Standards

Keeping Children Safe

Child Safeguarding Standards and how to implement them

Make sure your organisation is doing all it can to prevent harm to children

Introduction

The first Child Safeguarding Standards were launched over 12 years ago by a coalition of relief and development charities that later became known as Keeping Children Safe.

Since then there has been a growing recognition that, as well as risks to children from staff and associates, inappropriately designed programmes and poor operational management can also create the possibility of risks to children.

Keeping Children Safe represents a commitment by those working in this sector to ensure that their organisations "do no harm" and that they meet the responsibilities set out in the UN Convention on the Rights of the Child to protect children from all forms of abuse, neglect, exploitation and violence.

Drawing on the knowledge and experience of experts, Keeping Children Safe developed the Keeping Children Safe Standards, which was supported by a comprehensive Toolkit for implementing the Standards.

Paulo Sergio Pinheiro, then independent expert for the UN study on violence against children, acknowledged the importance of the Toolkit, stating that: "It offers an excellent opportunity not only for the improvement of the quality and professionalism of those working with children, but most importantly, it will help to achieve a greater impact for children."

Since it was first published, hundreds of organisations and thousands of professionals worldwide have used the Toolkit. The increasing demand for the Toolkit reflects the growing recognition by organisations, which work with, impact on, or come into contact with children, that they have a responsibility to keep them safe.

What is child safeguarding?

Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities.

"Do no harm" is a principle that has been used in the humanitarian sector but can equally be applied to the development field. It refers to organisations' responsibility to minimise the harm they may be doing inadvertently as a result of their organisational activities.

Using this guide

This guide is designed to assist organisations to meet their responsibilities for safeguarding children.

It provides an overview of what your organisation needs to do to meet the Standards, which have been revised since 2001. It will help to create a plan for developing and implementing child safeguarding policies and procedures or to strengthen existing policies and procedures.

A range of tools and exercises accompany this guide, which cover in more depth how to reach the Standards and implement them in your organisation. For more information, visit **www.keepingchildrensafe.org.uk/resources**

NOTE: It is important to involve key staff and management and, where appropriate, children and communities in the development and implementation of policies and procedures.

Child safeguarding: an overall approach

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 measures that create child-safe organisations.

Acknowledging risks and implementing measures to address them is fundamental to organisations' strategies and governance. The more this is recognised, the more risks can be prevented.

To achieve this your organisation needs to consider:

- where, when and how your organisation affects children and what risks this 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 the organisation expects of them and what to do if they have a concern
- a clear code of conduct so that all staff understand their professional boundaries when working with children and what is and is not acceptable behaviour
- how to recruit safely.

However, even with the most robust child safeguarding policies and procedures, abuse may still take place from within your organisation. At that point, it is how your organisation responds that is crucial for the child and for the organisation.

Definitions of harm

It is difficult to define "harm" to children because children can be abused in so many ways depending on the context and culture. They may be abused in a family, an institution, community or faith setting, or via social media/internet. They may be harmed by an adult or adults or another child or children. There are also practices such as female genital mutilation (FGM), forced or early marriage that cause significant harm to children.

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.

Potential risks

There are many ways a child safeguarding concern can arise; sometimes it is difficult to know when you need to ask for advice and take some action. A concern may arise because of poor organisational practice or because someone is putting a child at risk or harming them.

Here are some examples of safeguarding concerns that require a response:

A Your organisation works with adults and not children. The focus of your work is improving livelihoods and economic opportunities in rural areas. You have a very successful programme with women, which has provided skills, access to markets and micro-finance opportunities. During the evaluation of the project, you ask about unintended consequences. A few of the women describe having to leave their children at home alone when participating in the programme and they are worried that their children are unsafe at these times.

B "Mr Baker" is one of your organisation's most generous and oldest sponsors. Over the years he has visited several of the children he has supported. Your organisation hears he has been questioned by police in the UK about possessing abusive images of children. He recently paid for a child he supported, who is now an adult, to visit him.

B A male member of the local staff asks for a few days off to get married. Afterwards, it becomes clear that the bride is 14 years old.

C Your organisation is participating in a conference on child rights and brings a group of children you are working with to the conference. Volunteers, acting as chaperones, accompany the children while they are away from home. After the conference an anonymous report reaches the organisation that one of the volunteers abused a child during the conference.

D Your organisation produced a publication for supporters, which featured a photo and story about a girl and her family who were having difficulties in their village. The girl and family had given permission for the story to be published. The week following publication project staff tell you that community leaders, who saw the publication online, were angry and have driven the girl and her family out of the community.

E Your organisation runs after school clubs. During one of the sessions a girl tells the club facilitator that she is worried for her friend. Her friend has been missing school a lot and staying away from home. When she asked her friend why, her friend said she wasn't feeling very happy at home but not to say anything to anyone. The girl asks if the club facilitator can try and make things better for her friend – but to keep it secret.

A Building child-safe projects and programmes

All projects and programmes must be designed to minimise the risk of harm to the children they come into contact with or impact upon directly or indirectly by taking sufficient account of child safety, whatever the focus of the work.

A child safe project must ensure that it takes account of the environment, context and impact (intended or unintended) on the children and communities it is engaged with.

Those organisations that are designed to improve overall economic, legal or governance of the situation of a community or country can also have potentially damaging effects on children if they have not carried out a rigorous social and environmental impact assessment that includes assessing the impact on the safety of children.

All organisations must therefore determine the context in which they are working and adopt an approach that includes risk assessing all proposed programmes, adapting programmes so they become safer for children and including additional safety strategies during the implementation phase.

B Reducing the risk of harm by staff, volunteers and associates

Whilst it is difficult to contemplate, there are staff, volunteers and associates who do harm children, whether deliberately or through a lack of understanding of what constitutes abusive behaviour.

To reduce this risk, your organisation must make it clear through the organisation's codes of conduct, recruitment procedures, training and internal communications that child abuse by staff, volunteers and associates will not be tolerated.

It must also be made clear that this obligation on staff, volunteers and associates to keep children safe extends to their conduct towards children with whom they have contact, outside the work environment as well as inside.

C Running safe events and activities for children

Most activities and events aim to provide children with fun and/or educational experience. However when planning activities, various considerations need to be taken into account in order to avoid risks. These include the following:

- Recognising that the family or community do not always welcome the participation of children in such activities.
- The organisation is organising events or activities at times when children are supposed to be helping with household jobs or income-generating work.
- Ensuring that particular care is taken to ensure preventative measures are put in place to safeguard children if activities or events are to take place in unfamiliar places and outside family care.

D Ensuring good practice when using media

Most organisations use images of and stories about children, families and their communities to promote their work and engage donors and supporters.

It is essential to minimise the risk of inappropriate use of information, stories and visual images (photographs, video or social media) of children. Tips for good practice include:

- Images of children must not show them in states of undress or in inappropriate poses.
- Details attached to images and included in stories must not allow that child to be traced to his or her home or community.
- Distinctive buildings, street signs or landmarks should not be included in an image if they identify where a child lives or works.
- Geotagging of images should be disabled when taking photographs.
- Ensure the photographer/journalist/translator you have employed has been properly vetted and reference checked.
- Make sure you have been given permission by children and their parents/carers to take their image and use their information.

E Reporting abuse of children in their community

Abuse arising within the community may not be due to your organisation's programmes or operations. However, your organisation still has a responsibility to report on suspected or actual child abuse taking place.

This should be reported to the formal authorities or, where they are weak or corrupt, to organisations that are able to deal with cases appropriately. The reporting process will need to be decided at a local level and advice and guidance must be sought to ensure that children and their families are not put at further risk or made vulnerable by the very action of reporting harm and/or abuse. See Standard 3 page 24.

The Standards

Keeping Children Safe Standards cover four areas:

Standard 1: Policy

The organisation develops a policy that describes how it is committed to preventing, and responding appropriately to, harm to children Page 13

Standard 2: People

The organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these Page 17

Standard 3: Procedures

The organisation creates a child-safe environment through implementing child safeguarding procedures that are applied across the organisation Page 24

Standard 4: Accountability

The organisation monitors and reviews its safeguarding measures Page 40

General principles

The Standards are based on the following set of principles:

- All children have equal rights to protection from harm.
- Everybody has a responsibility to support the protection of children.
- Organisations have a duty of care to children with whom they work, are in contact with, or who are affected by their work and operations.
- If organisations work with partners they have a responsibility to help partners meet the minimum requirements on protection.
- All actions on child safeguarding are taken in the best interests of the child, which are paramount.

Why standards?

Standards are used widely in all sectors to ensure quality in the delivery of a product or service, and accountability to those who are using or benefiting from them. In the aid and development sector there are a number of sets of standards that can be used to ensure an organisation's programmes, operations and staff are delivering effectively. At an international level some of these global standards and principles also relate to child safeguarding, for example on the impact of child labour.

A range of other standards in the humanitarian sector commit organisations to ensuring their programmes, staff and operations "Do no harm". These include *The Minimum Standards for Child Protection in Humanitarian Action* (CPMS), 2012, CPWG; *The 2010 HAP Standard in Accountability and Quality Management*, 2010, HAP International; *The Sphere Handbook - Humanitarian Charter and Minimum Standards in Humanitarian Response*, 2011, Sphere Project; *Code of Good Practice in the management and support of aid personnel*, 2003, People in Aid.

The Keeping Children Safe Standards outline the key elements that should be in place to keep children safe. They also list requirements that will help you meet the Standards.

The Standards describe good practice for organisations to ensure their programmes, operations, staff and partners do not put children at risk of harm and to enable them to respond appropriately when concerns and incidents arise. As such, these Standards provide a comprehensive benchmark for preventing harm to children and are complimentary to other standards and principles.

Organisations which are already working to a set of standards such as those highlighted above, should use Keeping Children Safe Standards to ensure their quality and accountability initiatives do include children and safeguards for children.

Applying the Standards locally

The Standards have been written in a way that makes them relevant and achievable in all contexts. However they may be more difficult or challenging to implement in some countries and local contexts than in others. Examples of some of the difficulties that have arisen in applying the Standards locally are:

- Reporting abuse to local or national authorities may not be straightforward if the reports are not handled properly. There are, however, always organisations working nationally and locally that can provide advice on reporting cases, and local mapping will identify these.
- Applying standards of practice, which are not supported by national law; for instance where the age of consent is less than 18 years and where young people under 18 are legally able to work can be problematic. However organisations must remember that Keeping Children Safe Standards are designed to prevent harm to all children under 18. Staff behaviour is expected to adhere to this standard.

There are enormous variations in local practice and circumstances but experience in applying the Standards in different contexts demonstrates that they do not need changing or diluting because of cultural or contextual differences. Nor do practices that are harmful to children have to be tolerated or condoned. Organisations should discuss how best to apply the Standards in the local context, what behaviour they should demand of their own staff and partners and how they want to be credible as child-safe organisations.

Advantages of implementing Keeping Children Safe Standards

Children are protected

No standards can offer complete protection for children, but following these Standards minimises the risk to children of harm.

Organisation staff and associates are protected

By implementing these Standards, all staff and associates will be clear about how they are expected to behave with children and what to do if there are concerns about the safety of a child.

The organisation and its reputation is protected

By implementing these Standards organisations make clear their commitment to keeping children safe. The Standards will help them to move towards best practice in this area.

Child Safeguarding Standards

Standard 1 Policy
Standard 2 People
Standard 3 Procedures
Standard 4 Accountability

Standard 1 Policy

The organisation develops a policy that describes how it is committed to preventing and responding appropriately to harm to children

- The policy reflects the rights of children to protection from abuse and exploitation as outlined in the United Nations Convention of the Rights of the Child (UNCRC).
- The policy is approved by the organisation's management body and applies to all the organisation's staff and associates.
- The policy is publicised in an appropriate manner, promoted and distributed widely.
- Managers have specific responsibility for overseeing the implementation of the policy.

A small NGO working in Ethiopia is hoping to partner with another NGO in order to increase its capacity and funding to support vulnerable children. As part of the partnership criteria it needs to demonstrate what safeguarding measures it has put in place to ensure that risk to children is minimised.

The Keeping Children Safe Standard 1 and guidance will help the NGO develop a child safeguarding policy.

Guidance Notes

More detailed information on how to develop a child safeguarding policy is provided in *Developing a Child Safeguarding Policy and Procedures: A facilitator's guide*.

What is the Standard?

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

Why should organisations meet this Standard?

Developing a child safeguarding policy makes it clear to everyone that children must be safeguarded and not put at risk of harm because of the organisation's contact with, or impact on, children.

How to meet the Standard

1. Designing the policy

A good child safeguarding policy is developed through consultation with staff and associates and, where appropriate, children and communities. If you want your safeguarding policy to be effective, you need to make sure it is central to the organisation, and that different parts of the organisation have been consulted on its development and implementation. Use a working group or task team to lead on the development of the policy. To design your policy you will need to:

- understand the level of contact, or impact upon children that your organisation has as part of its activities and the associated risks
- identify what policies and procedures you already have in place which support child safeguarding, such as good recruitment practices, and define any gaps
- determine what your policy has to include so that risks to children are reduced, and strengthen your organisational policies and procedures
- identify your key stakeholders and who needs to be involved in the development, implementation and ownership of your policy.

Child safeguarding policies should:

a. Express the philosophy of your organisation

A child safeguarding policy should set out what the organisation wants to say about how it keeps children safe.

b. Recognise the needs of all children to be safeguarded

A child safeguarding policy should state explicitly that the organisation is committed to safeguarding all children, irrespective of ability, ethnicity, faith, gender, sexuality and culture. The policy should also recognise that types of risk may vary according to the child and that the means of addressing risks may also vary.

c. Apply to all staff and associates at all times

A child safeguarding policy should make explicit that preventing harm to children should be a commitment staff and associates make whilst at work and outside of work. Staff and associates need to understand that they represent, or are identified with, the organisation at all times.

d. Identify and manage risk

A child safeguarding policy should describe how an organisation will identify and manage risk. Having a child safeguarding policy does not mean that all harm to children is eliminated. It means that the organisation does everything possible to minimise risk and address concerns and incidents appropriately when they arise.

e. Integrate safeguarding measures into all areas of the organisation

A child safeguarding policy provides an overarching commitment to preventing harm to children. The policy should refer to organisational policies and procedures in all areas of the organisation which support child safeguarding and include confidential reporting mechanisms for child safeguarding concerns.

2. Writing the policy

The policy should be written in a manner that is globally and locally appropriate. Where necessary, it needs to refer to other organisational policies which support child safeguarding. The policy should contain, or refer specifically to, a code of conduct for staff and associates. It needs to be translated to ensure all staff and associates understand it and presented in a manner that is readily understood by all relevant communities, including children.

3. Signing off on the policy

The senior management team and the organisation's board need to sign off on the policy. This means they have committed to providing leadership on child safeguarding - ensuring that it is implemented fully, that all concerns or incidents are addressed appropriately and that children, staff and associates receive the support required to meet commitments and obligations. A date should be set to review the policy and a process put in place to evaluate its impact.

4. Publicising the policy

The policy should be made available to all staff and associates, partners, children and communities. This could include:

- presenting a poster of the organisation's commitments in public places such as meeting spaces, office reception and so on
- ensuring a copy is available on the organisation's intranet and internet sites
- enclosing a copy with all contracts and service level agreements
- presenting the key requirements as part of the introduction to the organisation for sponsors and donors.

Ways of providing evidence

The following documents can be used to provide evidence that the Standard has been met:

- A copy of the policy, signed by the management board.
- Policy translated into local languages.
- Examples of ways the policy has been promoted, including to partners, children and communities.

Suggested policy structure:

Introduction

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

Policy statement/commitments/values

Here the organisation should make a statement to keep children safe from harm and, where appropriate, to promote their well-being and development. The statement should also refer to your organisation's overall mission.

What is the problem you are trying to address?

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

What are you intending to do about it?

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

- risk assessment/risk mitigation
- safe recruitment
- behaviour protocols/code of conduct
- education/training
- safe programme design
- communications/guidelines
- management responsibilities
- reporting/responding to concerns
- implementation and review.

Dos and don'ts for Standard 1

- **Do** use other organisations' child safeguarding policies to inform yours. **Don't** just replicate them!
- **Do** work with a group of relevant staff to develop and disseminate the policy.
- **Do** make a child-friendly version for children you work with.
- **Don't** develop a policy that just sits in the office.

Standard 2 People

The organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these

- Key staff are designated at different levels (including director level) as "focal points" with clearly defined roles and responsibilities.
- There are written guidelines for appropriate and inappropriate behaviour of adults towards children and of children towards other children.
- There are guidelines for engaging partners, communities and children on child safeguarding.

A new member of staff is unclear when they start their job what is expected of them on child safeguarding. They have read the policy which states what the organisation considers abuse. The staff member feels that the organisation's definition of abuse is an international concept – corporal punishment in the country in which the staff member works is acceptable and should be used to discipline children.

Keeping Children Safe Standard 2 ensures that all staff are clear on the definition of abuse and the organisation's expectation of staff behaviour.

Guidance Notes

What is the Standard?

Everyone connected to the organisation should know how to keep children safe and have appropriate learning opportunities to develop and maintain the necessary attitudes, skills and knowledge to keep children safe.

Partners, including implementing partners, funding partners or those organisations that contribute to business operations, should have child safeguarding measures, which are consistent with these standards.

Children and families should understand your commitments to child safeguarding and what to do if concerns arise.

Why should organisations meet this Standard?

Everyone in contact with children has a role to play in their protection. They can only do this confidently and effectively if they are aware of the issues and have the necessary understanding and skills to keep children safe.

Organisations need to ensure that all those associated with the organisation understand what is meant by harm to children, what their obligations are to prevent harm, and what to do if harm arises.

How to meet the Standard

1. Designating roles and responsibilities for child safeguarding

All organisations should have a named designated person who is responsible for making sure that the child safeguarding measures are integrated throughout the organisation and acts as a focal point. This role should reflect the nature and structure of the organisation and the person should be senior enough, and have enough support and resources, to carry out the role. At each appropriate level or setting there should be a named person or persons who people can talk to about child safeguarding matters. It is good practice to identify within your organisation the designated person and everyone should know how to contact him or her.

In larger organisations there should be a structure identifying a number of designated people across the different regions and activities.

You may wish to add to this or develop the role according to your organisational needs. However, the designated person should not normally be a head of service or have sole responsibility for the management of child safeguarding for an organisation. It is always better to ensure there are other lines of accountability and responsible people so there is not one reporting route only.

The role should be shared or supported by several people and arrangements in place to cover for absences.

Specific Manager Responsibilities for Implementation of the Policy

Responsibility	Action
All Country, Departmental, Regional and National Directors and Senior Managers	**1.** Must ensure that all new employees receive a copy of the Child Safeguarding Policy and Code of Conduct, prior to or at the time of issuing an employment contract. They must read, sign and return copies of the policy to show that they are aware of and agree to act in accordance with the Policies. Signed copies must be place in their personnel file.
All Country, Departmental, Regional and National Directors and Senior Managers	**2.** Must ensure that all new employees receive child safeguarding policy training as part of their induction programme, and all staff receive child safeguarding training which is relevant and appropriate to their engagement with the organisation.

Responsibility	Action
Boards and all Country, Departmental, Regional and National Directors and Senior Managers	**3.** Must ensure that all associates in their area of responsibility, are informed of and have signed up to the Child Safeguarding Policy and applicable local procedures while working for the organisation. In addition, that associates sign up to either the organisation's Code of Conduct[1] or to guidance on appropriate behaviour towards children that is appropriate to their engagement with the organisation and is developed by the manager using the Code of Conduct as a guide.
All Country, Regional and National Directors Managers	**4.** Should ensure that each country office has in place local procedures that are consistent with the global Child Safeguarding Policy to respond to incidents of child abuse. Local procedures should be developed with assistance of local advisers in accordance with the local law. Any deviation from the global policy must have prior formal approval from the relevant Regional Director or National Director. Local procedures should be made available in local languages and child-friendly formats where applicable.
Managers	**5.** Must ensure that all visitors in their area of responsibility, who are in contact with children through the organisation, are provided with and have signed and returned a copy of the Child Safeguarding Policy. Visitors should be informed that they must comply with the policy in all contacts and communications with children during their visit.
Managers	**6.** Must ensure that children and families with whom the organisation works are aware of the Child Safeguarding Policy and applicable local procedures, so that they know what behaviours they can expect from staff, associates and visitors and whom to report any concerns.
Managers	**7.** Must ensure that protective measures which guide the implementation of the Child Safeguarding Policy are fully embedded within their areas of responsibility as it applies to them.
Managers	**8.** Must ensure that those who have reported child safeguarding concerns or are accused of child abuse are given appropriate care, support and protection in dealing with all aspects of the case including any safety concerns and potential reprisals which may arise from the incident or from the reporting of such concerns.

Adapted from *Child Protection Policy Say 'Yes' To Keeping Children Safe Procedure Overview*, Plan International

1. For certain categories of Plan Associates the Code of Conduct requires this.

2. Recruitment and engagement of staff and associates

The organisation should outline its commitment to child safeguarding at the earliest opportunity in recruitment adverts, interviews and as part of contracts of employment.

Staff, consultants and volunteers should be recruited to clear job or role descriptions that include a statement on the position or role's responsibilities to meet the requirements of the organsiation's child safeguarding policy.

All interviews should include a discussion on child safeguarding, the candidate's understanding of this and the organIsation's commitment.

Contract offers for those whose work will bring them directly into contact with children, or gain them access to children's information, should be dependent on suitable references and criminal record checks

Checklist for recruitment and selection

1. When you are designing the job description, analyse the role and think about the issues of child safeguarding and risk in that job:
    1. What contact with children will the job involve?
    1. Will the employee have unsupervised access to children, or hold a position of trust?
    1. What other sort of contact may the person have with children (e.g via email, phone, letter, internet)?
2. Develop clear job descriptions, terms of reference/role briefs for all posts including where short-term contracts, consultants are being recruited.
3. Make sure that the selection-criteria outlines the relevant experience needed if the post involves direct work with children.
4. Make sure that the commitment to keeping children safe is included in details of any post sent to prospective job candidates.
5. Develop application forms that ask for consent to gain information on a person's past convictions/pending disciplinary proceedings.
6. Ask for documentation to confirm identity and proof of relevant qualifications.
7. Make sure you have a well-planned interview process and ensure the interviewers have the relevant experience of and knowledge about child safeguarding and best practice.
8. Include some specific questions in the interview that draw out people's attitudes and values in relation to the protection of children. Can they give examples of where they have acted to protect a child, what they learnt from this, what impact it has had their current practice?
9. Take up to three references including some from previous employees or others who have knowledge of the candidate's experience and suitability to work with children.
10. Verify the identity of referees.

11. Conduct as many background checks as possible.

12. Consider the use of probationary periods of employment to ensure suitability once in post.

Adapted from Nolan, P (2004) *The role of HR in Child Protection*, People in Aid

3. Guidelines for staff conduct

A code of conduct is a clear and concise guide of what is and is not acceptable behaviour or practice when employed or engaged by the organisation.It should include acceptable and unacceptable behaviour with regards to children.

All staff and associates including volunteers should agree to the code of conduct when they are employed and/or start their job. It is an essential element of an organisation's child safeguarding policy and, when implemented properly, should reduce or limit the risk of child abuse occurring. It should also be made clear what action the organisation will take if the code is broken or not followed correctly.

Staff who work for organisations with a child safeguarding policy and code of conduct need to follow that code within and outside the workplace. This means adopting appropriate behaviour themselves and reporting on concerns they have about a child whether in work or outside. This can often present a challenge for for staff but it is important to understand that the organisation is creating an environment that contributes to keeping all children safe.

4. Training and education

Education and training are very powerful ways to improve practice. It is essential that all those employed or engaged by the organisation have access to regular training on child safeguarding that is appropriate for their role and responsibilities, beginning at the induction/orientation stage.

5. Access to advice and support

Staff with designated responsibilities for child safeguarding need to have access to advice and support where concerns or incidents arise. These staff will also need to be able to identify sources of support for children and their families.

6. Agreements with partners

An organisation will have a range of partners, including donors, local NGOs, government, contractors, and suppliers. All need to agree to a commitment to keep children safe that is appropriate to that partnership. This means making sure that:

- partners are clear about the nature of the partnership relationships that they enter into
- there is a sound assessment of the partner's contact with, and impact on children during the partnership and what this means for child safeguarding agreements
- agreement is reached on how your organisation and the partner will support one another to achieve compliance and competence around child safeguarding, including the provision or exchange of resources

- there is clarity in partnership agreements on reporting and responding to child safeguarding concerns. For instance: what is the line of responsibility for reporting between partners; what are the implications for the partnership agreement of concerns being reported and confirmed
- terminating agreements if a concern has arisen should be avoided. Termination should be dependent on the partner's mishandling of the concern.

7. Partnerships with children and families

Your organisation can develop partnerships with families and communities that are appropriate to support your work on safeguarding. To ensure that your safeguarding policies and procedures work effectively you, or your partner organisations, will need to do the following:

- Make sure that parents, children and relevant others know about your child safeguarding commitments and measures. Communications between the organisation and parents/carers/community leaders should take account of language or communication differences.
- Devise a complaints procedure with children, families and communities. Make sure it is publicised and that everyone knows about it.

If your organisation works with children then you have scope to do the following:

- Encourage the involvement of parents/carers/ community as much as possible through, for example, membership on committees or steering/planning groups as well as involvement in day-to-day activities.
- Ensure you know who has responsibility for the care of a child in any programme or project and have a record of their contact details.
- Make sure that staff are easily identifiable when at work, for example by wearing a T-shirt or badge.
- Obtain parental or primary caregiver consent for children's participation in activities whenever possible.
- Involve parents, as well as children, in developing codes of good behaviour for staff and for children. For instance if drawing up anti-bullying guidelines.
- Devise ways of obtaining feedback from parents/carers/ the community to find out what you are doing well, what is not working and to check what people know about the organisation and how it operates.
- Discuss with children what makes them feel safe and unsafe and agree on ways for children to complain if they have a concern about themselves or their friends.
- Devise a process for ensuring children are consulted and listened to, to ensure their voices are heard and that their views inform and influence the development of safeguarding measures in the organisation.

Evidence of meeting the Standard

- A copy of training plans, course attendance records and course evaluations.
- Copies of information for children about sources of support.
- Lists of contacts for specialist advice and information.
- Partnership agreements, funding application and reporting forms.
- Codes of conduct.
- Guidelines for adult-to-child behaviour and child-to-child behaviour.
- Guidelines on reporting mechanisms for staff, partners, children and communities.

Dos and don’ts for Standard 2

- **Do** make sure that *all* people are aware of potential risks, your child safeguarding policies and their obligations to meet the requirements of those policies.
- **Do** discuss openly with partners and children and families what you are trying to achieve with your child safeguarding measures and find out what challenges may arise and how you can work together to overcome these.
- **Don’t** assume that everyone who works with children is safe or will do them no harm.

Standard 3 Procedures

The organisation creates a child safe environment through implementing child safeguarding procedures that are applied across the organisation

- Organisations carry out local mapping exercises which provide information on the legal, social welfare and child protection arrangements.
- Child safeguarding risk assessments and mitigation strategies are incorporated into existing risk assessment processes at all levels.
- Child safeguarding measures are integrated with existing processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, partner agreements and management systems etc.).
- A reporting and responding process for incidents and concerns is developed which is locally appropriate.

A new member of staff is reviewing the program design for a new school sanitation system in a primary school in Bangladesh. By reviewing the project with the risk to children in mind, she realises the toilets are designed for mixed gender use. On reflection this is changed to ensure there are separate toilets for boys and girls.

The Keeping Children Safe Standard 3 helps ensure all project managers think about child safeguarding issues when designing projects, so reducing potential risks to children.

Guidance Notes

What is the Standard?

Safeguarding policy commitments are integrated into existing organisational processes and systems and, where necessary, new procedures introduced. A procedure details the steps that need to be carried out to fulfil the policy.

Why should organisations meet this Standard?

Just publishing a commitment to keep all children safe is unlikely to inspire the necessary changes within an organisation. Child safeguarding measures need to be integrated throughout an organisation's systems, processes and operations to ensure the organisation is child safe.

This Standard helps organisations take the necessary steps to integrate safeguarding requirements and ensure the actions are globally relevant and locally appropriate.

How to meet the Standard

Think global, act local – measures in local contexts

Child safeguarding measures must be integrated in an organisation's systems and processes for both different country and local contexts. The measures have to work for the local context but also adhere to global and regional standards.

Definitions of "child" and "child abuse" may differ according to national and cultural understandings. However, organisations need to be clear that 'children' are defined as anyone less than 18 years of age and that "abuse" is the range of acts, intentional or otherwise, which harm children.

There need to be consultations with staff across the organisation in order to give clear guidance on these issues and how to respond when concerns arise. Child safeguarding measures must be sensitive to the local culture but the issue who is a child and what constitutes abuse is clearly set out in global and regional standards and frameworks and must be applied across the board.

Organisational systems and processes for running organisational business may differ across offices, regions and countries. They must be risk assessed in each locality and strategies developed for integrating child safeguarding where relevant.

Organisations also need to be prepared to take action locally when concerns arise. They will therefore need to have information on local services, authorities to whom reports should be made, and organisations working locally, which can provide support where needed.

Checklist of local information and resources

Legal Resources

- Details of any government bodies or organisations with statutory authority for the safeguarding of children.
- Summary of legislation governing welfare/safeguarding/protection of children.
- International conventions to which the country is a signatory or has ratified (for instance: UN Convention on Rights of the Child).
- Brief analysis of implementation/enforcement of legislation as far as this is known.
- Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences.
- Legal age of consent in country and legislation covering this.

Other Organisations: Health Services, NGOs, Inter-organisation Forums

- Details of health and other services that may be accessed as part of victim response.
- Details of NGOs and other organisations, relevant bodies and professional networks, including any local joint arrangements for dealing with child safeguarding issues, HIV, women's centres/refuges or safe housing.
- Establish contact with any academic institutions working on children's rights.
- Identify and establish contact with locally-based NGOs/INGOs and other organisations working on child protection/rights or aid programmes that affect children.

Community

- Information on the kinds of behaviour seen in the local area that may cause harm to children.
- Identify and document harmful practices such as early marriage, initiation ceremonies, and female circumcision.
- Details of informal/community based justice and safeguarding mechanisms and how these function.
- Gather information about community resources such as local advocacy groups, community and faith groups, or organised children's activities which could support the child safeguarding work.

Risk assessment and risk mitigation

Risk and how to avoid risk are now a major part of many organisations' working strategy. The more we talk about and recognise risk, the more we can think about preventing it.

Risk assessment involves seven stages:

- Establishing the context, scope and setting of your organisation.
- Identifying your organisation's potential impact on or contact with children.
- Identifying and analysing the potential risks of that impact or contact.
- Evaluating the risks in terms of likelihood they could occur and the seriousness of the impact on children.
- Implementing strategies to minimise and prevent risk.
- Reviewing and revising risks and preventative measures.
- Communicating and consulting.

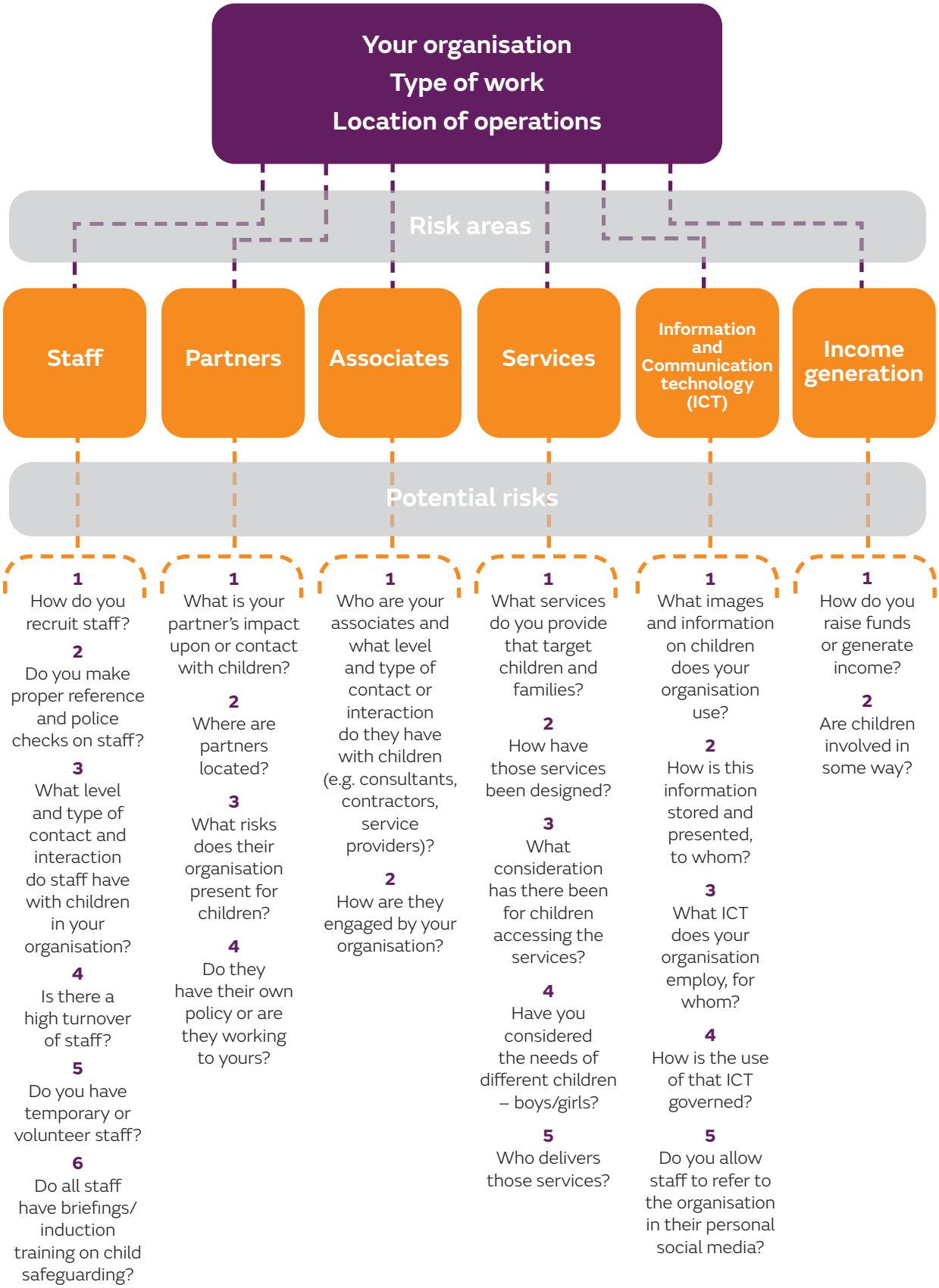
Context, scope and setting: questions to ask

- Is your organisation located in places where child abuse is prevalent?
- Is your organisation located in places where laws and authorities are weak in responding to child abuse?

Impact on or contact with children: questions to ask

- Does your organisation involve working with children?
- Does your organisation impact upon communities and children?
- Does your organisation bring staff and associates in contact with children?

Identifying/evaluating risks



Implementing strategies to prevent/minimise risk

There are various steps an organisation can take to encourage a culture of safety in their work and workplaces, and prevent or reduce the risk of harm to children. When integrating child safeguarding measures throughout the organisation to address and mitigate risks there will be actions you need to take in the following areas:

- Organisational culture: changes may need to be made to the culture of the organisation so that child safeguarding is considered relevant and important to the organisation and that it is open and transparent about its measures and how it addresses concerns and incidents. Organisational culture is determined by a range of factors including management and leadership style, focus of business and, in some cases, where it is located.
- Roles and responsibilities: changes will need to be made to existing roles and responsibilities to ensure that responsibilities are clearly articulated for staff with specific safeguarding roles and new roles may need to be introduced (see Standard 2 which covers this).
- Policies and procedures: existing policies and procedures will need to be adapted to integrate child safeguarding, including your recruitment and selection policy and procedures and code of conduct for staff. New policies and procedures may need to be introduced such as a whistle-blowing policy to support staff who raise concerns.
- Systems and processes: existing systems and processes will need to be adapted, such as risk assessment and quality assurance systems, processes for designing and implementing programmes and projects and quarterly or annual reporting processes. New ones may have to be developed, such as processes for reporting on suspected or actual concerns about children.
- Capacity building: a range of capacity building initiatives will be required to inform and educate staff and associates about their responsibilities and obligations to safeguard children. These will need to be appropriate to your organisation. Standard 2 describes what is needed for capacity building your staff and associates.

The following chart provides an example of a completed risk assessment.

Definition of Risk Significance levels

High	Highly likely to happen and significant impact on child.
Medium	Either highly likely to happen or significant impact on child.
Low	Less likely to happen and less of an impact on child.

Areas of risk	Risk factors	Risk significance	Mitigating strategy	Actions to implement
Context, scope and setting	Programmes located in areas where child abuse is prevalent	Medium	**Systems and processes** (revise current processes to include background research on programme area)	Conduct research on nature and scope of child abuse in programme areas
	Organisation has not conducted situation assessment to understand context	High	**Systems and processes** (revise current project cycle to include safety)	Integrate safety into situation analyses conducted for programmes and projects, design projects and programmes with safety in mind
Contact with children	Levels of contact with children are high in the programmes and often with one staff only	Medium	**Roles and responsibilities** (change to existing role or addition of new staff)	Assign additional member of staff to meet with children on a regular basis
	No way of getting feedback from the children and community	Medium	**Organisational culture** (strengthen culture of openness)	Include responsibility to seek feedback in project staff roles
			Roles and responsibilities (change to existing roles, assign more time in workload)	
Staff	Informal process for recruiting staff, no reference checks	High	**Policies and procedures** (change existing policies/procedures)	Revise recruitment policy and procedures Ensure references
			Capacity building	Train HR/management Assign focal point responsibilities
	Policy and procedures not written down, or implemented, so staff do not understand responsibilities	High	**Roles and responsibilities** (change existing roles or add new ones)	
			Policies and procedures	Write policy Develop implementation plan
	Lack of induction/training so staff are not aware, trained or supervised	High	**Capacity building** **Mitigating strategy**	Develop and implement capacity building plan for staff

Areas of risk	Risk factors	Risk significance	Mitigating strategy	Actions to implement
Partners	No partnership agreements	High	**Systems and processes** (change to current partnership arrangements)	Introduce partnership agreements which include child safeguarding measures
	Partner risk assessment includes finance but not child safeguarding	High	As above	As above
	Partner is small organisation without resources to implement child safeguarding measures	Medium	As above	Include funding for child safeguarding in partnership agreement
Associates	Organisation supported by individual donors who are not background checked	Medium	**Systems and processes** (change to current donor management systems)	Introduce additional safeguards for donor management Donor visits supervised at all times
Services	Activities with children not managed or supervised properly	High	**Policies and procedures** (additional procedure)	Develop and implement guidelines for supervising children
	Project is located in isolated place and away from the community	Medium	**Systems and processes** (change to implementation stage in project cycle)	Design alternative project location with children and community
ICT	No ICT policy, office computers infrequently checked	Medium	**Policies and procedures**	Develop ICT policy
			Systems and processes	Conduct regular checks on use of office computers and laptops
Income generation	No permission sought for images or stories	Medium	**Policies and procedures**	Introduce communications/fundraising guidance on child safeguarding
			Systems and processes	Introduce permission mechanisms for stories and images

Self-audit

You can use a self-audit tool to assess how well you are integrating child safeguarding measures across your organisation, see below. This tool can be used at different stages during your implementation and monitoring of child safeguarding to check that you are making the necessary improvements.

Keeping Children Safe **Self-Audit Tool**

This self-audit tool is an ideal way to measure how far (or near!) your organisation 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, NCB (National Children's Bureau). With permission from Varnava, the NSPCC adapted the material for use as an audit tool and Keeping Children Safe has since aligned it to the Keeping Children Safe Standards.

Read the following statements and decide whether, for your organisation, each Standard is:

A. in place **B.** working towards **C.** not in place

Tick the A, B or C box as appropriate.

Standard 1: Policy	A	B	C
The organisation has a written child safeguarding policy, approved by the relevant management body, to which all staff and associates (including partners) are required to adhere.	☐	☐	☐
The UN Convention on the Rights of the Child and other Conventions and Guidelines pertaining to children informs the policy of the organisation.	☐	☐	☐
The policy is written in a way that is clear and easily understandable and is publicised, promoted and distributed widely to all relevant stakeholders, including children.	☐	☐	☐
The policy is clear that all children have equal rights to protection and that some children face particular risks and difficulties in getting help, because of their ethnicity, gender, age, religion or disability, sexual orientation.	☐	☐	☐
The policy addresses safeguarding children from harm through misconduct by staff, associates and others, from poor practice, and from its operational activities where these may harm children or put them at risk due to poor design and/or delivery, for example.	☐	☐	☐
The organisation makes clear that ultimate responsibility for ensuring the safety of children rests with senior executives (CEO and Directors) and managers.	☐	☐	☐

Standard 2: People	A	B	C
There are written guidelines for behaviour (Code of Conduct) that provides guidance on appropriate/expected standards of behaviour towards children and of children towards other children.	☐	☐	☐
All members of staff, volunteers and associates have training on child safeguarding which includes an introduction to the organisation's child safeguarding policy and procedures and learning on how to recognise and respond to concerns about child abuse.	☐	☐	☐
The organisation is open and aware when it comes to child safeguarding matters so that issues can be easily identified, raised and discussed. Staff, partners and associates need to have access to advice and support where concerns or incidents arise. These staff will also need to be able to identify sources of support for children and their families.	☐	☐	☐
Children are made aware of their right to be safe from abuse and provided with advice and support on keeping themselves safe including information for children, parents/carers about where to go for help.	☐	☐	☐
The organisation designates key people at different levels (including Director level) as "focal points" with clear defined responsibilities, to champion, support and communicate on child safeguarding and for effective operation of the child safeguarding policy.	☐	☐	☐
Partner organisations are required and supported to develop minimum child safeguarding measures appropriate to their organisation.	☐	☐	☐

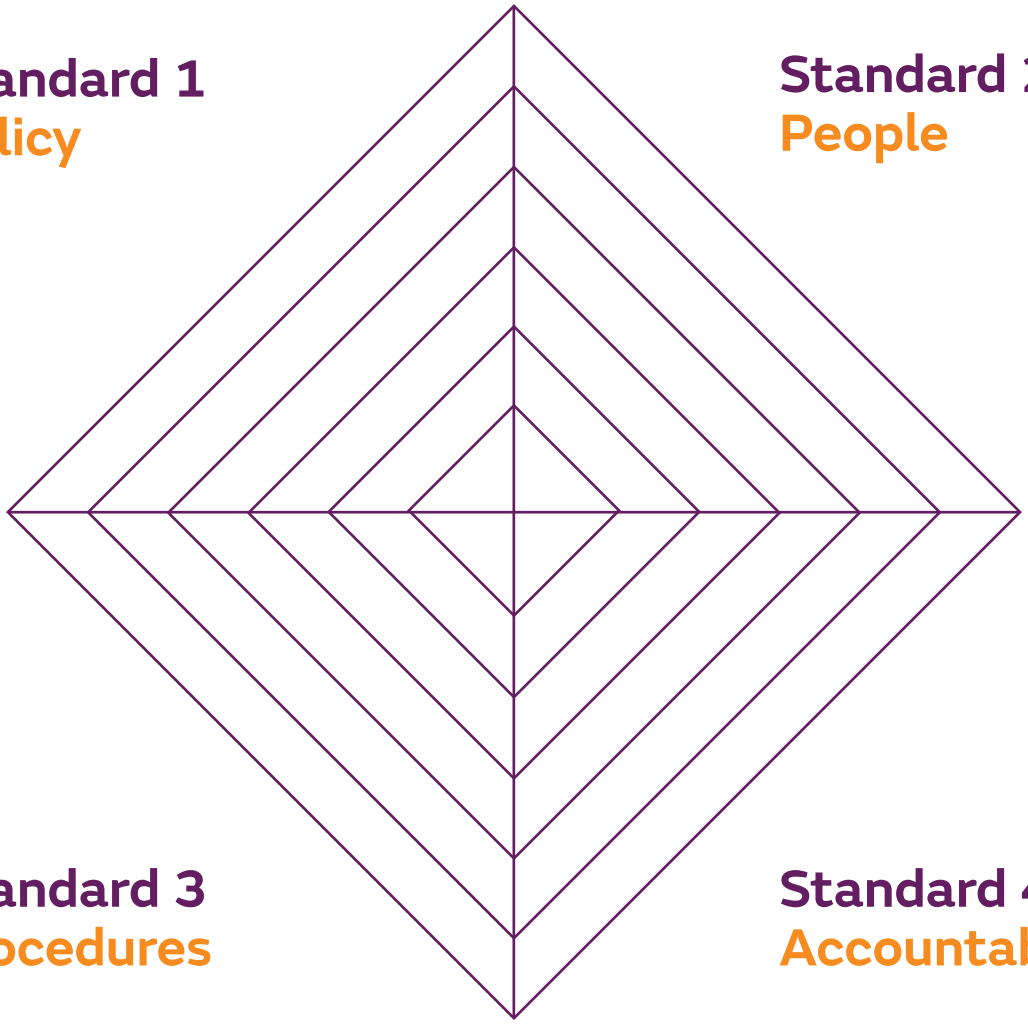
Standard 3: Procedures	A	B	C
The organisation requires local mapping exercises to be carried out that analyse the legal, social welfare and child protection arrangements in the context in which it works.	☐	☐	☐
There is an appropriate process for reporting and responding to child protection incidents and concerns that fits with the local systems for dealing with incidents of child abuse (as identified in the mapping exercise).	☐	☐	☐
The identification and mitigation of child safeguarding risk is incorporated into risk assessment processes at all levels, i.e. from identification of corporate risks through to planning an activity involving or impacting on children.	☐	☐	☐
Adequate human and financial resources are made available to support development and implementation of child safeguarding measures.	☐	☐	☐
There are clear procedures in place that provide step-by-step guidance on how to report safely which are linked to the organisations disciplinary policy and procedures.	☐	☐	☐
Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations.	☐	☐	☐

Standard 4: Accountability	A	B	C
Arrangements are in place to monitor compliance with and implementation of child safeguarding policies and procedures through specific measures and/or integration into existing systems for quality assurance, risk management, audit, monitoring and review.	☐	☐	☐
There is a system of regular reporting to key management forums, including Director level, to track progress and performance on child safeguarding, including information on safeguarding issues and child protection cases.	☐	☐	☐
External or independent bodies such as Board of Trustees, oversight committees are used to monitor performance in this area and hold senior executives to account in relation to child safeguarding.	☐	☐	☐
Opportunities exist for learning from practical case experience to be fed back into organisational development.	☐	☐	☐
Policies and practices are reviewed at regular intervals and formally evaluated every three years.	☐	☐	☐
Progress, performance and lessons learnt are reported to key stakeholders (management forums and external or independent bodies where relevant) and included in organisations' annual reports.	☐	☐	☐

The self-audit web

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

The web illustrates visually the stage reached by the organisation 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.



A. in place

B. working towards

C. not in place

Reporting procedures

All staff and associates should be alert to signs that may suggest a child or young person is in need of help. Deciding whether to report can be a very difficult responsibility. The procedure needs to be made widely available to ensure that everyone is clear what steps to take regarding the safety of children and other witnesses. The first stage is to decide whether the concerns are internal to the organisation or relate to an external situation.

When a child safeguarding concern is brought to your attention – **ACT**

Act on your concerns. If in doubt, speak out!

Child-centred. The protection of children is the most important consideration.

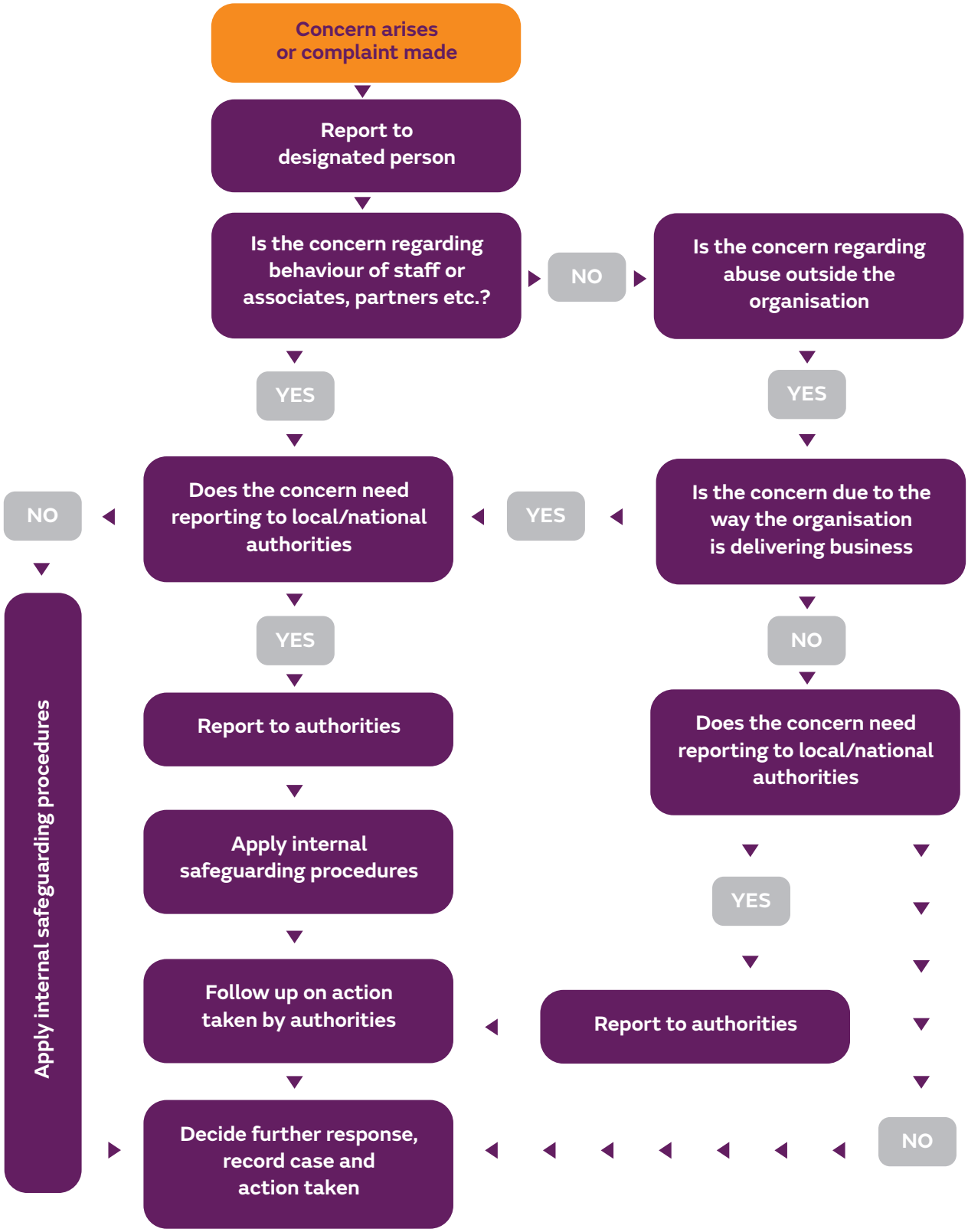
Time counts. Ensure timely, effective, confidential and appropriate responses to child safeguarding issues.

From Plan International, Child Protection Policy *Reporting and Responding to Child Protection Issues in Plan*

All local reporting procedures need to be developed and agreed with the community and local staff. If communities or staff are not comfortable with or confident in the reporting mechanisms, they will not use them. Consider also other barriers facing staff, children or communities reporting abuse and how they might be overcome with appropriate procedures.

The guiding principle is that the safety of the child is always the most important consideration. Any allegation or concern regarding the abuse of a child must be treated seriously. For this reason it is vital that anyone raising a concern should strictly follow reporting procedures. Particular care should be taken in regard to confidentiality and the sharing of information with appropriate people.

The following is an example of a reporting procedure that can be adapted for organisations.



Reporting procedures also need to encompass reports being made by children and communities. They will need agreed mechanisms for reporting complaints which will need to link with an organisation's internal procedure. Examples of mechanisms that children and communities have used to report concerns and incidents are:

- Designated child safety officers who are trusted by children and communities and who are identified as the people to go to if wanting to report. They could also conduct monitoring visits in communities where they ask specifically about abuse.
- Complaints boxes. These need to be placed where children and communities are comfortable using them and where they can post their complaint confidentially. If you are encouraging anonymous complaints, remember that these will be hard to follow up without details and may put children at further risk.
- Helplines. Partnering with organisations offering helplines means you can offer this service to the children and communities where you are working, provided these helplines have been assessed as safe and effective. The helpline will need to agree in its partnership that complaints which relate to the organisation need to be reported through to the organisation as well as the local authorities.
- Community-based child protection mechanisms (CBCPM). These need to function well and work best if supported by the local authorities or organisations specialising in child protection. The functions of CBCPMs could be expanded to include receiving reports on incidences which involve the organisation and to report through to the organisation as well as the formal authorities.

Ways of providing evidence

- Risk registers which have recorded risk assessments and mitigating strategies.
- Information from local mappings.
- Reporting flowcharts for offices and partners.

Dos and don'ts for Standard 3

- **Do** be clear on your 'area of control' and your responsibilities; mitigate the risks that you have control over.
- **Don't** think that you will prevent all possible abuses; the way you respond to abuse is as important as preventing it.
- **Do** adopt a strategy of continuous improvement; don't think you will have everything in place overnight.
- **Do** work with other organisations who can support your safeguarding measures – don't try and do it on your own!
- **Do** ensure the safety and support of the child throughout the process.

Standard 4 Accountability

The organisation monitors and reviews its safeguarding measures

- Implementation of child safeguarding policies and procedures is regularly monitored.
- Progress, performance and lessons learnt are reported to key stakeholders (management forums and external or independent bodies where relevant) and included in organisations' annual reports.
- Learning from practical case experience informs policy review and changes to child safeguarding measures.
- Policies and practices are reviewed at regular intervals and formally evaluated by an external evaluator/auditor every three years.

Your organisation is bidding for funding for a large-scale project. The funder requires your organisation to have child safeguarding standards in place and has requested a copy of your most recent internal audit of your child safeguarding measures.

You haven't conducted a thorough internal review but you know of a number of concerns that have been reported in your organisation.

The Keeping Children Safe Standard 4 helps provide the right evidence.

Guidance Notes

What is the Standard?

The organisation has in place measures and mechanisms for monitoring and review of safeguarding measures and to ensure both upward and downward accountability in relation to child safeguarding.

Why should organisations meet this Standard?

As with other organisational functions, it is important to measure child safeguarding performance to find out if measures and efforts are being successful, and to know:

- where we are now
- where we want to be
- what is the difference – and why?

Active monitoring, before things go wrong, involves regular checking to ensure that Standards are being implemented and safeguards are working. This can be done in a number of ways including surveys with staff and associates on how the Standards are being met, how effective they are and what needs improving.

Reactive monitoring, after near misses or when things go wrong, involves learning from mistakes. Good case management can provide a valuable insight into why the abuse took place and whether the organisation could have done anything, to prevent it.

How to meet the Standard

If you have integrated child safeguarding into your organisation systems and processes, it will be relatively straightforward to report regularly on whether these measures are working, during regular reports on your organisation's performance. Reporting should not focus only on the number of cases that have come to your attention, or been dealt with. It should include how your systems and processes are working to prevent the risk of abuse; your organisation's risk register is a good place to start. Bear in mind that organisations believe there is a significant under-reporting of suspected or actual cases by staff and communities. Lack of reports are more likely to mean your policies and procedures are not working well rather than abuse is not taking place.

Reporting between partner organisations should include how safeguarding measures are being implemented, and whether they are effective in the respective organisations.

All organisations need to undergo internal audits. If child safeguarding has been integrated into your organisation systems and processes, these should be audited alongside the other areas of the business being audited. The Keeping Children Safe's certification scheme stage 1 is an internal self-audit that can be used by organisations to check their progress on becoming child safe.

External verification of your child safeguarding measures will assure you that you have everything in place. Keeping Children Safe certification scheme, stage 2 provides external verification that the child safeguarding measures that have been examined in your organisation are effective or otherwise.

Increasingly funders are also seeking external verification of organisations' child safeguarding measures and, in a few cases, are conducting their own due diligence activities. Certification schemes offered by other organisations, such as Humanitarian Accountability Partnership (HAP) and People In Aid can include child safeguarding if requested.

Ways of providing evidence

- Risk registers.
- Self-audit tool.
- Internal audit reports.
- Keeping Children Safe certification.

Dos and don’ts for Standard 4

- **Do** be transparent with your information on child safeguarding; an organisation’s credibility rests on being transparent and responding appropriately to concerns.
- **Don’t** rely on having a policy as a measure of accountability. Being accountable is ensuring that policy is being implemented through a range of child safeguarding measures.
- **Do** put as much effort into monitoring and review as with implementation. It is only through monitoring that you will discover whether your effort with implementing measures has been successful.

All children, whoever they are and wherever they are, have a right to be protected.

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