear shocked
- Let them know that you need to tell someone else
- Assure them that they are not to blame for the abuse
- Never ask leading questions
- Try not to repeat the same questions to the child
- Never push for information
- Do not fill in words, finish their sentences, or make assumptions
- Be aware that the child may have been threatened
- Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring them for medical treatment or to a psychologist
- Make certain you distinguish between what the child has actually said and the conclusions you may have made. Accuracy is paramount in this stage of the procedure
- Do not permit personal doubt to prevent you from reporting the disclosure
- Let the child know what you are going to do next and that you will let them know what happens

### Things to say or do

- Repeat the last few words in a questioning manner
- 'I believe you'
- 'I am going to try to help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'
- 'You did the right thing by telling me'
- Say I cannot keep this a secret, but I won't tell anyone except for those who must know to help (doctors, police)

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<sup>7</sup> National Sexual Violence Resource Centre, retrieved from <http://www.nsvrc.org/elearning/21385> e-learning portal also available in [ES](#)



- Report to the authorities
- Bring the survivor to get external medical and legal help immediately

#### **Things not to say or do**

- 'You should have told someone before'
- 'I can't believe it! I'm shocked!'
- 'Oh that explains a lot'
- 'No not...he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Where? Who?'
- Doubt the child's disclosure
- Make promises you cannot keep
- Confront the offender
- Wash or fix the survivor if they have been abused (as long as their safety is not jeopardized).  
The survivor's condition is evidence for prosecution.

#### **At the end of the disclosure**

- Reassure the child that it was right to tell you but do not promise confidentiality
- Let them know what you are going to do next
- Immediately seek help, in the first place from the designated child protection officer
- Write down accurately what the young person has told you. Records should be detailed and precise. Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in helping your organisation/ Social Services/ the Police decide what is best for the child, and as evidence if necessary
- Use the reporting form is a sensible way of making sure that you gather all the relevant and important information
- Seek help for yourself if you feel you need support



## Appendix 5 – Template for a DCI National Section report on a child safeguarding concern

If you are concerned or know that a child's safety might be in danger, please complete this form to the best of your knowledge.

Please note that child protection concerns must be reported directly to the designated Child Protection Focal Point immediately. You may wish to complete this form before contacting the designated Child Protection Focal Point or you may wish to complete the report after contacting the designated Child Protection Focal Point, according to the best interests of the child. This report is to be used as a tool to develop the most un-biased information-based report possible. For confidentiality reasons, the report should be written and signed solely by you. It should be delivered exclusively to the designated Child Protection Focal Point or to the next most appropriate person. The Child Safeguarding and Wellbeing Report will be held in a safe and secure place and treated in the strictest confidence.

A log of incidents/reports will be maintained, including when a decision is taken to not refer to the local or national child protection authorities.

Case number

202\_\_ - 0\_\_ (To be filled out by the Designated Child Protection Focal Point)

### About you

Your name \_\_\_\_\_

Your job title \_\_\_\_\_

Workplace \_\_\_\_\_

Your relationship to the child \_\_\_\_\_

Contact details \_\_\_\_\_

### About the child

Child's name \_\_\_\_\_

Child's gender / gender identity \_\_\_\_\_

Child's age \_\_\_\_\_

Child's parents / guardians \_\_\_\_\_

### About your concern

What is the concern? \_\_\_\_\_

How do you know about the abuse? \_\_\_\_\_

Did the child disclose the abuse to you? \_\_\_\_\_

Date of the alleged incident \_\_\_\_\_

Location of the alleged incident \_\_\_\_\_

Name of alleged perpetrator \_\_\_\_\_

Job title / relationship with the child \_\_\_\_\_

Nature of the allegation \_\_\_\_\_

Your personal observations (visible injuries, child's emotional state, etc.)  
[N.B. Make a clear distinction between what is fact and what is opinion or hearsay]

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Exactly what the child or other source said to you [about the incident] and how you responded?

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Action(s) Taken:

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Where is the child / where does the child stay, and who is responsible for him/her?

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Location \_\_\_\_\_  
Contact Details \_\_\_\_\_

Is this safe? Why? If not, alternative arrangements need to be organised.

---

---

Were there any other children/people involved in the alleged incident?

---

Who else knows about the incident?

---

What would the child like to happen next?

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---

Any other information not previously covered:

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I declare that the information provided by me on the above form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

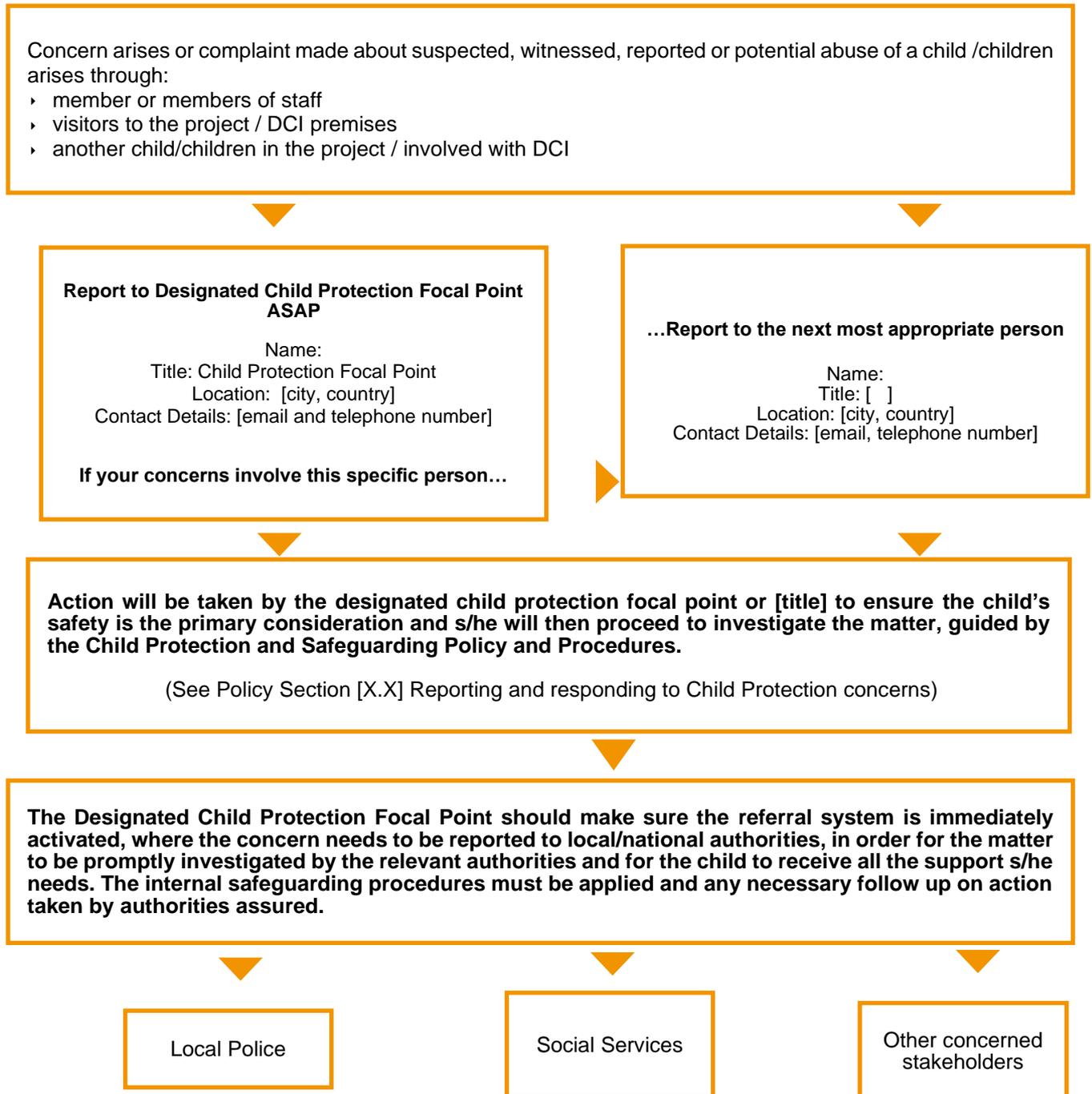
Received by the Child Protection Focal Point/Appropriate Person

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Appendix 6: Reporting flowchart template





## Appendix 7 - Template for child safeguarding policy

Suggested structure (page 16 of KCS standards) (not a practical template, but guidance on what it has to cover)

### *Introduction*

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

### *Policy statement/commitment/values*

*Here the organisation should make a statement to keep children safe from harm and, where appropriate, to promote their wellbeing and development. The statement should also refer to your organisation's overall mission. You can repeat the relevant section for the overall movement (see para below) and then complete for your national DCI section.*

[DEFENCE FOR CHILDREN INTERNATIONAL \(DCI\)](#) is a leading child rights independent international organisation and a membership-based grassroots movement, founded in 1979, the first international year of the child. DCI promotes and protects the human rights of children at the local, national, regional and international level, in accordance with international standards, as set out in its [statutes](#). DCI has National Sections (full members) in [more than 35 countries worldwide](#), and an international secretariat in Geneva, together referred to as "the Movement". As set out in Article 10 of the statutes, National Sections are legally and financially independent from the international organisation and the movement as a whole. At the same time, each National Section, whilst abiding by institutional requirements of respective national legislation, must comply with the principles, guidelines, objectives and policies established by the Movement of DEFENCE FOR CHILDREN INTERNATIONAL (DCI). Furthermore, in paragraph 1.2.10 of the [code of ethics and gender policy](#) annexed to the statutes, DCI commits to abide by the Keeping Children Safe standards. DCI is a member of the [Keeping Children Safe network](#)

### *What is the problem you are trying to address?*

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

### *What are you intending to do about it?*

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

### *Risk assessment/risk mitigation*

*We have carried out an assessment of any potential for harm to a child while availing of our services or otherwise interacting directly or indirectly with DCI. Below is a list of the areas of risk identified and the list of procedures for managing these risks. See Section 3 Procedures on risk assessment strategy including the sample completed risk assessment in the Keeping Children Safe standards for guidance.*

<https://www.keepingchildrensafe.global/accountability/>

### *Safe recruitment*

*Describe all the measures and procedures in place to ensure safe recruitment, in particular for any post involving contact with children. Analyse the child safeguarding aspects when designing job descriptions and staff contracts. Reflect and address child safeguarding when publishing vacancy notices, during interview (including questions on child protection and safeguarding), in consistent and thorough checks with referees, in criminal record checks and other background checks, in induction training, awareness-raising and training on child safeguarding policy, in keeping records in all personnel files to demonstrate that all staff have signed a read receipt for the policy, in considering the use of probationary periods of employment to ensure suitability once in post.*



### *Behaviour protocols/code of conduct*

*Set out the organisation's code of conduct on appropriate and expected standards of behaviour towards children. The code of conduct should be clearly written and easy for all staff to understand.*

### *Education/training*

*Describe procedures in place to ensure that all staff are educated and trained on child safeguarding and are aware of roles and responsibilities. Consider the frequency of training and plan for regular updates/recaps to keep knowledge and skills up to date. How are children in contact with your organisation and their families made aware of the child's right to freedom from all forms of violence and of your child safeguarding policy and procedures?*

### *Safe programme design*

*What consideration has there been for children involved in programmes? How have the needs of different children been taken into account? Who delivers these services? Are there any risks for children in participating in the programme? Is the participation of children welcomed by families and/or the community? What preventative measures need to be put in place to safeguard children if activities or events are to take place in unfamiliar places and outside family care?*

### *Communication/guidelines*

#### **DATA PROTECTION**

*The National Section should specify the data protection rules to which it is subject (eg the General Data Protection Regulation for National Sections within the European Union).*

#### **COMMUNICATION/GUIDELINES**

*DCI is bound by national and regional laws, and also adheres to the principles of the CRC. DCI commits to promoting a positive and non-discriminatory image of children at all times.*

*In all DCI communication work, projects and activities, including the use of social media by DCI representatives, the following principles should apply:*

- ✓ *Dignity: The child's dignity must be preserved at all times. DCI must never use discriminatory, victimising or degrading language towards children. In images, children should always be dressed appropriately and should never be depicted in any poses that could be interpreted as sexually provocative. DCI opposes the exploitation of children's images, irrespective of the purpose, including for fundraising purposes.*
- ✓ *Accuracy: The portrayal of children must not be manipulated or sensationalised in any way. Images and stories should provide a balanced depiction of the child's life and circumstances, balancing negative images with empowering images or showing the progress that children are making. Communication should avoid making generalisations, which do not accurately reflect the nature of the situation and pictures and videos should not be taken and used out of context.*
- ✓ *Privacy and safeguarding: Any information that could be used to identify a child or put her or him at risk will not be used. In carrying out child safeguarding risk assessments, DCI must also consider communication aspects of operations, activities and programmes. DCI will ensure that the names or other potential identifiers of children are never made public in any deliverables or outputs. In activities, children are asked to choose an alias to protect their privacy. Recorded images should focus on activities and, where possible, on groups of children rather than individuals.*

#### **RESEARCH INVOLVING CHILDREN**



*All research conducted by DCI directly or indirectly affecting children will adhere to the principles of the CRC and this Child Safeguarding Policy and Principles.*

#### **ENROLMENT OF CHILDREN IN PROJECTS AND/OR ACTIVITIES**

*The enrolment of children in projects and/or activities requires particular skills and certain basic principles should be followed to ensure their dignity and respect for their rights.*

- ✓ *Informed Consent: Enrolment in the projects or activities of DCI is entirely voluntary and informed consent is always obtained before any interviews, photos, videos, requests of personal information or engagement of a child in any activity. Informed consent means that children are told how DCI may use their views, information or image/film and that they are under no obligation to agree to their use. Consent must be obtained by completing and signing an appropriate Informed Consent Form. It must contain comprehensive, child-friendly and -sensitive language and procedures and be adapted to the age and capacity of the different children/different groups of children concerned. Depending on national legislation, informed consent may also be required from the child's parent/carer or guardian or, where this is not possible, from the organisation fostering the child, who must countersign the form.*
- ✓ *Provision of support: There should be someone else present during any interview with a child, who the child is familiar with. Wherever possible, the child should be given a choice regarding who supports him/her during the interview.*
- ✓ *Respecting the right to say no: Ensure the child understands her/his rights to withdraw or stop at any time without the need to provide a justification.*
- ✓ *Gender: Consider the different needs of boys and girls and whether they would be more comfortable speaking with a man or a woman. Gender must be considered when deciding what topics may be discussed.*
- ✓ *Respecting the right to information: If you are going to take notes, or record the interview in another way, you must explain this to the child and obtain their permission to do so, both verbally and in writing.*

#### **Management responsibilities**

*Describe key roles and responsibilities, arrangements in place to monitor compliance with and implementation of child safeguarding policy. Describe how child safeguarding is reported on to key management forums, describe how external or independent bodies such as board of trustees are used to monitor performance in this area and hold senior executives to account in relation to child safeguarding. Describe how child safeguarding is embedded in organisational development, describe processes and frequency for child safeguarding policy reviews, audits and more formal evaluations. Describe how child safeguarding is reported on to key stakeholders and included in annual reports.*

#### **Reporting/responding to concerns**

*Ensure that all staff are trained, know who the designated child protection officer is, have a toolkit at their disposal. Ensure that all staff know that when a child safeguarding concern is raised, it is essential to act, and that the protection of children is always THE most important consideration. Ensure timely, effective, confidential and appropriate responses to child safeguarding issues. Describe the risk register process.*

#### **Implementation and review**

*Describe implementation measures and review frequency for the policy, eg every two years. Self-assessment, external audit, risk register, internal audit reports, Keeping Children Safe certification.*



## Appendix 8: Toolkit – links to online resources and information

### *Read more about violence against children*

1. Keeping Children Safe Standards: <https://www.keepingchildrensafe.global/accountability/> (available in AR, EN, ES, FR, PT)
2. WHO 2013 European report on preventing child maltreatment [http://www.euro.who.int/\\_data/assets/pdf\\_file/0019/217018/European-Report-on-Preventing-Child-Maltreatment.pdf](http://www.euro.who.int/_data/assets/pdf_file/0019/217018/European-Report-on-Preventing-Child-Maltreatment.pdf) – geographical scope is 53 countries: WHO European Region countries: <http://www.euro.who.int/en/countries>.
3. September 2014 report from UNICEF - 'Hidden in plain sight: A statistical analysis of violence against children' - prevalence of different forms of violence against children data from 190 countries [http://www.unicef.org/publications/index\\_74865.html](http://www.unicef.org/publications/index_74865.html).
4. 2014 FRA Gender-based violence against women <http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>
5. Council of Europe one in five campaign [https://www.coe.int/t/dg3/children/1in5/default\\_en.asp](https://www.coe.int/t/dg3/children/1in5/default_en.asp)
6. General Comment No 13 (2011) of the UN Committee on the rights of the child on the child's right to freedom from all forms of violence [http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13\\_en.pdf](http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf)
7. World Report on Violence against Children (Pinheiro, 2006):
8. L'étude mondiale sur la violence à l'encontre des enfants (Pinheiro, 2006): <https://www.refworld.org/cgi-bin/texis/vtx/rwmain/opendocpdf.pdf?reldoc=y&docid=4ffd39b72>
9. <http://guides.womenwin.org/gbv/readiness-and-response/response-referral-and-reporting/disclosure-dos-and-donts> The do's and don'ts are also available in other languages: [FR](#) - [ES](#) - [PT](#)
10. NSPCC (UK) Guidance on disclosures by children of abuse: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/what-to-do-child-reveals-abuse/>
11. A 14-minute TEDx Talk by an adult survivor of child sexual abuse on how to respond to disclosure Healing From Sexual Abuse Can Start With One Word (Rena Romano | TEDxOcala) [https://www.ted.com/talks/rena\\_romano\\_healing\\_from\\_sexual\\_abuse\\_can\\_start\\_with\\_one\\_word?utm\\_source](https://www.ted.com/talks/rena_romano_healing_from_sexual_abuse_can_start_with_one_word?utm_source)
12. TUSLA (Irish child protection agency) guidance on disclosure <https://www.tusla.ie/children-first/general-public/how-should-i-deal-with-a-disclosure-of-abuse-from-a-child/>
13. 15 minute e-learning course on responding to disclosure (EN) (Guiding principles: Listen-Believe-Act; practical tips on dealing with disclosure) <https://campus.nsvrc.org/course/view.php?id=45> (full text version: <https://campus.nsvrc.org/mod/resource/view.php?id=301>)
14. Guidance on potential indicators of abuse: <https://www.childmatters.org.nz/insights/abuse-indicators/>

### *E-learning resources on child safeguarding and child protection*

15. National Sexual Violence Resource Centre, retrieved from <http://www.nsvrc.org/elearning/21385> (in English) e-learning portal also available in [ES](#)
16. Tusla (Irish child protection agency) e-learning on child safeguarding (1.5 hours in English, useful outside of Ireland too for general concepts and understanding including on WHEN to refer to authorities (noting that national law needs to be taken into account) <https://www.tusla.ie/children-first/children-first-e-learning-programme/>
17. European Barnahus movement webinars with a broad range of experts <https://www.childrenatrisk.eu/promise/webinars/>





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