



Child safeguarding staff training

Description:	A 3-4 hours' staff training on child safeguarding for organisations working with children, families and/or communities. This training can be used either as a first-time training or a refresher course. Regular (annual or biennial) training on the subject helps your staff to stay focused on your child safeguarding policy and to actually use it in practice.
Goal of the session:	All staff members in the organisation understand the importance of child safeguarding and of working according the organisation's child safeguarding policy. All staff members are able to recognise child abuse. All staff members know how to act and, in practice, are able to act according the organisation's child safeguarding policy.
Audience:	All staff members (from all organizational levels), including senior and junior staff and volunteers.
Target group:	The organisation's child protection/safeguarding officer or the officer who is in charge of child protection/safeguarding issues.
Preparation time:	3 or more hours
Duration:	3 or more hours
Training method:	A training with a choice of exercises to help staff members to put the organisation's child safeguarding policy in practice. All participants are required to have (re)read the child safeguarding policy before attending the training.
Materials:	A printed version of this tool. For additional materials needed during the exercises: see the description of each exercise.
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For the Facilitator

Introduction

Organisations should offer all their staff members training and annual or biennial refresher courses on child safeguarding in the organisation. This to ensure that all staff members are able to recognise child abuse and not only know how to act but also have practised acting according the organisation's child safeguarding policy. Regular training on the subject increases the chance that your staff will actually act according your policy during their day-to-day work.

This 3-4 hours' staff training session about child safeguarding can be used either as a first-time training or a refresher course. You are advised to include all subjects described below in your training. We have selected a couple of exercises to address these subjects, but of course you are free to adapt them or replace them by your own exercises.

Instruction

Invite the participants and inform them about the training's pre-condition: all participants are required to have (re)read the organisation's child safeguarding policy before attending the



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training. During the training participants are given the opportunity to ask their questions about the policy.

Most exercises are done in sub groups. When you introduce the first exercise that is done in sub groups, split up the group in small groups of 4-8 participants. Form mixed groups and one separate group with members of the management team. Keep the same groups throughout the training.

Set up of the training

Introduction

Subject 1: Definition and signs of child abuse

Exercises:

- A. Warming-up quiz
- B. OR Attitudes and values
- C. Discussion about risks for children (optional)

Subject 2: Child safeguarding policy

Exercises:

- A. Questions about child safeguarding policy
- B. Board game

COFFEE / TEA BREAK

Subject 3: Reporting and responding to child safeguarding concerns

Exercises:

- A. 'What would you do' game
- B. Roleplay

Conclusions

Below you find detailed instructions for the introduction, exercises and conclusion as well as hand-outs for the participants to read afterwards.



Introduction

Description:	Introduction of the facilitator, participants and training's subject, goals, importance and planning before starting the actual training.
Goal:	The participants know why the training is important and what to expect of the training.
Preparation time:	15 minutes
Duration:	15 minutes
Materials:	A copy of this tool.

Introduction

Start the training by greeting the participants, introducing yourself and the participants and explaining the training's subject, goals, importance and planning. Conclude the introduction by asking if the participants have any questions so far.

Instruction

Part of introduction	Instruction for the facilitator
1 Welcome	Say welcome to the participants.
2 Facilitator's introduction	Introduce yourself. Explain your role as the organisation's child protection/ safeguarding officer.
3 Subject and goals	Mention the subject and goals of the training.
4 Participants' introduction	Ask everyone to say who they are, perhaps one or two things they would like to get from the training session and if they have any anxieties or worries about it. Ask new employees whether they have done such a training before. If yes, ask what they learnt during the training and what the contents of the child safeguarding policy were.
5 Importance	Highlight the importance of protecting children and youth but also protecting the organisation. Explain the difference between child safeguarding (organisation) and child protection programming (community) ¹ .
6 Planning	Explain the planning of the training. Ask all participants if they have any questions before starting the actual training.

¹ *Child safeguarding: the responsibility that organisations have to ensure their staff, operations and programmes “do no harm” to children and that any concerns the organisation has about children’s safety within the communities in which they work are reported to the appropriate authorities.*

Child protection: the work being undertaken to strengthen laws, policies and systems, which are designed to protect children in a given country in his or her own family and community.

(Source: Keeping Children Safe (2014). Understanding Child Safeguarding. A facilitator’s guide.)



1A. Warming-up quiz

Description:

A dynamic quiz to introduce the subject of child abuse.

Goal:

The participants gain insight in their knowledge about child abuse and signs of child abuse.

Preparation time:

15 minutes

Duration:

30 minutes

Materials:

A copy of this tool.

Introduction

Do this quiz with all participants. You can use the quiz below and, if you wish, adapt it by changing and adding questions.

Instruction

1. Ask all participants to stand up.
2. Explain that you are going to ask several questions that can be answered by answer A, B or C. After every question all participants answer the question at the same time by raising or not raising hands. No raised hands means answer A, one raised hand means answer B and two raised hands means answer C.
3. Do a test question to see if the participants have understood your explanation:
Starting to wet again, fear of someone a child knows well and personality changes such as becoming insecure or clinging are possible signs of:
A: Neglect
B: Physical abuse
C: Sexual abuse (Correct answer)
4. (To add a competitive element to the quiz: Explain that participants who gave a wrong answer have to get seated. They can still participate. Explain that the winner(s) of the quiz is the participant that gave most correct answers and stayed stood up the longest.)
5. (In case of having a winner before the end of the quiz: You can repeat the game for the remaining questions.)
6. Start doing the quiz. Important: Offer participants the opportunity to react and ask questions during the quiz.



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Quiz questions

1. Child abuse can only happen when the child has been born, not during pregnancy.
A: True
B: False (Correct answer: child abuse also involves maternal neglect during pregnancy as a result of drug or alcohol misuse.)

2. Children with disabilities are more vulnerable to abuse than other children.
A: True (Correct answer)
B: False

3. Women seldom are perpetrators of sexual abuse. Is that:
A: True
B: False (Correct answer: a small percentage is female.)

4. Most perpetrators of sexual abuse have been abused themselves during their childhood.
A: True
B: False (Correct answer)

5. Aggression towards others, stealing and chronic running away are possible signs of:
A: Physical abuse (Correct answer)
B: Emotional abuse
C: Neglect

6. Emotional neglect is just as harmful as physical abuse.
A: True (Correct answer)
B: False

7. Mostly children are sexually abused by strangers. Is that:
A: True
B: False (Correct answer)

8. A Christian employee will never harm a child.
A: True
B: False (Correct answer)

9. Poor people sooner neglect their children.
A: True
B: False (Correct answer)



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10. Continually saying “I’m stupid, ugly, worthless, etc”. and saying “I deserve this” when having pain are possible signs of:
- A: Physical abuse
 - B: Emotional abuse (Correct answer)
 - C: Sexual abuse
11. A child walks to you when you are visiting a school or village. She cries and complains about having a headache. What do you think?
- A: Girls often get a headache when they experience mental problems, so probably something happened and she doesn’t dare to talk about it.
 - B: Well... girls cry quickly and especially this one, so probably nothing happened at all.
 - C: Headache, crying... let’s feel her forehead to check whether she has a fever too. (Correct answer)
12. ...
- A: ...
 - B: ...
 - C: ...



1B. Attitudes and values

Description:	This exercise helps participants to explore their and their colleagues' views on child abuse. They will realise that their own and their colleagues' opinions are based on differences in experiences, values and attitudes and therefore may vary. Participants are challenged to gain a common understanding about child abuse.
Goal:	To help participants explore and share their own views, values and beliefs about child abuse. To establish some common areas of agreement about child abuse.
Preparation time:	15 minutes
Duration:	30 minutes
Materials:	A copy of this tool. One for each participant: workshop sheet 'Questionnaire – Views on abuse', a pen. Optional: 4 flipchart papers, tape and a marker.
Copyright:	Keeping Children Safe (2014). Understanding child safeguarding. A facilitator's guide. Adapted by Red een Kind, 2016.

Introduction

Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, that a parent, or someone working for a faith-based organisation, would never harm a child. We also assume that people who work with charities have humanitarian beliefs – they want to help people – surely they would never harm a child/young person accessing a service? It is hard for us to accept that any of these people might abuse a child because it would be so terrible if they did. Besides that, opinions about abuse are subjective: what might be abusive in one person's view may not be seen that way by another. We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour. This exercise helps participants to become aware of all this.

The exercise is partly done in sub groups, finished by a discussion with the whole group. If you do exercise 1A ("Warming-up quiz") as well, you might want to adapt the quiz as it contains some similar statements.

Instruction

1. Distribute copies of the workshop sheet 'Questionnaire – Views on abuse' below, one to each participant. Ask participants to complete the questionnaire quickly on their own.

Explain that they need to read the statements and decide whether they:

- strongly agree
- agree
- disagree
- strongly disagree.



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2. Divide participants into small groups of three or four people. Ask them to share their responses to the statements – why did they give those answers?
3. Bring the group back together. Discuss which questions caused the most discussion and why.
4. Alternatively put up four flipchart papers around the room, with the words “strongly agree,” “agree,” “disagree,” and “strongly disagree.” After the participants have filled out the questionnaire, read each statement out loud or ask a participant to read each statement, then ask participants to stand under the flipchart paper containing their answer.
This is a dynamic and visual way to show that participants do not always agree on what constitutes abuse – even if they work for the same organisation. Ask participants why they feel as they do.
If time allows, ask them to try to convince each other to change sides. This is an enjoyable way for participants to realise that without a child safeguarding policy in their organisation, there could be little or no agreement as to what constitutes abuse, and children may not be safeguarded from harm.
5. Note: This exercise is likely to generate a lot of discussion and you may find people disagree completely. When leading the discussion at the end of the exercise, ask people to focus on:
 - Where does your belief about this statement come from? Why do you believe this?
 - What does it mean for you to hold on to that belief?
 - How might this belief influence or affect how you respond to a child you are concerned about?



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Workshop sheet ‘Questionnaire – Views on abuse’²

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Hitting children is always wrong and is a form of child abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sexual abuse of children is not a problem in this country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using a stick as a way of disciplining children in school is OK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reporting abuse is likely to make things worse for the child so it is better not to do or say anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Disabled children are more at risk of being abused than other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There is no proper legal system for reporting abuse cases, so it is not worth reporting anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would not trust the police enough to report child abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff employed to work with children are unlikely to abuse them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Children often make up stories about being abused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Boys are less likely to be sexually abused than girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A faith leader would never abuse a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Only men abuse children, women are safer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² Source: Keeping Children Safe (2014). Understanding child safeguarding. A facilitator’s guide.



1C. Discussion about risks for children

Description:	An exercise to discuss and gain insight in the risks for children regarding child abuse in your organisation.
Goal:	To be aware of risks for children regarding child abuse in your organisation.
Preparation time:	15 minutes
Duration:	30 minutes
Materials:	A copy of this tool, 4 flipcharts or A3 papers, tape, post-its, pens, hand-outs 'Definitions of abuse and harm'.
Copyright:	Keeping Children Safe (2014). Understanding child safeguarding. A facilitator's guide. Adapted by Red een Kind, 2016.

Introduction

This exercise is done in sub groups, finished by a discussion with the whole group. Feel free to add relevant questions.

Instruction

1. Write the following 4 questions at the head of 4 flipchart papers or A3 papers: 1 question on each paper. Hang up the papers in different corners of the room.
Questions:
 - What kinds of abuse/behavior are seen in the organisation that cause harm for children?
 - Who are children most at risk from?
 - Are there any common practices, or traditions that could harm children?
 - What do you think children would tell you about what helps keep them safe or what makes them feel unsafe?
2. Split up the group in small groups of 4-8 participants. Form mixed groups and one separate group with members of the management team. Provide all sub groups with pens, post-its and the hand-out 'Definitions of abuse and harm'.
3. Explain the exercise: The sub groups will discuss the questions and write their answers on post-its and stick them to the flipcharts (15 min.). When all questions have been answered, all participants view the answers of all sub groups on the flipcharts (5 min.). The exercise is finished by a discussion with the whole group (10 min).
4. Tell the participants to start and when to go to the next stage of the exercise.
5. Finish the exercise by a discussion with the whole group. Ask the following questions:
 - Did you find any differences between your own answers and the answers of other groups?
 - Are there other particular things that drew your attention?
 - What did you learn from this exercise?



2A. Questions about child safeguarding policy

Description:	An opportunity for the participants to ask their questions about the organisation's child safeguarding policy.
Goal:	The participants fully understand the organisation's child safeguarding policy.
Preparation time:	None
Duration:	15 minutes
Materials:	A copy of this tool, a piece of paper, a pen or pencil. One for each participant: A pawn.

Instruction

1. Ask all participants: Do you have any questions about the organisation's child safeguarding policy that you have read?
2. Write down the keywords of the questions on a piece of paper.
3. Check which questions will be dealt with later on in this training. Inform the participants about it.
4. Deal with the other questions now. You can either answer the questions yourself or ask other participants to answer the questions and complete the answers yourself if needed.



2B. Board game

Description:	This board game in sub groups is a playful way to discuss child safeguarding and its importance. Participants also become aware of what behaviour towards children might get them in difficult situations.
Goal:	The participants know what child safeguarding is and why it is important. They know what behaviour towards children and their communities is inappropriate and why.
Preparation time:	15 minutes
Duration:	30 minutes
Materials:	A copy of this tool. One for each sub group: A copy of the board game on A3 (see the last page of this document), a copy of the board game instruction for participants on A4, a dice. One for each participant: A pawn.

Introduction

A board game is a tabletop game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games usually have a goal that a player aims to achieve. Board games are often based on defeating opposing players in terms of counters, winning position, or accrual of points.³ Examples of board games are chess, draughts game, backgammon and the Dutch so-called Goose game on which this training's exercise is based.

The Goose game's board consists of a track with consecutively numbered spaces (usually 63), and is often arranged in a spiral with the starting point at the outside. Each player's piece (a pawn) is moved according to throws of a dice.⁴ The board contains cells with assignments, like going a couple of cells backwards or forward, losing a turn or being sent back to start. The board game below also contains questions. The aim is to reach the finish as quickly as possible. The first player to reach the finish is the winner of the game.

This variety on the original Goose game is a playful way to discuss child safeguarding and its importance. Participants discover which behaviour towards children and their communities is regarded as inappropriate. This game is preferably played in groups of no more than 5 players.

Instruction

1. Split up the group in the same sub groups as you did for exercise 1C (small groups of 4-8 participants: mixed groups and one separate group with members of the management team). If the sub groups consist of more than 5 participants: ask the sub groups to divide themselves into two groups. Provide all groups with a copy of the

³ Source: https://en.wikipedia.org/wiki/Board_game (April 2016)

⁴ Source: https://en.wikipedia.org/wiki/Game_of_the_Goose (April 2016)



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board game on A3 (you will find the board game on the last page of this document), a copy of the board game instruction for participants on A4, a pawn for each participant and a dice.

2. Explain that all sub groups will do a board game. Explain what a board game is and explain the exercise using to the 'board game instruction for participants' below. Inform the participants that groups that have finished the game can have a coffee/tea break.
3. Tell the participants to start.



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Board game instruction for participants

Introduction

A board game is a table top game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. The board consists of a track with consecutively numbered spaces and is arranged in a spiral with the starting point at the outside. Each player's piece (a pawn) is moved according to throws of a dice.

The board contains cells with assignments, like questions that have to be answered, going a couple of cells backwards or forward, losing a turn or being sent back to start. The board also contains cells with ladders that oblige participants to go forwards or backwards.

The aim is to reach the finish as quickly as possible. The first player to reach the finish is the winner of the game.

This game is preferably played in groups of no more than 5 players.

Materials

A copy of the board game on A3.

A copy of the board game instruction for participants on A4.

A pawn for each participant.

A dice.

Instruction

1. Every participant in the group gets one pawn and places it on the board in cell 1 ('START').
2. The game is started by the youngest participant. He is the first participant to throw the dice and take its pawn. He places his pawn on the board the number of cells ahead corresponding with the number on the top side of the dice. (For example, the pawn is placed in cell 1 and the number on the top side of the dice is '2', then the participant places its pawn 2 cells ahead in cell 3.)
3. Then the second participant throws the dice and replaces its pawn and so on, until all participants got a turn.
4. After that the first participant throws the dice again, then the second participant throws the dice again, et cetera.
5. Some cells have an assignment. If you have to place your pawn in such a cell you have to do the assignment. When you place your pawn in a cell containing a ladder you have to place your pawn in the cell the ladder leads to, either going forwards or backwards.



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6. The winner of the game per sub group is the first participant that reaches cell 63 ('FINISH'). The winner exactly has to reach cell 63. For example, if a participant's pawn is in cell 60 and he wants to go to cell 63, after throwing the dice it's top side should show '3'. If the top side of the dice shows a higher number, the participant has to count back from cell 63 the remaining amount of cells. So if the participant's pawn is in cell 60 and he throws '5', it is 3 cells to 63 and then there are 2 cells left to go. 2 cells back from 63 is cell 61, which is the cell in which the pawn is placed.
7. Continue the game until all participants have reached FINISH.



3A. ‘What would you do?’ game

Description:

In this game participants put the organisation’s child safeguarding policy into practice. They have to deal with a situation full of dilemma’s. They are directly confronted with the consequences of their choices, but they are allowed to help each other and to reconsider their choices. And after all, the game is not about making no mistakes, but about becoming aware of the difficulties you can be confronted with in practice and about learning how to act towards children as careful as possible.

Goal:

The participants are able to act towards children according to the organisation’s child safeguarding policy. They understand why acting according to the policy is important.

Preparation time:

15 minutes

Duration:

1-2 hours

Materials:

A copy of this tool, printed ‘What would you do?’ cards, scissors, tape.

Introduction

The game is played in sub groups, finished by a discussion with the whole group. Feel free to add relevant questions during this discussion.

Instruction

1. Print the ‘What would you do?’ cards below. Cut them out and hang them up across the room.
2. Split up the group in the same sub groups as you did for exercise 1C (small groups of 4-8 participants: mixed groups and one separate group with members of the management team).
3. Explain the exercise: All groups will do a game (30 min.). Throughout the room there are cards containing numbers, situations and questions. All groups start after each other with card 1. You read the situation and question on the card. Together you decide about what to answer to the question and why. Depending on your answer, the card guides you to a next card. As groups may give different answers they can be guided to different cards.

There are 2 cards that don’t guide you to a next card: card numbers 6 and 14. When you have reached one of those cards, go back to a card with a question that you:

- Doubted or disagreed about and want to answer differently.
- In retrospect would have answered differently.
- Would like to answer differently to find out what would have happened when you had done so.

The facilitator announces when the game is finished (when all groups have gone through the game at least once). The exercise is completed by a discussion with the whole group (20 min).



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4. Emphasize: This game is NOT about making no mistakes, but about becoming aware of the difficulties you can be confronted with in practice and about learning how to act towards children as careful as possible.
5. Appoint a group to start. When they have finished card 1, appoint the second group to start and so on.
6. Walk around in the room and stimulate the discussions in the sub groups by asking and answering questions and giving hints. For example, ask what is customary in the communities you work in, say that participants shouldn't act too forced but be alert and say that participants should think logically.
7. After about 30 minutes and when all groups have gone through the game at least once, announce the end of the game.
8. Finish the exercise by a discussion with the whole group (approx. 20 min.). Ask for example the following questions:
 - What did you doubt or disagree about as a group?
 - What situations did you find difficult?
 - What answers did get you into trouble?
 - What did you answer on the questions of card 6?
 - What did you answer on the questions of card 14?
 - What did you learn from this exercise?
 - Do you have any questions?
9. Emphasize that the participants:
 - Should make sure that they are never alone with one or more children, but always in the company of someone who knows the child(ren) well.
 - When being asked to keep a secret should always explain to the child: I can't promise to keep a secret, because you might tell me something that is harmful to you or someone else, but in such a case I will act as careful as possible. The participants can stimulate the child to share their story or question with someone they know well. They can also offer to join the child when going to that person if that makes it easier for them.
 - Should not give money to individuals or groups.



'What would you do?' cards

1

You visit a project of your organisation in a village. It's your first-time visit, you don't know the project and the village. Colleagues of you have been working with this community for a long time. You get a hospitable welcome in the village and you notice a lot, especially the poverty.

A group of children walk alongside you. One girl follows you wherever you go and looks at you. When you visit the school, she walks to you and attracts your attention by pulling your sleeve. She asks: "Can we talk for a second please?" What do you answer?

If you agree → go to 2.

If you refuse → go to 3.

2

She doesn't want anyone to overhear your conversation. There is an empty class room. She wants to go into the room together, so that you both have a seat and no-one can hear what she wants to tell you. What do you do?

If you agree → go to 4.

If you refuse → go to 5.

3

The girl keeps following you and keeps asking: "Can we talk for a second please?" What do you answer?

If you agree → go to 2.

If you refuse → go to 6.



4

She tells you that she has a secret and that she doesn't dare to tell anyone about it. But she would like to tell you her secret. Can she tell you?

If you agree → go to 7.

If you refuse → go to 8.

5

She really wants to have a chat with you, but rather quite alone, so slowly she pushes you in the direction of a tree on the playground, slightly away from the others. What do you do?

If you agree → go to 4.

If you refuse → go to 6.

6

A man walks to you. He looks angry. "So, you don't want to talk to our children? Why?" What do you do?

7

“Okay”, says the girl. “I will tell you, but you have to promise me that you won’t tell anyone else!” What do you say?

If you agree → go to 9.
If you refuse → go to 10.

8

You answer: “No, I’m sorry, you better go to one of my colleagues that work here.” But the girl says: “No, I really can’t tell anyone but you.” What do you say?

If you agree → go to 7.
If you refuse → go to 11.

9

“Okay, I will tell you”, says the girl. “I can’t go to school, because when I am having my period I don’t have sanitary towels. And so I don’t go to school, because when I don’t attend school for a few days everyone knows why. Do you want to give me money to buy sanitary towels?”

If you agree → go to 12.
If you refuse → go to 13.



10

You tell the girl: "No, I can't promise you." "Okay", answers the girl. "Then I don't tell you about it." And she goes outside/away.

→ Go to 14.

11

You go outside/away.

→ Go to 14.

12

Yes, you give her the money. And then both of you go outside/away.

→ Go to 14.



13

No, you can't give her money. Both of you go outside/away.

→ Go to 14.

14

A man walks to you and asks, not quite friendly:
“What did you do there with my daughter?”
What do you answer?



3B. Roleplay

Description:	In this improvised roleplay exercise participants put the organisation's child safeguarding policy into practice. They practise applying the policy in a couple of situations they can be confronted with during their day-to-day work. Participants support each other to deal with these cases.
Goal:	The participants are able to act towards children according to the organisation's child safeguarding policy.
Preparation time:	30 minutes
Duration:	1-2 hours
Materials:	A copy of this tool. One for each sub group: A set of case cards.

Introduction

This exercise is done in sub groups, finished by a discussion with the whole group. The sub groups will practise how to act in situations in which the child safeguarding policy needs to be applied, by performing improvised short plays, so-called roleplays.

You can print and use the cases below or print cards with your own cases (for example specific child safeguarding situations employees in your organisation had to deal with in the past or imagined situations). Also ask each sub group to come up with its own cases.

Instruction

1. Print the case cards below or print your own cases on cards.
2. Split up the group in the same sub groups as you did for exercise 1C (small groups of 4-8 participants: mixed groups and one separate group with members of the management team).
3. Explain the exercise: All sub groups will perform improvised roleplays; short plays about situations in which child safeguarding is at stake (30 min.).

All groups receive cases on cards. These cases are about real or imagined situations concerning child safeguarding that you can be confronted with during your day-to-day work. You are also asked to come up with such situations yourselves. By performing roleplays in sub groups you can exercise how to act in these situations. Don't be afraid, the roleplays performed by a sub group are only watched by the sub group itself.

Start the session in your group by reading the cases on the cards that you received. Then ask if members of your group had to deal with child safeguarding issues in the past that they experienced as difficult. Together choose two situations, as written on the cards or as shared by group members, to perform in an improvised roleplay.

Start with one case. Read the case on the card and divide the roles amongst each other. Group members without a role are the spectators of the roleplay in your sub group. When the situation evolves they can play other roles if needed. Start a play with the case and continue the story. The person playing the lead role may ask the



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spectators for advice. The spectators may also jump in in the situation and take over the lead role if they have a better action in mind. Finish the roleplay when you think that you have dealt with the case successfully.

I announce when the time for the roleplays has finished. If you have finished the two roleplays before my announcement, then perform a roleplay about another case. We complete the exercise by a discussion with the whole group (20 min).

4. Emphasize: These roleplays are NOT about making no mistakes, but about practising how to act in situations that are difficult to deal with, with the help of your colleagues. This will prepare you for handling real-life situations and will make it easier for you to call in colleagues when you need help.
5. Ask groups to divide themselves across one or more rooms and tell them to start.
6. Walk around in the room(s) and help sub groups by asking and answering questions and providing them with suggestions about how to act.
7. Announce the end of the game after about 30 minutes.
8. Finish the exercise by a discussion with the whole group (approx. 20 min.). Ask for example the following questions:
 - What actions did help you to deal with the situations well?
 - What actions did not help you to handle the situations well?
 - What did you find difficult?
 - What stops an organisation's staff reporting on abuse by a colleague?
 - Do you have any questions?



Case cards

Roleplay – Boy in church choir

Case:

You visit a project of your organisation. A boy of about 10 years old walks to you. Little by little he starts to talk and he tells you about a problem: he attends the church choir, but every Saturday when they practise he has to go to the pastor's home. And he doesn't like that. What do you do?

Assignment:

Perform this situation in an improvised roleplay. One member of your sub group plays the boy and one plays the employee of your organisation. When the situation evolves other members of your group can play other roles if needed.

Start the play with the case described above and continue the story. The person playing the employee may ask the spectators (other group members) for advice. The spectators may also jump in in the situation and take over the employee's role if they have a better action in mind. Finish the roleplay when you think that you have dealt with the case successfully.

Roleplay – Colleague alone with child

Case:

You visit a school together with a colleague. At different moments he is out of sight. When you ask him about it his answers are very vague. At a certain moment you see him walking alone with a child. What do you do?

Assignment:

Perform this situation in an improvised roleplay. One member of your sub group plays the child, one plays the colleague and one plays the other employee that is concerned about the behaviour of his colleague. When the situation evolves other members of your group can play other roles if needed.

Start the play with the case described above and continue the story. The person playing the employee that is concerned may ask the spectators (other group members) for advice. The spectators may also jump in in the situation and take over the employee's role if they have a better action in mind. Finish the roleplay when you think that you have dealt with the case successfully.



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Roleplay - [Your own case]

Case:

[Your own case or a case brought in by the sub group]

Assignment:

Perform this situation in an improvised roleplay. All roles in the situation are played by members of the sub group. When the situation evolves other members of your group can play other roles if needed.

Start the play with the case and continue the story. The person playing the lead role may ask the spectators (other group members) for advice. The spectators may also jump in in the situation and take over the lead role if they have a better action in mind. Finish the roleplay when you think that you have dealt with the case successfully.



Conclusions

Description:	Conclusion of the training with a short summary of what the participants have learned, additional written information for the participants, answers to remaining questions and oral and written feedback.
Goal:	The participants are able to put the child protection policy in practice and know where to go if they have questions, remarks or concerns. The facilitator has received feedback to adapt a following staff training.
Preparation time:	15 minutes
Duration:	15 minutes
Materials:	For all participants: evaluation forms, hand-outs 'Definitions of abuse and harm', 'Indicators of abuse', 'What is child safeguarding' and 'What to do when someone tells you they have been abused'.

Introduction

Finish the training together with all participants.

Instruction

Part of introduction	Instruction for the facilitator
1 Summary	The facilitator summarizes the exercises and what the participants have learned (the goals of the exercises + the main remarks of the participants during the training).
2 Optional: Hand-outs	Hand-out the hand-outs 'Definitions of abuse and harm', 'Indicators of abuse', 'What is child safeguarding' and 'What to do when someone tells you they have been abused' to each participant and ask them to read them carefully after the training.
3 Questions	During the introduction of the training the participants have shared one or two things they would like to get from the training session. Ask the participants whether they actually did learn what they hoped to learn. Answer their questions. Ask whether there are any questions left about the organisation's child safeguarding policy, how to act according to the policy or any other subject. Answer those questions as well. Emphasize that the participants can always contact you if they have any questions, remarks or concerns.
4 Feedback	Encourage the participants to share how they experienced the training, to give feedback.
5 Evaluation	Hand-out short evaluation forms and ask the participants to complete them and return them to you after the training.
6 Thank you	Say thanks to all participants for attending the training and for their active participation.



Hand-out: Definitions of abuse and harm

Description:	Hand-out belonging to subject 1: Definition and signs of child abuse, and to exercise 1C ‘Discussion about risks for children’. This hand-out can be given to all participants to be read by them after the training.
Copyright:	Keeping Children Safe (2014). Understanding child safeguarding. A facilitator’s guide.

“Child abuse is a global problem that is deeply rooted in cultural, economic and social practices.”
(WHO 2002)

Trying to define child abuse as a world phenomenon is difficult because of the vast cultural, religious, social/political, legal and economic differences that children experience. What may seem to be abusive in one country may be acceptable in another. In order that child safeguarding approaches make sense it is crucial that a common understanding is reached by organisations as to what the definition of child abuse is and in what circumstances their policy and procedures apply.

Any definition of child abuse and neglect assumes a definition of the child. According to the UN Convention on the Rights of the Child (UNCRC), a child is every human being below the age of 18 years. However, some countries state that children reach adulthood younger than 18.

“Child abuse and neglect, sometimes also referred to as child maltreatment, is defined in the World Report on Violence and Health as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust, or power.”
(WHO, 1999 & 2002)

Many children living throughout the world can therefore easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through as no child safeguarding policy can address all abuse of children and would be ineffective if it were used in this way.



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The following definitions can be used as a guide:

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

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

Child sexual exploitation: a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim's options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual.

Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods. It may also involve opportunistic or organised networks of perpetrators who profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

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

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

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



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Other forms of abuse

Internet abuse and abusive images of children

Abusive images of children (commonly known as child pornography) is defined as any representation, by whatever means of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes. Technology has also meant that children are now subject to additional abuse and cyber bullying through the internet and other forms of social media. Digital and mobile phone cameras have made it possible for some children's images to be distributed across the internet without their knowledge and there is also a trade in the transmittal of abusive images of children. Children may also be at risk of coming in to contact with people who want to harm them through their use of the internet. More information is available in *Keeping Children Safe Online: A guide for organisations*.

Additional information on internet safety advice for parents, carers and children and young people can be found on: www.ceop.gov.uk and www.thinkuknow.co.uk

Abuse linked to belief in “possession”, “witchcraft” or related to spiritual or religious belief

Abuse linked to the belief in “spirit possession”, “witchcraft” or other spiritual beliefs can occur when communities or individuals believe that a child or an adult is in possession of evil spirits. In the case of child abuse it generally occurs when the child is being viewed as “different”: the child could be disobedient, ill or disabled. The accuser (often small groups of people somehow related to the child) believe they need to “punish” the allegedly possessed child or free/exorcise him or her of the spirit.

Such beliefs can result in extremely cruel practices to children, including severe beating, burning, starvation, isolation, cutting or stabbing. They can even cause death of the child. Ritualistic ceremonies or other practices to hurt children can also be part of this harmful practice.

The belief in “possession” and “witchcraft” is widespread. It is not confined to particular countries, cultures or religions. See: www.everychildmatters.gov.uk

Spiritual abuse occurs when a spiritual leader or someone in a position of spiritual power or authority (whether organisation, institution, church or family) misuses their power or authority, and the trust placed in them, with the intention of controlling, coercing, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse. [Note: This definition applies to a Christian setting and should be adapted to the specific issues relevant to other faith settings.]



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Abuse of trust A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. An abuse of trust can be committed by, for example, a teacher, humanitarian or development worker, sports coach, scout leader, faith leader. It is vital that those in a position of trust understand clearly the power this gives them over those they care for and the responsibilities this carries. They must be given clear guidance to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, can be made. This is particularly important in the context of humanitarian aid, when those in positions of power also control aid and resources.

Cultural values Some common factors, such as poor economic status, violence within the home, and drug and alcohol abuse, increase the likelihood of children being abused. However some of the most powerful factors are specific to the culture and society in which a child lives. It is vital to determine what are the culturally accepted child rearing practices and attitudes to faith, gender, disability, sexual orientation in different countries and regions. This is not to lower the level of concern, or condone abuse but more to understand the environment in which it occurs and the community attitude to it.

Indicators of abuse

Indicators of abuse give us important clues to what might be happening to a child or young person. They should not though be seen in isolation from the rest of the child's life and experience.

For disabled children indicators of abuse may be masked or confused by their disability and/or by the way their disability is viewed or perceived. Common statements put forward include that:

- injuries are self inflicted
- behaviour is symptomatic of the disability
- a disabled child's allegation is false because he or she does not know what they are talking about
- a disabled child has to treated in a certain way for his or her own good: for instance by restraining, chaining up or not feeding or dressing the child.

It is therefore important to recognise that disabled children can be abused and harmed and humanitarian aid workers have encountered many instances of disabled children being wrongly treated and abused. Importantly as well the effects of abuse may be more dangerous for disabled children than for others. For instance not feeding a child who cannot feed him or herself will ultimately lead to death. The protection of disabled children therefore may need extra thought and attention especially when a community or society does not recognise the human rights of disabled children.



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Additional factors

Research studies have increased awareness of the potential harmful impact on the emotional development of young people who live in families where domestic violence, mental health problems, drug or alcohol abuse may be present. Children who act as carers for disabled parents may also have additional support needs.

Bullying is now recognised as increasingly harmful to children and young people. This can take the form of physical intimidation, verbal intimidation – including racist and sexist remarks – or emotional intimidation, for example isolating or excluding someone. It is difficult to define but always involves a less powerful person experiencing deliberate hostility.

These notes have been prepared using a variety of sources and original material. Further resource information can be found on the www.nspcc.org.uk website and www.who.int

Additional materials for professionals working with children can be downloaded from: www.nspcc.org.uk/freshstart. Fresh Start facilitates a multi-disciplinary community of practice in relation to child sexual abuse and acts as a conduit for learning from best practice.



Hand-out: Indicators of abuse

Description:

Hand-out belonging to subject 1: Definition and signs of child abuse.. This hand-out can be given to all participants to be read by them after the training. Keeping Children Safe (2014). Understanding child safeguarding. A facilitator's guide.

Copyright:

"Recognising indications of potential abuse is complex and there is no simple checklist to allow easy recognition."⁵ "There are potential warning signs that [you] can be alert to but they should be observed and assessed with care."⁶ "It should not be automatically assumed that abuse is occurring, and talking to the child may reveal something quite innocent. In addition these indicators should also be considered in the local context and judgments made about their relevance. It is important, however, not to dismiss significant changes in behaviour, fears, worries, and physical indicators a child is exhibiting. [...] Do not ignore these signs, but remember it is not your role to become an investigator."⁷

From Kidscape:

Possible signs of physical abuse

- Unexplained recurrent injuries or burns.
- Improbable excuses or refusal to explain injuries.
- Wearing clothes to cover injuries, even in hot weather.
- Refusal to undress for gym.
- Bald patches.
- Chronic running away.
- Fear of medical help or examination.
- Self-destructive tendencies.
- Aggression towards others.
- Fear of physical contact – shrinking back if touched.
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to “make him study”).
- Fear of suspected abuser being contacted

⁵ Sense International Child Protection Policy, section 5.2.1.

⁶ Sense International Child Protection Policy, section 5.2.2.

⁷ ECPAT Australia, Choose with Care, p.34.



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Possible signs of emotional abuse

- Physical, mental and emotional development lags.
- Sudden speech disorders.
- Continual self-depreciation (“I’m stupid, ugly, worthless, etc”).
- Overreaction to mistakes.
- Extreme fear of any new situation.
- Inappropriate response to pain (“I deserve this”).
- Neurotic behaviour (rocking, hair twisting, self-mutilation).
- Extremes of passivity or aggression.

Possible signs of neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Untreated medical problems.
- No social relationships.
- Compulsive scavenging.
- Destructive tendencies.

Possible signs of sexual abuse:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child’s age.
- Medical problems such as chronic itching, pain in the genitals, sexually transmitted infections (STIs), pregnancy.
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating.
- Being isolated or withdrawn.
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder.
- Starting to wet again, day or night/nightmares.
- Become worried about clothing being removed.
- Suddenly drawing sexually explicit pictures.
- Trying to be “ultra-good” or perfect; overreacting to criticism.

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.



Hand-out: What is child safeguarding?

Description: Hand-out belonging to subject 2: Child safeguarding policy.. This hand-out can be given to all participants to be read by them after the training.

Copyright: Keeping Children Safe (2014). Understanding child safeguarding. A facilitator's guide.

Child safeguarding is the responsibility that organisations have to ensure their staff, operations and programmes “do no harm” to children and that any concerns the organisation has about children’s safety within the communities in which they work are reported to the appropriate authorities.

“Do no harm” is a principle that has been applied in the humanitarian sector but can equally be applied for child safeguarding in both development and humanitarian contexts. This principle refers to organisations’ responsibility to “do no harm” or minimise the harm they may be inadvertently doing simply by being present. In child safeguarding terms, organisations need to ensure that their programmes, staff, partners and operations do not expose children to the risk of harm or abuse.

Overall approach to child safeguarding

An overall approach to child safeguarding is rooted in understanding the risks to children from the organisation (its staff, programmes and operations) and addressing those risks with a range of measures that create child-safe organisations.

Risk, and how to address risk, is a major part of an organisation’s strategies and governance. The more we talk about and recognise risk, the more we can think about preventing it.

This requires your organisation to consider:

- where, when and how you may come into contact with children and what risks that presents
- what policies and procedures are needed to prevent harm and how to respond to concerns appropriately
- who is the appropriate designated person/s to act as the focal point in an organisation to receive and manage any safeguarding concerns and subsequent inquiry/investigation
- what safeguarding induction and training is needed to ensure staff know what to do if they have a concern and what the organisation expects of them
- clarity about any code of conduct to ensure all staff are clear about their professional boundaries when working with children and what is and is not acceptable behavior



ToolSheet

- how to recruit safely.

Unfortunately even with the most robust child safeguarding policies and procedures in place, abuse from within your organisation may still occur. At that point, it is the manner in which your organisation responds that is crucial for the child and for the organisation.



Hand-out: What to do if someone tells you they have been abused

Description:	Hand-out belonging to subject 3: Reporting and responding to child safeguarding concerns. . This hand-out can be given to all participants to be read by them after the training.
Copyright:	Keeping Children Safe (2014). Understanding child safeguarding. A facilitator's guide.

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

If a young person informs you that s/he is concerned about someone's behaviour to them or makes a direct allegation you should:

- react calmly
- reassure them that they were right to tell but do not promise confidentiality
- 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

- avoid leading questions. For example, say: "Then what happened", do not say: "Did he touch your leg?"
- try to get a clear understanding of what the person is saying to you
- ensure the safety of the child or young person. If he or she needs urgent medical attention make sure doctors or hospital staff know that this is a child protection issue
- only contact parents and carers once you have advice and guidance from the organisation's designated child protection staff, manager or external organisations.

Recording information

- Use a standard reporting form to make sure you gather all the relevant and important information.
- Any concerns, allegations or disclosures should be written down as soon as possible. Records should be signed and dated. It is very important that staff and others do not promise confidentiality to a child disclosing abuse or to an adult disclosing concern about another adult or information about their own behaviour. Staff and others must make it clear that they are obliged to follow this policy and explain the possible outcomes that will result from information being given to them.

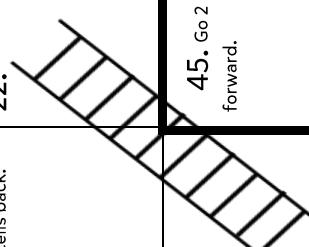
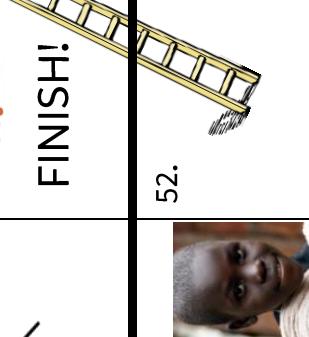
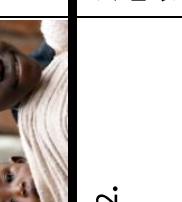
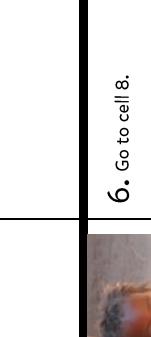


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- Records should be detailed and precise. They should focus on what you and the other person said, what was observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting.
- Any concern, disclosure or allegation is alleged rather than proven at this point.
- All such records should be treated as confidential. They should be passed only to the persons specified in the reporting model above. It is the responsibility of each individual in possession of the information to maintain confidentiality. In certain instances, there will be the obligation for staff and others to report concerns to the appropriate external bodies. This will usually occur as a consequence of the reporting procedure, however if urgent action is required in order to protect children then it may be prior to the reporting procedure.

Allegation concerning possible abuse or exploitation of child by a member of staff

There are particular issues and procedures to consider if the complaint concerns possible exploitation/abuse of a child by a staff member. Additional resource material can be found on the International Council of Voluntary Agencies (ICVA) website www.icva.ch under the Building Safer Organisations project. A copy of the Model Reporting protocols can be downloaded. In addition if a staff member is suspected of abuse, or found with pornographic images of children on a computer, or suspected of an internet crime, this should be reported to the police. Contact the Internet Watch Foundation www.iwf.org.uk and Virtual Global Taskforce www.virtualglobaltaskforce.com (which is an international alliance of law enforcement organisations working together to make the internet safe) for further advice in this area.

	1. START							
23. Go 3 cells back.	22.	21.	19.	18. Go 2 cells forward.	17.	16.		
								
24.	45. Go 2 cells forward.	44.	43. Go 3 cells back.	42.	41. Throw the dice again: 1-3 means go back to cell 36, 4-6 means go forward to cell 47.	39.		14. Only if you haven't visited cell 12 yet: Go 2 cells back.
25. The journey begins! Quickly go to cell 30.	46.	59.	58.	57. You are accused of setting a child against its parents. Go back to START.	56.	55.		13.
								
26.	47. You attend a child rights training. Children learn that they can say 'no' if they're treated in a way they don't like. Go 4 cells forward.	60.	61.	62.	63.  FINISH!	54. Go back to cell 50.		12. Mention 4 reasons why the child safeguarding policy is important. Only continue after having mentioned 4 reasons.
								
27.	48.	49.	50.	51.	52.	53.		11.
								
28.	29. Go 1 cell forward.	30.	31.	32.	33. Only if you haven't visited cell 30 yet: Go back to cell 30.	34.		10. 35. Go to the next cell.
								
1.	2.	3.	4. You will visit a new project of your organisation and you look forward to it very much!! Go 8 cells forward.	5.	6. Go to cell 8.	7.		9. Go 3 cells forward.
								

(Board game belonging to exercise 2B)