

Transform Europe Network Safeguarding Policy

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| Policy Reviews | |
| Policy ratified | November 2020 |
| Interim review | July 2022 |

1. Introduction

This policy has been written as part of TEN working to protect from harm any child or at-risk person who is a beneficiary through our partners in Eastern Europe. It sets out who is covered, the types of risk and who it applies to. This policy also describes how TEN will identify and manage risk and the safeguarding measures taken. This policy was developed by a working group of staff and trustees in consultation with a range of partners.

1.1 Statement of intent

In recent years, awareness of and concern about safeguarding has grown as high-profile scandals involving abuse have come to light in the entertainment, relief and sporting arenas. Tragically there have also been instances of abuse in churches and mission organisations. Abuse, defined in part as manipulation, exploitation, domination and bullying (coercive and controlling behaviour), is incompatible with the gospel of love, compassion and grace proclaimed by Jesus and the apostles and so any organisation that has contact or works with children and adults at risk must ensure they are properly cared for and protected. Children are abused by adults, other children and young people. Adults are usually abused by other adults. It happens in every social, religious and cultural setting and can involve leaders, teachers and workers. We should not think 'it could never happen in my organisation', because it might!

Our motivation in producing Safeguarding Policies is based on our desire that God is glorified in all that we do, and because we are committed to upholding principles of justice, support and offering protection to those who are weak and at risk. While we seek to guard the organizational reputation of Transform Europe Network, our primary motivation is to ensure that we keep to the highest possible practices of safeguarding to provide assurance that moral leadership, systems, culture and the transparency needed to protect at risk people are in place.

We are aware that seeking to impose a UK model of safeguarding will not be successful in contexts where policy makers work from a different legislative framework and where there may be widely differing understandings of what constitutes abuse. Thus, TEN is committed to developing a safeguarding framework based on best practice in safeguarding within the UK context which can be combined with the knowledge and understanding from our partners about their local context, infrastructures, culture and beliefs.

1.2 The mission and work of TEN

TEN exists 'to advance the evangelical Christian faith particularly but not exclusively within Europe'. In undertaking this mission TEN works primarily with local partners in Eastern Europe. The work our partners carry out includes work with children consisting of after-schools clubs, holiday clubs, Sunday schools, training for older teenagers and support for adults and families. We do not organise or run events for children or adults at risk ourselves but we do send out short term teams from the UK to help with children's work and participate in our partners' activities while visiting. We take our safeguarding responsibilities seriously whether this is in regard to our partners' activities or those of teams and individuals we send to our partners.

1.3 Summary of what this means for Transform Europe Network

TEN is committed to safeguarding all children and adults at risk, irrespective of ability, ethnicity, faith, gender, sexuality and culture. We recognise that TEN's partners' involvement with children and adults at risk is limited to short periods of group activities in most cases. However, we also recognise that they can become trusted by these children and therefore be in a position of power and ability to abuse if they so choose. They are also in a position to recognise abuse being caused to children and therefore have the ability to take action dependant on the law and culture of their country.

Everything applying to TEN's partners also applies to every member of short-term teams sent by TEN to partners from the UK and all visitors sent by TEN to partners and their projects including staff, trustees, ambassadors or supporters. It also applies at all times and action will be taken if we discover abuse outside of visits to partners.

It is the responsibility of TEN to create a climate of child protection and rights with all involved in the work including information, Partner's Memorandum of Understanding (PMOU), choice and review of partners, selection of staff, trustees and ambassadors and teams and taking action if any issues are reported.

Although TEN does not send long term missionaries to partners we work to ensure that all staff and volunteers who visit partners or engage in regulated activity¹ are trained, sign the code of conduct and comply with any investigation of complaints and review of activities they are engaged in. The MOS-PSEA² guidelines apply.

TEN will take seriously any complaint or report or concern affecting the rights and safety of any child or children under the care of partners or teams. This will include taking advice from thirtyone:eight, reporting to the relevant authorities and taking whatever action is appropriate including dismissal for a staff member, termination of PMOU and support for a partner, or barring a volunteer from visiting any partner in future.

2 Responsible persons

¹ see Appendix 10

² Minimum Operating Standards-Protection from Sexual Exploitation and Abuse

It is the responsibility of everyone to take action where abuse is viewed or suspected. However, for TEN these officers have specific responsibility:

Safeguarding Lead - responsible throughout the organisation for:

- Developing, completing and implementing its safeguarding policies consistent with the required standards set out in these guidelines
- Ensuring that these policies and procedures are applicable in the office and locations in which the organisation works where TEN is responsible for safeguarding (the Safeguarding Lead is not responsible for practice of our partners in-country but would be responsible for the team and leaders of the team if TEN sent a team to a partner country (adapting as necessary to ensure the guidelines are appropriate in all cultures and languages)
- Ensuring that those with particular responsibility for safeguarding children recruited by TEN are appointed as appropriate in all locations where staff come into contact with children
- Ensuring that those with particular responsibility for safeguarding children are adequately trained
- For dealing with any reports of safeguarding issues

Assistant Safeguarding Lead

- Deputising for the Safeguarding Lead as requested

Recruiter

- Ensuring that DBS checks are done for all requiring them prior to employment or undertaking a specific activity
- Ensure that churches sending teams or individuals visiting partners provide DBS checks where applicable

Trustee Safeguarding Lead - responsible for:

- Overseeing safeguarding and liaising with the Lead Safeguarding Officer
- Ensuring that trustees are trained
- Ensuring that safeguarding is considered and action taken when necessary

Partners - each lead partner has responsibility for safeguarding in his/her church/project including during visits by TEN teams or individuals.

Team leaders

- Ensuring team members are DBS checked prior to any visit to partners
- Are responsible for the actions of team members during visits to partners and reporting concerns and incidents to the TEN Lead Safeguarding Officer.

3. Children's rights

It is recognised that a key element in working to safeguard the welfare of all children is the promotion of their rights. We believe that all those under eighteen years have the right to be protected from all forms of abuse, neglect, exploitation and violence, as set out in the *UN Convention on the Rights of the Child* (UNCRC). Appendix 2 sets out the child friendly version of the UN Rights of the Child. In practice:

A child or young person has the right:

- to have their health, safety, well-being and best interests considered paramount
- to have their welfare and development promoted and safeguarded so that they can achieve their full potential
- to be valued respected and understood within the context of their own culture, religion and ethnicity, and to have their needs identified and met within this context and within the context of their family wherever possible
- to be listened to and to have their views given careful consideration, and to be encouraged and helped to participate in decisions which affect them

In order that these rights are respected, when staff, volunteers and others are in contact with children, they should:

- at all times treat children with respect and recognise them as individuals in their own right
- regard them positively and value them as individuals who have specific needs and rights and a particular contribution to make
- work with them in a spirit of cooperation and partnership based on mutual trust and respect
- value their views and take them seriously
- work with them in ways that enhance their inherent capacities and capabilities, and develop their potential
- strive to understand them within the context in which they live

Defining and recognising harm

Children 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. Definitions of harm and guidance on how to recognise it is set out in Appendices 3 and 4.

4. Adults at risk

In UK law an adult at risk is defined as any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and support. The same issues, rights and behaviour towards children apply to adults at risk.

Recruitment, Training & Support of Personnel

TEN has a recruitment policy which includes safeguarding actions and complies with safer recruitment guidelines. TEN considers safeguarding throughout the recruitment process and explicitly in requests for references and undertakes DBS checks where applicable. TEN provides relevant training on safeguarding for those members of staff, volunteers, ambassadors and short-term team members (TEN representatives) who undertake visits to partners or where their role means they are likely to engage with children, young people and / or vulnerable adults. The role description will make clear if this is the case and used as the framework for deciding on appropriate training in relation to safeguarding.

Short Term Team members

Any church/agency intending to participate in a short-term team facilitated by TEN will be required to ensure all relevant personnel have the necessary disclosures and training before going to work with children, or if they will be in close contact with children. It is the sending church's responsibility to obtain the necessary disclosures and train the team. The leader of the team will be required to sign a statement assuring this has been done prior to the team leaving UK. A reference and DBS if relevant will also be required for all team members prior to departure.

Working with local partners

This policy does not apply to our local partners; however, where TEN is supporting partners that are in contact with children or adults at risk, those partners should have in place or develop safeguarding policies and procedures. This is a requirement of the PMOU. In the event of persistent poor practice or abuse within a particular organisation, TEN may decide to terminate the partnership relationship. TEN will look to support partners in matters of safeguarding whilst expecting them to respond, take serious and address the issues.

TEN expects local partners to:

- Have in place or develop a safeguarding policy and procedures that are consistent with this policy and reflect the local context and legal framework.
- Train staff and volunteers so that the policy and procedures can be put into practice
- Encourage beneficiaries to be involved in the design, monitoring and evaluation of activities that affect them.
- Inform beneficiaries (and parents of children) how they can report safeguarding concerns and the follow-up actions that will be taken.
- Assess and manage risk in each programme they undertake
- Report any serious safeguarding incident (abuse, neglect or exploitation) to TEN as soon as possible.
- If the partner doesn't report an incident or doesn't take appropriate and timely action TEN reserves the right to withhold funds until this is done or in the last resort to end the partnership.

Using the RAG report process, grants programme and other meetings TEN will:

- Ask partners for a commitment to good safeguarding practice that is contextually appropriate and in line with local regulations
- Support partners to access basic training on safeguarding to for their staff and volunteers
- Discuss with partners cultural issues, including rules of appropriate and proper behaviour based on local sensitivities to understand the local context and challenges and resolve any differences between what is acceptable behaviour locally, and what is acceptable under the safeguarding policy.
- Establish from the partner the existence and effectiveness or lack of any local child welfare/judicial infrastructure and their ability to work with it bearing in mind the risk to a child or adult at risk.
- Distinguish between children in need of protection due to poverty, conflict or crisis, and specific acts of maltreatment towards children.
- When TEN representatives visit organised activities with children it will work with the local leadership to ensure that there are appropriate safeguarding procedures in place to cover such visitors.
- Provide a form for reporting safeguarding issues to TEN.

Risk assessment and mitigation on visits

The TEN Lead Safeguarding Officer should assess the risk of each visit to a partner or project where this involves activities with children or adults at risk.

Team leaders should:

- Be able to recognise situations which may present risks.
- Be able to plan and organise activities they are leading to minimise risks as far as possible
- Take particular care to take into account the needs of children with disabilities and other at-risk children.
- Ensure, where confidentiality is important and a young person is being seen on his or her own, that others know the interview is taking place and that someone else is around in the building.

Visitors

4.1 All visits to TEN partners or projects must be approved first by TEN. Unannounced or unauthorised visits are not permitted.

(1) Before any visit all visitors must have:

- signed a declaration that they have received, read and understood the Safeguarding Policy and are prepared to abide by it;
- provided a photocopy of their current passport;
- completed a Disclosure Barring Service (DBS) check containing no inclusions
- completed safeguarding training and visitor briefing

Any people travelling with visitors, i.e. partners, colleagues, children 16 years and above will be subject to the same process checks

Code of Conduct

This code of conduct applies to all staff and representatives of TEN who are required to sign it on prior to starting employment or, in the case of representatives, being approved to visit a partner for the first time. Breach could result in disciplinary action for staff. The code is set out in Appendix 5.

Education and training

All staff, and volunteers are given a copy of this policy and required to sign that they have read it and agree to abide by the code of conduct. Safeguarding is included in the induction for all and relevant training is provided for staff, for the safeguarding lead, trustee lead, partners officer and team leaders. Every short-term team receives an induction including safeguarding. Those visiting partners are given an introduction and partners are provided with a webinar and written guidance. Partners also have access to the safeguarding lead for advice on safeguarding.

TEN will consult partners on local context specific issues and ensure that these are incorporated in training.

Reporting abuse

It is the responsibility of every TEN representative to report any abuse that they witness or allegation they hear or concerns they have. The speed and specific procedure will depend on the situation witnessed. However, every report should be immediately followed up with the completion of the report form (Appendix 7 provides an incident management flow chart and Appendix 1 a report form). TEN reserves the right to report serious matters of abuse to the relevant local authorities in addition to the Charity Commission, Police and Social Services in the UK if appropriate.

Communications

Dignity:

TEN is committed to maintaining every beneficiary's dignity, privacy and confidentiality in social media, digital technology and all forms of communication.

Consent:

- No representative of TEN may use any form of social media, digital technology or other communications where the subject is a child and they are the primary subjects of a story, photo and/or video resource gathering without that person's (or for children their parent or primary caregiver's) informed consent. Informed consent means the subject has a general understanding of the purpose of the reporting or photography and gives verbal permission in the following situations: where a beneficiary could be easily identified, or
- where the sensitive nature of their personal disclosure of their situation could possibly cause a risk to his or her privacy, dignity, safety or reputation, or where otherwise legally required.

Prevention of Harm:

No personal and physical information that could be used to identify their location may be used on TEN's website or other communication by TEN.

- No material posted on social media or digital technology will contain the family name, or personal location/address of beneficiaries.
- No material with beneficiary will be geo-tagged to precise locations if it contains any part of the beneficiaries' name or other identifying information.
- Personal beneficiary information that is captured, stored or sent through electronic, on-line or mobile devices is password protected.
- Wherever possible, measures are taken to prevent electronic copying of photographs without TEN's permission
- No TEN representative should communicate directly with a beneficiary under the age of 18 other than with the agreement of TEN as part of their work.

Dealing with concerns

As TEN does not run or organise children's or youth events itself, but rather works in collaboration with partner organisations, the line of contact will vary depending on the context. If abuse is suspected, discovered or disclosed to a member of TEN staff or a volunteer team member while in a cross-cultural situation then there are couple of potential response:

Scenario 1: Child in-country discloses abuse unrelated to the partner ministry

1. If child in danger team team leader to speak to the local partner
2. Trip team leader to write a report and email to TEN Local Safeguarding Officer (LSO)
3. On return to UK the team leader should inform the LSO who will consider what action the partner has taken
4. LSO can access advice from 31:8
5. CEO will decide on TEN course of action following investigation

Scenario 2: Practice of the TEN partner or those in their ministry is the concern

6. Team leader to report directly to the LSO via phone call as soon as possible
7. Team leader to write a report and send to LSO ASAP

8. LSO (with advice from 31:8) will where possible speak to the partner (unless Partner directly involved). If partner is directly involved then LSO will speak directly to in-country denomination lead or other relevant overseer
9. LSO will follow up to see what action has been taken
10. CEO will decide on TEN course of action following investigation

The leader locally responsible (Partner or their overseer) of the event/national partner will then contact the appropriate authorities and will be responsible to ensuring appropriate follow-up.

Scenario 3: A partner has a concern about a team member's behaviour

1. If just a concern partner should raise with TEN team leader and the team leader should address the issue with the team member. If behaviour persisted then disciplinary action could be taken against the team member
2. If there has been a disclosure against a member of the team then partner should contact TEN LSO directly
3. TEN LSO (with advice from 31:8) will investigate and take appropriate action
4. TEN LSO to follow up with partner to inform of action and gain and update on the situation locally

Under no circumstances should anyone other than the LSO attempt to carry out any investigation into the allegation or suspicions of abuse.

Please see Appendix 5 for a 'Responding to Abuse' form.

Confidentiality:

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and shared on a need to know basis only.

Responding to allegations of abuse by a staff or team member

Abuse is distressing for all concerned and it is often difficult to accept that it may have occurred, to the point that there is denial or that warning signs are dismissed. The danger is that under-reaction resulting from this lack of acceptance may mean children/adults at risk remain unprotected and exposed to further abuse. It is the responsibility of anyone who sees, suspects or is told of abuse or allegation of abuse to report it to the Child Protection Officer.

If you observe a worker or team member acting in a way that is unsuitable or could be misinterpreted, speak to them individually or the Lead Safeguarding Officer.

If a staff member or volunteer has an allegation of abuse made against them, the appropriate procedures will be undertaken i.e. referral to social services and the police, followed by suspension from any/all child/at risk adult contact until an investigation is completed.

If an allegation is made or there is a suspicion of abuse, the LSO will:

1. Seek and follow advice from Thirtyone:eight.
2. If necessary, contact the Social Services duty social worker or the Police Child Protection team directly and follow up in writing.
3. Under no circumstances attempt to carry out any investigation into the allegation or suspicions of abuse. The role of the Child Protection Team is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Social Services Department, whose task it is to investigate the matter under Section 47 of The Children Act 1989
4. Make clear notes of all conversations and actions taken. Keep original documentation in a secure place
5. Whilst allegations or suspicions of sexual abuse will normally be reported to the SLO, if they are unavailable this should not delay immediate referral to the Social Services Department. If sexual intercourse is alleged to have occurred very recently, then contact the police immediately so that evidence is preserved. Where sexual abuse is suspected, never speak to the parents; refer the case to Social Services.
6. The SLO should only share any information on a need to know basis ie. appropriate authorities, TEN Director and Chair of Trustees (when allegation is against a member of staff/volunteer).

Monitoring, implementation and review

Trustees will consider a safeguarding report at each quarterly meeting. The Chief Executive Officer will inform the safeguarding trustee of any safeguarding events within two working days. All incidents, allegations of abuse and complaints are recorded and reported to the Board of Trustees. Safeguarding incidents and activities will be reviewed annually.

This policy will be reviewed at least every three years.

This policy was reviewed and approved by the TEN Board of Trustees on12th November 2020

Signed:

.....See Minute from 12th November 2020

Chair of Trustees

.....James Vaughton.....

Chief Executive Officer

APPENDIX 1

Safeguarding Statement

In recent years, awareness of and concern about safeguarding has grown as high-profile scandals involving abuse have come to light in the entertainment, relief and sporting arenas. There have also been instances of abuse in churches and mission organisations. Abuse, defined in part as manipulation, exploitation, domination and bullying (coercive and controlling behaviour), is incompatible with the gospel of love, compassion and grace proclaimed by Jesus and the apostles and so any organisation that has contact or works with children and adults at risk must ensure they are properly cared for and protected. Children are abused by adults, other children and young people. Adults are usually abused by other adults. It happens in every social, religious and cultural setting and can involve leaders, teachers and workers. We should not think “it could never happen in my organization,” because it might!

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We are aware that seeking to impose a UK model of safeguarding will not be successful in contexts where policy makers work from a different legislative framework and where there may be widely differing understandings of what constitutes abuse. Thus, TEN is committed to developing a safeguarding framework based on best practice in safeguarding within the UK context which can be combined with the knowledge and understanding from our partners about their local context, infrastructures, culture and beliefs.

APPENDIX 2

Summary of the UN Convention on the Rights of the Child

- 1 **you have the rights** set out here until you are 18.
- 2 **you have these rights** whatever your race or skin colour, whether you are a boy or a girl, whatever language you speak, whatever your religion, political beliefs, nationality or ethnic group, whether you are rich or poor, and whether you are disabled.
- 3 **whenever adults make decisions** or do anything that affects you, they should always think about what is best for you.
- 4 **Your government is responsible** for protecting your rights.
- 5 **Your family is responsible for helping you** to achieve your rights. Your government should support them to do this.
- 6 **You have the right to live.** Your government should make sure you have the chance to survive and develop healthily.
- 7 **You have the right to a name and a nationality**, and the right to know and be cared for by your parents.
- 8 **You have the right to an identity** – an official record of your name, nationality and family.
- 9 **You have the right to live with your parents**, unless that would be bad for you. If your parents are separated, you have the right to have contact with both of them, unless that could be harmful for you.
- 10 **If you live in a different country from your parents**, you have the right to move so that you can live together as a family.
- 11 **Your government should take steps** to prevent you being taken out of your country illegally.
- 12 **When important decisions are being made** that affect you, you have the right to give your opinion and to be taken seriously.
- 13 **You have the right to find out information** and to share your ideas through writing, speaking, drawing or any other way, unless it may harm you or anyone else.
- 14 **You have the right to think for yourself**, to choose what you believe and to practise your religion, provided this does not stop other people enjoying their rights. Your parents should support and guide you in these matters.
- 15 **You have the right to set up or join a group** and to meet together, provided this doesn't stop others enjoying their rights.
- 16 **You have the right to a private life**, and your character and reputation should not be attacked.

17 **You have the right to get information** that is suitable and beneficial for you from around the world through TV, radio, newspapers, social media and the internet.

18 **Both of your parents are responsible** for bringing you up and should think about what is best for you. Your government should make sure there is support to care for you, particularly if both your parents are working.

19 **You have the right to be protected from violence**, abuse or neglect by your parents or anyone else who cares for you.

20 **If your parents are not able to look after you properly**, your government should arrange for you to be cared for by someone else who will respect your culture, religion and language.

21 **If you are adopted, your needs should be the priority**, whether you are adopted in your country or taken to another country.

22 **If you had to leave your country because you were not safe**, in your new country you have the right to be protected. You should have the same rights as other all children in your new country.

23 **If you have a mental or physical disability**, you should get the education, care and support you need to lead a full and independent life to the best of your ability, and to participate in your community.

24 **You have the right to healthcare** when you are sick and to healthy food, clean water, a clean environment and information to help you stay healthy. Rich countries should help poorer countries do this.

25 **If you are being looked after away from your home**, your situation should be regularly reviewed to make sure you are getting good treatment and care.

26 **You have the right to help from the government** if your family is poor or in need.

27 **You should have the conditions you need** for your physical, mental, spiritual, moral and social development. If your family is unable to provide these conditions, the government should help – particularly with nutrition, clothing and housing.

28 **You have the right to education**. Primary education should be required for all children and should be available free. Secondary education should be available to all children. Higher education should be available according to capacity. School discipline should respect your dignity and your rights.

29 **Your education should help you develop your personality**, talents, and mental and physical abilities. It should encourage you to develop respect in your own culture, for other cultures and for the environment. It should help prepare you to live in and contribute to a free society.

30 **You have the right to enjoy your culture**, to practise your religion and to speak your language, whether or not these are shared by the majority of people in your country.

31 **You have the right to rest, play and take part** in cultural and artistic activities.

32 **You should not have to do work that is dangerous**, that is harmful to your health or development that interferes with your education, or where people take advantage of you.

33 **Your government should take steps to protect you** from taking, producing or distributing dangerous drugs.

34 **You have the right to be protected from sexual abuse** and exploitation, including prostitution and being used in pornography.

35 **Your government should act to make sure you are not kidnapped**, sold or taken to another country to be exploited.

36 **You should be protected from any other activities** that may harm your wellbeing and development.

37 **If you commit a crime and are given a prison sentence**, you have the right to keep in touch with your family. You should not be treated cruelly or put in a prison with adults. The death penalty and life imprisonment are not allowed for children.

38 **If you are under 15, you should not have to join the army** or fight in a war. Children living in war zones should be given special protection.

39 **If you have been abused**, cruelly treated or affected by war, you should be given special care to help you recover.

40 **If you are accused of breaking the law**, you should be treated fairly and in a way that respects your dignity. Your age should be taken into account. Prison sentences should only be given where children have committed the most serious crimes.

41 **These rights are a minimum**. If the laws in your country give you stronger rights than those outlined here, then those laws should be followed.

This is a summary for children of the United Nations Convention on the Rights of the Child.
(Courtesy of Save the Children)

APPENDIX 3

Definitions of harm

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. There may be a single or repeated incident.

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.

Exploitation: Commercial or other exploitation of a child refers to use of the child in work or other activities for the benefit of others.

This includes, but is not limited to, child labour. These activities are to the detriment of the child's physical or mental health, education, or spiritual, moral or social-emotional development

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APPENDIX 4

Recognising possible signs of abuse

The following may or may not be signs that abuse has taken place, but the possibility should be considered. Absence of such signs does not mean that a report of abuse is false.

Signs of Physical Abuse

- Any injuries not consistent with the explanation given for them
- Injuries to the body in places not normally exposed to falls, rough games etc.
- Injuries which have not received medical attention
- Instances where children or adults at risk are kept away from the group inappropriately
- Reluctance to change for, or participate in games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cuts, scratches or substance abuse
- Changes in routine

Signs of Emotional Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression/extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationship with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Signs of Sexual Abuse

- Any allegations made by a child or at-risk adult concerning sexual abuse
- Child with excessive preoccupation with sexual matters and details knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia
- Bed wetting and soiling

Signs of Neglect

- Under nourishment, failure to grow and constant hunger
- Stealing or gorging food

- Untreated illnesses
- Inadequate care

A child or at-risk adult may show signs of more than one category of abuse

APPENDIX 5

Code of Conduct

Be Prepared

Do:

- Read the Child Protection or Safeguarding Protocol of the local partner organisation before arriving on a visit
- Ensure that you know who you should go to with any concerns
- Make an attempt to understand local norms, particularly those around contact between children and adults
- Discuss activity plans with the partner organisation and take their advice about where, when and how to conduct the activities in a safe manner and in a way that puts the children at ease.
- Ensure that you take clothing that is appropriate to the local culture and respects local norms

Interactions with Children

Do:

- Be aware of the power balance between adult and child and avoid actions which exploit this
- Explain clearly what you intend to do at the start of any activity and explain exactly what you plan to do with any information shared
- Give children the opportunity to talk at their own pace.
- Treat all children equally without discrimination on the basis of age, gender, disability, faith, sexuality etc.
- Ensure that children are aware of their right NOT to participate or to withdraw from the activity at any time

Don't:

- Encouraging close attachments with individual children – your visit is temporary and you cannot maintain contact beyond the visit
- Show favouritism or spend excessive time with one child
- Offer gifts to individual children. If providing a gift is appropriate, it should be given to the group and with the prior agreement of the partner organisation

Avoid being in a risky situation

Do:

- Plan and organize your work, taking in to account and minimizing potential risks

- Ensure that a second adult is present when you are with children, especially if the children are not known to you

Don't:

- Condone or participate in behaviour that is illegal and/or unsafe
- Believe "it could never happen to me"
- Be alone with a child where no-one else can see what you are doing
- Take a child to your home, hotel or to other private spaces

Your Behaviour

Do:

- Wait for the child to initiate any type of physical contact
- If you are taking notes or recording the session, explain to the group what you are doing and how the information will be used
- Obtain permission before taking photographs
- Wear clothes that are appropriate and respect local norms and culture
- Always provide an example of the good conduct which you wish others to follow

Don't:

- Act in a way that is, or could be interpreted as, inappropriate or sexually provocative
- Give assistance in aspects of personal care that a child could do for themselves (e.g. dressing, bathing etc.)
- NEVER hit or physically chastise a child (including using physical restraint to contain behaviour - other than to protect from danger)
- NEVER engage in or allow sexually provocative games with children
- NEVER act or use language which could in any way shame, humiliate or degrade a child
- NEVER be involved in discrimination, prejudice or oppressive behaviour or language in relation to any of the following: race, culture, age, gender, disability, religion, sexuality or political views.

Personal Use of Social Networks

Do:

- Remember that you are personally responsible for the content that you share.
Always think twice about what you post/share and what implications this will have for TEN
- If you use social networks or blogs for personal use and you have indicated in any way your place of work you must add a disclaimer stating that your opinions on this site are your own. i.e. 'My tweets are my own and not of the organisation I am connected with.'
- Inform the Lead Safeguarding Officer or Executive Director if you observe or read uploaded content from another staff member /volunteer which breaches the safeguarding policy

Don't:

- NEVER post images or stories about beneficiaries via personal social media accounts.
- NEVER upload or post any defamatory, obscene, abusive or harmful content.

APPENDIX 6



Safeguarding Incident Report Form



Please write your report relating to a safeguarding issue (disclosure or concern) in this box.

Name of person reporting:

Date of report:

REPORT:

Appendix 7

1.4 Regulated activity

Regulated activities relating to adults is based on the type of work regardless of the frequency or number of times it is carried out or the location:

- Providing healthcare
- Providing personal care
- Providing social work
- Assistance with general household matters
- Assisting with a person's own affairs
- Conveying a person to a place of social work or care

Regulated activities relating to children are based on the type of activity and/or its location if they are carried out by the same person frequently (once a week or more), four or more days in any 30 day period or overnight (between 2am and 6am). These include:

Activities

- Teaching, instructing, supervising, training, and coaching children
- Delivering care, including physically helping children if they need assistance due to an illness or disability.
- Providing healthcare for mental health, palliative care, medical or surgical care
- Providing advice or guidance for children's physical, emotional, or educational wellbeing
- Moderating web services that children use
- Driving a vehicle carrying children

Locations – where the main use of the premises is for children

- Schools
- Pupil referral units
- Nursery schools
- Detention centres for children
- Children's homes
- Children's centres
- Childcare premises