



Child Protection and Safeguarding Policy

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This policy is a practical guide for everyone acting on behalf of Teach A Man To Fish to ensure we protect children.

Inside it you will find useful guidance about appropriate behaviour, and when and how to report abuse. You will understand how Teach A Man To Fish handles and responds to all child protection and safeguarding matters and how we work with partners, including what is expected of them. You will also learn about the underlying principles and standards for keeping children safe and the need to safeguard children and young people. The guidelines cover all of our work including our field work, competitions and our communications. In the annex you will find all of the forms and declarations necessary for child protection and safeguarding and the Code of Conduct for behaviour so that it is easy to print out.

As well as reading this policy, you will receive training about how it relates to your work.

Thank you for working with us to keep children, young people and adults safe.

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1. Who this Policy is for

This policy is for all trustees, staff, field officers and volunteers of Teach A Man To Fish and consultants who act on behalf of Teach A Man To Fish.

This policy also informs the relationship between Teach A Man To Fish and its partners and beneficiaries in regards to safeguarding and child protection. The standards and responses expected from partners are outlined in Section 15.

2. Our position on safeguarding children and young people

Teach A Man To Fish wants to see a world free from poverty where all young people are able to reach their full potential in life and in the lives of others. We contribute to this vision providing entrepreneurial programmes that support children and young people to develop their entrepreneurial mindset, skills, and knowledge so that they can succeed in work and in life.

We believe that everybody working to broaden access to education and to reduce poverty needs to ensure the safety and wellbeing of all persons involved in their programmes, but particularly children, young people and vulnerable adults.

Safeguarding and child protection is crucial to ensuring that children under 18 years of age, young people and vulnerable adults have the rights, confidence and environment in which they can make choices, express their views and communicate effectively with other children and adults. They cannot become empowered change agents to improve their lives and that of their families and communities if they are not aware of their right to be safe from abuse and safeguarded from abuse, discrimination and harm of any kind, be it physical, sexual, emotional or neglect.

In relation to school and youth business activities, Teach A Man To Fish believes that participant wellbeing overrides all other considerations, particularly business profit. Nobody should run a business for learning and income-generating purposes that puts participants at risk of exploitation, at risk of harm to participants' health or education, at risk of danger (that is not mitigated) or which contravenes local labour law. Tasks participants undertake in school and youth businesses should be safe and appropriate to their age and should not jeopardize their right to education, relaxation and play (Article 32, UNCRC, see appendix). Repetitive tasks should only be carried out if participants are learning new skills through them or developing further their existing skills.

3. Why we have a Safeguarding & Child Protection policy and procedures

At Teach A Man To Fish we believe that all individuals regardless of race, gender, disability, religion, sexual orientation, family status, age or social background have a right to equal protection from all types of harm or abuse.

As an organisation committed to children and young people, we recognise our responsibility to protect our participants' health, wellbeing and human rights, and to enable them to live free from harm, exploitation, victimisation, abuse, neglect, sexual misconduct and violence. We do not tolerate

abuse in any form and under any circumstance and every activity and decision taken is in the best interest of all participants.

We especially commit to:

- protect participants from abuse or any other harm
- know how to respond to any situation which may endanger a participant
- comply with relevant national and international laws that aim to keep children and young people safe
- be sure that our staff, and people acting on our behalf, act responsibly and in line with how we think participant can be kept safe
- help all our staff and representatives be confident in knowing how to respond to any situation which may endanger a programme participant, who they can come to with concerns, and which guidelines they should follow
- ensure none of our staff's actions could be misinterpreted as endangering participants by helping everyone to understand the standards of behaviour we expect.

We expect that the commitment demonstrated by this policy gives a clear signal to everyone with a stake in our work that we can be trusted when it comes to keeping children safe, including our most important stakeholders – the children themselves.

This policy, the code of conduct and the procedures laid out encompass all of our participants: children, young people and vulnerable adults. Specific aspects on safeguarding and the right to be safe from harm are also covered in the Harassment Policy and the upcoming Gender & Inclusion strategy.

This policy will be reviewed on an annual basis and approved by the Board of Trustees.

4. Definitions used in this policy

Definition of a child

Article 1 of the UN Convention on the Rights of the Child defines a child as anyone below the age of 18 (unless majority is attained earlier under applicable law).

Definition of youth/ young persons

"the United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States."¹

Definition of vulnerable adult

A vulnerable adult is defined in Section 59 of the UK Safeguarding Vulnerable Groups Act as a person aged 18 or over who:

- is living in residential accommodation, such as a care home or a residential special school
- is living in sheltered housing
- is receiving domiciliary care in his or her own home

¹ <https://www.un.org/en/sections/issues-depth/youth-0/index.html>

- is receiving any form of health care
- is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999
- is in contact with probation services
- is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care (age-related needs includes needs associated with frailty, illness, disability or mental capacity)
- requires assistance in the conduct of his or her own affairs

Definition of Abuse/Maltreatment

The UK Government and the NSPCC (UK) define abuse as follows²:

1. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm.
2. **Emotional and psychological abuse** is the persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. (verbal and non-verbal)
3. **Sexual abuse** involves forcing or enticing an individual to take part in sexual activities.
4. **Neglect/Self-Neglect** is the persistent failure to meet an individual's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. This includes neglecting to care for one's own personal hygiene or health.
5. **Commercial exploitation** – actions involving an individual against their will or outside of their own understanding for monetary benefit in a way that physically or psychologically harms the individual
6. **Sexual Exploitation:** Any actual or attempted abuse by personnel of a position of vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically from the sexual exploitation of another.
7. **Bullying** may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.
8. **Financial/ material** Theft, fraud, exploitation & pressure in connection to wills, property, inheritance and financial transactions, or inciting an individual to do any of these things on another individual's behalf
9. **Discrimination:** Maltreatment based on an individual's race, gender, disability, faith, sexual orientation or age.
10. **Harassment:** Any form of unwanted verbal, non-verbal or physical conduct with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.

5. Teach A Man To Fish's core safeguarding principles and values³

These principles underlie all of the standards set out in this document:

The legal basis – the UNCRC and UK Safeguarding Vulnerable Groups Act

Teach A Man To Fish's Child Protection & Safeguarding Policy is based on the Keeping Children Safe

² NSPCC, Child Protection Fact Sheet: Definition and signs of Child abuse, 2010; HM Government, Working Together to Safeguard Children, 2010

³ Adapted from Consortium for Street Children Child Protection Policy (2010), Child-to-Child Trust Child Protection Policy, and 'Setting the Standard: A common approach to Child Protection for International NGOs' by Tearfund and NSPCC (2003).

Child Safeguarding Standards⁴, the UN Convention on the Rights of the Child, 1989 (and its optional protocols), the UN Statement for the Elimination of Sexual Abuse and Exploitation and all child-related UN conventions, the national child protection legislation of the United Kingdom (including Safeguarding Vulnerable Groups Act, 2006), and international good practice. Taken holistically, the UNCRC provides a comprehensive framework for the protection, provision and participation of all children without discrimination to ensure their survival and development to the maximum extent possible.

On the understanding that the UNCRC must be read as a whole, the following articles nevertheless form the specific basis of child protection: 1 (definition of 'child'), 2 (non-discrimination), 3.1 (the best interests of the child), 3.2 (duty of care and protection), 3.3 (standards of care), 6 (survival and development), 12 (participation), 13 (freedom of expression), 19 (protection from violence), 25 (periodic review of placements), 32, 33, 34, 36, 37(a) (protection from economic exploitation, substance abuse, sexual abuse and exploitation, 'all other forms of exploitation'; torture, cruel, inhuman or degrading treatment or punishment), 39 (physical and psychological recovery and social reintegration).

The moral basis – a non-negotiable duty

Teach A Man To Fish believes that NGOs working for children's and young people rights have an absolute duty to protect all children, young people and vulnerable adults from abuse. *This duty is imperative and non-negotiable.* Without adequate standards and mechanisms of safeguarding in place, an organisation is not only failing in its primary duty of care, but may also be negligently or recklessly fostering an environment of abuse. Any organisation that claims to be working for the benefit of children and young people *must* make sure that it is not putting participants at risk through lack of attention to Child Protection & Safeguarding policies and practice.

An end to silence

Silence breeds abuse. Those seeking to cause harm to children and young people may seek out organisations with weak communication structures. Furthermore, without proper policies and explicit procedures in place, NGOs are extremely vulnerable to allegations of abuse. Teach A Man To Fish therefore believes in:

- Creating an environment within and between organisations where issues of child protection and safeguarding are discussed openly, understood between children and adults and awareness, policy and practice developed
- Creating a framework to deal transparently, consistently and fairly with allegations concerning abuse

Child and youth participation – a space and a voice

The best way to safeguard children and young people is to empower them to protect themselves. Creating a space where children and young people feel able and willing to speak out about abuse empowers them to become actors in their own protection. Children and young people will only benefit from this policy if they are aware of their rights and are given the proper environment in which to exercise them. Teach A Man To Fish will work with partners to support the creation of such an environment where it does not sufficiently exist.

⁴ <https://www.keepingchildrensafe.global/accountability/>

Taking it further

Child protection and safeguarding is not just about reading and signing a piece of paper: the policy sets out guidelines and standards that must be put into practice and integrated throughout the organisation.

Challenging complacency

Resistance to addressing child protection and safeguarding issues may come from lack of understanding of the nature of abuse, lack of commitment to the organisation/programme, and a sense that abuse happens elsewhere. Organisations should ask themselves: “If safety and well-being of participants are not at the centre of the organisation’s programme/activities, then why not?” It is unacceptable that it sometimes takes an incident of abuse to shock some organisations into action. Teach A Man To Fish will challenge complacency as a matter of course.

6. Child Protection & Safeguarding Officer and Chief Executive

The Child Protection & Safeguarding Officer (CPO), who will be appointed from UK staff, will have day-to-day responsibility for implementing Teach A Man To Fish’s child protection and safeguarding policies and procedures. The Chief Executive (CEO) will support the CPO and help to monitor the effectiveness of child protection and safeguarding at Teach A Man To Fish. The Chairman of the Board of Trustees will oversee the process.

Teach A Man To Fish’s CPO acts a focal point for staff concerns and liaising with partner organisations and other professionals. They will make a prompt response in less than 24 hours asking for more information in the instance of receiving information on abuse, will seek guidance and advice as necessary, will report to the CEO, and make a formal referral if appropriate and if systems exist.

The CPO will also ensure that detailed and accurate written records of concerns are kept confidentially and securely in line with the procedures in the reporting section of this policy. They will arrange for regular training and annual refresher training for staff to make sure they are aware of the organisation’s child protection and safeguarding procedures.

Until otherwise revised, the Child Protection & Safeguarding Officer for Teach A Man To Fish is:

- Christine Moser, Monitoring, Evaluation & Learning Manager Email: christine@teachamantofish.org.uk, Mobile: +39 3892414907, Skype: mosi1984
In the event that she is unavailable, you should contact:
- Nik Kafka, CEO, Email: nik.kafka@teachamantofish.org.uk, Tel: +44 20 7263 2306, Mobile: +447890420205, Skype: nik_kafka
In the event that he is unavailable, you should contact:
- Jim Stephenson, Chairman of the Board of Trustees, Email: jimstephenson3@gmail.com

In the case that you feel uncomfortable with raising an issue with the CPO, and if the concern surrounds the CPO you can contact the CEO, and if the concern or report involves the CEO, you can contact the Chairman directly.

7. Recruitment

As a condition of working with Teach A Man To Fish, all UK staff as well as UK volunteers, trustees and consultants travelling to projects overseas are required to:

- Undergo A Disclosure and Barring Service (DBS) check⁵ or show a DBS Enhanced certificate that has been carried out in the last 6 months
- Sign Teach A Man To Fish Statement of Commitment to the Child Protection & Safeguarding Policy and Code of Conduct
- Provide the name and contact information of two character references they have known for no less than two years, excluding family members.

UK staff, volunteers, trustees and consultants who are not travelling overseas will be required to:

- Sign Teach A Man To Fish Statement of Commitment to the Child Protection & Safeguarding Policy and Code of Conduct
- Provide the name and contact information of two character references they have known for no less than two years, excluding family members.

Local staff and volunteers are required to:

- Undergo the local equivalent to a Vetting and Barring Scheme check if it exists, and otherwise a police check
- Sign Teach A Man To Fish Statement of Commitment to the Child Protection & Safeguarding Policy and Code of Conduct
- Provide the name and contact information of two character references they have known for no less than two years, excluding family members, or three character references if local laws/procedures do not facilitate a Vetting and Barring check and a Self-Disclosure form.

See Annex 3 and 5 for Statement of Declaration and Self-Disclosure forms.

8. Training

Inductions for all new staff, field officers, local staff, trustees, consultants and volunteers shall include a briefing on safeguarding and child protection. A copy of the Child Protection & Safeguarding Policy and code of conduct shall be included in the induction pack for all staff who will be travelling overseas, and a clearly displayed reference copy will be made available for others. Staff and trustees, consultants and volunteers travelling overseas will undertake a more in-depth child protection & safeguarding training before they undertake duties in the field as will local staff at the beginning of their employment. They will be provided with opportunities to learn about how to recognise and respond to concerns about abuse.

Child Protection & Safeguarding refresher training shall take place once every year for all staff, and will be accompanied by a quiz to determine knowledge on the policy twice a year. UK staff and any other person visiting overseas programmes on behalf of Teach A Man To Fish will receive a briefing on local safeguarding and child protection rules as part of their preparation for the trip. There will be a register to record who has received training, held by the CPO.

⁵ <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

The CPO and CEO who have special responsibility for keeping all participants safe, will access specialist information via Bond’s Safeguarding group⁶.

9. Risk Analysis

A Risk Analysis will be undertaken prior to any activity involving children and young people, visits where children and young people are present, or research with children and young people and measures undertaken to mitigate any risks. A Risk Analysis is attached in the appendix.

The Board of Trustees will review risks with regards to safeguarding and child protection in each board meeting.

10. Code of Conduct

The following Code of Conduct sets out guidelines for acceptable and unacceptable behaviour for all those covered by this policy (trustees, staff, volunteers of Teach A Man To Fish, consultants who act on behalf of Teach A Man to Fish). It has been written to help them to ensure they keep all participants safe and avoid situations where abuse could be more likely to occur. Teach A Man To Fish asks that all those covered by the policy adhere to the behaviour below, and if any of the ‘always’ or ‘never’ are not kept to, action will be taken in line with our reporting procedure section above and standard disciplinary procedures. It also clarifies the responsibilities of journalists and visitors to the projects (including donors) and the standards of behaviour expected of them. We would encourage these guidelines to be used by individuals as guidelines for behaviour outside of work as well as inside of working hours.

The word “participants” in this code of conduct refers to children, young people and vulnerable adults.

NEVER.....

Sexual behaviour

NEVER:

- have a sexual relationship with a participant (even if they are over 18).
- engage in sexually provocative games with a participant.
- make physical contact with a participant in an inappropriate or culturally insensitive way.
- sleep in the same bed as a participant.
- flirt or encourage any crushes by a participant.
- expose participants to sexual situations or images.
- deliberately touch a participant in inappropriate places even if it is for reasons such as inspecting for stolen items or checking for cleanliness.
- invite or allow participant to come into an area of accommodation or any area in which adults are sleeping or intend to sleep.

Physical behaviour

NEVER:

- hit a participant or otherwise physically abuse them, this includes hitting with sticks, rulers, belts or canes, hitting on the backs of fingers, slapping, and corporal punishment.
- take a participant into an area or location that is associated with danger or rumours of danger.
- ask a participant to do heavy physical work which is age-inappropriate and which has negative physical or emotional impact.
- throw anything including gifts at a participant or group of participants.
- Discipline participants by use of physical punishment or by failing to provide the necessities of care such as food, shelter or medical attention.

⁶ <https://www.bond.org.uk/groups/safeguarding>

Psychosocial behaviour

NEVER:

- yell at a participant.
- use abusive language to a participant.
- embarrass or humiliate a participant for poor performance, clothes, shoes or physical appearance, or because of who they are friends with, e.g. with someone of opposite sex.
- stop or prevent a participant from asking questions or from expressing opinions.
- tease a participant about something negative, even if it's done with affection.
- draw attention to an individual participant because of their history or story in front of other participant or people they don't know, unless in the context of a controlled, supervised and pre-planned activity which is designed to benefit the participant.
- compare a participant to an animal, object, bad person.
- Do not: display discriminatory, prejudicial or oppressive behaviour or language towards participants; do not yell or call participants names; act in any way that intends to embarrass, shame, humiliate or degrade a participant; or promise secrecy to a participant who discloses abuse to you.

Peer abuse

NEVER:

- allow participants to abuse others, either knowingly or unknowingly.
- place participants in a high-risk peer situation where sexual, physical or psychosocial abuse is at high risk of occurring from peers

General

NEVER:

- take advantage of a participant's trust in you.
- discriminate against a participant due to gender, disability, sexual orientation, social status, age, ethnicity, or class performance.
- make promises to participants, even if you believe you will be able to fulfil those promises. If you believe you may be able to help, either on a personal basis or through programmatic work, do not disclose this to the participant until that help is actually available.
- Offer a participant cigarettes or alcohol.

AVOID...

- favouritism and singling individual participants out for attention and spending excessive amounts of time with one participant
- being in situations which might be seen as suspicious in the eyes of participants, such as behind doors or in dark corners
- making judgements about participant
- smoking and drinking alcohol in front of participants
- giving a lift or ride to participants at all unless there is serious risk to the participant's life, health or wellbeing if you don't, especially when on your own in a car/on a motorbike
- kissing or giving extended hugs to participants
- using language that could be considered inappropriate language
- giving gifts to if there's a possibility that they will change the power dynamic, leaving participants feeling like passive recipients
- being with participants in a room which people cannot easily see into, and if you are, open the door
- taking a participant out of lessons unless for an extremely good reason which will benefit the participant more than the cost of removing them from education
- relying on a teacher or parent to give permission to take photos on behalf of a participant, without asking the participants themselves too, unless the parent/guardian has expressly forbidden it
- placing yourself in any compromising or vulnerable position; fill out an incident report form if a situation occurs involving a participant which may be subject to misinterpretation.

ALWAYS....

- adhere to this Code of Conduct and consult regularly to remind yourself
- be polite when speaking to participants
- be supportive of participant's needs
- be attentive and listen to participant's opinions and ideas
- be friendly to participants
- act on your best behaviour in front of participants
- dress appropriately for the cultural context
- react to a participant misbehaving by explaining to them in detail exactly why their actions were wrong and how they can do better next time
- inform the teacher or group leader of any serious misbehaviours and advise them of the appropriate disciplinary action (which doesn't involve abuse of any kind)
- make sure that participants are sitting down on chairs or securely situated in the vehicle when being transported
- create an atmosphere of peace and a place where participants' voices can genuinely be heard
- praise participants for good behaviour
- ensure there is no equipment lying around that could endanger participants, e.g. sharp scissors, builders' tools or pesticides
- make sure that any equipment used by participants is safe to use
- check with local people such as teachers or officials what normal cultural practice is if you are unsure of how to behave
- allow participants to leave an activity, event or physical space if they wish to
- apologize to a participant openly if you realise that you have in any way accidentally offended a participant, or caused a participant to feel bad
- wait for appropriate physical contact, such as brief hugging or holding hands, to be initiated by the participant.
- act professionally if you are visiting a participant's home or community
- ensure that participants are adequately supervised and protected at all times if you are running an activity
- be alert to physical and emotional states of participants you are working with
- be aware of the power balance between you and the participant and avoid taking advantage of this
- report abuse or suspected abuse.

11.How to respond to someone reporting abuse

When responding to someone reporting abuse:

- Accept what the person says
- Keep calm
- Don't panic
- Don't seek help while the person is talking to you
- Be honest
- Look at the person directly
- Do not appear shocked
- Let them know that you need to tell someone else
- Assure them they are not to blame for the abuse
- Never ask leading questions (a question that suggests a particular answer or contains information you are looking to have confirmed)
- Try not to repeat the same questions
- Never push for information
- Do not fill in words, finish their sentences or make assumptions
- Be aware that they may have been threatened
- Make sure to distinguish between what the person has said and inferences you have made. Accuracy is very important at this stage.
- Do not allow personal doubt to prevent you from reporting the allegation to the CPO
- Let the person know what you are going to do next and that you will let them know what happens

Things to Say

- Repeat the last few words in a questioning manner
- 'I believe you'
- 'I am going to try and help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'

Things not to say

- 'You should have told someone before'
- 'I can't believe it! I'm shocked!'
- 'Oh that explains a lot'
- 'No, no...he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Who? Where'

At the end of the disclosure:

- Reassure the person that they were right to tell you
- Let them know what you are going to do next
- Write down accurately what they have told you. Sign and date your notes. Keep all notes in a safe place for an indefinite period. These are essential in helping Teach A Man To Fish or other authorities decide what is best for the participant and as evidence if necessary.
- Seek help for yourself if you feel you need support.

12. Reporting and Responding to allegations

All incidents or allegations of violation of the child protection & safeguarding policy shall be **reported to the CPO** whose name is identified in the Child Protection & Safeguarding Officer section of this policy (see page 4/5) immediately, first **via phone or message within 12 hours** and then filling out the **incident report form within a maximum of 24 hours**. Staff can use the incident reporting guidelines diagram⁷ (see page 10) to decide whether they should report an incident. In the event that the CPO is not available, all incidents shall be reported to the CEO.

If you in any doubt about whether to report an incident you should discuss this with your line manager and/or Child Protection & Safeguarding Officer.

The following steps will be followed:

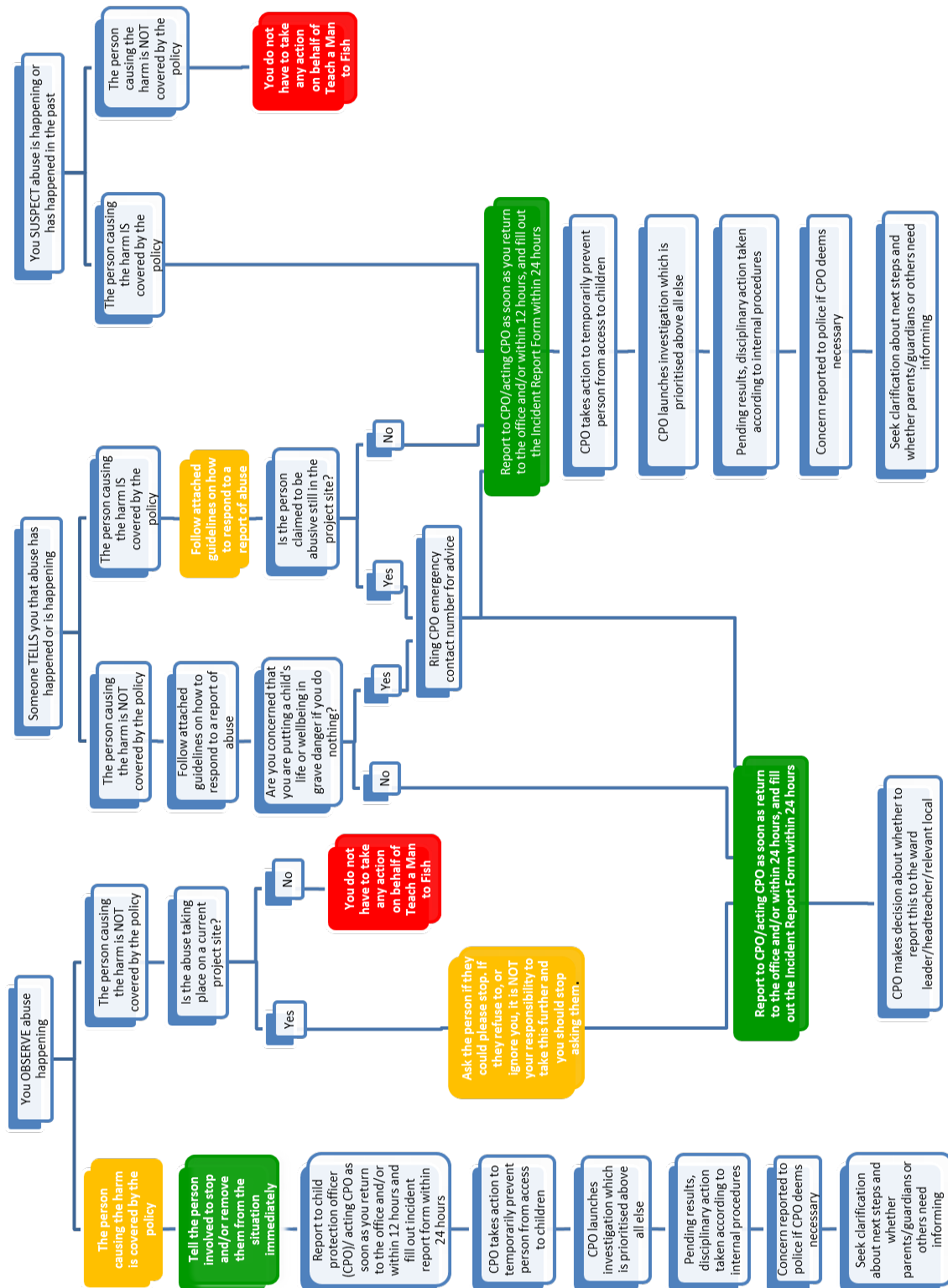
1. If you have a concern about a staff member or a wider concern, report your concern to your line manager and the CPO, and fill in an incident form (see annex). If you are reporting directly to the CPO only, please make it clear that the line manager has not been informed. The reporting of suspected or actual abuse is a professional obligation. Failure to report information can lead to disciplinary action or dismissal.
2. The line manager and the CPO will discuss the concern and agree further action: Does the concern need reporting to statutory authorities? How should the concern be investigated? Decide further response. Considerations should include local culture and traditions, the laws of the state, the best interest of the victim, prevention of re-offense, and our own organisational values and the expectations we have of our staff.
3. Every incident or allegation reported to the CPO should be investigated fully and appropriately. If a serious investigation is required, a panel and/or an independent investigator could be useful.
4. Protecting the rights of the victims, and also those of potential future victims, takes precedence over a desire to protect our organisational reputation. Our organisational response should be driven by integrity, and the desire to do the right thing.
5. Serious abuses where a law has been broken (particularly rape and assault) must be reported to the local authorities. In all cases the best interest of the victim will be our guiding principle.

This procedure for staff to raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives will be well-publicised.

In each country office there will be a designated contact person who anyone with a concern from the community can contact to raise concerns. The name of this person – the In-Country Child Protection & Safeguarding Officer (IC-CPO) – must be clearly displayed in the office. Any concerns raised must be reported to the CPO.

⁷ Adapted from ChildReach International Tanzania Child Protection Policy, shared with TAMTF Sep 2013

a. Incident reporting guidelines diagram



If in any doubt, discuss whether you need to report an incident with the Child Protection & Safeguarding Officer.

b. Whistleblowing

In the event of the violation pertaining to the Child Protection & Safeguarding Officer or the person reporting the incident feels it is not being taken seriously enough all incidents and allegations shall be reported to the CEO.

13. Recording and storing information

Details of reported / alleged child protection and safeguarding incidents should be signed, dated and kept securely in a locked place to which access is restricted. A paper folder is kept in country offices in a locked cupboard, online files and the incident report log have restricted access using a password. The CEO and CPO are the only ones with access to these records. The transfer of information – verbally, electronically, etc. – should be done in such a way that confidentiality is maintained. Identifying information of persons involved in child protection and safeguarding incidents should be shared strictly on a need-to-know basis. Managers and Child Protection & Safeguarding Officers have a particular responsibility in maintaining the confidentiality of these records and must ensure that the records, or any information they contain, are made available only to relevant parties.

14. Ramifications of Misconduct

If an allegation is made from a verifiable source against a member of staff, trustee, volunteer, consultant, field officer or member of a partner organisation (including donors), Teach A Man To Fish may suspend them from all activity/association with Teach A Man To Fish pending the outcome of an independent investigation. If the alleged incident involves a Teach A Man To Fish staff member, that individual will be suspended or removed from the area where the incident took place until the facts are conclusive beyond a reasonable doubt. Staff will continue to receive full pay during this time. The decision to suspend must be taken by the CEO and is not open to challenge. The investigation process will be confidential and information limited only to those who need to know.

Responses or disciplinary action will be different for different levels of offence. For example, if a member of staff verbally humiliates a participant (and depending on whether this is the first time they have committed this offence or not), the type of action taken by Teach A Man To Fish may not necessarily be suspension but could be a verbal warning, followed by a monitoring of this member of staff for a specific period.

Depending on the outcome of the independent investigation: if it comes to light that anyone associated with Teach A Man To Fish commits acts in relation to participants – whether within or outside the context of Teach A Man To Fish’s work – which are criminal, grossly infringe participants’ rights, or contravene the principles and standards contained in this document, the organisation will take immediate disciplinary action and any other action which may be appropriate to the circumstances. This may mean, for example, for:

- Staff – disciplinary action/dismissal
- Trustees, consultants and volunteers– ending the relationship with the organisation
- Partners – withdrawal of funding/support
- Donors – ending the relationship with the organisation

Depending on the nature, circumstances and location of the case, Teach A Man To Fish may also have a duty to involve external authorities such as the police to ensure the protection of children and criminal prosecution where appropriate.

When investigating and determining the concerns or complaints, the process should always be fair and any adverse determination should be open to challenge through an appeals process.

15. Partners

All implementing partners of Teach A Man To Fish, as well as organisations which Teach A Man To Fish supports with training and consultancy services, will be required to either share their Child Protection & Safeguarding policy with Teach A Man To Fish, or to commit to developing a policy or other appropriate safeguarding measures. As part of the contract or Memorandum of Understanding, the partner organisations agree to adhere to this policy.

At a very minimum a partner's policy should include that:

- Participants (children, young people, vulnerable adults) should be made aware of their right to be safe from abuse
- Participants (children, young people, vulnerable adults) should be provided with information on where to go to for help and advice in relation to abuse, harassment and bullying
- there should be well-publicised ways in which staff can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives
- there should be clear mechanisms for dealing with concerns and incidents and how to escalate an incident/issue
- Contact details should be readily available for national authorities (i.e. police), emergency medical help and local safeguarding organisations or resources

Teach A Man To Fish also encourages its partners to have clear guidelines for acceptable and unacceptable behaviour to help their staff safeguard participants, similar to the Code of Conduct included in this policy. Partner organisations should be encouraged to work towards having procedures to regularly ask participants and parents/carers their views on policies and practices aimed at keeping participants safe the effectiveness of these.

All partners will receive a copy of Teach A Man To Fish's Child Protection & Safeguarding Policy and partner staff will receive training in safeguarding and child protection. Partners will be made aware that Teach A Man To Fish staff and volunteers will be adhering to this policy and our policy takes precedence over the partner's policy for our own staff and field officers. This means that if an incident is witnessed that contravenes Teach A Man To Fish's policy but not the partner's policy it must be reported by the staff member to the CPO.

If an alleged incident involves a staff member from a local partner, in-country staff must report the incident to the Teach A Man To Fish Programmes Manager and/or the CPO. Together the Teach A Man To Fish Programmes Manager and the CPO will be responsible for reporting the incident to the partner organisation's senior management, or acknowledging awareness of the incident if it has already been reported. The local partner must report back on how they are investigating and following up the incident. It will be Teach A Man To Fish's responsibility to monitor this. Failure to do this or any concerns that Teach A Man To Fish may have over how the incident is being handled may lead to withdrawal of funding or support as detailed in the 'Ramifications of Misconduct' section of this policy.

If country staff have concerns regarding their position in the project following reporting an incident, or are concerned about repercussions of reporting on participants, they must report the incident, and their concerns, to the Teach A Man To Fish Programmes Manager and CPO. These concerns will be taken into account. Field staff should not try to respond to situations themselves prior to receiving guidance unless a participant is in immediate danger in which case they should report the incident immediately to the most appropriate senior manager in the project.

Teach A Man To Fish will seek to provide assistance to any participant involved in an incident involving a staff member of Teach A Man To Fish through direct and culturally appropriate support or referrals to relevant agencies.

If Teach A Man To Fish staff or volunteers have concerns about situations that put participants significantly at risk but that have not yet led to an incident, they must report this to their line manager using the Risk Report form (see Annex 10). Their line manager will then discuss the concern with the member of staff or volunteer and the Child Protection & Safeguarding Officer, and decide whether to raise it with the partner organisation.

The online programmes that Teach A Man To Fish runs, including the School Enterprise Challenge Awards Programme, are also covered by this policy and will seek ways to encourage schools and organisations that enter to use best practices to keep participants safe. This will include:

- Outlining core principles and expectations of entrants regarding keeping participants safe in the terms and conditions (referring to the our position on keeping participants safe in the first section of this policy)
- Displaying information about keeping participants safe on the programme websites
- Highlighting any cases they are concerned about to the CPO, for example regarding health & safety or child labour

The CPO and the relevant manager will then decide on whether any action should be taken, for example Teach A Man To Fish may refuse an entrant to a competition, disqualify them or address an issue with an entrant directly (for example concern over the safety or age-appropriateness of a business) if deemed appropriate.

The awards programmes teams will also take special care to follow the guide to communications within this policy to keep participants safe and data protection guidelines.

16. Local offices

This Child Protection & Safeguarding Policy will be adapted and applied for each local office context and local circumstances. The most senior member of staff in the region, supported by the relevant Programme Manager, should review this policy and check that it is locally appropriate. They may need to establish the specifics of the country systems to investigate possible abuses and dealing with them. This may first require them to map out what legal, social, child protection and safeguarding resources are available in country. Other NGOs or INGOs, particularly those focused on working with children

and young people, should be useful sources of information in this instance. They are required to discuss their findings and relevant systems with the CPO and agree any changes to the policy.

The agreed policy should be translated into the local languages and all staff trained using this policy. Where there is a country office this Child Protection & Safeguarding Policy must be printed and displayed in the office. Every member of staff must have important local contact numbers. Regional Coordinators and Country Managers must be very familiar and comfortable with this policy and it is the CPO's responsibility to check this.

In each country office there will be a designated contact person – the In-country Child Protection & Safeguarding Officer (IC-CPO) – who anyone with a concern from the community can contact to raise concerns. The name of the IC-CPO must clearly be displayed in the office. Any concerns raised to the IC-CPO must be reported to the CPO.

Teach A Man To Fish believes that child protection and safeguarding should be applied in ways that are culturally sensitive but without condoning acts that are harmful to participants. In relation to corporal punishment specifically, Teach A Man To Fish expects that partners manage participants' behaviour in ways which are non-violent and do not degrade or humiliate.

17. Monitoring

The implementation of all procedures laid out in this policy will be monitored by the Child Protection & Safeguarding Officers on an ongoing basis, and any issues arising will be discussed in the quarterly Board meetings.

The Child Protection & Safeguarding Officer will lead an annual review of the Child Protection & Safeguarding Policy and its implementation in all country offices, including a review of the organisation's Child Protection audit. The CPO will provide a report for the Board of Trustees, detailing any changes to the policy and procedures, training undertaken by staff, relevant programmatic issues and number and type of incidents/cases.

The following areas may be covered as part of the review with staff and the annual review⁸:

- Check your staff's knowledge about abuse and how to respond to / report alleged abuse for both participants and staff
- Knowledge of behaviour guidelines for both participants and staff
- Do relevant staff know about recruitment procedures / media / communications guidelines?
- Do staff know who the Child Protection & Safeguarding Officer is at their office and for the organisation?
- Are staff members aware of their child protection and safeguarding responsibilities within their particular role?
- How openly is child protection and safeguarding discussed in the organisation?

⁸ Taken from Consortium of Street Children Child Protection toolkit (2005) by Eleanor Jackson and Marie Wernham and ChildHope and Child to Child Trust Child Protection Policy (2010)

- How much are participants respected as individuals?
- Are lessons learned from the successes and challenges of implementing child protection and safeguarding policy and procedures, documented, and are they acted on?

18. Communications

This covers ALL publications and ALL online media, including personal social media accounts such as personal Facebook accounts, which include images and text related to children. The first section is repeated in the code of conduct.

NEVER.....

- take pictures or videos of a participant without their individual verbal or symbolic consent (for example, asking them to put their hand up if they don't want to be in the photo)
- share personal information (such as exact village/location and full name) which could put a participant at risk in Teach A Man To Fish's public literature (if in doubt, check with project or field staff).
- Taking or using photos or videos of participants who are inappropriately clothed or in sexually provocative positions

AVOID...

- Language and images that could degrade, victimise or shame participants
- Manipulating or sensationalising images or text
- Making generalisations which do not accurately reflect the nature of the situation
- Discrimination of any kind
- Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible).

ALWAYS....

- Ask participants if they would prefer to use their real name or a changed name in a story
- Respect the participant's right to dignity
- Act professionally when using social media if engaging with participants on the same social media platform
- Get written consent, using our Consent Form (if children or vulnerable adults, consent is needed from parents or guardians)

The following guidelines⁹ give further details:

- Access to printed and electronic personal information about participants should be restricted to the minimum number of people who need to know within the organisation. Information that could be used to identify the identity and/or location of a participant and cause them to be put at risk should not be used on the organisation's website or in any other form of communication for general or public purposes. Any web forum established should be monitored closely to ensure that participants do not place identifying information about themselves on it. Any such information will be removed by Teach A Man To Fish staff as soon as they are aware of it.
- Every participant has a right to be accurately represented through both words and images. The organisation's portrayal of each participant should not be manipulated or sensationalised in any way. Text and images included in any print, broadcast or electronic materials such as brochures, publications, reports, videos or websites should depict an accurate and balanced depiction of participants and their circumstances. Sufficient information should be provided where possible as

⁹ Adapted from Consortium of Street Children Child Protection toolkit (2005) by Eleanor Jackson and Marie Wernham and ChildHope

to their social, cultural and economic environment. Where participants are indeed ‘victims’, the preservation of the participant’s dignity must nevertheless be preserved at all times.

- As far as possible, participants should be able to give their own accounts rather than have people speak on their behalf, and participant’s ability to take responsibility and action for themselves should be highlighted
- In images, participants should be appropriately clothed and not depicted in any poses that could be interpreted as sexually provocative
- Always ask permission from the participants themselves before taking photographs or moving images
- Schools and partner organisations working with Teach A Man To Fish always have to acquire informed consent –in order to allow Teach A Man To Fish to take pictures of children and/or provide Teach A Man To Fish with existing images of the child for publicity, fundraising, awareness-raising or other purpose (which should be made clear to the consent-giver).
- For children and vulnerable adults, we additionally need the permission of one of the child’s parent/guardian/ the NGO responsible for the child/a teacher. Teach A Man To Fish will share a copy of the Consent Form with schools, youth groups and partner organisations before any activity is carried out.
- Individuals or organisations requesting the use of Teach A Man To Fish’s resources such as photographs are required to sign an agreement with Teach A Man To Fish as to the proper use of such materials. Failure to adhere to the agreed use of the material will result in the termination of the organisation’s permission to use the subject materials and/or require immediate return of all materials (including any copies made) provided by the organisation and could be subject to legal action.
- These guidelines also cover personal social media accounts. Teach A Man To Fish staff, trustees, consultants, volunteers and visitors (including donors) must maintain a professional relationship with participants on social media at all times, and must never use company equipment, such as laptops, cameras etc. for inappropriate behaviour.
- Country offices should always ensure the use of photos and videos featuring children and vulnerable adults is in line with local laws, as per article 16.

A Statement of Commitment must be signed by every journalist or photographer visiting a Teach A Man To Fish partner project.

19. Mental health and well being

As well as the safety and protection of children and young people, Teach A Man To Fish also recognises that their health and wellbeing is extremely important. An estimated one in five adolescents will experience a mental disorder. Self-harm is the third leading cause of death for adolescents and depression is among the leading causes of disability in this age.¹⁰ In a recent report the WHO organisation stated that suicide is the second leading cause of death among those aged 15-29¹¹.

¹⁰ UNICEF, *Measurement of Mental Health among Adolescents at the Population Level (MMAF)*

¹¹ https://www.who.int/mental_health/prevention/suicide/suicideprevent/en/

There is growing evidence that shows that poverty increases the risk of mental illness, and that people with mental illnesses are more likely to drift into or remain in poverty. This coupled with poor access to mental health services contribute to high rates of suicide, especially in the African continent where Teach A Man To Fish has a large focus.¹²

Figure 15: A vicious cycle of poverty and mental ill health

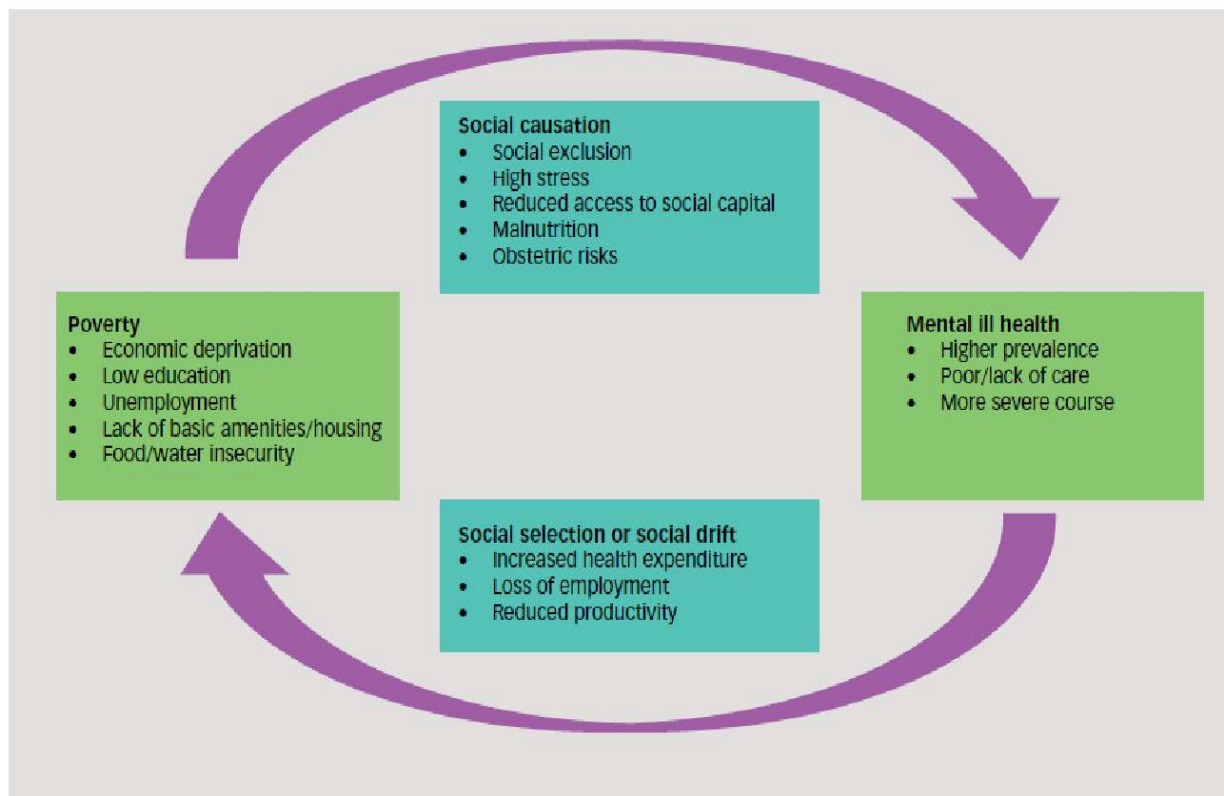


Image One: The vicious cycle of poverty and mental ill health, taken from, Cooper, Den Lannoy, Rule (2015), Youth health and well-being: Why it matters p.63,

[http://www.ci.uct.ac.za/sites/default/files/image_tool/images/367/Child Gauge/South African Child Gauge 2015/Child Gauge 2015-Health.pdf](http://www.ci.uct.ac.za/sites/default/files/image_tool/images/367/Child_Gauge/South_African_Child_Gauge_2015/Child_Gauge_2015-Health.pdf)

Guidelines for dealing with mental health and well being

It must be stressed that Teach A Man To Fish is not a health and well-being organisation and does not have experience to provide counselling or psychological support. The following guidelines are focused on signposting people to support and NOT providing support to young people directly.

- If you are in any doubt about a young person who has reached out and contacted Teach A Man To Fish or partners and appears to be in distress, first contact the school teacher or principal and explain the situation.
- Supporting agencies: Each country office will create a list of all relevant support agencies for mental health, which can be shared with partner organisations, teachers and programme participants.

¹² Uganda, 20.0 per 100,000 people, South Africa, 12.8 per 100,000 people, Rwanda, 11 per 100,000 people. The average for the African continent is 7.4. Taken from https://en.wikipedia.org/wiki/List_of_countries_by_suicide_rate

Guidelines

Identifying when a young person may be affected by mental health

Common mental disorders such as depression may present differently in adolescents versus adults. A young person with depression may display:

- irritability,
- apathy,
- sadness,
- low self-esteem,
- social withdrawal,
- insomnia and
- impaired concentration
- describe themselves as useless

Each country office should identify local mental health support agencies and organise a staff training, where possible.

Annex 1: Teach A Man To Fish Code of Conduct (for ease of reference and printing)

NEVER.....

Sexual behaviour

NEVER:

- have a sexual relationship with a participant (even if they are over 18).
- engage in sexually provocative games with a participant.
- make physical contact with a participant in an inappropriate or culturally insensitive way.
- sleep in the same bed as a participant.
- flirt or encourage any crushes by a participant.
- expose participants to sexual situations or images.
- deliberately touch a participant in inappropriate places even if it is for reasons such as inspecting for stolen items or checking for cleanliness.
- invite or allow participant to come into an area of accommodation or any area in which adults are sleeping or intend to sleep.
-
- Physical behaviour
- NEVER:
- hit a participant or otherwise physically abuse them, this includes hitting with sticks, rulers, belts or canes, hitting on the backs of fingers, slapping, and corporal punishment.
- take a participant into an area or location that is associated with danger or rumours of danger.
- ask a participant to do heavy physical work which is age-inappropriate and which has negative physical or emotional impact.
- throw anything including gifts at a participant or group of participants.
- Discipline participants by use of physical punishment or by failing to provide the necessities of care such as food, shelter or medical attention.

Psychosocial behaviour

NEVER:

yell at a participant.

use abusive language to a participant.

embarrass or humiliate a participant for poor performance, clothes, shoes or physical appearance, or because of who they are friends with, e.g. with someone of opposite sex.

stop or prevent a participant from asking questions or from expressing opinions.

tease a participant about something negative, even if it's done with affection.

draw attention to an individual participant because of their history or story in front of other participant or people they don't know, unless in the context of a controlled, supervised and pre-planned activity which is designed to benefit the participant.

compare a participant to an animal, object, bad person.

Do not: display discriminatory, prejudicial or oppressive behaviour or language towards participants; do not yell or call participants names; act in any way that intends to embarrass, shame, humiliate or degrade a participant; or promise secrecy to a participant who discloses abuse to you.

Peer abuse

NEVER:

allow participants to abuse others, either knowingly or unknowingly.

place participants in a high-risk peer situation where sexual, physical or psychosocial abuse is at high risk of occurring from peers

General

NEVER:

take advantage of a participant's trust in you.

discriminate against a participant due to gender, disability, sexual orientation, social status, age, ethnicity, or class performance.

make promises to participants, even if you believe you will be able to fulfil those promises. If you believe you may be able to help, either on a personal basis or through programmatic work, do not disclose this to the participant until that help is actually available.

Offer a participant cigarettes or alcohol.

AVOID...

- favouritism and singling individual participants out for attention and spending excessive amounts of time with one participant
- being in situations which might be seen as suspicious in the eyes of participants, such as behind doors or in dark corners
- making judgements about participant
- smoking and drinking alcohol in front of participants
- giving a lift or ride to participants at all unless there is serious risk to the participant's life, health or wellbeing if you don't, especially when on your own in a car
- kissing or giving extended hugs to participants
- using language that could be considered inappropriate language
- giving gifts to if there's a possibility that they will change the power dynamic, leaving participants feeling like passive recipients
- being with participants in a room which people cannot easily see into, and if you are, open the door
- taking a participant out of lessons unless for an extremely good reason which will benefit the participant more than the cost of removing them from education
- relying on a teacher or parent to give permission to take photos on behalf of a participant, without asking the participants themselves too, unless the parent/guardian has expressly forbidden it
- placing yourself in any compromising or vulnerable position; fill out an incident report form if a situation occurs involving a participant which may be subject to misinterpretation.

ALWAYS....

- adhere to this Code of Conduct and consult regularly to remind yourself
- be polite when speaking to participant
- be supportive of participant's needs
- be attentive and listen to participant's opinions and ideas
- be friendly to participant
- act on your best behaviour in front of participants
- dress appropriately for the cultural context
- react to a participant misbehaving by explaining to them in detail exactly why their actions were wrong and how they can do better next time
- inform the teacher or group leader of any serious misbehaviours and advise them of the appropriate disciplinary action (which doesn't involve abuse of any kind)
- make sure that participants are sitting down on chairs or securely situated in the vehicle when being transported
- create an atmosphere of peace and a place where participants' voices can genuinely be heard
- praise participants for good behaviour
- ensure there is no equipment lying around that could endanger participants, e.g. sharp scissors, builders' tools or pesticides
- make sure that any equipment used by participants is safe to use
- check with local people such as teachers or officials what normal cultural practice is if you are unsure of how to behave
- allow participants to leave an activity, event or physical space if they wish to
- apologize to a participant openly if you realise that you have in any way accidentally offended a participant, or caused a participant to feel bad
- wait for appropriate physical contact, such as brief hugging or holding hands, to be initiated by the participant.
- act professionally if you are visiting a participant's home or community
- ensure that participant are adequately supervised and protected at all times if you are running an activity
- be alert to physical and emotional states of participants you are working with
- be aware of the power balance between you and the participant and avoid taking advantage of this
- report abuse or suspected abuse.

Annex 2: Communications Guidelines

NEVER.....

- take pictures or videos of a child without their individual verbal or symbolic consent (for example, asking them to put their hand up if they don't want to be in the photo)
- share personal information (such as exact village/location and full name) which could put a child at risk in Teach A Man To Fish's public literature (if in doubt, check with school or field staff).
- Taking or using photos or videos of children who are inappropriately clothed or in sexually provocative positions

AVOID...

- Language and images that could degrade, victimise or shame children
- Manipulating or sensationalising images or text
- Making generalisations which do not accurately reflect the nature of the situation
- Discrimination of any kind
- Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible).

ALWAYS....

- Ask participants if they would prefer to use their real name or a changed name in a story
- Respect the child's right to dignity
- Act professionally when using social media if engaging with children on the same social media platform
- Get written consent from parents or guardians, using our Consent Form

Annex 3: Statement of Declaration

TEACH A MAN TO FISH CHILD PROTECTION STATEMENT OF DECLARATION (Staff, Field Officers, trustees, consultants, volunteers and visitors to projects including donors)

I, the undersigned,

Name:

Teach a Man to Fish job/position title and location:

hereby declare that:

- 1 I have never been disciplined for misconduct in relation to children or participants. ("Participants" include beneficiaries of our projects and other community members where we work, as well as fellow staff members, local partner project staff, government partners, and other project stakeholders). I have never been convicted or subject to any investigation for unlawful acts involving the abuse or ill treatment of children or participants. I am aware that if I fail to declare any such incidents now, this will later result in disciplinary action, which may include immediate dismissal without notice or benefits such as pension, regardless of labour laws governing the contract.
- 2 I have read and understood the standards and guidelines outlined in Teach a Man to Fish's Code of Conduct. I agree with the principles contained therein and accept the importance of adhering to child protection policies and practice while working or volunteering with Teach A Man To Fish.
- 3 I undertake to draw to the attention of my managers/the Child Protection & Safeguarding Officer any behaviour or suspicion of sexual exploitation, ill treatment or abuse of children or participants (including bullying, verbal, physical or sexual harassment, rape, exploitation, intimidation, victimisation, racial or ethnic discrimination or harassment, behaviour that shows a lack of respect for the dignity of other, behaving in an obviously culturally insensitive manner, attempt to commit fraud, blackmail, or accept or solicit a bribe) within Teach A Man To Fish programmes, or in other situations that may be brought to my notice. I am aware that failure to declare any such knowledge will result in disciplinary action, which may include immediate dismissal without notice or benefits.
- 4 I have been informed that in the event of my being suspected of inappropriate or abusive behaviour in relation to children or participants, Teach a Man to Fish reserves the right to take protective measures, including provisional suspension from duties, disciplinary action, which may include immediate dismissal without notice or benefits.
- 5 I have been informed that, in the event of confirmed evidence of my involvement in incidents jeopardising the protection of participants, Teach a Man to Fish will take appropriate administrative and/or legal measures both in the country where the incident is alleged to have taken place and in my country of domicile, in addition to professional disciplinary action, which may include immediate dismissal without notice or benefits.
- 6 I have been informed that, in the event of termination of contract on the grounds of an incident that is against the Code of Conduct, Teach a Man to Fish reserves the right to inform other agencies who apply for references of the reason for the termination of contract.

Signed

Date

Annex 4: Incident Report Form

TEACH A MAN TO FISH CHILD PROTECTION & SAFEGUARDING INCIDENT REPORT FORM

If you have knowledge of an incident that has occurred that is against the Code of Conduct, or that a participant's safety might be in danger, please complete this form to the best of your knowledge within a maximum of 24 hours of the incident. The rest of the information can be filled out later. Please note for confidentiality reasons, the report should be written and signed solely by you. Please submit it to the Child Protection Officer (Christine Moser christine@teachamantofish.org.uk). It will be held in a secure location and will be treated in the strictest confidence. You will be informed how Teach A Man To Fish is responding to this incident.

Your name _____	Your job title _____
Your e-mail address and/or telephone number _____	Name of alleged perpetrator _____
Name of participant(s)/victim(s) against whom the incident occurred _____	Gender of participant MALE/FEMALE _____
Age of participant _____	Address of participant _____
Guardians/carers of participant (if a child) _____	Date, time of alleged incident _____
	Location of alleged incident _____

Please describe the nature of the allegation below (and on a separate page if required). Try to answer the following questions:

Was the abuse observed, suspected or divulged to you by another party?

What was/is the participant's physical and emotional state?

Has the participant said anything to you, and how did you respond?

Were there any other people involved? What response have you taken, if any, to the alleged incident? Which other parties, if any, are also aware of the alleged incident?

Details of other staff members and community members who can verify the incident

TEACH A MAN TO FISH CHILD PROTECTION & SAFEGUARDING SELF DISCLOSURE FORM

Teach A Man To Fish is committed to safeguarding the welfare of children and young people. As part of that commitment, Teach A Man To Fish requires that those persons who as part of their engagement are required to work with or be in contact with children and young people (and where vetting procedures are not available) complete a personal disclosure form.

I declare that I have never been

- **Cautioned or convicted of any offence relating to children or young people; and/or**
- **subject to any disciplinary action or sanction relating to children***

*This means if your name is on a national Sex Offenders Register or you are otherwise known to any police force or any Local Authority Social Services Department or equivalent, or any employer, as being an actual or potential risk to children.

I consent to this personal data being processed and kept by Teach A Man To Fish for the purpose of child protection in accordance with the UK Data Protection Act 1998. Teach A Man To Fish reserves the right to verify the information you have given on this form. To make a false declaration is a serious offence, and may be referred to the appropriate authorities. If you are unable to make this declaration, you must inform Teach A Man To Fish who will take appropriate decisions regarding your position and you will not be asked to work on any programme which entails working with, or being in contact with children. This is in pursuance of Teach A Man To Fish’s Child Protection Policy which is available on request.

Full Name
(block caps):

Signature:

Address:
.....
.....

Date:

FACT SHEET: A summary of the rights under the Convention on the Rights of the Child (UNCRC)

http://www.unicef.org/crc/files/Rights_overview.pdf

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might **hurt the child**.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making – not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”. (see Guiding Principles, Article 3)

Article 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one’s own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children’s work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (War and armed conflicts): Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention’s Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (Juvenile justice): Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (Respect for superior national standards): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

Articles 43-54 (implementation measures): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Annex 7: Adapting International Child Protection Standards Locally

Keeping Child Safe advice on 'Applying the International Child Safeguarding Standards Locally':

'The standards have been written in a way that makes them relevant and achievable. At the same time, it should be recognised that they may be more difficult or challenging to apply in some countries and local contexts than in others. There is enormous variation in local practice and circumstances and so it is important that agencies adapt the standards and guidelines to fit the local context in which they will be applied.

However, the principles that support these standards (below) should always be adhered to and the standards should not be changed so much that children are not protected as a result.

The standard documents are based on the following set of principles:

1. All children have equal rights to protection from abuse and exploitation.
2. All children should be encouraged to fulfil their potential and inequalities should be challenged.
3. Everybody has a responsibility to support the care and protection of children.
4. NGOs have a duty of care to children with whom they work and with whom their representatives work.
5. If agencies work through partners they have a responsibility to meet minimum standards of protection for the children in their partners' programmes.

Annex 8 – Definitions and Signs of Abuse

The following document should be printed and included as an annex to this policy: NSPCC, Child Protection Fact Sheet: Definition and signs of Child abuse, 2010

http://www.nspcc.org.uk/inform/trainingandconsultancy/consultancy/helpandadvice/definitions_and_signs_of_child_abuse_pdf_wdf65412.pdf

Annex 9 – Risk Assessment Template

Number	Areas of Risks	Controls already in place	Risk Rating (High, Medium, Low)	What can be done to mitigate these risks	Who will carry out this action?	By when?
1.						
2.						
3.						
4.						

Annex 10 – Risk Report Form

TEACH A MAN TO FISH CHILD PROTECTION & SAFEGUARDING RISK REPORT FORM

If you need to raise a concern, where you feel young people are being put at significant risk because of the way a situation, issue or event is being handled by a partner, and Teach A Man To Fish needs to raise this with the partner, please fill in this form.

This is not an incident form – if you have knowledge of an incident that has occurred that is against Teach A Man To Fish’s Child Protection Code of Conduct, or are concerned that a child’s safety might be in danger, please complete the incident form found in the policy annex. If in doubt about which form to use, please check with the Child Protection Officer (christine@teachamantofish.org.uk).

Please fill out this form to the best of your knowledge as promptly as possible. This form will be held in a secure location and will be treated in confidence. You will be informed how Teach A Man To Fish is responding to this report.

Country		Type of concern	
Location		Age of participant(s) the concern relates to	
Name of Person completing this form		Gender of participant(s)	
Job title		Date and time of concern	
Date relating to the concern		Location of concern	
Today’s date			

Description of concern

Please describe briefly what happened, where, when, who was involved, the impact on them and all immediate actions taken.

Who did you report the concern to locally? (e.g. teachers, school authorities, etc.)

Lessons learned and recommendations for remedial action

Are there guidelines that cover this situation? Were the guidelines followed? Do the guidelines need to be revised/improved?

Please suggest specific measures that may help avoid this type of situation in the future

Please recommend follow-up actions to be taken locally and by the UK Office, if appropriate (these will be considered by your line manager and Child Protection Officer who will discuss this report with you and agree on next steps)

Annex 11 – Participant Safety Questionnaire (for partners)

Teach A Man To Fish recommends to its partners that they assess how safe participants feel overall in the programme, for example using the questionnaire developed by the Consortium for Street Children¹³ below that was adapted for wider purposes.

This tool may highlight incidents which have already been responded to as part of child protection and safeguarding procedures, but it may also identify areas that need to be addressed. If the participants have indicated feeling unsafe in any of the situations listed above, then further investigation will be needed to identify problems in more detail.

Questionnaire

- o Have you had an accident at the programme/school/youth group in the past year?
- o Have you been frightened by another participant in the programme in the past year?
- o Have you been hurt by another participant in the programme in the past year?
- o Has another participant in the programme made you feel humiliated (stupid, useless, worthless) in the past year?
- o Has an adult in the programme asked your opinion about the best ways to keep participants safe in the programme in the past year?
- o Is there an adult in the programme that you would speak to if you had a secret problem?
- o Do you feel safe here in this programme?

¹³ Consortium for Street Children Child Protection toolkit (2005) Eleanor Jackson and Marie Wernham and ChildHope