



JESUITS

Rwanda-Burundi

CHILDREN AND VULNERABLE ADULTS PROTECTION AND SAFEGUARDING POLICY



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ABBREVIATIONS

HQ : Headquarters

HR : Human Resource

IT : Information and technology

RWB : Jesuit Rwanda-Burundi

SJ : Society of Jesus

UK : United Kingdom

UN : United Nations

WHO : World Health Organisation

www : World Wide Web

PREAMBLE

Children and vulnerable adults protection policy prevents and respond to exploitation, neglect, abuse, and other forms of violence affecting these two categories of people. Through this policy, RWB (Jesuit Rwanda-Burundi) Region seeks to enable the fulfillment of children and vulnerable adults' rights to protection from all forms of abuse and violence within families, schools, institutions and communities. Together with partners, RWB Region supports prevention of exploitation, harmful traditional practices and violence against children in their family and community and restoration of children who have been abused, neglected or exploited.

Recognizing that a child occupies a unique and privileged position in society;
Considering that the promotion and protection of the rights and welfare of children and vulnerable adults implies the performance of everyone's duties;

Reaffirming adherence to the rights and wellbeing of the child as contained in the United Nations Convention on the Rights of the Child and in the African Charter on the Rights and Welfare of the Child and their protocols, and other conventions and instruments;

Acknowledging the measures that the Governments of Rwanda and Burundi have taken including incorporation of regional and international legal instruments

pertaining to the rights of the child and protection against any form of abuse and violence into national laws;

Considering all measures and laws protecting vulnerable adults;

Jesuit Rwanda-Burundi Region commits itself to keeping children safe from possible abuse and violence, strengthening child protection programming, and partnering with child safe partners through various standards and ways outlined in this Policy, and this applies for vulnerable adults. The purpose of this Policy is to protect Rwandan and Burundian children –especially those in RWB Region operations areas– from any form of abuse and violence and ensure that they enjoy fullness of life. This policy puts particular emphasis on children as a core part of the society but vulnerable adults will be always considered anywhere safeguarding matters. This Policy is binding to all RWB Region staff, volunteers/interns, sponsors, donors, partners, Board/Advisory Council members, independent contractors and any other RWB Region affiliated people. They must acknowledge in writing receipt and understanding of the Policy.

Approved by the Regional Superior of the Rwanda-Burundi Jesuit Region:

The image shows a handwritten signature in blue ink over a rectangular official stamp. The stamp contains the text: "Jesuits of Rwanda-Burundi Regional Office P.O. Box 6039 Kigali-Rwanda". In the center of the stamp is a circular logo with the letters "IHS" and a sunburst design.

Rev. Fr. Jean Baptiste G. Ganza, SJ

September, 2019

INTRODUCTION

Purpose of the policy

To set out the duty to safeguard and promote the welfare of children and vulnerable adults within the RWB Region institutions and how this will be implemented by concerned parties while discharging their duties. As there are similarities in various aspects where safeguarding matters, we decided to combine children and vulnerable adults protection in this policy. However, the Jesuit Rwanda-Burundi Region recognises that there are also some distinct differences between protecting children and protecting vulnerable adults and these differences are reflected in this document.

With regards to child safeguarding, the aim of this policy and procedures manual is to regulate how we work as an organization so that the children that we come into contact with us (either directly or indirectly) are safeguarded and their welfare promoted, and that our actions, while discharging our duties, do not cause them any harm.

Legal framework

Beside the Jesuits' own core values and rules, this policy has been developed in accordance with the principles established by the Children Act 1989 and other

international and local legal acts with regards to children matters, and in line with the following:

- Legal framework for child protection in Rwanda,
- Legal and Policy Framework for Children's Rights in Rwanda,
- National Integrated Child Rights Policy Ministry of Gender and Family,
- Keeping Children Safe in Education 2016,
- Framework for the Assessment of Children in Need and their Families 2000,
- Oxfordshire Safeguarding Children Board guidelines,
- Working Together to Safeguard Children 2015,
- What to do if you are worried a Child is being Abused 2015.

Our child safeguarding principles

The Jesuit Rwanda-Burundi Region believes that:

- Children should always be treated with respect, regardless of their gender, ethnic or social origin, language, religious or other beliefs, disability, sexual orientation or other status.
- Safeguarding children is everyone's

duty.

- All children have the right to freedom from all forms of violence, abuse and exploitation.
- All child abuse is an abuse of power and all violence towards children is preventable.
- Although children may be extremely resourceful and resilient, there is an inherent vulnerability in relation to abuse given their general lack of status and power, dependence, stage of development, and reliance on adults. Children are most at risk from those people they know and often trust.
- Adults engaged in positions of trust towards children must exercise the highest levels of integrity and good practice.
- There is an obligation on all the organisation and professionals working or in contact with children to strive to ensure their operations are 'child safe'. This means to ensure that staff and contractors do not represent a risk to children and that programmes, policies and practices are designed and developed in ways that promote the protection of children.
- All children have equal rights to protection and should have their wellbeing and participation promoted.
- All actions regarding child safeguarding

must be taken in the best interest of children. This includes an understanding that in all our programmes and activities we must ensure that we respect children's rights and do not cause them harm.

- Everybody has a responsibility to safeguard children. This policy is mandatory for all those who work for or on behalf of the Jesuit Rwanda-Burundi Region including staff, volunteers and partners. Although training, advice and support will be provided, everyone should actively participate so that they can carry out their responsibilities towards safeguarding children.
- We work in a transparent and open way where child safeguarding is made a priority, recognising that situations of abuse and harm are able to flourish when staff, volunteers, partners, children, families and community members do not feel comfortable to raise their concerns.
- All reports of concern regarding the safety and protection of a child will be taken seriously. Where necessary, appropriate steps will be taken to protect the child and to take action against the alleged perpetrator. This may include referrals to law enforcement and child protection agencies. In relation to allegations against staff, volunteers and partners, action may also include the suspension or termination of engagement or any type of cooperation.

- No single organisation is able to safeguard children by working in isolation, and therefore we will work with other organisations, agencies (such as state departments and ministries with a mandate to protect children) and groups as necessary and appropriate.
- We maintain confidentiality and do not disclose personal details of those involved in child protection concerns, including the names of those raising concerns unless it is necessary to pass on information to ensure that a child is protected (for example where a child may need specialist services or where a criminal offence may have been committed).
- We raise awareness and influence others on the importance of safeguarding children, using our policy and procedures as a way of both highlighting our commitment and also of explaining our values. We will share our policy and procedures with others, and be open to feedback regarding its application and relevance.
- We work within the framework of Jesuits spiritual values, and we abide by international and national laws and policies regarding child safeguarding.
- There is no one specific way of safeguarding children and promoting their rights. Solutions to protecting children need to reflect the culture

and operating environment and the nature of activities being undertaken. However, culture can never be used as an excuse for abuse. While country delegations can propose amendments and modifications of the procedures, this must be done within the framework of requirements set down within this policy. This policy will be strictly applied in its entirety, therefore, zero tolerance for any negligence or reduced level of application of any of its articles and statements.

Organisation's Child Protection statement

The Jesuits in Rwanda-Burundi Region acknowledge the duty of safeguarding and promoting the welfare of children and are committed to ensuring that safeguarding practices reflect statutory responsibilities, government guidance and complies with best practice and the requirements of the Rwanda-Burundi Jesuit Region.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender, race, religion or belief, and socio-economic background; all children have positive and enjoyable experiences in a safe and child-friendly environments inside and outside the Jesuit institutions in all activities carried out in the name of the Society of Jesus.

As part of our safeguarding policy, the Jesuit Rwanda-Burundi Region will

- promote and prioritise the safety and wellbeing of children and vulnerable adults;
- ensure that everyone understands their roles and responsibilities and is provided with appropriate learning opportunities to recognize, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and vulnerable adults;
- ensure that appropriate action is taken in the event of incidents/concerns of abuse and support is provided to individual(s) who raise or disclose the concern;
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored;
- prevent the employment/deployment of unsuitable individuals;
- ensure that robust safeguarding arrangements and procedures are in operation.
- The policy and procedures will be widely promoted and are mandatory for everyone involved in working closely with the Jesuits of Rwanda-Burundi Region. Failure to comply with the

policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion.

Dissemination and Monitoring

The policy will be reviewed a year after development and then every three years, or in the following circumstances:

- changes in legislation and/or government guidance;
- as a result of any other significant change or event.

To ensure that all parties involved are aware of the policy terms and are complying with it, a dissemination plan is to be set yearly so as members of the organization, staff, teachers, parents, and any other person or institution involved in partnership with the organization are sensitized/trained, told about this policy and its implementation.

Policy application

This Policy applies to:

- All the members of the Rwanda – Burundi Jesuit Region
- All the staff members of the Jesuit institutions in Rwanda-Burundi Region, whether national or expatriates, fulltime, part time or engaged on short-term contracts such as consultants, volunteers, trainees and interns

- Volunteers, trustees and board members, staff and representatives of partner agencies and any other individuals, groups or organisations who have a formal/contractual relationship with the Rwanda – Burundi Jesuit Region that involves any contact with children
- Donors, journalists, celebrities, politicians and other people who visit the Rwanda-Burundi Jesuit Region or offices in order to make contact with children will be made aware that this Policy applies to them while visiting our programmes or offices.

All of the above must act in accordance

with this Protocol in both their professional and their personal lives. Breaches in the policy can lead to disciplinary action including possible dismissal. For partners/contractors breaches can lead up to and including termination of relation including contractual & partnership agreements.

Where relevant, the appropriate legal or other frameworks as per the national laws will be referred to.

CHAPTER 1: CHILD SAFEGUARDING POLICY AND PROCEDURES

1.1. Key definitions and terminology

Child: Refers to all young people who have not yet reached their 18th birthday.

Vulnerable adult: A person who is 18 years of age or above, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation. The concept extends to power relations.

Staff: Refers to all those working for or on behalf of schools, and other institutions and entities run by the RWB Region, being full time or part time, in an either paid or voluntary capacity.

Parent: Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents

Designated Safeguarding Officer: The designated safeguarding officer is the person appointed to take lead responsibility for child protection issues in an institution. The person fulfilling this role must be a senior member of the school's

leadership team, and the designated safeguarding officer role must be set out in the post holder's job description. It is a good practice to nominate a deputy to cover the role of the designated safeguarding officer when the latter is unavailable. In large schools it is advisable to have other senior staff who can also take on this role and work as part of a 'designated safeguarding team'. The lead responsibility for safeguarding and child protection remains with the designated safeguarding officer.

Safeguarding: Child and vulnerable adult safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, implying that they do not expose children and vulnerable adults to the risk of harm and abuse, and that any concerns the organisation has about children and vulnerable adults' safety within the communities in which they work, are reported to the appropriate authorities. This includes both preventative actions to minimise the occurrence of harm, and responsive actions to ensure that incidents which may happen are appropriately handled. Safeguarding implies a wider duty of care towards children and vulnerable adults rather than just upholding their right to protection. It is primarily concerned with harm and wellbeing, rather than the promotion and protection of child and vulnerable adult rights in general.

Safeguarding and promoting the welfare of children: This concept refers to the set of policies, procedures and practices that we employ to ensure that the Jesuits are a child safe organisation. It embodies the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

We know that harm can befall children as a result of deliberate actions by a tiny minority of staff and representatives. We have a zero tolerance to such behaviour and pursue rigorous policies to prevent and respond to these issues. We aim at ensuring that everyone associated with our organisation is aware of and responds appropriately to issues of child abuse and sexual exploitation of children. We aim at ensuring that anyone who represents our organisation behaves appropriately towards children both at work and outside work and never abuses the position of trust that comes with being a part of the Jesuits family.

Harm: It is difficult to fully define "harm" to children because children can be abused (harmed) in so many ways depending on the context and the culture. They may be abused in family, in an institution, in a community or faith setting, or via internet/ social media. They may be harmed by

an adult or adults or another child or children. Some social norms can also cause significant harm to children.

The following definitions provide a deeper understanding of the term "harm" in the context of child protection and safeguarding.

Child Abuse: Consists of anything which individuals, institutions' processes do or fail to do which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood. The main categories of abuse are defined by WHO as physical abuse, emotional abuse, neglect and negligent treatment, sexual abuse, and exploitation.

Physical Abuse: Involves the use of violent physical force so as to cause actual or likely physical injury or suffering, (e.g. hitting, shaking, burning, torture, poisoning, and drowning.)

Emotional or psychological abuse: Includes humiliating and degrading treatment such as name-calling, constant criticism, belittling, bullying, persistent shaming, solitary confinement and isolation.

Sexual Abuse: Includes all forms of sexual violence including incest, early and forced marriage, rape, involvement in pornography, and sexual slavery. Child sexual abuse may also include indecent touching or exposure, using sexually explicit language towards a child and showing children pornographic material.

Child Sexual Exploitation: A form of sexual abuse that involves children being involved in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family need. It usually involves a child being manipulated or coerced which induces to befriending children, gaining their trust, and subjecting them to drugs or alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim's options are limited. Any sexual activity with a child with or without their consent is child abuse and a crime.

Safeguarding and promoting the welfare of children: refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Neglect and negligent treatment: Depending on the context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical or psychological need, which is likely to result in serious impairment of child 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, neglect and ill treatment of a disabled child.

1.2. Prevention

This section of the Policy identifies specific steps and concepts which translate the vision of safeguarding children into action.

Child safeguarding runs across the whole organisation and is not just associated with programmes and projects or Human Resources. The concept of thinking about safeguarding - and eradicating risk - should be embedded in everything that we do, from recruiting a staff member or volunteer, to selecting a partner, through to running an activity and designing and implementing a programme or other institutional activity.

Throughout the policy, a number of situations have been highlighted which specifically call for a risk assessment – such as when conducting an activity or when concerns are raised about a staff member's references or policy check. However, this does not mean that risk should only be considered at those times. Safeguarding risks must be regularly re-viewed at all levels.

It should be remembered that although we normally think of safeguarding issues when an adult is mistreating a child, children can also be the perpetrators of abuse. This normally occurs where one child is in a position of power or influence (e.g. age, position...) and is often referred

to as 'bullying'. In such cases while action is necessary to support the child being bullied, it is critical to remember that the perpetrator is also a child, and therefore interventions should be in the best interests of both children in terms of how to support the abused child and what response is required for the abusive child.

1.2.1. Human Resources/Obligations and responsibilities

This section sets out the specific obligations and responsibilities for all adults working with/for Rwanda-Burundi Jesuit Region, whether paid or unpaid, full or part time.

The Safeguarding Policy applies to all those working with or on behalf of Rwanda-Burundi Jesuit Region. By agreeing to work with/for the organisation, it is implied that the terms and conditions of the Safeguarding Policy have been accepted as a condition of involvement.

All staff (including consultants, volunteers and interns) are required to sign and abide by the Code of Conduct as a condition of their involvement with the Jesuits in Rwanda-Burundi Region. This sets out specific expectations of acceptable and unacceptable behaviour.

In addition to all staff of the organisation, every person in a governing function within the organisation should sign and abide by the Code of Conduct herein of the Rwanda-Burundi Jesuit Region with regard to child

safeguarding. This recognises that those in a governing capacity as Members of the Board are expected to set the highest standards of behaviour for the organisation.

While orientation on the policy together with any necessary additional training regarding responsibilities and the duty to care (particular to specific roles) will be provided, all adults have a personal responsibility to seek further clarification and advice where they are not clear about what is expected of them.

Breaching the Code of Conduct or contravening the Child Safeguarding Policy may lead to suspension and termination of any type of engagement. This will be determined on case basis, ensuring that applicable employment conditions and legislation are observed and with regard for the privacy and confidentiality of those concerned while any internal investigation is carried out. In addition, after a thorough consideration of the facts, we will decide whether the case needs to be reported to law enforcement authorities in full conformity with the law.

The Child Safeguarding Policy focuses on contact with children taking place during work under the responsibility of the organisation. Nevertheless, conduct outside the work environment of those associated with the Jesuits in Rwanda-Burundi Region may also contravene the principles and values of this Child and Vulnerable Adult Safeguarding Policy. If such issues arise, these will be carefully

considered and any decisions made will place utmost importance on the child or the vulnerable adult best interests.

1.2.2. Education, Advice & Support

This section sets out the efforts that will be undertaken to support the implementation of the Safeguarding Policy. Within their probationary period, and no longer than three (3) months after appointment, all staff must be given guidance as to the Child Safeguarding Policy, and their responsibilities towards safeguarding children. Volunteers and interns should also be included in such training.

Staff, interns and volunteers must be given the opportunity for regular updates on safeguarding children – either formally, such as through training or supervision, or more informally, for example through discussion at team meetings.

Depending upon the nature of the work being undertaken, the role of the staff and their background and experience, additional specialist training regarding child wellbeing, protection and safety should be provided.

Records must be kept in HR files of all training/guidance meetings conducted – with the date and list of attendees.

All adults have a responsibility for safeguarding children, no one should

have to do this alone and unsupported. However, country Representatives from the Rwanda-Burundi Region and managers are responsible for ensuring that staff and standing volunteers are supported in their roles in safeguarding children, with the Country Representative being ultimately responsible for the implementation of the Child Safeguarding Policy.

1.2.3. Child Safeguarding Focal Point

Child Safeguarding Focal Point based at country level within the Rwanda-Burundi Region is the primary source of advice and support in relation to child safeguarding concerns and the implementation of the Child Safeguarding Policy. The Child Safeguarding Focal Points are in turn supported by designated Regional Child Protection officer.

Where support or advice is sought regarding child safeguarding, the enquiry must be taken seriously. At no time must seeking advice or support be considered indicative of someone lacking capacity or knowledge. This will be done in the spirit of maximizing the chances every child deserves for protection.

Where those working with/for the Jesuit Rwanda-Burundi Region are involved in cases of child abuse incidents either as subject of investigation or as witness, appropriate support must be provided. This may include additional supervision or counseling.

1.2.4. Awareness Raising

This section sets out how awareness will be raised regarding the Child Safeguarding Policy.

Staff, volunteers, children and all those working with/for the Rwanda-Burundi Region should be made aware of this Policy, and how to report a concern. This should be done in ways that are appropriate and accessible given the context.

Special attention will be put on how to raise awareness with children about the policy and ways in which they can help keep themselves safer. This will include developing with children a child-friendly version of the policy.

1.2.5. Safer Recruitment

This section focuses on how those working with/for the Jesuit Rwanda-Burundi Region are selected (staff, interns and volunteers). Individuals who are intent on abusing children often target organisations where they can gain access to children. While no recruitment processes can ever be 100% safe, by having stringent recruitment processes in place, the likelihood of engaging someone who is not suitable to work with children can be dramatically reduced.

Safer recruitment procedures act like a safety net that in combination provide a level of assurance that proper attempts

have been made to ensure that recruitment processes identify those who may pose a risk. No one check is sufficient.

All recruitment procedures must be based on a detailed analysis of each job or volunteer task and the level of contact with children. Safer recruitment procedures include pre-selection, selection and post-selection actions to ensure that there are as many safeguards as possible in place. Records of safer recruitment practice, such as references etc., must be kept in HR files. (Appendix I - Safer Recruitment Checklist for detailed guidance)

1.2.6. Partners

This section considers how to work with partners in order to promote the implementation of Child Safeguarding Policy.

In selecting partners, consideration should be made with respect to the potential partner's suitability and track record for working with children including if they have their own child safeguarding policy and procedures (which they may refer to as their Child Protection Policy).

In all partnership relations, strong attention must be given to issues related to child safeguarding. As good practice, specific reference to child safe-guarding measures should be included in partnership agreements and contracts.

Partnerships are an opportunity to raise awareness on the need for institutional policies on child safeguarding. Therefore all partners should be given training, guidance and support on the Jesuit Rwanda-Burundi Region Safeguarding Policy, in particular emphasising the responsibilities that partners have for safeguarding children. The nature of this orientation and training can be determined in the country, and in relation to the scope of the work of the partner.

Where the Jesuit Rwanda-Burundi Region is the lead partner (i.e. can exert more control over the terms of the contract) then reference in the contract must be made to the commitment to keeping children safe and our Child Safeguarding Policy. Where we are not the lead partner, then attempts should be made to include safeguarding within the agreement. In either case, partners should be given a copy of the Child Safeguarding Policy and guidance provided on the contents.

Where concerns about child safeguarding arise in relation to a partner, in addition to considering whether a report of the concerns needs to be made to appropriate authorities, consideration must also be given regarding whether to suspend the partnership.

A child safeguarding concern raised in relation to a partner does not mean that the partnership must be terminated automatically. The decision to continue with the partnership must take into account

the reaction of the partner and their commitment to addressing the situation such as prioritising the best interests of the child, responding to advice on managing the situation and agreeing to seek support through training and guidance.

1.2.7. Occasional volunteers, interns and visitors

This section specifically considers safeguarding issues in relation to different types of occasional volunteer supports to the Jesuit Rwanda-Burundi Region activities or visitors to programmes and country offices.

Official visitors may visit a project with the express permission of the Jesuit Rwanda-Burundi Region. Unofficial visitors might, for instance, be a parent or an acquaintance of the Country Representative or a programme staff member without formal permission from the organisation. All occasional volunteers and visitors, official and unofficial, must be made aware of and understand the principles of the Jesuit Rwanda-Burundi Region's Guide for Occasional Volunteers and Visitors (Appendix 2), and agree to its terms and conditions before the visit takes place.

It is the responsibility of the staff member to ensure that occasional visitors and volunteers are properly briefed and supervised throughout the activities or visit, and have signed the Guide for Occasional Volunteers and Visitors (Appendix 2).

All occasional volunteers and visitors must be accompanied at all times and in no circumstances should they be left unattended with children, unless there are clear reasons for doing so (only possible for official visitors or where express permission is granted by the Country Representative in advance). Before granting permission, the Country Representative must ensure that the visitor does not pose a risk to children.

1.2.8. Online Protection and Safety

The Jesuit Rwanda-Burundi Region has its own policies and separate guidance on the use of social media and technology.

Country Representatives should ensure that sufficient guidance is provided to staff, interns and volunteers about the appropriate use of technology including internet, mobile phones and social media.

Filters and blocking software should be installed to ensure that unsuitable/offensive sites cannot be downloaded. In general sites which promote abuse of children or contain images and information which are harmful to children should be blocked.

Staff, interns and volunteers must also report to their line manager if any offensive material is received or accidentally downloaded.

In the event that offensive material, such as child pornography, is received or

accidentally downloaded and a report is made to law enforcement, the materials must not be sent with the referral. The transmission of images is considered a crime under international law. Guidance should be sought from the law enforcement agency as to how to arrange for images to be transferred appropriately.

1.2.9. Information, Communication & Technology (IT)

The Jesuit Rwanda-Burundi Region has its own IT rules on the use of computers and other technology.

IT equipment is provided for business purposes, and its use is subject to the Safeguarding Policy. The use of computer and technology resources for private purposes is allowed provided that this does not prevent employees from exercising their professional activities, and it is not prejudicial to the reputation and image of the Jesuit Rwanda-Burundi Region.

Any voluntary non-professional access to websites detrimental to the reputation of the Jesuit Rwanda-Burundi Region (and in violation of the Child Safeguarding Policy) is strictly forbidden and can justify a dismissal with immediate effect. Any unintended access to harmful data should be immediately reported to line managers to avoid any misunderstanding.

1.2.10. Programme Design & Implementation.

Programmes and all types of actions across all sectors, not just child protection programmes, should 'think safeguarding' at all times and across all activities – and not consider safeguarding as a separate activity, but rather a theme that runs through all work. A separate risk assessment checklist (Risk Assessment Logs) is available to help country teams evaluate safeguarding requirements in programmes. (Appendix 5)

Safeguarding must be considered at every stage, from project/programme design and must be reviewed regularly as part of the monitoring of the project's implementation. Copies of risk assessments must be kept on file.

If the assessment concludes that there are too many risks that cannot be reduced to an acceptable level then the activity should not proceed.

If necessary, additional guidance must be given to staff, volunteers, partners, children and communities in order to ensure that the spirit of the Safeguarding Policy is met for specific activities or programmes, for example, to highlight particular dangers or concerns.

Before activities are conducted, the written permission of both parents and children must be obtained. See Appendix 4 - Parental Consent Form. This can also be used for guardians, for example, where

children are in residential institutions. Where parents/children are illiterate, a staff member or standing volunteer can sign on their behalf in their presence, so long as the form has been discussed.

Staff, interns and volunteers who work with children must be supervised on a regular basis, and given the opportunity to participate in discussions about safeguarding issues – for example in meetings, informal discussions or through considering case studies.

Safeguarding must be reviewed regularly throughout activities and at the end of activities, so that either lessons learned can be fed into future activities or necessary adjustments made as the programme proceeds. For example, during holiday activity programmes, it would be useful at the end of each day to include a review of safeguarding during debriefing meetings.

CHAPTER 2: CODE OF CONDUCT

2.1. Declaration of commitment

The Code of Conduct must be signed by all staff, volunteers, interns, consultants, BEFORE commencing duties. This specific part of the policy will be kept by the signing party and the signed declaration of commitment will be core part of the party's file. The code is confined in the following terms:

2.2. Commitment:

The Jesuit Rwanda-Burundi Region considers all forms of abuse towards children unacceptable, and recognises that it has a duty to safeguard children, i.e to keep them safe, promote their wellbeing and protect them from abuse and harm. Neglect, physical, psychological/emotional and sexual violence are the main forms of abuse. Our Child Safeguarding Policy and Procedures set out the measures we will take to safeguard children. This includes proactive actions to prevent situations of abuse and harm from occurring and reactive actions to respond to situations where a child is, or may be suffering abuse.

A child is any human under the age of 18 as stipulated by the UN Convention on the Rights of the Child, 1989. As part of our Child Safeguarding Policy, it is a requirement that all staff (including paid

employees, volunteers, consultants and interns), whether full or part time, agree to abide by the Child Safeguarding Policy and specifically to agree to work in accordance with this Code of Conduct which sets out responsibilities for safeguarding children and expected behaviour of staff. THIS IS A MANDATORY REQUIREMENT.

Any form of unacceptable behaviour which breaches this Code of Conduct must be reported. In the case of situations which are not covered by the Code of Conduct, the Jesuit Rwanda-Burundi Region expects its representatives to apply common sense whilst focusing on the "child's best interests".

The Jesuit Rwanda-Burundi Region respects the Convention on the Rights of the Child and the following five principles:

I. Children's rights : All the Jesuit Rwanda-Burundi Region's staff must respect and promote children's rights. Above all, they must protect the right of each child to live in safety, without risk of abuse or exploitation and must act, at all times, in the child's best interests.

II. Zero tolerance : The Jesuit Rwanda-Burundi Region will not tolerate any form of abuse and will take all necessary measures to implement the Child Safeguarding Policy.

III. Risk management : The Jesuit Rwanda-Burundi Region ensures that risks are identified and minimised from the planning stage through to the implementation stage of activities.

IV. Everyone's responsibility : The successful implementation of the Child Safeguarding Policy is based on the individual and shared responsibility of all representatives of the Jesuit Rwanda-Burundi Region including the staff. The Jesuit Rwanda-Burundi Region will seek to ensure that partner organisations' programmes also comply with international safe-guarding standards.

V. The duty of notification : Any suspected violation or any actual violation of the current Code of Conduct must be reported immediately to the supervisor or to the country child safeguarding focal point of the Jesuit Rwanda-Burundi Region. Confidentiality will be maintained throughout the entire procedure.

I, being party in all specified terms of this policy, will always:

1) Treat children respectfully and equally, regardless of their age, sex, language, religion, opinion or nationality, ethnic or social origin, status, class or any other personal characteristics.

2) Help children to take part in decisions which concern them according to their age and their level of maturity.

3) Maintain a culture of communication and create trust with the children and their families, communities, other staff and volunteers and representatives of partner organisations so that concerns may be shared and discussed.

4) Use non-violent and positive behaviour methods when supervising children.

5) Encourage children and communities to speak openly about their interactions with adults and with each other.

6) Inform children and communities of their right to report any worrying situations and how they can raise a concern.

7) Empower children so that they are in a position to better protect themselves.

8) Make sure that another adult is present or try to be visible when I am in contact with a child.

9) Try to preserve the child's autonomy and make sure that I do not do things that a child can do for herself/himself.

10) Plan activities and organise the work place in such a way so as to minimise the risk of harm taking into account the age and development of the child.

11) Ensure that information concerning children, families and communities remains confidential.

12) Behave in a way that sets a good example (avoid smoking, showing disrespect towards colleagues, etc.).

13) Obtain permission from the child and their parents before taking a photograph, recording or using the child's image, of what they have said or their history. This includes explaining to children and their parents how the photos or messages will be used.

14) Ensure that the child does not pose in a degrading manner or in a way that may be interpreted by others as having sexual connotations.

15) Raise any concerns and queries concerning the Child Safeguarding Policy with my manager/supervisor or the Child Safeguarding Focal Point.

16) Immediately report any suspicions or allegations to the Child Safeguarding Focal Point of behaviour which goes against the principles of the Child Safeguarding Policy and Code of Conduct including any form of child abuse.

I will never:

1) Engage in any form of sexual relations with anyone under 18 years old. Mistaking a child's age is not a defence.

2) Exchange money, job, goods or services or humanitarian aid for sexual favours or subject the child to any other kind of humiliating, degrading or abusive

behaviour.

3) Touch children or use language or make suggestions in an inappropriate manner, to provoke, harass or degrade the child or show disrespect. This includes acting in a manner which is likely to have a negative impact on the child's confidence and feelings of self-worth.

4) Exploit a child for labour (for example through domestic work).

5) Discriminate against; treat children unevenly or unfairly for example through favouritism and exclusion of others.

6) Invite a child or their relatives to my home or develop a relationship with a child and/or their family which may be considered outside normal professional boundaries.

7) Work with or transport a child alone without the prior authorisation of my manager, unless absolutely necessary for the safety of the child.

8) Be under the influence of drugs or alcohol while working with children.

9) Take photos or videos of children for use that is not strictly professional unless under prior permission.

10) Watch, publish, produce, or share pornography showing children, and/or show pornographic or extreme violence materials to children.

- 11) Show the faces of children who are exploited sexually, victims of abuse, in conflict with the law, or who can easily be located even if their identity has been modified.
- 12) Take or publish photos of children entirely naked or dressed in a manner which is not adapted to the situation in which they are represented.
- 13) Display images of children as victims (weak, powerless, unassisted, desperate, etc.).
- 14) Publish a story or image which may endanger the child, their family or community.
- 15) Use photos which have not been checked and approved by my managers or post unofficial pictures or information about children on personal websites or social networks (such as Facebook, WhatsApp, twitter, Instagram...).
- 16) Maintain contact with children and their families via social networks, unless a specific Jesuit Rwanda-Burundi Region project requires me to do so and I have been given express permission.
- 17) Close my eyes to, ignore or fail to report any concern, suspected violation or violation of the Child Safeguarding Policy and the Code of Conduct to the Designated Child Safe Guarding Lead or Country Child Safeguarding Focal Point.
- 18) Hit or otherwise physically assault or physically abuse children.
- 19) Develop relationships with children which could in any way be deemed exploitative or abusive.
- 20) Act in ways that may be abusive in any way or may place a child at risk of abuse.
- 21) Behave physically in a manner which is inappropriate or sexually provocative.
- 22) Sleep in the same bed/room with a child with whom I am working unless exceptional circumstances apply and prior official permission has been obtained from school/centre's authority.
- 23) Do things for children of a personal nature that they can do themselves.
- 24) Condone, or participate in, behaviour of children which is illegal, unsafe or abusive.
- 25) Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.
- 26) Spend excessive time alone with children away from others in a manner which could be interpreted as inappropriate.
- 27) Place myself in a position where children are made vulnerable and where allegations of misconduct can be sustained.

CHAPTER 3: REPORTING AND RESPONDING

3.1. Designated Safeguarding Officer

This section sets out the obligation of each Jesuit institution in close collaboration with the Jesuit Rwanda-Burundi Region Board, to nominate someone to act as designated Child Protection Officer (CPO). The role of this person is to provide a point of contact, and to advise, support and assist in the implementation of the Child Safeguarding Policies. These officers report to the Child Safeguarding Focal Points and can directly report to the Regional Child Protection and Risk Management Advisor in case they judge it necessary. Ideally, the role of the designated Safeguarding Officers (officers) should be assigned to someone with child protection/safeguarding knowledge. However, the role can be given to anyone who is committed and has the respect of the team. Appendix 6 –designated Safeguarding Officer.

It should be understood that the designated Child Protection Officer is not solely responsible for child safeguarding. This responsibility rests with everyone. The ultimate responsibility for safeguarding within countries rests with the Country Representative.

3.2. School and college staff

3.2.1. The role of school/college/centre staff

Our School, college centre staff are particularly important as they are in a position to identify concerns early, provide help for children and vulnerable adults, and prevent concerns from escalating.

- All our school and college staff have a responsibility to provide a safe environment in which children can learn.
- Our school/college have a Designated safeguarding officer who will provide support for our staff members to carry out their safeguarding duties and who will liaise closely with other services.
- All our staff will be equipped to identify children who may benefit from early help. Staff must, in the first instance, discuss their concerns with the designated safeguarding officer, and understand that they may be required to support other services and professionals in assessments for early help.

3.2.2. What school/college/centre staff need to know

- All our staff members are aware of the systems within our school/college which support safeguarding, these are explained to them as part of their induction and include:
 - This child protection and safeguarding policy,
 - The staff code of conduct (sometimes called staff behaviour policy),
 - The role of the designated child safeguarding officer,
 - Keeping children safe in education,
 - Whistleblowing policy,
 - Managing allegations about staff, volunteers, interns,
 - What to do if they have a concern about a child.
- All staff members receive appropriate safeguarding and child protection training which is updated at least every 3 years. In addition to this training all staff members receive safeguarding and child protection updates, when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively.
- All staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing

information with other professionals to support early identification and assessment and, in some cases and where appropriate, acting as the lead professional in undertaking any early help assessment.

- All staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989, they also understand the role that they may have to play in such assessments.
- All staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals.
- Staff will never promise the child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child. However, the child will be ascertained that the case will be followed with great confidentiality.

3.2.3. What school/college/centre staff should look out for

- All school and college staff members are

aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see definitions in this policy)

- Staff members at our school are advised to maintain an attitude at all times of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

3.2.4. What school/college/centre staff should do if they have concerns about a child

- If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated child safeguarding officer to agree on a course of action, although any staff member can make a referral to children’s care services. Other options could include referral to specialist services or early help services.
- If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.
- If after a referral the child’s situation does not appear to be improving the designated child safeguarding officer (or the person that made the referral)

should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

- If early help is appropriate the designated safeguarding officer supports the staff member in liaising with other concerned services and setting up an assessment as appropriate.
- If early help and/or other support are appropriate the case should be kept under constant review and consideration for a referral to children’s social care if the child’s situation doesn’t appear to improve.

3.2.5. What schools/college/centre staff should do if a child is in danger or at risk of harm

- If, a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding officer, s/he should be informed, as soon as possible, that a referral has been made. However, depending on the case, close attention and high level of confidentiality should be taken so as to avoid making further harm to the child.

3.2.6. What school/college/center staff should do if they have concerns about another staff member

- If our staff members have concerns about another staff member then this must be referred to the head teacher or principal or local superior. Where there are concerns about the head teacher or principal this should be referred to the Child Safeguarding Focal Point as appropriate. Staff may consider discussing any concerns with the school's designated safeguarding officer and make any referral via him/her.

3.3. Reporting Concerns & Child Protection Incidents

This section covers the case where a concern is reported that the child safeguarding policy is not being implemented or a child protection incident is reported (i.e. where a child may be or is at risk of abuse and actions may be necessary to ensure that the child is protected).

3.3.1. Child protection incident arising

There are two distinct ways in which child protection incidents may arise:

1. Where the concern relates to potential, actual or suspected abuse of a child by the family/community such incidents can be managed at country level and handled by the Child Safeguarding Focal Point with the support of the Country Representative and the Regional Child Protection Advisor, in conformity also with national and international law. These cases are not managed under this policy.
2. Where the concern involves a staff member, volunteer, visitor or partner of the Jesuit Rwanda-Burundi Region, such incidents must be reported to the child protection lead officer to determine the appropriate action necessary. This is not to avoid taking action, but to ensure that the action taken does not jeopardise organisational or individual reputation, and to ensure that appropriate support is given as such incidents can be particularly difficult to manage. In necessary cases, the child protection lead officer will seek support or advice from the Jesuit Rwanda-Burundi Region local Child Safeguarding Focal Point.

3.3.2. Sources of information about concerns

Concerns and reports may be received from a number of sources – including staff, volunteers, partners, children and families/community members. All concerns and reports must be taken seriously.

In case of a referral, the flowchart which identifies how concerns and reports should be managed must be followed. The main point of referral should be the Child Safeguarding Focal Point. This is to ensure that reports are managed in a systematic way, and lessons are learned in terms of the implementation of the policy. This does not mean that the Child Safeguarding Focal Point is responsible for action – but he or she should be involved in decision making.

Decisions about child protection incidents must not be made by individual workers in isolation. However in exceptional circumstances – such as a life threatening situation – staff or volunteers may take whatever action they deem necessary to protect a child at immediate risk, but this must be reported as soon as possible in accordance with the country reporting framework (i.e. in the first instance to the Child Safeguarding Focal Point).

Local contacts with child protection agencies and law enforcement should be identified in advance to enable a referral to an outside agency if required to protect the child. Contact details should be retained so a referral can be made quickly and efficiently.

Consideration on whether to refer a child to an outside agency for protection must always be made within the legal framework of the country and with consideration for the best interests and wishes of the child.

When concerns are raised or reports

made, importance must be placed on CONFIDENTIALITY, both of the referrer and also the child(ren)/adults involved. Information must be shared in adequate way that ensures the child/adult is kept safe and appropriate assistance is given.

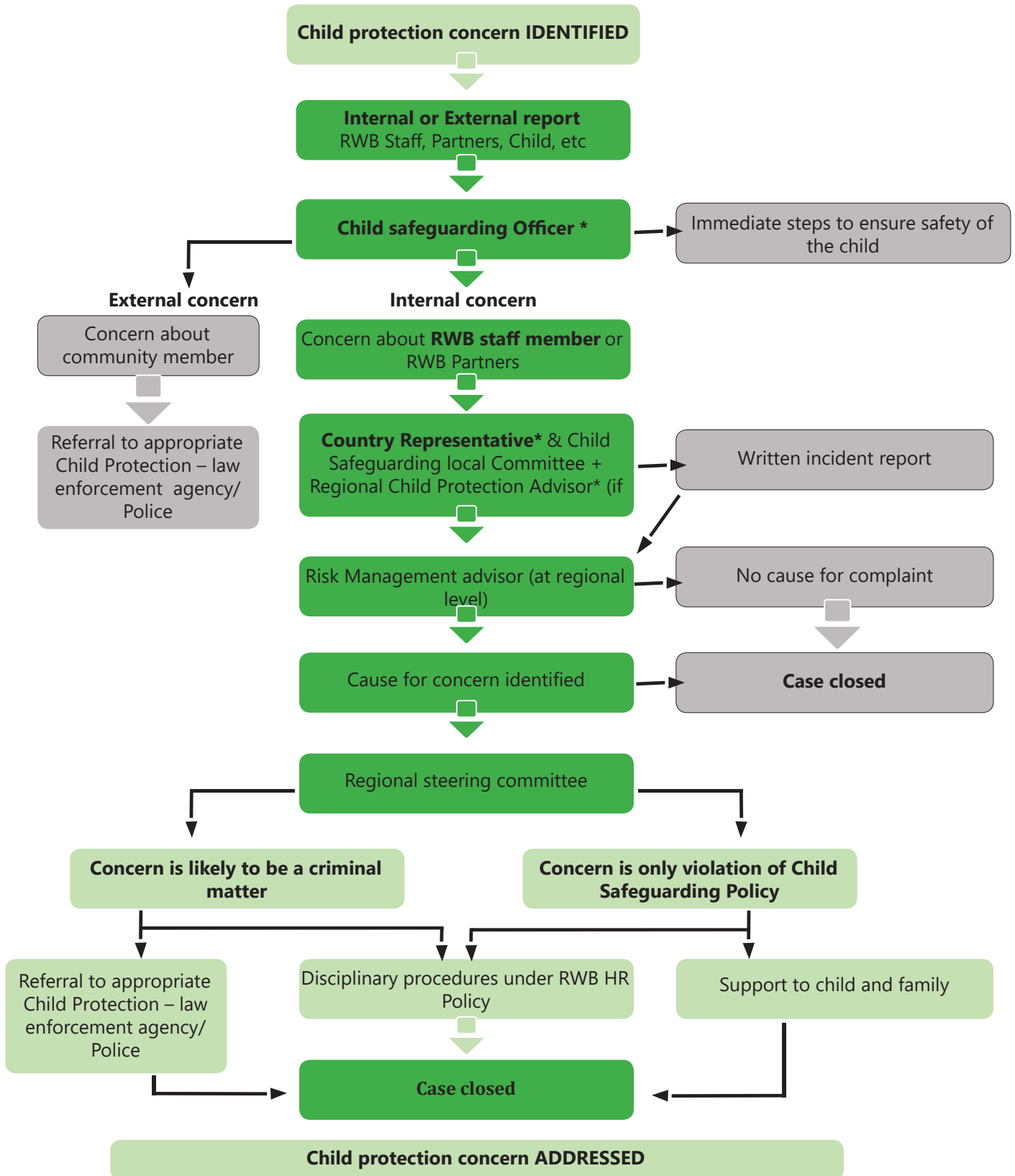
Where concerns are raised by staff and volunteers about other staff, volunteers and partners, even if these are not substantiated, providing there was no malicious intent, no punitive action will be taken against the person raising the concern or making the report. The Jesuit Rwanda-Burundi Region has a Whistle Blowing Policy which ensures that reports can be raised safely and applies when reporting child protection incidents or concerns about the implementation of the Safeguarding Policy.

Referrals to local child protection agencies/ police should be done in the prescribed manner (particular reporting format). Where the referral is made verbally it must also be confirmed in writing.

Written records of all reports received must be kept and maintained in a secure and confidential location by the Child Safeguarding Focal Point. Written records are kept confidentially in our database at HQ level. The number of cases is shared in our annual RWB Region activity report with no mention of identifying facts.

Flowchart for raising concern

CONFIDENTIALITY will be respected all along the process



*need to be overstepped if the person is allegedly involved

CHAPTER 4: ACCOUNTABILITY

4.1. Policy monitoring and self-audit

Everyone has a responsibility for ensuring that the Child Safeguarding Policy is implemented as set out in the policy and procedures outline in this document and as may be adapted to suit local conditions.

Country Representatives are responsible for ensuring the policy is implemented in the country.

Annually, each country shall conduct a self-assessment of safeguarding and the implementation of the Child Safeguarding Policy. The assessment will be carried out using a prescribed template (Self-audit tool), with the aim of helping countries track their progress in safeguarding, recording good practices and also identifying areas for action.

Based on the self-assessment, an annual plan of action will be developed to address any gaps in policy implementation and to mitigate any risks identified.

Both the self-assessments and the development of action plans will be coordinated by the Risk Management Advisor so that information from all countries can be assessed to measure safeguarding across the organisation.

This policy will be reviewed on a regular basis, but not more than every five years. Such reviews will also include feedback from staff, and where possible, the views of children, their families as well as other local stakeholders.

Consultations should take place with communities and children and their feedback sought regarding the implementation of the safeguarding policy in order to inform and improve procedures.

ADDENDUM

Particular disposals towards vulnerable adults

Being a constituent part of this policy, vulnerable adult being defined as a person **“who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation”**, and this definition covering all people above 18 years of age; all procedures that are applicable to them from this policy are totally relevant and must be applied accordingly reporting to the RWB Region country Designated Vulnerable Adult Safeguarding Manager.

What is ‘Abuse’ within this category of people?

Abuse is mistreatment by any other person or persons that violates a person’s human and civil rights. The abuse can vary, from treating someone with disrespect in a way that significantly affects the person’s quality of life, to causing actual physical or mental suffering.

Abuse can happen anywhere:

- in a person’s own home
- in a residential or nursing home

- in a hospital
- in the workplace
- at a day centre or educational establishment
- in supported housing
- in the street.

Who can abuse?

The person responsible for the abuse is often well known to the person being abused, and could be:

- a paid care-giver in a residential establishment or from a home care service,
- a social care worker, health worker, nurse, doctor or therapist
- a relative, friend, or neighbor,
- another resident or person using a service in a shared care setting
- someone providing a support service,
- a person employed directly by someone in their own home as a care-giver or a personal assistant.

Others are strangers who:

- befriend vulnerable people with the intention of exploiting them,
- deceive people into believing they are from legitimate businesses, services or utility providers,
- intimidate vulnerable people into any kind of unwanted business.
-

Appendices

1. Safe recruitment checklist
 2. Guide for occasional volunteers and visitors, parents and carers
 3. Use of social media and other IT tools (e-safety)
 4. Parental consent form
 5. Risk assessment logs
 6. Role of designated Safeguarding Officer
 7. Organisation self-audit tool
 8. Whistle blowing policy
- Awareness raising Material 13-18 years
 - Awareness raising Material 8-13 years
 - Awareness raising Material 5- 8 years
13. PDI statement
 14. Partners, Contractors and Sub Grantees
 15. Simplified policy for inclusion in contracts
 16. Keeping Children Safe Training materials
 17. e-safety policy
 18. Staff, children, parents, ... training calendar
 19. Positive discipline training material
 20. Self-audit tool

Supporting/ Related Documents

1. TOR Child Safeguarding Focal Point
2. Global Guidance for Dealing with Cases of Abuse and Exploitation
3. Child Safeguarding roles in Job Descriptions
4. T.O.R. Crisis Management Team
5. Child Safeguarding Budgeting Tool
6. Awareness, Induction and Training
7. Country Office Training of Trainers
8. Country Office Training of Child Safeguarding Focal Points
9. Country Office Introductory Training Materials
10. Partners Training: Keeping Children Safe
11. Guidance on Cultural Challenges on physical punishment; physical punishment in education, early marriage; child labour; Female Genital Mutilation
12. Awareness Raising Material
 - Awareness Raising Material Adults

APPENDICES

I. SAFER RECRUITMENT TOOLKIT

1. Recruitment Process Overview

For successful recruitment, it is important to plan the whole process from the outset. This will ensure that sufficient time is allowed between each stage so that applicants are given essential and focussed information about the school and the post they are applying for. This is to deter unsuitable people from applying for the role. It is essential to identify the people that will be involved in the recruitment process and what their responsibilities will be. Additionally, timescales will need to be planned to ensure that there is sufficient time to obtain references, give applicants enough time to prepare for the interview and carry out other pre-employment checks before the successful applicant starts with the organisation.

The time and planning spent at this stage can reduce the risk of making an unsuitable appointment.

2. The recruitment process should consist of:

- Reviewing role profiles and ensuring

that they are up to date and that they make reference to the responsibility for safeguarding and promoting the welfare of children

- Ensuring that the person specification includes specific reference to suitability to work with children
- Advertising the vacancy in the appropriate media
- Using application forms to obtain and scrutinise comprehensive information about applicants
- Shortlisting against essential criteria for the role to ensure the best applicants are interviewed
- Ensuring references are obtained that help assess applicants suitability for the post through specific focussed questions
- Conducting face to face interviews that ask appropriately robust questions that ensure their suitability to work with children
- Verification of applicant's identity
- Verification of qualifications and skills
- Verification of an applicant's previous employment history and experience.
- Verification of the employees Right to Work in the country

- Verification that the applicant has the health and capacity to carry out the role by completion of the Occupational Health requirements for all appointed candidates.
- Induction programmes that ensure a “safeguarding children” culture is adopted and embedded into continuing practice
- Probationary Period
- Teachers Induction (Induction for Newly Qualified Teachers)
- Ask questions that enable a candidate to demonstrate strengths based on actual experiences and behaviour
- Ensure all questions are relevant to the role and justifiable
- Use a matrix to standardise this information
- Avoid any question or statement that may indicate the potential for unlawful discrimination
- Conduct the interview in a relaxed and non-threatening way

3. Interviewing Good Practice

- Avoid telephone interviews
- Have an agreed set of questions but additional questions can be asked to explore a specific and relevant issue relating to individual candidates
- Probe to find out about any issues around attendance (not sickness), capability and employment history
- Identify which essential criteria each recruitment task is designed to evaluate
- Make notes on candidates responses/ performance and record judgements and the evidence to support them

- Base final selection decision on criteria previously defined and evidence collated through the recruitment process

4. Scope of Interview

To further assess the suitability of the candidate for the particular post the interview panel should also examine:

- The candidate’s attitude toward children
- This may be assessed through their personal statement and through interview questions that probe their values, belief and ethics
- The candidates motivation to work with children - questions on their vision for education and learning and development of the child and

young person and what their role is in contributing towards achieving this vision, can help assess their motivation

- Their ability to form relationships and respect professional boundaries - this should be assessed through focused questions and complementary activities
- Their emotional resilience in working with challenging behaviours and their attitudes in managing discipline and towards authority - questions asking them to draw on previously difficult situations and how they managed these will help assess this
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children - clarification of their understanding of the school's approach towards child protection policies and procedures
- Gaps in the candidate's employment history and explanation of repeated changes in career must be discussed and clarified
- Concerns or discrepancies arising from the information provided by the candidate and/or referees
- If for any reason, references have not been provided before the interview the candidate should be given the opportunity to declare/discuss anything that may come to light on the collection of references

a. Questioning Technique

The ability to ask questions that probe deeper and get beneath superficial answers is a skill that takes time to develop and practice. Those who wish to deceive are practiced in the art of deception. They may rehearse model answers to questions about safeguarding or areas of their past and it is essential that the questions asked unpick these responses so that there can be confidence in the validity of the answers.

b. Example Questions Designed to Examine an Interviewee's Attitudes toward Safeguarding Children

The following example questions are from the public version of the National College for Teaching & Leadership online training in UK:

- What attracted you to teaching/ this post/ at this school/working with children?
- How do you think your own childhood may have influenced your own practice?
- What motivates young people?
- Tell us about your interests outside work?
- What do you think are the professional challenges facing teachers today?

- Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? How could you have dealt with it differently?
- Young people can develop 'crushes'. How would you deal with this if a pupil developed a crush on you?
- What would you do if you were concerned about a colleague's behaviour towards children?
- Give an example of how you have managed poor pupil behaviour?
- Give an example of how you have responded to challenging behaviour? How did it affect you emotionally? How did you cope with the aftermath?
- When do you think it is appropriate to physically intervene in a situation involving young people? Have you ever had to do this?
- What makes a school a safe and caring place?
- What policies are important to support a safe environment?
- What are staff's responsibilities in protecting children?
- How do you define an appropriate teacher-pupil relationship?

- Give examples of what you would consider to be appropriate and inappropriate behaviour between/toward staff and pupils.
- Have allegations ever been made about you at work? What were the circumstances?

c. Other questions that could be asked are:

- Tell us what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?
- Give me an example of when you have had safeguarding concerns about a child? What did you do? Who did you involve? What was the outcome?
- Tell us about a situation which you felt, fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take? Tell us about how you have dealt with a child with 'difficulties'?
- What are your feelings about children who make allegations against teachers or staff?

Some of these questions will need following up, for example:

- How do you define an appropriate

teacher-pupil relationship?

Could be followed up by:

- So can you explain how you have ensured in your previous role that you have modelled this relationship? Were there times when boundaries were blurred? How did you manage this? What have you learnt from this?

By asking a follow up question you start to unpick the initial answer and investigate the validity of the answers. By using other tests and assessments activities, you can increase the level of confidence you have when making the final selection decision.

d. Group Exercises and other Selection Activities

- Classroom observation
- Group activities – discussions on relevant topics
- Written work i.e. in-tray exercise or data analysis
- Presentations
- Occupational Personality Questionnaire/ psychometric testing
- Assembly observation
- Playground duty
- Meeting the Pupil Council

Above are some examples of the activities that can provide evidence that may help a panel in assessing an individual's suitability for a particular post. All activities are required to be aimed at seeking evidence

that candidates fulfil specific parts of the role profile and the assessment of each candidate should be recorded in a way that captures this. The more information that is collected and in as many different contexts, the better the ultimate selection decision will be.

It should be noted that all the assessment activities must be about seeking evidence about the candidate's suitability for the post as detailed in the application pack, role profile.

It is not as easy to ensure consistency and equality when managing group activities, particularly when classes of children are involved. It is important to be mindful of the equality implications when planning and arranging other assessment activities and ensure that the criteria which are being assessed are the same and that all measures are put in place to make the foundations of the assessment as similar and equal as possible. By recording the activities on matrices that collect evidence and link to the role profile these complimentary activities remain more objective.

Topics for Group Discussion/ Written Work/ Presentations Could Be:

- What does safeguarding mean to you/ group? Present/discuss/write your ideas along with suggestions for monitoring and measuring effectiveness.
- Where does the responsibility for

safeguarding children lie? Discuss the interrelationships and present your conclusions.

- Present a topical article on child protection and ask them to discuss.
- Present them with a case study of a child with 'difficult behaviour'/or based on cause for concerns - discuss.
- What is abuse? How do you recognise it and how do you manage it? Discuss/present?

With any assessments it needs to be clear why the applicant will be asked to undertake the assessment. What skills, knowledge and experience are being looked at? What would a model answer look like? What would cause concern? This should be documented in advance to help the panel avoid bias.

The assessment of such activities should be collected on a structured assessment sheet. This should be kept with a record of the interview sheets and application forms.

e. After the Interview

The applicants should be informed at interview stage when a decision will be reached. Once the decision is made, usually the head teacher or another appropriate person will contact the successful candidate and verbally offer the position to them. See the next section for details of what to include in the verbal offer. A verbal offer

is contractually binding and conditional on satisfactory pre-employment checks. The successful candidate should be spoken to first.

If permission wasn't obtained prior to interview to request references for the successful candidate, permission should be sought during this conversation, and references requested as a matter of urgency. Candidates may request a short while to speak to their existing employer before contact is made for a reference.

If, as part of the reference process, sickness absence levels are required to be discussed, referees can be asked once the successful applicant has been offered the position.

It is good practice to provide unsuccessful applicants with feedback and giving them the opportunity to ask further questions. This may be done when verbal acceptance has been received from the successful applicant, but it is recommended to do this as promptly as possible after interviews via a telephone call and thank them for their interest in your vacancy/school.

5. Offers of Employment

It is essential that every appointment is made subject to satisfactory completion of all the relevant pre-employment checks, and candidates should be made aware of this.

If the candidate does not meet one

or more of the conditions applied to a conditional job offer, the school can withdraw the offer of employment. It is good practice for the recruiting manager to telephone the candidate to explain that a condition of the offer has not been met and that the offer of employment is being withdrawn. This conversation should be followed up in writing. It is important that the candidate is treated fairly at this potentially difficult time so that he or

she leaves the recruitment process with a positive view of the school. The school should make a record of the reasons for withdrawing the offer and the main points of the conversation. Schools can seek advice from their HR provider on any issues surrounding withdrawing offers of employment.

II. SAFEGUARDING GUIDE FOR PARENTS, VISITORS AND VOLUNTEERS

Our Aims

At Jesuit Rwanda-Burundi Region, School children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children can achieve the best they can. By providing a rich and exciting learning experience for our pupils we work in partnership with parents and carers to fulfil our school motto:

.....

Occasional Visitors Procedures

Visitors must sign in at the Main Office

- Visitors will be given a pass, which must be worn at all times whilst on the school site.
- Visitors should remain under supervision of a member of staff whilst on site.
- All visitors must sign out at the main office and return their visitor pass before leaving the site.
- Visitors wishing to speak to a particular member of staff should call the school

to make an appointment, wherever possible, to avoid disappointment.

If you are seeking an urgent appointment please report or call the school office and we will arrange for you to see a member of the senior leadership team.

Safeguarding statement

The school is committed to providing an environment where children can play, learn, develop and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

We are committed to safeguarding and promoting the welfare of children. We expect all staff, volunteers and visitors to share this commitment.

REPORT ANY CONCERNS TO:

**Our Designated Child Protection
Officer:**

Mr./Mrs

.....
(.....Title)

Our Child Safeguarding Focal Point

.....
(.....Title)

Keeping Children Safe

Our school is committed to creating a happy and safe environment for our children to learn. This guide will help you understand how we keep your children safe by telling you:

- How children can be harmed
- What we must do to keep your child safe from harm
- What you must do as a parent to help your child be safe and enjoy school

Child Protection

This is an important subject in which all staff receive regular training. Our priority is to work with you but there may be times when we have to involve other people. Everybody has a responsibility to keep all children under the age of 18 safe.

Harm is identified in four ways:

Physical: This is when a child is deliberately hurt or injured.

Sexual: This is when a child is influenced or forced to take part in a sexual activity. This can be a physical activity or non-physical, e.g. being made to look at an inappropriate image

Emotional: This is when a child is made to feel frightened, worthless or unloved. It can be by shouting, using threats or making fun of someone. It can also be when children

see their parents, or visitors to the home, fighting or using violence.

Neglect: This is when a child is not being taken care of by their parents. It can be poor hygiene, poor diet, not keeping appointments for additional support, not coming to school or being left home alone.

What does Safeguarding mean?

- protecting children from abuse and mistreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes

Safeguarding children and child protection guidance and legislations applies to all children up to the age of 18.

How do RWB Region schools ensure that all children are safe?

Children should be able to go to school and feel safe so that they can achieve their very best.

- Anybody who works or volunteers at

RWB Region Schools will be trained to identify child abuse and what to do if they are concerned.

- The school has a Designated Child Protection Officer who has had extra training to know what to do when a concern is brought to them.
- We will always listen to you and work closely with you if we are concerned about your child but, sometimes, we may not be able to discuss our concern. The school has a safeguarding policy which tells you more about this and when we must speak to the police or children's services. Please ask us about how you can see a copy of this policy.
- We will help your child to learn about keeping themselves safe. Lessons can include healthy eating, anti-bullying, e-safety, road safety, healthy relationships, drug and alcohol awareness. As part of these lessons your child will be told what to do if they are worried or concerned about their safety.
- Talk to the school if you need help or support
- Read the school policies about safety issues
- Let the school know if your child has a medical condition
- Let the school know if you have any court orders relating to the safety of your child
- Let the school know if there is a change in your circumstances such as a house move, a new contact number, a change of name, a change of parental responsibility
- Who will be dropping off or collecting your child and two other emergency contacts.
- You must inform the school of any changes to agreed arrangements
- Let the school know if your child is going to be absent and the reason why

What Parents and Carers Must Do

Parents are the most important people to keep their children safe. You should always:

- Feel confident to raise concerns about your child.

Keeping Yourself Safe

- Be professional. Be careful how you interact with or speak to a child; the child may interpret differently.
- Avoid physical contact with children unless you are preventing them from immediately harming themselves or

others.

- Avoid being on your own with a child, ensure that a door is open and that you are visible to others.
- It's best not to do anything for a child that he or she can do for themselves.
- Always, seek advice from a CPO if you feel uncomfortable about a situation.

What to do if a child makes a disclosure

If a child discloses they might be subject to abuse:

- React calmly
- Listen carefully to the child, particularly what is said spontaneously
- Do not promise confidentiality. Explain to the child that you must pass the information on
- Do not ask leading questions to make judgements. Clarify and check your concerns if you feel that you are not sure, for example "Tell, explain, describe or outline" but as soon as you believe that there may be a concern, the next step is to reassure the child that they are doing the right thing.

Record carefully what the child says in their own words including how and when

the account was taken. Date, time and sign the school concern form. (In the staffroom or school office) Immediately pass this on to the Designated Member of Staff for safeguarding or a member of the safeguarding team.

Safeguarding Issues

Attendance: Your child's attendance is monitored daily and significant absences are always followed up by the attendance officer. The school has an attendance policy that you should read and understand.

Behaviour: At RWB Region schools we have a clear behavior charter for the whole school community that must be followed to keep everyone safe and happy. We understand that children do sometimes fallout and this will be dealt with by an adult who will listen to the children involved and help resolve the situation. We follow restorative practice.

Bullying: The school takes all cases of bullying very seriously and will work with children and families to try and resolve any problems. The school has an anti-bullying policy that you should read and understand.

Health and Safety: Everyone at our school has a responsibility to keep adults and children in a safe environment. The school has a clear health and safety policy which everyone must follow. The school has fully trained first aiders to deal with any accidents in school.

E-safety:The school recognizes that technology plays an important part in the education of children and is committed to safeguarding children in the virtual world. To support parents, the school has e-safety information to help keep your children safe both in school and at home.

Our Address

.....

.....

E-mail

Tweeter

Website

III. THE JESUITS RWANDA-BURUNDI REGION SCHOOLS E-SAFETY

June, 2018

Amendments:

Policy effective from: June, 2018

Review date: June, 2021

Students Welfare & Partnerships
Committee

Aims

Our aims in writing a policy for safe access to the Internet or to any IT devices are to ensure that:

- All members of the school community – children, teachers, parents and school administration – are aware of the need for safe and responsible internet use.
- All staff undergo regularly updated online safety training which is integrated, aligned and considered as part of the overarching safeguarding approach.
- All children are taught about safeguarding, including online safety.
- The issues surrounding internet safety are discussed.

- Internet use supports the school's educational aims.
- Internet access at school
- School internet use is now an important part of teaching, learning, administration and communication.
- It makes possible a wider range of information, the scope and nature of which may or may not be appropriate.
- Used responsibly it can raise educational standards, support the professional work of staff and to enhance the school's management information and business administration systems.
- It is a beneficial learning tool when children have been taught to understand its value and limitations.

The internet as a teaching and learning tool and its benefits

Teachers, parents and children should be able to develop good practice in using the Internet as a tool for teaching and learning. We believe that:

- Internet access will enrich and extend learning activities.
- On-line activities that will support the

learning outcomes planned for the children's age and maturity.

- Children should be confident using the Internet for research, including the skills of knowledge location, retrieval and evaluation of material found.

Benefits of internet access at school level include:

- Access to world-wide educational resources
- Educational and cultural exchanges between children world wide
- Cultural, vocational, social and leisure use in libraries, clubs and at home
- Access to experts in many fields for children and staff
- Staff professional development through access to national developments
- Education materials and good curriculum practice
- Improved access to technical support including remote management of networks

Assessing internet content responsibly

- Children will be taught ways to validate information before accepting that it is necessarily accurate.
- Children will be taught to acknowledge the source of information, when using Internet material for their own use.
- Children will be made aware that the writer of an email or the author of a Web page might not be the person claimed.
- Children will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

Managing E-mail

Email is an essential means of communication within education.

The following rules for email use will be followed:

- Email must only be used in school for educational purposes.
- Children will not be allowed to access personal email from the school system.
- Messages sent using the school domain name should be regarded in the same way as messages written on school headed paper.

- The forwarding of e-letters is not permitted.

Managing web-publishing

Many schools have created web sites that inspire children to publish work to a high standard, for a very wide audience. A web site can celebrate children's work, promote the school and publish resources for projects or homework. Ground rules are important to ensure that the Web site reflects the school's ethos and that information is accurate and well presented.

The school's web site can be accessed by anyone on the Internet; the security of staff and children is paramount. Although common in newspaper reports, the publishing of children's names beside photographs that identify individuals will not occur. Editorial responsibility will lie with a Web Editorial Committee made up of the Head Teacher and the Curriculum Leader for ICT, even where parental help has been established to maintain the site. This is in order to ensure that content is accurate and quality of presentation is monitored. Staff and children will be made aware that the quality of their work published on the web needs to reflect the standard of work expected at RWB Region Schools.

- All material must be the author's own work, or where permission to reproduce has been obtained, clearly marked with

the copyright owner's name.

- The point of contact on the Web site should be the school address and telephone number. Home information or individual email identities will not be published.
- Photographs must not identify individual children. Group shots or pictures taken over the shoulder will be used in preference to individual "passport" style images. Full names will not be used anywhere on the Web site, particularly alongside photographs.
- Written permission from parents will be sought to give permission for the school to use photographs of their children on the website.

Internet access and safety

- At key stage 1, the majority of the access to the Internet will be by teacher or adult demonstration. However there may be situations when children have supervised access to specific approved on-line materials.
- At Key Stage 2, Internet access will be granted to a whole class as part of the scheme of work, after a suitable education in responsible Internet use.
- Parents will be informed that children will be provided with supervised Internet access.

- Parents and pupils will be asked to sign and return a Safe Internet Use Agreement.
- The system the school will use is a blocking system operated by (.....internet service provider)
- Children will be informed that internet use will be supervised and monitored.
- The school will work in partnership with parents; and the Internet Service Provider to ensure systems to protect children are reviewed and improved.
- Teachers will ensure that occasional checks are made to ensure that the filtering methods selected are effective in practice.
- In the unlikely event that staff or children discover unsuitable sites, the URL (address) and content will be reported to the Internet Service Provider via the Curriculum Leader for ICT and blocked through the schools computer filters.
- Unsuitable sites will be reported to e-safety committee to be addressed accordingly.
- Due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear.
- Neither the school nor the RWB Region can accept liability for the material accessed, or any consequences thereof.
- The use of computer systems without permission or for purposes not agreed by the school could constitute a disciplinary act ad hoc measures will be taken.
- Methods to identify, assess and minimise risks will be reviewed at the same time as the policy is reviewed.
- Staff, parents, administration and advisers will work to establish agreement that every reasonable measure is being taken.
- The Curriculum Leader for ICT and the head teacher will ensure that the policy is implemented effectively.

Risk assessment

It is difficult to remove completely the risk that children might access unsuitable materials via the school system whatever safeguards are put in place.

Security of school ICT systems

- The security of the whole system will be reviewed with regard to threats to security from Internet access.
- Personal data sent over the Internet will be encrypted or otherwise secured.
- Virus protection will be installed and

updated regularly.

Complaints

- Prompt action will be required if a complaint is made. The facts of the case will need to be established as quickly as possible.
- Responsibility for handling incidents will be given to the Curriculum Leader for ICT and if further action is required the School Complaint's Procedure should be followed.
- Sanctions available include interview/counselling by the head teacher and, if appropriate, informing parents. A pupil may have Internet or computer access denied for a period of time depending on the nature of the incident.

Consultation

- Rules for Safe Use of Internet access will be discussed with children through School and class council and posted near computer systems.
- All staff including teachers, supply staff, classroom assistants and support staff and parents will be made aware of these rules, and their importance explained.
- Parents' attention will be drawn to the policy in newsletters, the school prospectus and on the school web site and parents will be asked to sign to say they have seen a copy of it.

- A unit on responsible Internet use will be included where appropriate in the ICT scheme of learning covering any proposed changes to the policy in line with normal school procedures.

Parental Support

The school believes it has a duty to help parents plan appropriate use of the Internet at home, and as such:

- A careful balance between informing and alarming parents will be maintained.
- Joint home/school guidelines on issues such as safe Internet use will be established.
- Suitable educational and leisure activities that make responsible use of the Internet will be developed with parents.

Safe Internet Use

These rules help us to be fair to others and keep everyone safe.

- I will ask permission before using the Internet.
- I will use only my own network login and password.
- I will only look at or delete my own files.
- I understand that I must not bring software or disks/USB pens into school

without permission.

- I will only email people I know.
 - The messages I send will be polite and sensible.
 - I understand that I must never give my home address or phone number, or arrange to meet someone.
 - I will ask for permission before opening an email or an email attachment sent by someone I do not know.
 - I will not use Internet chat.
 - If I see anything I am unhappy with, or I receive messages I do not like, I will tell a teacher immediately.
- I understand that the school may check my computer files and the internet sites I visit.
 - I understand that if I deliberately break the rules, I may not be allowed to use the internet or computers.

The school will exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of email and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

IV. CHILD'S INFORMATION DOCUMENT & PARENT/GUARDIAN CONSENT FORM

This document must be completed in full by the parent/guardian in order for a child to attend any of our holiday activity camps.

Completed by: _____

Date: _____

Child's Details			
First Name:		Middle Name/s:	Last Name:
D.O.B:	Age:	School Name:	School Year:
Full Address:			Name of siblings attending:
Postcode:			
Parent/Guardian's Details		Do you give permission for your child to sign themselves out of the camp at the end of the session? YES <input type="checkbox"/> /NO <input type="checkbox"/>	
Full Name, Adult 1:		If not please list the names of those adults permitted to collect your child:	
Relationship to child:			
Phone No. 1 (Emergency contact):			
Email 1: (essential for correspondence, please print)			
Full Name, Adult 2:			
Relationship to child:			
Phone No. 2:			
Email 2:			
Additional contact names/numbers in case of emergency:			

Child's Medical and Other Details

Please provide medical information relating to any medication, allergies and dietary requirements you have that could affect your child during the sessions:

Will your child need to take any prescribed medication during the camp? YES / NO

If YES please state what medication this is and describe how it should be administered and by whom:

Please note that if our staff should be required to administer medicine a separate form must be completed and appropriate training will need to be provided in advance.

Please inform us of any special needs your child may have as well as any adaptations we may need to make to fully include your child in activities and provide adequate access to the site:

Does your child require a one to one support worker for these sessions? YES / NO

If YES please contact us in advance to discuss this further 020 8685 9921

Disclaimer

I agree to my child taking part in the school holiday activity camps or any other out school activity as detailed in the booking form. My child is in good health and capable of taking part in the range of physical and adventurous activities included in the holiday camp. I agree to my child taking part in any off site excursions as described in the daily activity programme.

I have completed the medical details, and consent that in the event of any illness/ accident, any necessary treatment can be administered to my child, which may include the use of anaesthetic.

Should my child require the administering of any prescribed medicines during the camp I will ensure that the appropriate training and consent has been provided by both myself and the member of staff.

I understand that while the staff and volunteers will take every precaution to ensure that accidents do not happen, they cannot be held responsible for any loss, damage or injury suffered to any child.

My child and I have read the school code of conduct and anti-bullying policy and agree to adhere to these at all times. I understand that failure to do so may lead to my child being excluded from the camp.

I have read the child protection and safeguarding policy and understand that any concerns regarding any child on the camp will be raised through the appropriate channel which may include contact with their school's Child safeguarding officer.

I understand that the school may wish to take photographs and/or videos of

participants on our camps for marketing and promotional purposes. These photographs/videos may feature my child.

*I grant the school permission to use the photographs/videos in accordance with their Safeguarding Policy.

If you do not agree to photo/video consent please tick this box to opt-out

Parent / Guardian Name (BLOCK CAPITALS) _____

Signature _____

Date _____

Additional Comments

This form will be updated according to the nature of activity that needs its use.

V. CHILD SAFEGUARDING RISK ASSESSMENT TEMPLATE

1. List of school activities

(insert list of school activities in this section)
Ex: study journeys (trips), tutorials, classroom teaching, school excursions, excursions, transportation,
Retreats, spiritual guidance, extra-curricular activities, school celebrations,

2. The school has identified the following risk of harm in respect of its activities

(insert risks of harm identified in this section)
Sexual harm, physical harm, emotional harm, neglect,

3. The school has the following procedures in place to address the risks of harm identified in this assessment

(insert the procedures in place to address risks of harm in this section)
Give reference of the page number of code of conduct.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the School Child safeguarding policy

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on[date]. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

VI. ROLE AND RESPONSIBILITIES OF THE SCHOOL DESIGNATED CHILD PROTECTION OFFICER

The School Designated Child Protection Officer (CPO) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a child.

The CPO does not need to be a member of the teaching staff but should be a recognised member of the Senior Management Team with the required status and authority to carry out the requirements of the role.

Depending on the size and requirements of the school a Deputy Designated Child Protection Officer should be available. The deputy is the first point of contact in the absence of the CPO to avoid any unnecessary delays in responding to a child/young person's needs.

The CPO and Deputy are required to undertake child protection training every two years.

If required, there may be a need for the CPO or Deputy to support another school when dealing with child protection concerns.

Requirements:

- To have the skills and ability to identify signs of abuse.
- To know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Ensure that all staff have access to and understand the school Child Protection Policy.
- Child protection training is part of the induction for all new staff in the school.
- Be responsible with the Head teacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Child Protection Policy is available for any parents who request to see it.
- Contribute to the Child Protection Conferences and Core Group processes by either attending or ensuring the relevant member of staff attends.
- Provide written reports as required in an appropriate and timely manner.
- Ensure that the Head teacher is updated on a regular basis about all issues and

child protection investigations.

- Ensure that relevant safeguarding files are well kept and if requested by relevant authorities, they are forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and

monitor any causes of concern relating to children/young persons which are raised in school.

VII. CHILD SAFEGUARDING SELF-AUDIT TOOL

- **Description:** A self-audit tool to assess how well you are integrating child safeguarding measures across our organization.
- **Goals of the session:** To check that you are making the necessary improvement when implementing and monitoring child protection measures:
 1. To measure how close your organisation is to meeting child safeguarding standards.
 2. To gain insight in what needs to be improved. This tool can be used during different stages of implementation and monitoring.
- **Audience:** All staff members (from all organizational levels), including senior executives, programme managers and officers, drivers, cleaners and security guards.
- **Target group:** Staff members.
- **Training method:** One staff member facilitates the session by inviting participants, explaining the purpose of the session, instructing the group, splitting up the groups in sub groups, summarizing the results, leading the final discussion and ensuring that the group agrees on future actions. Another staff member records the results and agreements and sends them to the

participants afterwards. Also reads the instructions as mentioned below.

- **Materials:** Three coloured markers or markers with three different kinds of shading for each group, small printed versions of this tool for each sub group, a large printed tool of this tool, a flipchart/whiteboard and marker, pen and paper. (Copyright: Keeping Children Safe 2014, adapted by Red een Kind 2016)

Introduction

This self-audit tool reviews the organization implementation and monitoring of child protection measures in four areas (corresponding with the standards of the following pages):

1. Policy: The organisation's child safeguarding policy,
2. People: Child safeguarding measures aimed at staff members, volunteers, associates, children, parents/caregivers and partner organisations.
3. Procedures: Child protection procedures throughout the organization (Preventing and responding measures)
4. Accountability: The evaluation, reporting and improvement of the organisation's child safeguarding policies and practices.

Instruction

Split up the group in subgroups of 4-8 participants: Form mixed groups and

one separate group with members of the management team. Each sub group appoints a participant who facilitates the discussion in his/her group and presents the results of his/her group to the other groups.

Together read the statements on the following pages and decide whether, for your organization, each standard is:

A: in place

B: working towards

C: not in place (mention actions to be taken)

Tick the A, B or C box as appropriate.

Then transfer your answers to the self-audit web on the last page. Use a different colour, or different kind of shading for A, B and C. The web lets you make a diagram of your organisation, illustrating visually

the stage reached by the organisation in safeguarding children and highlighting where further actions need to be taken.

Discuss (still in sub groups) which future actions could be taken to improve the implementation and monitoring of child protection measures.

Then, each sub group presents its self-audit web and its ideas about improvement to the other groups. The session facilitator summarises the results, including similarities and differences.

To conclude, the whole group discusses and agrees on which future actions will be taken to improve the implementation and monitoring of child protection measures.

Standard 1: Policy	A	B	C
The organization 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 right 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 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.			
The policy addressed safeguarding children from harm through misconduct by staff, associates and others, from poor practices, 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 (RWB Region representatives, Directors, Rectors) 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 children towards other children.			
Recruitment processes have strong child safeguarding checks in place. Recruitment adverts, interviews and contracts all outline a commitment to child safeguarding.			
The organisation is open and aware when it comes to child safeguarding matters such that issues can be easily identified, raised and discussed. All members of staff, volunteers and associate have training on child safeguarding.			
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 responsibility, 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.			

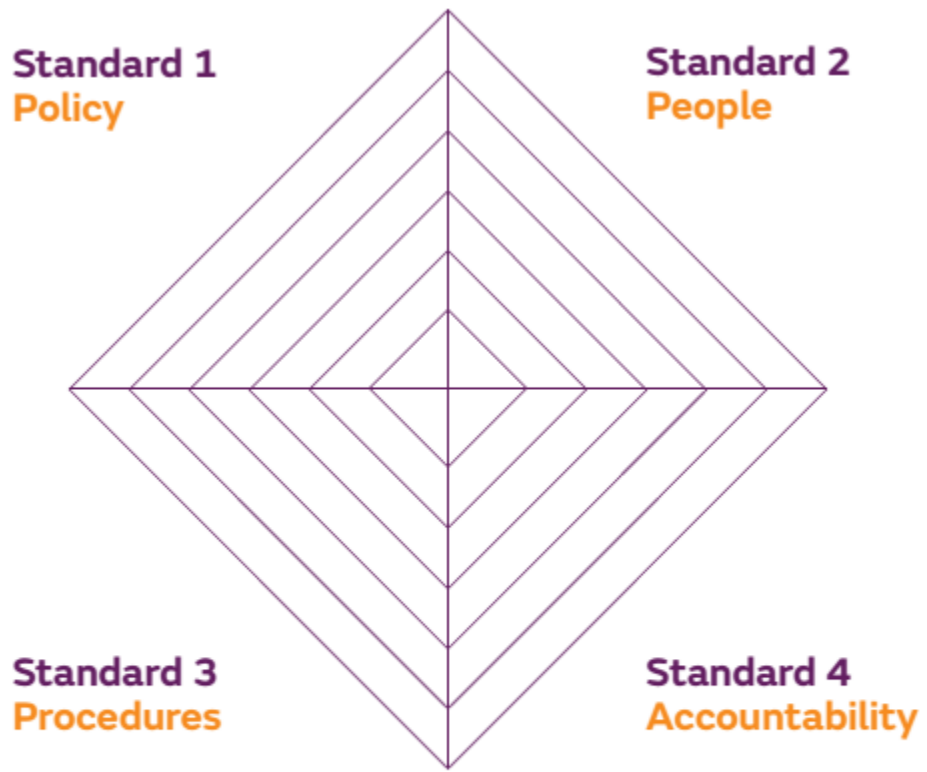
Standard 3: Procedures	A	B	C
The organisation requires local mapping exercise to be carried out that analyses the legal, social welfare and child protection arrangements in the context in which it works.			
There is an appropriate process for reporting and responding to child protection incidents and 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 organisation disciplinary policy and procedures.			
Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, 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 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 child safeguarding issues and child protection cases.			
External or independent bodies 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 necessary) and included in organisation's annual reports.			

The self-audit web

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

VIII. SAFEGUARDING AND CHILD PROTECTION WHISTLEBLOWING POLICY

Policy No:	_____
Approval date:	_____
Approved by:	Management Committee
Review frequency:	_____ Annually _____
Review date:	_____
Reviewed by:	_____

Policy Statement

The Jesuit Rwanda-Burundi Region expect all staff and employees including adults working with children and young people, temporary staff, volunteers, students, contractors or external partner agencies, to express any concerns that they may have with regards to the conduct of any individual(s). The term 'staff' will hereafter include all of the wider workforce.

In line with the expectations the RWB Region is committed to the highest standards of openness, integrity and accountability. All persons working for, or with this organisation, must feel safe and supported in order to express their concerns.

This policy document is intended to encourage and enable our staff to raise their concerns and to do so without fear of victimisation or discrimination. It does not replace the Complaints Procedure or the Child Protection and Safeguarding Policy or the organisation's standard procedures

for reporting allegations or concerns about staff or volunteers.

Aims

This policy aims to:

- Encourage adults working for or within the organisation to feel confident in raising concerns;
- Provide a process by which concerns can be raised and dealt with;
- Receive feedback on the process (where appropriate); and
- Provide a means by which staff can receive support where concerns have been raised.

What does the Child Protection and Safeguarding Whistle Blowing Policy cover?

This policy is designed to cover concerns

that staff have about the conduct of individuals in a position of trust within the organisation which could be detrimental to the safety or wellbeing of young people and where staff, for whatever reason, feel unable to raise them under the organisation's standard child protection procedures around dealing with such allegations. It would include issues about:

- Unprofessional behaviour
- Bullying by staff
- Any form of abuse (physical, sexual, emotional or neglect)
- Name calling
- Personal contact with children and young people which is contrary to the organisation's policies and codes of conduct
- Any form of racial abuse
- Inappropriate sexualized behaviour
- Knowledge about an individual's personal circumstances which may indicate they could be a risk to children or unsuitable to work with children

Please be mindful that these are examples of concerns, and are not exhaustive.

Safeguarding against harassment or victimisation

The RWB Region is committed to

professional standards and to supporting staff. It is recognised that the decision to report a concern is a difficult one to make. Harassment or victimisation will not be tolerated and the RWB Region will take appropriate action in order to protect the person raising the concern when they are acting in good faith.

Confidentiality

All concerns will be treated with confidentiality, however, there may be a need for the whistleblower to give evidence e.g. if they have witnessed a crime or in regard to disciplinary procedures if this is the outcome.

Anonymous allegations

This policy encourages staff to raise concerns to be identified in doing so as part of their professional role/responsibility. However, anonymous allegations will be investigated as thoroughly as possible.

False allegations

If staff raise a concern in good faith which is not confirmed by an investigation, no action will be taken. However, if a concern is raised maliciously, disciplinary action may be taken.

How to raise a concern

Staff should normally raise their concerns with the Designated Child Protection Officer of the organisation. If the CPO is the subject of concern the Whistle Blowing Policy will be implemented through the Child Safeguarding Focal point. If there

are concerns that an adult working with children may have abused a child, or be unsuitable to work with children and young people, concerns will be passed to the Local Authority by the Principal or the Chair of the RWB Region management board if the allegation concerns the Principal.

In certain circumstances, staff may feel they are unable to follow the organisation's standard procedures e.g. because they feel their position in the organisation would be in jeopardy, they would be subject to intimidation, or that the person of concern is the designated manager to whom they should report such matters and there is no one senior to refer to. They should then follow the Whistleblowing Policy by contacting a nominated Child Safeguarding Focal Point.

In this case contact

(Focal Point) or

Chair Management Board

The Policy may also be used in circumstances when the matter has been raised under appropriate organization procedures for referring child protection concerns, but the referrer considers that the manager has not taken the concerns seriously or acted appropriately with relation to them. In such circumstances, referrers are encouraged to contact the Focal Point for 'whistleblowing' for the organization or directly Local Authorities for discussion and advice.

When following the Whistle-blowing Policy, concerns may be shared verbally, but should also be recorded in writing.

(See Safeguarding Whistle Blowing-report form – Appendix).

Name: _____

Date: _____

Location/department: _____

Whistle Blowing Report Form

Please give a brief outline of your concern?

(Please give relevant names, dates, locations, etc.)

Were there any other witnesses? If so, please give their full contact details.

Did you take any action at the time?– if so, please outline what action you took

if you did not take action at the time, please give details as to why you took no action

Signed: _____

Date: _____



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