

# Keeping Children Safe Pocket Guide

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## Statement of commitment to protecting children

All children have the right to be protected from all forms of abuse, neglect, exploitation, and violence, as set out in the UN Convention on the Rights of the Child, 1989.

Organizations must aim to achieve the highest level of protection for children with whom they come into contact. To do so requires committing to working towards achieving standards for safeguarding children.

All organizations coming into contact with children have a fundamental duty of care towards them. The standards followed by Keeping Children Safe are based on organization the experience of organizations working in the field of relief and development and draw upon the principles outlined in international and regional child rights instruments and commitments. Though the achievement of the standards may often be influenced by factors beyond organizations' control, organizations need to be consistently working towards achieving them and expect to be held account accordingly.

## **AIDS Support and Technical Assistance Resources Project**

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## **Introduction**

Over recent years, there has been increasing recognition of the global nature of child abuse, and growing acceptance of the potential risks to children of adults working in positions of trust. Greater attention, therefore, has been paid to how aid and development agencies ensure that the children they are in contact with are kept safe from harm. As a result, many agencies are now putting in place policies and procedures designed to protect children.

However, many agencies are still not sufficiently aware of the importance of building safeguarding measures into their work. Even agencies that have taken steps to address this are discovering the real challenges of making their agencies “child safe.” For aid and development agencies that have contact with children, some of the key issues and challenges include the fact that:

- Protection systems in many countries are often weak and leave agencies and staff facing complex child protection dilemmas
- Children in emergencies are especially vulnerable to abuse and exploitation
- There is little common understanding across agencies of child protection issues, standards of practice, or the organizational implications of these
- There are huge difficulties in operating child safeguarding policies in the many different legal, social, and cultural contexts in which agencies work
- Children may be at risk of abuse and exploitation not only from individuals in the communities where they live, but also from agency staff, volunteers, or other representatives.

For these organizations, and for the sector as a whole, there is a need to develop a common understanding of child protection issues and develop good practice across the diverse and complex areas in which they operate to thereby increase accountability in this crucial aspect of their work. There are simple policies and procedures which, if put in place, will significantly strengthen child safeguarding.

### **Why Standards?**

Standards are used in many different areas of life. They describe the basic level of performance or ability that is required for a product or service to be effective and do the job it was designed to do.

In this case, we are defining what needs to be in place in agencies to keep children safe. The standards also list criteria—indicators that will help you decide whether this standard has been met. The criteria give details of the steps that an agency needs to take to meet the standard in each area.

### **Applying the Standards Locally**

The standards have been written in a way that makes them relevant and achievable. At the same time, it should be recognized that they may be more difficult or challenging to apply in some countries and local contexts than in others. There is enormous variation in local practice and circumstances and so it is important that agencies adapt the standards and guidelines to fit the local context in which they will be applied.

## **Keeping Children Safe Standards (abridged version)**

### **Standard 1. Creating a “child safe” culture**

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#### **What is the standard?**

While organizational policies and procedures go a long way in helping to safeguard children, it is the organizational culture, its approach to consulting staff and stakeholders, how it listens to its people, and the role that the organizational leadership plays which provides a firm foundation for safeguarding.

#### **Criteria**

1. The agency is very clear about its responsibility to protect children and makes this known to all who come into contact with it.
2. The way staff and other representatives behave toward children suggests that they are committed to protecting children from abuse.
3. There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children’s rights instruments and this is seen as a basis for child protection in the organization.
4. Managers and senior staff ensure that children are listened to and consulted and that their rights are met.
5. The agency makes it clear that all children have equal rights to protection.
6. The agency manages children’s behavior in ways which are nonviolent and do not degrade or humiliate children.

### **Standard 2. Developing policies and procedures that help keep children safe**

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#### **What is the standard?**

Policies and procedures need to be clear, locally appropriate, and well understood by all those that are covered.

#### **Criteria**

1. The agency has a written child safeguarding policy or has some clear arrangements to make sure that children are kept safe from harm.
2. The policy or arrangements are approved and endorsed by the relevant management body (e.g., senior management board, executive level, committee).
3. The policy or arrangements have to be followed by everyone.
4. There are clear child safeguarding procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child’s safety or welfare.
5. There is a named child safeguarding person/s with clearly defined role(s) and responsibilities.
6. The child safeguarding procedures take local circumstances into account.

### **Standard 3. Organizational operations and practices prevent harm to children**

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#### **What is the standard?**

Safeguarding measures need to be integrated throughout the organization's operations and activities. It is the responsibility of all departments to integrate within their activities (e.g., human resources within recruitment, IT regarding use of information technology, and fundraising regarding the use of information and images of children). Processes for making complaints or raising concerns must be accessible and confidential.

#### **Criteria**

1. There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.
2. There are some written guidelines for behavior or some way of describing to staff and other representatives what behavior is acceptable and unacceptable especially when it comes to contact with children.
3. The consequences of breaking the guidelines on behavior are clear and linked to organizational disciplinary procedures.
4. Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras, etc. to ensure that children are not put at risk.
5. Where there is direct responsibility for running/providing activities with children, including residential care, children are adequately supervised and protected at all times.
6. There are well-publicized ways in which staff/representatives can raise concerns, confidentially if necessary, about unacceptable behavior by other staff or representatives.

### **Standard 4. Staff and representatives implement child safeguarding measures and receive appropriate training**

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#### **What is the standard?**

All staff and representatives must have received a certain level of training on child safeguarding, determined by their responsibility and level of contact with children. Partner organizations, and staff within these organizations, must also be operating good practice on child safeguarding.

#### **Criteria**

1. There is clear guidance to staff, partners, and other organizations (including funding organizations) on how children will be kept safe.
2. Child safeguarding must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.
3. There is a written plan showing what steps will be taken to keep children safe.
4. All members of staff and volunteers have training on child protection when they join the organization which includes an introduction to the organization's child safeguarding policy and procedures where these exist.
5. All members of staff and other representatives are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.
6. Work has been undertaken with all partners to agree on good practice expectations based on these standards.

## **Standard 5. Communicating on keeping children safe**

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### **What is the standard?**

Systems and processes ensure that everyone in the organization, and those working with the organization (particularly children and families), know how to keep children safe and where to seek support when necessary.

### **Criteria**

1. Children are made aware of their right to be safe from abuse.
2. Everyone in the organization knows which named staff member has special responsibilities for keeping children safe and how to contact them.
3. Contact details are readily available for local child protection resources, safe places, national authorities, and emergency medical help.
4. Children are provided with information on where to go to for help and advice in relation to abuse, harassment, and bullying.
5. Contacts are established at the national and/or local level with the relevant child protection/welfare agencies as appropriate.
6. Staff members with special responsibilities for keeping children safe have access to specialist advice, support, and information.

## **Standard 6. Accountability for safeguarding children**

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### **What is the standard?**

Organizations put in place processes through which they monitor their safeguarding measures and can be accountable for these, particularly to children and their families.

### **Criteria**

1. Arrangements are in place to monitor compliance with child safeguarding measures put in place by the organization.
2. Steps are taken to regularly ask children and parents/caregivers their views on policies and practices aimed at keeping children safe and their views on if the policies and practices are effective.
3. The organization uses its experience with operating child safeguarding to influence policy and practice development.
4. All incidents, allegations of abuse, and complaints are recorded and monitored.
5. Policies and practices are reviewed at regular intervals, ideally at least every three years.
6. Children and parents/caregivers are consulted as part of the review of safeguarding policies and practices.

## Child Safeguarding Risks and Vulnerability

Risk and how to avoid risk are now a major part of many organizations' working strategy. The more we talk about and recognize risk, the more we can think about preventing it. Many organizations have developed policies and procedures to make sure the children they are in contact with are safe from harm.

### Risk and vulnerability in HIV programs

Although HIV is one of many risks that can increase a child's vulnerability to violence, the sheer number of children affected by the virus, particularly in sub-Saharan Africa, establishes HIV as a risk worthy of special attention. At the end of 2010, there were 3.4 million children under the age of 15 years who were infected and living with HIV,<sup>1</sup> and over 16 million children under the age of 18 have lost one or both parents to AIDS.<sup>2</sup> Millions more children have been directly and indirectly affected by the virus, due to the high prevalence of HIV in their families, communities, and countries.<sup>3</sup>

HIV can have a devastating impact on a child's family and immediate caregivers, community, and community resources, and quickly overwhelm national resources and services managed by the government and civil society. Reduced household income combined with increased expenses (for health care for example) may drive families into poverty, which has negative outcomes for children in terms of nutrition, health status, education, and emotional support.<sup>4</sup> Further, the illness or death of parents or guardians from AIDS leaves a void where parents and guardians once provided love, protection, care, and support. Overall, research indicates that children affected by HIV generally suffer from poor health and nutrition, limited educational and vocational opportunities, developmental delays, and inadequate social and emotional support.

Children affected by HIV are also at particular risk of abuse, exploitation, and neglect. According to the findings of at least one study in South Africa, adolescents and young adults who are considered "AIDS-orphans" or living with an "AIDS-sick caregiver" are more vulnerable to emotional and physical abuse and to exploitative transactional sex and other exploitative labor.<sup>5</sup> Children and communities affected by HIV may be less likely to discuss abuse because of concerns about exposing themselves to further discrimination, thus prolonging abuse and enabling perpetrators to abuse others unmitigated.

Conversely, child abuse, particularly violent or forced sex, increases the risk of HIV infection and other sexually transmitted diseases. Research indicates that a history of "adverse childhood experiences" including a range of abuse, exploitation, and neglect, increase risk factors associated with HIV, such as injection drug use and promiscuity (having 50 or more lifetime intercourse partners).<sup>6</sup> Further research suggests that violence and threats of violence may inhibit a person's ability to negotiate safe sex behaviors throughout their lives, and that sexual violence experienced as a child may lead to reduced self-esteem and to

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<sup>1</sup> World Health Organization, Joint United Nations Programme on HIV/AIDS, and United Nations Children's Fund, 2011. *Global HIV/AIDS Response: Epidemic Update and Health Sector Progress Towards Universal Access: Progress Report 2011*. Geneva, Switzerland: WHO.

<sup>2</sup> Joint United Nations Programme on HIV/AIDS. 2010. *Global Report: UNAIDS Report on the Global AIDS Epidemic 2010*. Geneva, Switzerland: UNAIDS.

<sup>3</sup> World Health Organization, Joint United Nations Programme on HIV/AIDS, and United Nations Children's Fund, 2011. *Global HIV/AIDS Response: Epidemic Update and Health Sector Progress Towards Universal Access: Progress Report 2011*. Geneva, Switzerland: WHO.

<sup>4</sup> Joint Learning Initiative on Children and HIV/AIDS. 2009. *Home Truths: Facing the Facts on Children, AIDS and Poverty*.

<sup>5</sup> Cluver, L. 2010. "AIDS-Orphaned Children and Young Carers in AIDS-Affected Homes: Mental Health, Education and Abuse." Presentation at the National Action Committee for Children Affected by HIV and AIDS General Meeting, South Africa, September 1.

<sup>6</sup> Hillis S., R. Anda, V. Felitti, D. Nordenberg, P. Marchbanks. 2000. Adverse Childhood Experiences and Sexually Transmitted Diseases in Men and Women: A Retrospective Study. *Pediatrics* 106(1): E11.

increased risk-taking behaviors later in life.<sup>7</sup>

Efforts to reduce the negative impact of HIV on a child's well-being can inadvertently increase their vulnerability. For example:

- *Efforts to address lack of parental care:* Alternative care options should be carefully vetted and monitored to ensure that they not only meet the basic needs of a child but also take every precaution to ensure that a child is not abused, exploited, and neglected by his or her caregivers.
- *Efforts to address lack of nutrition and shelter:* Children and young people will sometimes engage in exploitative labor or even transactional sex in order to secure food and shelter for themselves and their families. Plans for distributing food and other commodities must also be carefully vetted and monitored to ensure that children not only receive these items but also that the relationships between children and those managing distributions are not exploitative.
- *Efforts to increase access to education and health services:* Schools and health centers need to be assessed as safe spaces for children, particularly those who may be facing stigma and discrimination. Both schools and health centers need to establish measures to ensure that these are safe spaces for children and that children are not abused, exploited, or neglected by the school and health center staff charged with their care, or on their way to and from, accessing these critical services.

Many children are resilient to abuse and have a huge capacity to survive even the most difficult events. However, experience shows that abuse of children is more likely to occur in organizations that do not build preventative measures into their structure, systems, and programs.

To maximize program benefits and minimize potential harmful impacts upon children, organizations need to understand the current situation of children in the context in which they are planning to work before designing a program.

Make sure you:

- Include keeping children safe as a specific goal in all program designs.
- All program planning should include an assessment of children's vulnerability, resources, and coping mechanisms.
- Participatory processes used in program design should be carried out by staff trained in child safeguarding.
- Involve children in program design to make sure you are listening to them and that you respect their hopes and fears.
- Include prevention and awareness activities on child protection and child safeguarding in your program plans.
- Keeping children safe must be the underlying principle of all program design and refer to child safeguarding standards.

Organizations also need to make it as difficult as possible for people who want to harm children to have access to them. Strong measures to prevent harm to children should be part of every organization's risk assessment and strategy.

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<sup>7</sup> Maman, S., H. Lary, M. Katebalila, and J. Mbwapbo. 2004. Exploring the Association between HIV and Violence: Young People's Experiences with Infidelity, Violence and Forced Sex in Dar es Salaam, Tanzania. *International Family Planning Perspectives* 30(4):200-6.

A small minority of individuals will target organizations so that they can gain access to children to abuse them. They will look for weak recruitment systems or where standards are not consistently applied and adhered to.

Your organization must have robust policies and procedures, nationally and internationally, for recruiting representatives who have contact with children and for assessing how suitable they are to work with children. Even if the job does not involve the person working directly with children, you must consider the access to children that the job provides him/her with locally.

Organizations that do not take steps like this to protect children may be vulnerable to potential abusers who may try to work for them.



# Implementing Standards

## Assess the risk

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A risk assessment is a way of identifying the possibility of things happening that will have a negative impact on your organization's objectives and reputation. This information will contribute to an action plan and if necessary a report to present to senior managers or executive boards to help them understand why implementing the standards is so important.

Risk assessment should be a part of planning any project and should take into account all aspects of the project, but particularly any risks relating to protection of children and young people. Once you have assessed those risks, you then need to manage them and make sure that you are aware of the risks and take action to keep the risk small and under control.

Risk assessment is a review to help you think about:

- The practical detail of a program, service, or activity
- Things that could go wrong
- The likelihood/probability of these things going wrong
- The impact of these things going wrong.

Once you have done a risk assessment, you can then take steps to manage the risks by:

- Identifying ways of reducing the risks
- Deciding in advance what to do if things do go wrong
- Giving roles to different people to monitor and manage child safeguarding.

Make sure you give yourself enough time to do risk assessment and risk management. To make sure that you think about all the possible risks, involve a wide range of project stakeholders in your risk assessment, so that you have a complete picture of your organization/activity/project.

Risk management should be an ongoing part of every project. You should carry out risk assessment for every new project or program. When you have done it once you will be able to adapt the exercise for future projects.

## The seven stages of risk assessment

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Child Wise (2003) suggests that there are seven stages of risk assessment:

1. Establish the context, scope, and setting
2. Identify the risks
3. Analyze the risks
4. Evaluate the risks
5. Implement strategies to minimize and prevent risk
6. Review and revise risks and preventative measures
7. Communicate and consult.

It could be that you just monitor the situation and review in a specified timeframe. Or it might be that some change in behavior or practice is needed. If your assessment is that something is really dangerous, then you should consider stopping the activity, behavior, or practice as soon as possible. Remember to seek advice and share concerns and assessment with others, including managers.

In an ideal world, risk assessment should take place in the planning stages, when you are developing new activities, changing existing ones, or individuals' roles and responsibilities. You can build risk assessment into planning frameworks so that it can then become an integral part of your organization's toolkit to assess and manage child protection risks.

The risk assessment form in Annex A provides a template for you to think through potential risks from your organization's activities or staff.

## **Know your organization—strengths and areas for improvement**

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Organizations rarely start from zero when considering what they need to do to strengthen their safeguarding measures to fully adhere to safeguarding standards and address the risks identified during risk assessments. Often organizations will find that there are some things they are already doing well on which they can build to ensure all of their policies, procedures, systems, and processes work well to keep children safe.

The self-audit tool in Annex B is a useful tool to use as a starting point when thinking about what you need to strengthen. The tool can be used with different staff in different departments and with the organization's Board to arrive at a holistic picture of the organization. Different people will have different contributions, looking at it from their perspective and own area of responsibility. Sometimes, these measures exist but people just don't know they do—this is still a gap!

## **Action plan for safeguarding**

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One of the keys to success is to be clear about how to implement the measures you have identified that need introducing or strengthening—developing an implementation strategy or an implementation action plan will guide you and commit you to taking action.

Think about the following:

- What issues do you need to think about?
- Who are the key stakeholders?
- What are the possible difficulties or barriers?
- What training might people need?

Set some objectives and consider:

- Who can help me with information, specialist skills, and resources?
- What resources do we need?
- Who needs to be involved?

Once you have thought through these questions, you can then decide what are the priority actions to ensure that each safeguarding standard is being met, who will implement those actions, when, and what resources are required to do so. The action plan in Annex C will help you record these actions. The action plan should be signed off and monitored by senior management.

## Annex A: Risk Assessment Form

Area of risk	Low risk <i>activity is infrequent, measures are already in place, limited contact with children</i>	Medium risk <i>activity takes place fairly frequently, there is contact with children, some measures are in place</i>	High risk <i>activity takes place frequently, there is a significant degree of contact with children, few measures are in place</i>
Staff and volunteers			
Policy and procedures			
Place/physical environment			
Activities and programs			
Training and information			
Organizational culture			
Other			



## **Annex B: Self-audit Tool**

This self-audit tool is an ideal way to measure how far (or near!) your organization is from meeting the standards on making children safe, and where you need to improve. The idea is based on the work of George Varnava with the former Forum on Children and Violence, National Children's Bureau. With permission from the authors, the NSPCC has adapted the material for use as an audit tool for child safeguarding.

### **Using Checkpoints**

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all agencies committed to protecting children should be striving to meet. However, depending on the nature of your organization's work with children and the context, environment, and conditions you work in, some of the checkpoints may seem more relevant than others. This self-audit tool will be a useful guide and you may wish to delete or add criteria to ensure relevance to your particular activity (the self-audit web allows for additional criteria).

Before you start, take a copy of the questionnaire, date the copy, and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date.

The self-audit tool asks you to think about six different areas of your organization:

1. Children and the organization
2. Policies and procedures
3. Preventing harm to children
4. Implementation and training
5. Information and communication
6. Monitoring and review.

There are six statements/standards within each area. Read each statement and decide whether each statement is:

- A: In place
- B: Partially done
- C: Not in place

Tick the A, B, or C box as appropriate.

		In place	Partially done	Not in place
	<b>Children and the organization</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	The agency is very clear about its responsibility to protect children at all times (including during emergencies) and makes this known to all who come into contact with it.			
2.	The way staff and other representatives behave toward children suggests that they are committed to protecting children from abuse.			
3.	There is good awareness of the UN Convention of the Rights of the Child or other children's rights instruments and this is seen as a basis for child safeguarding in the organization.			
4.	Managers and senior staff ensure that children are listened to and consulted and that their rights are met.			
5.	The agency makes it clear that all children have equal rights to protection and that during emergencies they require greater attention.			
6.	The agency manages children's behavior in ways which are nonviolent and do not degrade or humiliate children.			
	<b>Policies and procedures that help keep children safe</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	The agency has a written child safeguarding policy to make sure that children are kept safe from harm during emergencies.			
2.	The policy or arrangements are approved and endorsed by the relevant management body (e.g., senior management board, executive level, committee).			
3.	The policy or arrangements have to be followed by everyone.			
4.	There are clear and updated child safeguarding procedures in place that provide step-by-step guidance on what action to take during the emergency if there are concerns about a child's safety or welfare.			
5.	There is a named child safeguarding person/s with clearly defined role(s) and responsibilities.			
6.	The child safeguarding procedures take into account local circumstances.			

		<b>In place</b>	<b>Partially done</b>	<b>Not in place</b>
	<b>Preventing harm to children</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	There are policies and procedures for recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are some written guidelines for behavior or some way of describing to staff and other representatives what behavior is acceptable and unacceptable when it comes to contact with children and the consequences of breaking the guidelines on behavior are clear.			
3.	Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras, etc. to ensure that children are not put at risk.			
4.	Where there is direct responsibility for running/providing activities, including residential care, children are adequately supervised and protected at all times.			
5.	There are well-publicized ways in which staff/representatives can raise concerns, confidentially if necessary, about unacceptable behavior by other staff or representatives.			
6.	All projects have included child safeguarding considerations at all stages of the project management cycle (assessment, development, implementation, monitoring and evaluation, and closure).			
	<b>Implementation and training</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	There is clear guidance to staff, partners, and other organizations (including funding organizations) on how children will be kept safe.			
2.	Child safeguarding must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			
3.	There is a written plan showing what steps will be taken to keep children safe.			
4.	All members of staff and volunteers have training on child safeguarding when they join the organization which includes an introduction to the organization's child safeguarding policy and procedures where these exist.			
5.	All members of staff and other representatives are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.			
6.	Work has been undertaken with all partners to agree to good practice expectations based on these standards.			

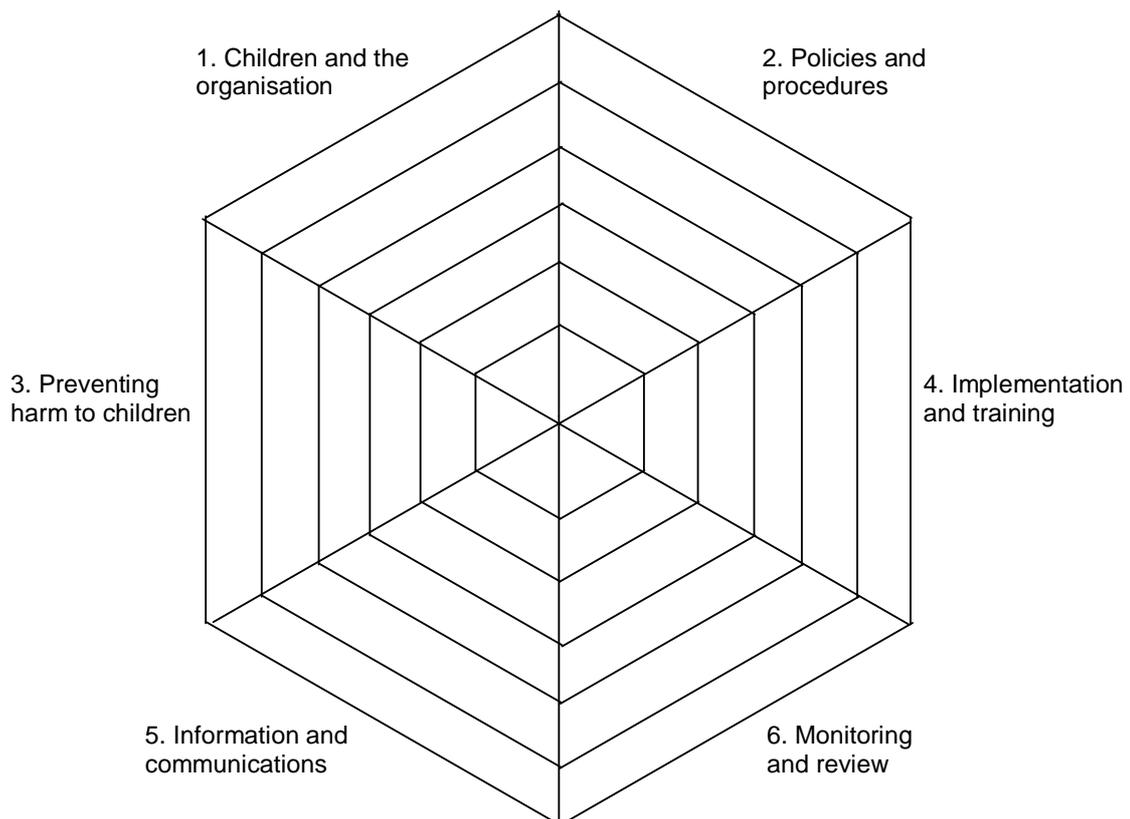
		<b>In place</b>	<b>Partially done</b>	<b>Not in place</b>
	<b>Information and communication</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the organization knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child safeguarding resources, safe places, national authorities, and emergency medical help.			
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment, and bullying.			
5.	Contacts are established at a national and/or local level with the relevant child safeguarding/welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support, and information.			
	<b>Monitoring and review</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	Arrangements are in place to monitor compliance with child safeguarding measures put in place by the organization.			
2.	Steps are taken to regularly ask children and parents/caregivers their views on policies and practices aimed at keeping children safe and the effectiveness of these policies.			
3.	The organization uses its experience in operating child safeguarding to influence policy and practice development.			
4.	All incidents, allegations of abuse, and complaints are recorded and monitored.			
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years.			
6.	Children and parents/caregivers are consulted as part of a review of safeguarding policies and practices.			

## The self-audit web

When you have finished the self-audit tool, transfer your answers to the web using different colored pens or three different kinds of shading for A, B, and C. The self-audit web lets you make a diagram for your organization, showing how well your organization is doing in making children safe, and where you need to take further action.

Please note that this web reflects the Keeping Children Safe standards. The standards have been grouped into six categories to make it easier. The aim of this exercise is to map out any gaps in each of the six sections.

Once the key criteria in the table have been read and ticked as either: **in place**, **partially done**, or **not in place**, transfer the results to the web using the shading key. The web illustrates visually the stage reached by the organization in safeguarding children and highlights where further action needs to be taken. Please note that there is no intended hierarchical progression from 1–6, the aim of this exercise is to reveal any gaps.





## Annex C: Child Safeguarding Implementation Action Planner

Child safeguarding action planner				
Standard	Priority activities	By whom	By when	Support/resource needs
1. Creating a child safe culture				
2. Developing policies and procedures that help keep children safe				
3. Organizational operations and practices to prevent harm to children				
4. Staff and representatives implement child safeguarding measures and receive appropriate training				
5. Communicating on keeping children safe				
6. Accountability for safeguarding children				

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