GUIDANCE ON CHILD SAFEGUARDING

WHAT IS CHILD SAFE PROGRAMMING?

• The humanitarian actors work in a wide range of environments and range of children including the most vulnerable children.
• It is never possible to eliminate all risk, however, our aims to ensure that no additional risks or harm befall these children as a result of our activities or the actions of our staff/representatives whether that is by deliberate actions or by inadvertent actions or failings on our part. We therefore require the humanitarian agencies have to take proactive steps to ensure that all programming activity identifies the potential risks and works to eliminate and mitigate those risks.
• In many environments where we work, there are harmful factors that are beyond our control, however, we have to ensure that we use all means which are within our control to reduce the likelihood and impact of actual harm or risks. This is what we refer to as Child Safeguarding Risk Management and is similar to other forms of risk management
• To do this we have to ensure that all programming is designed, implemented and monitored through a Child Safeguarding lens. In other words, we have to be constantly vigilant.
• This approach needs to happen at all levels within the agencies. For example, head of agencies and senior management are responsible for creating and maintaining a Child Safe framework, whilst at planning and operational levels, a range of technical advisors, managers and other staff are responsible for designing proposals, shaping programmes, implementing work plans and assessing their effectiveness.
• All of these people must take the opportunity to identify risks, communicate those risks and reduce or eliminate the risks factors those that lie in our control.
• Managers need to ensure that the budgetary implications for safe programming are given appropriate consideration

WHO THE GUIDELINES ARE FOR

Responsibility for Safe Programming.

The Child Safe Guidelines are a working document. Every organization has responsibility to make sure their staff, operations, and programmes do no harm to children/ not expose children to the risk of harm and abuse whether intentionally or unintentionally, and that any concerns the organization has about children’s safety within the communities in which they work, are reported to the appropriate authorities.

The Child Protection Sub-Sector (CPSS) emphasize that the overall approach to child safeguarding is rooted in understanding the risks to children from organisations, (its staff, programming and operations) and that addressing those risks creates child-safe organizations.

All staff working for and with children should understand and apply the DO-NO-HARM principle which underscores organizations’ responsibility to minimize harm to children as a result of their organisational activities, programs or operations. Do NOT engage with children, their caregivers, and/or their employers if
you have any doubt that this might result in further harm to children. When in doubt, consult with child protection specialists or the Child Protection Sub-Sector.

For the Rohingya Refugee Response, the CPSS recommends that at Minimum, every organization involved in the response must meet the following standards.

a) **Child Safe Guarding Policy**: Have a written document that states an organisation’s commitment to keep safe the children it works with or comes in contact with. A policy explains how an organisation approaches child safeguarding, their attitudes and basic principles.

b) **Standards of Behavior/ Behavioral Protocol**: The organization has a written code of conduct and places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these.

c) **Reporting Procedure**: The organization has a written and clear advice and guidelines on what individuals and organizations should do if a concern about a child or someone’s behavior is raised.

d) **Investigation mechanism**: The organization should have a trained person/team who can conduct safe and confidential investigations into reports of breaches of the child safeguarding policy by staff, volunteers, contractors and associates.

e) **Capacity building plan**: A plan of key trainings and refresher courses for staff, volunteers, contractors and associates to build staff knowledge and understanding of the CSG policy and obligations.

f) **Commitment to comply (Individual Declaration)**: This must be dated and signed by every staff, volunteers, consultants, donors, interns and every person who gets in contact of children as a result of the operation/programmes of the agency concern.

g) **Risks Assessment Tools**:

Should your agency not have any of the above, or should you require any further support, please, get in touch with the Child Protection Sub-Sector Coordination team as soon as possible using email address rpaskarasingam@unicef.org.

h) Your organization probably has a general code of conduct, which is great. In education and in all other sectors’ programs, having child protection code of conduct (or a section specifically dealing with children) is essential. Ensure your organization has one and that staff have committed to, understand and sign it. See an attached sample in English and another one in Bangla below:

i) Support all staff (from government and non-governmental institutions) in adopting and disseminating a Code of Conduct that adequately addresses child safeguarding including sexual exploitation and abuse.

ANNEXES

Annex – 1 – Child Safeguarding checklist

Annex -2- Child Safeguarding Policy

Annex- 3- Code of Conduct

Annex-4 Reporting Procedures

Annex- 5 – Risk Assessment tool

Annex –5.1 – Site Management spot check checklist
Annex – 5.2 Participatory Safety walk
Annex – 5.3 Participatory mapping exercise tool
Annex – 5.4 Risk Assessment form – activity level
Annex -6 Acknowledgment and Receipt of Behavior

Annex -1

Child Safeguarding Checklist

Important considerations for all contact with children:

- Be aware of situations which may prevent risks and manage these
- Plan and organise the work and the work place so as to minimise risks
- As far as possible be visible when working with children
- Ensure that a culture of openness exists to enable any concerns to be raised and discussed
- Ensure that a sense of accountability exists so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about contact with staff or others and encourage them to raise any concerns
- Empower children, discuss with them their rights, what is acceptable and unacceptable and what they can do if there is a problem,
- Maintain high personal and professional standards
- Respect the rights of children and treat the fairly honestly and with dignity and respect
- Encourage participatory practice with children which develops their own safeguarding capacity
- Strategies should then be developed to minimise the risk in order to reduce the likelihood of harm or abuse occurring
- This assumes that other procedures such as safe recruitment are being complied with responses in this step should focus on additional strategies such as additional training/supervision
- Child Safeguarding Risk Management and Safe Programming should be an ongoing activity.
- At regular intervals the following questions should be asked:
  - Do the risks still exist?
  - Have they been reduced, controlled and managed by the existing strategies?
  - Are there new risks?
  - What strategies do we need to implement, to reduce remove and control these new emerging risks.
Annex- 2

Child Safe Guarding Policy

1. Introduction

This policy sets out common values, principles, and beliefs and describes the steps that will be taken in meeting our commitment to protect children. Child Safeguarding is a process of risk identification, assessment, prevention and mitigation to ensure safe and effective care for children’s holistic growth and development. It aims to ensure that no additional risks or harm befall children as a result of our operations or the actions of our staff/representatives.

Why this Child Safeguarding Policy?

a) Child safe or ganization: To ensure that in all operations and relationships our organization provides and promotes minimum child safety behavioural and programmatic standards

b) Position of trust by Staff/Partners/Associates: To ensuring that anyone who represents our organisation (Staff/partners/associates) are aware of and responds appropriately towards children and never abuses their position of trust that comes with their responsibility and that priority is given to children’s best interest.

c) Programming that adheres to the Child Protection Minimum Standards: To ensure that the design and implementation of all activities whether by staff/partners/associates meet and adhere to Child Protection Minimum Standards including safe physical environment, infrastructure and movement of children as part of response e.g. FTR

2. Our commitment to protect children

(Insert agency’s name) values, principles and beliefs

2.1. All child abuse involves the abuse of children’s rights.

2.2. All children have equal rights to protection from abuse and exploitation.

2.3. The situation of all children must be improved through promotion of their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC), Optional protocol\(^1\) and National legislation e.g. Child Act 2013. This includes the right to freedom from abuse, discrimination and exploitation and promotes the child’s best interest.

2.4. Child abuse or exploitation is never acceptable.

2.5. We have a commitment to protecting children with/ for whom we work.

2.6. When we work with staff, partners, volunteers, board members, contractors and any other stakeholders, they have a responsibility to meet minimum standards of protection for children.

2.7. We must be culturally sensitive BUT never condoning or allowing abuse, discrimination and exploitation.

2.8. This policy extends beyond professional role ‘in the workplace’ to conduct in one’s personal life

3. What we will do

\(^1\) According to the UNCRC
(Insert agency’s name) actively works to help meet our commitment to protect children from abuse through the following means:

3.1. **Awareness**: we will ensure that all staff, volunteers, donors, consultants, Board members representatives and contracts with third parties and others are aware of the problem of child abuse and the risks to children and acknowledge in writing.

   Endeavour to work in partnership with parents/carers and/or other professionals to ensure the protection of children.

   In addition, the organization will ensure that staff, volunteers, consultants, Board members representatives and contracts with third parties are aware of the PSEA policy.

3.2. **Prevention**: We will ensure, through awareness and good practice, that staff, volunteers, consultants, Board members representatives and contracts with third parties minimise the risks to children while carrying out recruitments, risk assessments, visits to organization’s projects as well as in communications, social media and digital technology.

3.3. **Reporting**: We will ensure that staff, volunteers, consultants, Board members representatives and contracts with third parties are clear about the responsibility to report and what steps to take where concerns arise regarding the safety of children. A safe reporting procedure is annexed to this policy to guide reporting and will be adopted to ensure confidentiality, protection of staff reporting and best interest of the child is adhered to. This will include whistleblowing to the individual agency and to the CPSS Coordination anonymously while providing both identifiable and sensitive information.

   Therefore:

   3.4. If you observe risk, hear or suspect abuse, discrimination and exploitation, **you must report**

   3.5. If you hear an allegation of abuse, discrimination and exploitation, **you must report**

   3.6. If a child discloses an incidence of abuse, discrimination and exploitation, **you must report**

3.4. **Responding**: we will ensure that immediate action is taken to support, protect and enable access to necessary services for children where concerns arise regarding possible exposure to programme and operations risks including abuse, discrimination, exploitation and harm or injury.

   Where no reporting is done, the organization should undertake appropriate action to ensure that staff, volunteers, consultants, Board members representatives and contracts with third parties would in future report all incidence by addressing all factors that led to non-reporting.

   All reports shall be handled in a way that shall deter the repetition of the same incident from happening in future.

4. **Code of Conduct**

   In signing this Code of Conduct, I understand and commit to undertaking the following.

   I will:

   - Be aware of situations which may present risks to children and manage these risks;
   - Plan and organise the work and the workplace so as to minimise risks;
   - As far as possible, be visible when working with children;
   - Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed.

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1 Refer to ISCG PSEA Policy
2 Refer to Reporting Procedure
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behavior does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns; and
- Empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

I understand and acknowledge that in general it is inappropriate to:
- spend excessive time alone with children away from others; or
- take children to your home, especially where they will be alone with you.
- It is discourage being alone with children of the opposite gender or sex.

I understand and acknowledge that staff and others must never:
- hit or otherwise physically assault or physically abuse children;
- develop physical/sexual relationships with children;
- develop relationships with children which could in any way be deemed exploitative or abusive; or
- act in ways that may be abusive or may place a child at risk of abuse.

In addition, I understand and acknowledge that staff and others must avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, staff should never:
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive;
- behave physically in a manner which is inappropriate or sexually provocative;
- have a child/children with whom they are working to stay overnight at their home unsupervised;
- sleep in the same room or bed as a child with whom they are working;
- do things for children of a personal nature that they can do for themselves;
- condone, or participate in, behaviour of children which is illegal, unsafe or abusive;
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse; or
- discriminate against, show differential treatment, or favour particular children to the exclusion of others.
- Accept or request money from children or parents.

If I observe or have reason to suspect that an (insert your agency’s name) staff member or partner is acting in contravention of this policy and code of conduct, I understand I must immediately report it to the Child Protection Program Manager.

Signatures

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<tr>
<th>Name of Staff:</th>
<th>Name Safeguarding Focal Person:</th>
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Annex 3

Sample Child Protection Code of Conduct

Staff / volunteers / consultants and partners should always
- Be aware of situations that may present risks to children and manage these
- Plan and organise their work and workplace so as to minimise risks
- As far as possible be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Empower children - discuss with them their rights, what is acceptable and unacceptable and what they can do if there is a problem
- Be a positive role model
- Be loving / caring / responsible
- Demonstrate encouragement / motivation
- Show equal treatment between girls and boys
- Try as much as possible to involve children in decision-making.
- Be sensitive to acts of abuse, and aware of children’s concerns and complaints
- Respect children’s dignity in homes, workplace and centres

Behavioral Protocol – Rohingya Refugee Response

1. Overview:
These rules of behaviour aims at safeguarding children at all levels of the organization and programs. The development was guided by the ‘Safeguarding Children in Emergencies Toolkit’, the Minimum Standards for Child Protection in Humanitarian Action and relevant provisions of the UN CRC AND OPTIONAL PROTOCOLS. The Behavioral Protocol was developed to complement and strengthen already existing individual agencies policies rather than replace them.

2. Application:
This Behavioral Protocol applies to all Organization staff, interns, visitors, volunteers, donors, consultants, sub-grantees/implementing partners, journalist and all persons who directly or indirectly have direct contact with children as a result of the organization’s programme and operation.

3. Un-Acceptable Behaviour

All agencies in the Rohingyas response, their staff, volunteers, interns, consultants, donors, researchers, journalists and partners must:

- Never exclude any child on basis of their gender, race, nationality, disability, ethnicity, religion or any other parameter of discrimination.
- Never hit or otherwise physically assault or physically abuse children in any way.
- Never develop physical or sexual relationships with children in any way at all times.
- Never develop relationships with children which could in any way be deemed exploitative or abusive.
- Never act in ways that are abusive, or expose a child to risk of abuse, discrimination and exploitation.
- Never use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Never behave physically in a manner which is inappropriate, sexually provocative or culturally and religiously unacceptable.
- Never develop relationships with children which could in any way be deemed exploitative or abusive.
- Never invite program children into your homes/ and or encourage meetings outside program activities or sleep in the same room or bed with a child with whom they are working or professionally in contact unless a child is at immediate risks of injury or physical danger with permission of your line manager/organizational authority.
- Never do things/ bring things/ or gifts for children of a personal nature that could compromise your integrity or be misinterpreted.
- Never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetuate any form of emotional abuse.
- Never Accept or exchange money, employment, goods, or any other services for sex; including sexual favors for services which must otherwise be provided to the beneficiaries by duty and free of charge.
- Never take abusive pictures, videos and or any other recording of children regardless of their assent or informed consent of children or their guardians/caregivers.
- Never Access, create or distribute pornography including child pornography or/and other embarrassing material (e.g. inappropriate movies) with beneficiaries through any medium.
- Never condone or participate in illegal activities or activities that degrade the integrity of both the individual and ORGANIZATION's reputation. This includes: Not accepting bribes, gifts or doing unauthorized business on behalf of ORGANIZATION and/or using the credibility and name of the ORGANIZATION for private interests and Never using ORGANIZATION transportation to meet with or transport beneficiaries, unless explicitly requested to do so by the supervisor.
- All Rohingya Response agencies staff, volunteers, interns, consultants, donors, researchers, journalists and partners must
- Never fondle, hold, kiss, hug or touch children in an inappropriate or culturally insensitive way
- Use language, make suggestions or offer advice which is inappropriate or abusive, including language that causes shame or humiliation, or is belittling or degrading of a child and family.
- Never condone or participate in behaviour with children which is illegal, unsafe or abusive; including harmful traditional practices, spiritual or ritualistic abuse
- All agency employees should not hire children as workers in any capacity
- Never take a child alone in a vehicle for agencies work, unless it is absolutely necessary, and with parental/guardian and managerial consent (Example, during family reunification, field excursions).

The above are not an exhaustive or exclusive list. Staff should avoid actions or behavior which may constitute poor practice or potentially abusive, discriminatory and exploitative behavior.

It is important for all staff and others in contact with children to:
a. Be aware of situations which may present risks and manage these risks.
b. Plan and organize the work and the workplace so as to minimize risks.
c. Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed.
d. Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive, discriminative and exploitative behavior does not go unchallenged.
e. Talk to children about their contact with staff or others and encourage them to raise any concerns.
f. Empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
g. Be aware of potential risks of peer-to-peer abuse or bullying or victimization and avoid mixing of older and younger children if unsupervised.
h. Be aware that adults are always responsible for their behavior regardless of the child’s behavior. This awareness must extend to cases which requires the employee to act on stories that children might tell about abuse they have suffered by other children or by other adults.

4. Acceptable Behaviors

Agencies staff, interns, volunteers, contractors, consultants, donors, partners and visitors:
- Encourage and respect children’s voices and views and listen to children and always act in the best interest of children.
- Are careful about perception and appearance in their language, actions and relationships with children, and their behaviour demonstrates a respect for children and their rights.
- Ensure that all physical contact with children is socially, culturally and religiously appropriate.
- Use positive, non-violent methods to manage children’s behaviour.
- Accept responsibility for personal behaviour and actions as a representative of the organization.
- Where possible and practical, follow the ‘two-adult’ rule while conducting your agency work, wherein two or more adults supervise all activities that involve children, and are visible and present at all times.
- Comply with child protection related investigations (internal and external) and make available any documentary or other information necessary for the completion of the investigation.

5. Corrective Actions:
- Failure of staff and or their agents to follow these Behaviour Protocols and or to involve other inappropriate behaviour toward children is grounds for disciplining, up to and including warnings, termination of the employment or working relationship of any kind (whether as donors, financier etc).
- Agencies may take legal action such as reporting to local authorities based on local legal obligations and the best interests of the child.

6. Implementation and Adherence

This Behavioral Protocol is adhered to by all staff and agents and implemented by the ORGANIZATION Senior Management Team. By implementing this Behavioral Protocol, the SMT hereby undertakes:
- To disseminate the content and the standards of the Protocol within the staff.
- To create an environment that prevents sexual exploitation and abuse, abuse of power and corruption and promote adherence to the Protocol and all above mentioned organizational policies.
7. Amendments to the Behavioral Protocol

This Behavioral Protocol is a living document. With a specific focus on highlighting all new or evolving situations of abuse, exploitation, discrimination abuse of position of trust, it shall be revised on a bi-annually basis or as required so as to make it more responsive to current realities.

Annex 4

Reporting Procedures
**Child Safeguarding incident**

- **Report to Safeguarding Focal point**
  - Documentation of the incident in writing and inform the CPSS
  - Conduct an Investigation Committee
  - Present preliminary findings to the SLT/SMT and the Perpetrator and inform the CPSS

- **Refer the child to CP Staff for CM support**
  - If action is taken by the agency, transfer the handling of the incident to the CPSS Coordinator
  - If the concerned agency fails to nominate a representative, the CPSS should proceed with investigation after 48 hrs

- **Inform the agency concerned**
  - If action is not taken by the agency, constitute a Committee and have at least 2 representatives from the concerned agency and members of the CPSS to investigate
  - Present findings and recommendations to the CPSS Coordinator

- **Take measures**
  - Warning
  - Termination
  - Refer for legal redress

- **Close the case and inform the Staff, SLT/SMT and CPSS Coordinator**

- **If not proven**
  - Close the case and inform the Staff, SLT/SMT and CPSS Coordinator
  - Report to CPSS Coordinator
  - Inform the agency concerned
  - If action is taken by the agency, transfer the handling of the incident to the CPSS Coordinator
  - If the concerned agency fails to nominate a representative, the CPSS should proceed with investigation after 48 hrs

- **If proven valid**
  - Take measures
  - Warning
  - Termination
  - Refer for legal redress
1. Introduction

Every organization must designate a safeguarding focal person. This can be a safe guarding manager or as deemed to be fit by the organization. The CPSS encourages two levels of reporting within individual agency and to the CPSS secretariat. This procedure can be applied by the agency according to the individual policy.

a. A clear and accessible reporting system should also be established in consultation with children and members of the community with which the organisation works so that they know how and where to go to make a report and receive assistance.

b. It is important that such a system identifies designated/elected focal points, by the children and community who are trained and able to receive a report.

c. It should also allow for confidentiality and accommodate anonymous reporting mechanisms (e.g. report boxes).

d. It is the responsibility of the agency’s staff to report concerns about actual or suspected abuse within communities and to ensure that appropriate responses are made in line with locally agreed processes.

2. Reporting within individual agency

a. A report can be received either in written form, verbal or by telephone or in person.

b. When a report is first received (e.g. from child, parent, staff etc.), the safeguarding focal point should record immediately or as soon as possible (within 24 hours) on Child Safeguarding Incidents Form or available internal reporting mechanism form. (See attached sample form)

c. It should be noted that the purpose of reporting is to – 1) ensure child safety and 2) assure that the organization maintains a safe and secure environment for children. If the child needs case Management, normal case management must be followed.

d. The form (in b above) should be signed and dated upon receipt by the safeguarding focal point who should initiate investigation to the incident. The agency has an obligation to inform the CPSS secretariat about the report and the progress of the investigation concerning the offending staff. In case the incident is directly reported to CPSS, it should be documented and the concerned organization immediately notified where upon investigation should start.

e. The safeguarding focal point should inform his/her line manager and /or his/her next hierarchy responsible for handling such matters.

f. It is recommended that the suspect under the investigation should be moved away to avoid any possibility of influence on the outcome.

g. Where an associate of the organization or visitor in contact with children through the organization is involved, an early decision on ‘suspension’ of all activities involving contact with children needs to be taken. The decision to suspend should be supported by the information given at the time of the report or as a result of any fact finding exercise undertaken to establish the exact nature of the complaint, concern or allegation

h. The agency should be aware that the suspect remains innocent until proven guilty and therefore, he/she should be treated in a manner that upholds and protects his/her rights and dignity.

i. The CPSS recommends that the matter be expedited and resolved no longer than two weeks from the date of reporting.

j. Where no allegation or disclosure of abuse has been received but rather suspicions or concerns have developed regarding possible child abuse or that a child/ren may be at risk in some way, this must be discussed with the line manager or designated CP safeguarding focal point. This discussion and the decisions reached must be recorded in writing using the form of the organization.

k. You should discuss internally whether or not the actions or allegations you are dealing with amount to a possible criminal offence, in which case referral to the mandated Government Authority should normally be made.
3. **Reporting to CPSS Secretariat**

   a. If the staff member genuinely believes that the internal reporting procedure may be compromised, or that s/he may be victimised or s/he has no confidence in the internal management structure, or at any stage feels dissatisfied with the manner in which the Child safeguarding issue is being dealt with, then the report should be directly made to CPSS Coordinator.

   b. Upon reporting to the CPSS the incident should be recorded and immediate contact with the respective organization initiated.

   c. The suspect should be made aware of the allegation and be given an opportunity to defend themselves. At all times the suspect should be treated with dignity and respect for their rights.

   d. At all times the best interest of the child should be maintained and their rights protected.

   e. Both the CPSS and the respective agency should immediately start investigation and have a conclusion within at least two weeks after the reporting.

   f. Once the investigation is concluded all concerned parties should be informed of the outcome and way forward.

   g. Any form of disclosure at all stages of the case should be on “a must know” basis.

4. **Where the alleged perpetrator is outside the scope of the Child Protection Policy of the organization**

   a. In all cases, where a criminal offence or abuse, discrimination or exploitation is observed or reported, consideration must be given to forwarding the matter to the mandated national investigative authorities and/or local child protection agencies as identified in the local mapping.

   b. In addition where staff receive reports or disclosures about actual or suspected child abuse, discrimination or exploitation on the part of staff working in other agencies, it is important that these reports are documented and then passed on to the line manager / child protection focal point. The concerns must be relayed by a senior staff member to the local head of agency (preferably in person).

5. **Local Procedures**

   Staff need to be clear about reporting and feedback process. Local procedures should also include:

   i) Guidance, within the local context, on what action to take if there are concerns about the child (and family’s) safety or welfare

   ii) Agreed management guidance on when and how to report concerns to the national authorities. This should include a consideration of the scope and responsibility of the office plus level of involvement of the external agency / authority the case is referred to, based on the outcome of the mapping exercise.

   iii) Identification of local / cultural / traditional / commonplace practices that might pose a challenge to the Child Safeguarding Policy (e.g. early marriage, child labour, physical punishment, female circumcision etc) and how these will be responded to.

   iv) Details of external child protection mechanisms (statutory, inter-agency, community based etc) that can be called upon for advice, information, support and assistance when responding to child abuse, discrimination and exploitation.

Clearly defined and documented roles and responsibilities for those raising or receiving complaints (consideration is given to ensuring a gender balance of personnel in the reporting structure). The local reporting routes identified should include names of the focal points.
PARTICIPATORY SAFETY WALK GUIDE

PURPOSE

To enable child and adolescent girls and boys to identify and articulate the safety concerns and problems they face in certain geographical areas and in accessing services. Where safe and appropriate to do so, this tool empowers them to communicate directly with service providers and other duty bearers regarding their safety needs and to engage in joint problem solving and decision-making regarding safety and protection.

SOURCES OF INFORMATION

- CHILDREN AND ADOLESCENTS WHO REGULARLY USE THE AREA THAT IS BEING ASSESSED (NOTE: BE AWARE OF SEX, AGE, AND DISABILITY CONSIDERATIONS, SEX AND AGE GROUPS, AND SAFETY CONCERNS FOR A GROUP OF GIRLS SEEN WALKING TOGETHER IN THE COMMUNITY TAKING NOTES AND DISCUSSING ISSUES IN PUBLIC WITH FEMALE STAFF.)
- Service providers and decision-makers
- If capacity and expertise allows, similar exercises can be done with caregivers and CBCPC committee members (disaggregated by gender) to better understand perceptions of safety between children, adolescent girls and boys, and their caregivers.

ADDITIONAL INFORMATION

The safety walk should take approximately three hours. If the area to be covered is too large to cover in this time, consider dividing it up into smaller areas and having more than one team work at the same time in different parts of the camp or community.

A safety walk can also be conducted to assess one 1) route (e.g., to collect firewood, to go to a shop or to school), 2) facility/amenity, such as a market, school, distribution areas or WASH facility, and/or 3) environmental risk such as (construction sites, open water, Excavations / sand-mining, excavations or pits, traffic area).

Where safe to do so, obtain visual records of unsafe areas/facilities to use when explaining the problem to others, for example in a community safety planning workshop.

More time will need to be allocated when working with women with disabilities, elderly women or any group where the members speak a variety of languages.

PARTS

Part A: Steps in Conducting a Safety Walk
Part B: Tips for Conducting a Safety Walk
Part A: Steps in Conducting a Safety Walk

Step 1: Plan the safety walk

1.1 Identify the purpose of and route for the safety walk. The route should be decided with children, girls and boys from the community and should include areas they have identified through focus groups, key informant interviews or other means as unsafe (such as areas where incidents of injuries and death, sexual harassment or assault have taken place, areas that girls and/or boys avoid, and other areas that are considered risky or dangerous).

Consider a practice walk with a few staff and facilitators to refine questions and identify and mitigate any potential risks that conducting a safety audit and associated visibility might create for those participating in it.

The size and number of areas chosen for assessment will determine how many teams will be needed to conduct the walk. For example:
- If the walk is focused on one location only, such as the school, only one team will be required.
- If the walk is assessing a whole camp or community, it will be necessary to recruit multiple teams based on the size of the area to be assessed.

1.2 Identify 6 – 8 girls and boys (separate group) per team who regularly use the route and/or facilities that are going to be assessed. Ensure a capacitated and well-trained pair of female staff (who are skilled in psychosocial support, referral mechanisms, and know how to manage disclosures – if it occurs) accompany the children (girls and boys) and facilitate the exercise during the walk. For example:
- If the purpose of the walk is to understand safety issues for children (girls and boys) travelling to and while at school, identify girls who attend that school.
- If the purpose of the walk is to understand safety issues associated with females’ access to and use of WASH facilities, identify females of different ages to participate.
- If the purpose of the walk is to assess the environment risk for children, identify children of different ages to participate. For example: the possibility to explore the risks children face with when going to collect firewood.

1.3 If the purpose of the safety walk is to inform duty bearers about safety issues and advocate for solutions to them, make sure one or two representatives from relevant authorities or agencies are present. For example, a safety audit of WASH facilities should include a representative from the authority managing the site/community and a representative from the agency responsible for WASH services.

1.4 Make sure each team is briefed on the purpose of the activity, the route and/or locations they will be visiting. Make a rough map of the route to be covered and explain the issues and the route to the group.

1.5 Ensure each team has a team leader or facilitator who will lead the process. Also designate someone to take notes and to work with the team leader to consolidate the information.

1.6 Consider how results will be disseminated to minimize risks to any individuals involved and the community at large.

---

Step 2: Conduct the safety walk – 2 hours

2.1 As a group, follow the route identified, and ask participants to identify locations where they have safety concerns and why. If appropriate, at each location identified by participants, stop and discuss why they feel unsafe in this area. If not appropriate to stop and discuss, save time in a safe space for women and girls to private discuss observations once the walk is finished. The following discussion questions may be helpful:

- What is your first reaction to this place?
- What three words best describe this area?
- How well-lit is the area? Are there spaces which are poorly lit? (Mark on the map where there is lighting and where it is dark.)
- Does this make you feel safe/unsafe? Why? Are there times when you feel safe or times when it makes you feel unsafe?
- Are there a lot of people using this area?
- If so, what are they doing (e.g., walking, working, meeting)?
- Does this make you feel safe/unsafe? Why?
- Are there particular spaces where people/children could hide?
- Does this make you feel safe/unsafe? Why?
- Are there certain groups of people hanging around who make you feel unsafe? Who are they?
- What is their sex? (e.g., groups of young men)
- Why are they hanging around?
- Why do they make you feel unsafe? Why?
- Are community leaders/authority figures present and visible in the area?
- Does this make you feel safe/unsafe? Why?
- Would you know where to go for help?
- Are there any other things about this space that makes you feel unsafe?

2.2 If appropriate, take photos of the site/area. These may be helpful for explaining the problem and context to others and for monitoring changes.

2.3 If appropriate and possible, use simple mobile apps to record the GPS coordinates as well, such as this one: https://play.google.com/store/apps/details?id=com.freemium.android.apps.gps.coordinates

2.4 After the discussion, mark the area on the map. Consider using different colours or symbols to highlight areas where participants feel very unsafe, quite unsafe, or safe.

Step 3: Debrief and identify next steps – 1 hour

3.1 Immediately after the exercise, hold a short meeting to debrief with the staff team. Facilitate a discussion on:

- What participants observed during the walk;
- Key safety concerns identified;
- Possible solutions to the problems; and
- Next steps. For example, if representatives from authorities and service providers are present, identify what actions and follow-up they will take and by when to implement solutions.

  o Ensure a mechanism for following up and monitoring potential solutions and timelines

3.2 Document the issues and next steps, and use the information to inform:
Part B: Tips for Safety Walks

What to take
- Paper and pens/pencils
- Maps
- Red, orange and green stickers to mark safe/unsafe areas on map

Tips for facilitators
- Provide refreshments and time for creating a friendly atmosphere that promotes dialogue and makes participants feel welcome and at ease with the facilitators and with one another.
- Ensure each participant has safe transportation to and from the meeting point.
- Take notes to document positive features as well as problem areas.
- Encourage participants to:
  - Stay together so that each person is listened to and heard; remember, note-takers cannot note what they have not heard.
  - Voice their personal opinion about an area.
  - Respect what others say; remember, each person’s experience of an area is different, and the goal of the group is to note each person’s opinion about an area.
  - Be mindful of the person taking notes; speak loudly, simply and slowly.
  - Avoid making negative comments such as “Nothing ever gets done.”
- Remember that sometimes a place is so poorly designed that there may not be any satisfactory solutions – only measures that will make the area a little better. It is still important to note that there is a problem.
- Take notes on everything, including comments on the process of the walk itself.

Annex – 5.3 Participatory safety mapping exercise tool

PARTICIPATORY SAFETY MAPPING EXERCISE

PURPOSE
TO LEARN FROM DIFFERENT GROUPS OF CHILDREN ABOUT:
- THEIR KEY SAFETY CONCERNS IN THE COMMUNITY;
- LOCATIONS WHERE THEY FEEL SAFE AND UNSAFE, AND THREATS THAT CONTRIBUTE TO THIS; AND
- STRATEGIES FOR IMPROVING THEIR SAFETY AND PROTECTION.

SOURCE OF INFORMATION
CHILDREN OF DIFFERENT AGES (NOTE THE NEED TO DISAGGREGATE GROUPS BY SEX AND AGE AS THE SAFETY CONCERNS AND PERCEPTIONS OF A 10-YEAR-OLD ARE
## Different from a 16-Year-Old
Ensure the inclusion of children with disabilities or other minority populations.

## Additional Information
This exercise can be done in settings where it is not possible or appropriate to conduct a safety walk. It is ideally done with groups of children of similar ages by sex where they can be divided into smaller groups of 7 to 8 people each.

## Parts

**Part B: Safety Issues and Solutions Log** provides a template for recording the safety problems identified and recommended solutions and strategies for addressing them.
## Part A: Steps in Safety Mapping Exercise

### Step 1 Small group mapping – 20 minutes

1. **Divide participants in the same age category into three or four groups of five to six people each.** Facilitate group discussions on the mapping. Ensure each group has a facilitator who has experience in child-friendly facilitation techniques and training on how to provide age and gender-appropriate psychosocial support and safe and ethical referrals if needed.

1.1 **Give each group four flipchart pages taped together and markers, coloured stickers, post-it notes and/or other stationary/art materials.**

1.2 **Ask each group to draw a map of their camp or community, and – using different colours, stickers or post-it notes – mark the places on the map where:**
   - Where girls feel safe
   - Where girls feel unsafe
   - Where boys feel safe
   - Where boys feel unsafe

   *Note: encourage children to locate water points, latrines, bathing areas, areas of poor lighting, areas for collecting fuel/firewood, along with other sites (religious centres, schools, restaurants/eating areas, markets, shops, etc...).*

### Step 2 Discuss findings in small groups – 20 minutes

2.1 **Facilitate a discussion about the mapping.** The following questions may be used or adapted:

   - **What are the areas on the map where you feel safe?**
     - Why do girls like you feel this way?
     - Why do boys like you feel this way?
     - When do girls and/or boys go to these areas?
     - How often do girls and/or boys go to these areas?
     - Why do they go to these areas?

   - **What are the areas on the map where girls and boys like you do not feel safe?**
     - Why do girls and/or boys like you feel this way?
     - When do girls or boys go to these areas? (what time of day or which days)?
     - How often do girls and/or boys go to these areas?
     - Why do girls and/or boys go to these areas?
     - Is there anything when one is walking or moving to or from certain destinations that make girls or boys feel uncomfortable or unsafe? (this could be a person/group of people, market, shop, restaurant, school, construction site, etc...)

   - **Are there areas where you sometimes feel safe and sometimes feel unsafe?** Maybe depending on time of day or something else?

   - **Is there anything missing?**

   - **If you encountered something that made you feel unsafe, where would you go for help (if anywhere)?** Which person or place would you trust to go to for help?

2.2 **As facilitators, write down a consolidated list of safe and unsafe areas and why.**

   *Note, in the event of any disclosures or where follow-up and referrals might be needed based on the discussion, the trained facilitator should maintain confidentiality, dignity, and safety and follow up separately with the child(ren) in a safe, private location.*
### Step 3. Discuss solutions in small groups – 20 minutes

3.1 Facilitate a discussion in small groups on how to make certain areas, spaces or routes (to/from) safer for girls and boys. Ensure a child-friendly approach with different facilitation style and engagement depending on the age group. Could look at one spot at a time for more specific recommendations and move on to more general recommendations if they apply to all safety risks and concerns.

3.2 Document the issues, including those specific to girls or boys, and proposed solutions, and use the information to inform:

- Child protection programming;
- Immediate and longer-term actions that can be taken to increase safety and reduce safety risks;
- Future assessments and monitoring/evaluation tools and approaches;
- Advocacy and coordination within the Child Protection Sub-Sector and with other sectors.

### Step 4 Share findings & brainstorm solutions in the large group – 30 minutes

4.1 Note this activity is not always appropriate. Younger girls and boys can complete small group exercises in a 60-minute period, but may not feel comfortable presenting versus older adolescent girls who may have more interest and capacity to engage in large group discussions and presentations. Ask each group to present their map to the large group. Allow five minutes per group.

- As groups present their findings, write a consolidated list of all where girls feel safe and why, and where girls do not feel safe and why, where boys feel safe and why and where boys feel unsafe and why.

- Post the maps on the wall.

- Allow the larger group to discuss and share ideas.
# Coix Bazar | Rohingya Refugee Response

## Part B: Safety Issues and Solutions Log

<table>
<thead>
<tr>
<th>Safety issue/risk identified</th>
<th>The group most affected/vulnerable</th>
<th>Solutions for reducing the risk/improving safety</th>
<th>Who is responsible for which solutions</th>
<th>Timelines</th>
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Annex - 5.4 Risk Assessment form – activity level

**Risk Assessment Form**

Description of activity / event: ..................................................................................................................
The assessment process involves a process of identifying hazards, estimating the probability of harm and identifying the appropriate control measures to reduce risk to an acceptable level.

**Step 1** Identify the hazards  
**Step 2** Who can be harmed?  
**Step 3** What is already in place to reduce the risk?  
**Step 4** What is the risk rating when you factor in Step #3. What more needs to be done to reduce the risk to an acceptable level? Note – if risk cannot be acceptably reduced, then activity must be changed or omitted.

<table>
<thead>
<tr>
<th>Activity</th>
<th>1. Hazards /Risks (something that can cause harm)</th>
<th>2. Who might be harmed?</th>
<th>3. Existing measures to reduce risk</th>
<th>4. Re-assess risk, identify action(s) needed to reduce risk to acceptable level. If not possible, activity needs to be changed or omitted.</th>
<th>Assessor’s Signature</th>
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</table>
### Hazards / Risks
- **Who might be harmed?**
- **Existing measures to reduce risk**
- **Re-assess risk, identify action(s) needed to reduce risk to acceptable level. If not possible, activity needs to be changed or omitted.**

### Assessment Table

<table>
<thead>
<tr>
<th>Activity</th>
<th>1. Hazards / Risks (something that can cause harm)</th>
<th>2. Who might be harmed?</th>
<th>3. Existing measures to reduce risk</th>
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Acknowledgment and Receipt of Behavior

Annex 6

ACKNOWLEDGEMENT AND RECEIPT OF BEHAVIORAL PROTOCOL

I hereby acknowledge that I have been provided with an orientation on the (Agency XXX) Child Safe Guarding Policy, Behavioral Protocol and Reporting Procedures. I have also received, read and understood these policies, and agree to abide by their terms.

In addition, I understand that any employee, intern, consultant, volunteer, contractors, donor or any individual associated with our programme or operation who engages in conduct or fails to report any behavior that is inconsistent with the BEHAVIORAL PROTOCOL will be subject to disciplinary action, up to and including discharge and termination of working relationships depending on the gravity of the violations.

<table>
<thead>
<tr>
<th>Concerned Employee, Intern, Consultant, Volunteer, Contractors, Donor, Journalist or</th>
<th>Witness</th>
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<tr>
<td>Print Name: ..........................</td>
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