Child Protection Training: Facilitator's Manual

April 2016

CJCP
CENTRE FOR JUSTICE
AND CRIME PREVENTION

Safety has no boundaries

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About the CJCP

The CJCP is a South African research NGO working in the field of violence prevention and safety, in South Africa and the region, with a particular focus on children and youth. The organisation has extensive experience in the field of child protection and safety; child and youth victimization; online child protection, risks and opportunities; and school violence. The organisation works both nationally in South Africa, and regionally, and consults internationally.

Since its establishment in 2005, the CJCP has worked with a number of National and Provincial government departments in South Africa, including the Departments of Basic Education, Communications and Social Development, as well as the Presidency, to formulate evidence-based policy on issues of child safety, both online and offline, and to develop appropriate implementation frameworks and mechanisms for national and provincial policies and strategies. The organisation has also worked with a number of regional governments and international agencies on issues of violence against children, child safety and protection, and specifically child online safety. Specific examples include the current development of a child online safety strategy for UNICEF Namibia, development of a National Schools Safety Framework in 2014/15, and the development of a Children's Empowerment and ICT strategy with the South African Department of Communications. Further, the CJCP is the South African implementation partner of Global Kids Online, an international extension of the EU Kids Online project, in partnership with UNICEF Office of Research at Innocenti, and the London School of Economics and Political Sciences (LSE). The CJCP is also leading a team of experts undertaking a child online protection scoping and mapping study in five countries in the MENA region: Tunisia, Algeria, Morocco, Egypt and Jordan; is providing technical assistance to UNICEF Namibia and the Namibian University of Technology in exploratory research into child online protection and ICT opportunities in Namibia; and is undertaking a scoping exercise on child online protection in Uganda.

The organisation has extensive experience in conducting both large scale epidemiological studies on violence relating to children, best evidenced through the National Optimus Foundation Study on Child Abuse, Violence and Neglect, a study of 10,000 children and adolescents; as well as smaller scale qualitative and policy-oriented studies, including a comprehensive desktop study on violence against children, undertaken for UNICEF South Africa and the national Department of Social Development, in 2011.

The organisation also designs and delivers intervention and training material for both government and civil society, and regularly presents research on children and online safety at national and international fora. The organisation has undertaken work in South Africa, the Democratic Republic of Congo, Mozambique, Namibia, Kenya, South Sudan and Ethiopia.

Introduction

Training Overview

This manual services as the basis for conducting child protection (CP) training for organisations that work directly or indirectly with children. Such organisations include:

1. Schools
2. Day care centres
3. Playgroups
4. Recreational clubs
5. Extracurricular groups
6. Sports groups
7. Crèches
8. ECD centres
9. Child and Youth Care Centres
10. Places of safety
11. Shelters
12. Day mothers
13. Babysitting / child minding services
14. Homework clubs / tutoring groups
15. Statutory child justice services
16. Statutory child welfare services
17. Drop-in centres.

Training Outline

Introduction	1. Welcome 2. Housekeeping 3. Overview of training 4. Expectations 5. Is this acceptable to you? 6. A child I know (part 1)	NA
Introduction to CP	1. Why is child protection necessary? 2. What is child protection? 3. Protecting children from what? 4. Child protection definitions 5. Perceptions of children 6. Indicators of abuse 7. Why do organisations sometimes not take action or respond to reports of child protection issues? 8. What might deter a child from making a report?	Participants will: 1. Be able to define what the term "child protection" means 2. Discuss the various ways in which children are perceived and how this may affect keeping children safe 3. Identify the various forms of child abuse and neglect 4. Identify and discuss the barriers that prevent some organisations from responding to CP issues effectively 5. Identify and discuss the barriers that may prevent children from reporting abuse and neglect
Legislation	1. The Children's Act 2. The Sexual Offences Act 3. When must reporting take place? 4. Consequences of making a report 5. National Child Protection Register	Participants will: 1. Be able to identify the relevant sections in the applicable legislation that relates to CP 2. Discuss the policies and practices within their own organisation that are relevant for CP

	6. What does this mean for employers?	
Reporting & responding to CP issues	1. Case studies 2. Managing disclosure from a child	Participants will: 1. Understand the basic components of a reporting system 2. Understand the basic components of how organisations should respond to CP issues 3. Be aware of the legislation regarding reporting.
Risk assessments	1. Who comes into contact with children in your organisation? 2. Self-audit risk assessment 3. Assessing child protection risks in interventions	Participants will: 1. Analyse the various contact points within their organisation where staff and volunteers come into contact with children. 2. Understand the importance of conducting regular CP risk assessments 3. Be able to conduct a CP risk assessment for an organisation 4. Be able to conduct a CP risk assessment for a project / programme or intervention
Action planning	1. Action planner 2. A child I know (part 2)	Participants will: 1. Draft a preliminary action plan to mainstream CP measures across their organisation.
Training Closure	1. Review and summary of training outcomes 2. Training evaluation	NA

Facilitator's Instructions

Who Should Facilitate This Programme?

The following is recommended:
1. Two facilitators for groups than exceed 10 people
2. The facilitators must :
   a. Have at least 2-3 years of facilitation experience
   b. Be well-read or have practical experience on the subject of child protection

Important

Because this manual focuses on child abuse and neglect, it is possible that some of the training participants may become upset during the course of the programme. It is also possible that some of the training participants have been abused as children or exposed to abuse in other ways.

In order to create an environment conducive to learning within this context, the facilitator must take careful steps to:
- Create a calm and safe atmosphere
- Allow the group to take breaks when the need arises
- Allow individual members to leave the room should they wish to.
- Make contact details of relevant counselling services available to the participants.

A contact sheet is provided in this manual for the South African context on page 39.

Using This Manual

This training has been developed to be as cost effective as possible. Other than refreshments, a venue and the equipment and resources listed below, no additional costs are necessary.

The worksheets for the training are also available in a handbook on the CJCP website for download in order to facilitate making copies. Each training participant receives his or her own handbook to keep.

Equipment & Resources

The following items are required to facilitate this training:
1. Copies of the handout book
2. Attendance register
3. Flipchart stand
4. Flipchart paper (at least 2 full packs)
5. Flipchart pens (at least 15)
6. Prestik
7. Sheets of blank paper (at least 500 A4 sheets or one ream of photocopy paper). Coloured paper is preferred, but not necessary.
8. 30+ coloured crayons, pencils or felt-tip pens

Optional Items:
1. Name tags
2. Printed copies of the guide to the Children's Act (available for download on the Child Protection Resource page on the CJCP website).

Ice-breakers and Energizers

Ice-breakers and energizers are not included in the content of this training manual. Feel free to introduce them at any point of the training programme. CJCP has developed a games, ice-breakers and energizers manual that is available for download.

Group Allocation Methods

You will be assigning people to groups and teams throughout the course of this training. Take care to break up any existing sub-groups based on organisations, department or any pre-existing structure. Here are suggestions on how to do that:

1. **Sweets:** Put 4 or 5 different kinds of sweets in a bag. As students/participants arrive, ask them to choose a piece of candy and get into groups based upon the type of candy they have. [1]
2. **Birthdays:** Ask students/participants to find group members who all share the same birthday month as they do. [2]
3. **Playing cards:** Bring a deck of playing cards to the class or training session. Playing cards have many opportunities for group work, depending on your audience. Groups can be arrange by the same number (Aces, Kings, Queens, 10's, 4's, etc.) or by the same suit (hearts, clubs, spades, diamonds) or by odd numbers and even numbers. There are so many variations when using a deck of cards. [3]
4. **Lining up:** Ask students/participants to form a line at the front of the room. They should line up alphabetically by last name. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need. All the ones form a group, all the twos for a group, and continue until all groups are formed.[4]
5. **Alphabet:** Assign people to groups based on the initial of their first OR last name. For example:
   a. **Group 1:** A - K
   b. **Group 2:** L – P
   c. **Group 3:** Q – Z

Facilitating Learning

This training programme contains several activities that support the overall learning experience. It is important that the facilitators extract as much learning as possible form these activities. This can be done by closing each activity with a brief facilitated discussion by asking these questions:

- What did you learn from this activity?
- What was difficult about this activity?
- How will you use what you learnt from this activity in your work?

Session One Introduction

Overview

- ■ Welcome
- ■ Housekeeping
- ■ Overview of training
- ■ Expectations
- ■ Is this acceptable to you?
- ■ A child I know (part 1)

Preparation

You will need:
1. The attendance register
2. Flipchart paper, pens and stand
3. Prestik
4. One sheet of blank paper per participant

Introduction

1. Welcome the group to the programme
2. Introduce yourself and describe a little of your background (no more than 5 minutes)
3. Hand out the attendance register and ask each person to fill in their details
4. Point out the location of the toilets
5. Give the times of the usual breaks, such as tea and lunch, as well as the time the programme will end on this day.
6. Ask people to switch off their cellphones
7. Hand out copies of the workbook

Overview of the Training Programme

1. Explain to the group that they will now look at an overview of the training programme.
2. Take the group through the training overview in their workbooks
3. When you have finished, ask the group if they have any questions about the training programme structure.
4. Explain that many people find the content of child protection training to be upsetting and disturbing
5. Refer the group to the last page in their workbooks
6. Explain that this page lists the numbers they can call should they want to talk to someone
7. Explain that should they at any point during the training programme feel the need to excuse themselves in order to calm down or deal with their emotions, they are free to do so

Expectations

1. Explain to the group that they will now reflect on and discuss their expectations for the training
2. Put up two pieces of flipchart paper on opposite walls
3. Write the following:

a. "My Expectations" on one paper

b. "My Fears / Concerns" on the second paper

4. Explain that the group will now write their expectations on the appropriate piece of flipchart paper

5. If they find someone has already written what they wanted to, they can think of another expectation or concern, if they like.

6. They should try not to repeat what is on the paper.

7. Hand out flipchart pens and pieces of blank paper to the group

8. When people have written their input, they must stick it on the relevant flipchart paper.

9. Give 5-8 minutes for this.

10. When the activity is finished, work through the expectations and explain whether or not the training programme will address these expectations

11. Work through the fears / concerns paper, and discuss each one in terms of how it can be addressed during the course of the training.

Is This Acceptable to You

1. Explain to the participants that they will complete a short exercise as preparation for the CP training.

2. Divide the group into three or four teams

3. Refer the group to

4. Handout 1 in their workbooks

5. Explain that they must read each statement and score the statement 1-5, depending on how acceptable they think the situation is.

    a. 1 represents behaviour that is completely acceptable to you

    b. 5 represents behaviour that you see as totally unacceptable.

6. The groups must complete the activity individually

7. When each person has completed the hand-out, they must in their groups:

    a. Discuss their answers

    b. Identify statements where there was a great deal of variation in how acceptable people felt the situation was

    c. Discuss why there are these different perceptions of acceptability

8. Give 15 – 20 minutes for this activity

9. When the group is finished, facilitate a general discussion that highlights the learning the participants gained from the activity:

    a. What do these different perceptions, values, attitudes and beliefs mean for protecting children?

    b. If an organisation has conflicting values, attitudes and beliefs about what is acceptable and unacceptable amongst the staff, how will this affect the extent to which that organisation can keep children safe?

Handout 1: What is acceptable to you?

	Situation	Ranking 1 to 5
1	A sixteen year old boy has sex with his willing 15 year old girlfriend	
2	A family of children, boys of 13 and 9 and a girl of 11, swim naked together in the local river	
3	A 14-year-old girl from a village is married off. Her new husband is 30, has a steady job and is able to provide for her	
4	A Mother smacks her 8-year-old son on the bare bottom for stealing some money. No marks are left	
5	Male staff member in a project for children with learning disabilities, takes a teenage girl to the toilet	
6	Parents give their 12 year old daughter condoms	
7	A male member of staff that runs a children's club often takes a shower with the boys after football	
8	A father kisses his 13 year old daughter on the mouth as she goes to bed	
9	A 14 year old girl gets up at 5am every day to do household chores before going to school	
10	Parents allow their 16 year old daughter to smoke	
11	Parents send their children to school in clothing, which is adequate but in bad condition. They are not particularly poor.	
12	Parents often compare their child unfavourably with a younger sibling	
13	Children in a family are used for bead work – their small fingers help create more delicate, valuable items	
14	Parents send their 8 year old son to a school where he will have to stay far away from the family until he is 12	
15	A father massages his daughter's back while other members of the family look on	
16	Parents refuse to have their children immunised against childhood diseases for religious reasons	
17	A boy has forgotten to do his homework. As a result the teacher gives him a beating	
18	Brother aged 11 and sister aged 8 share a bedroom	
19	9 year old girl is left alone for 8 hours while her mother goes out to work	
20	Parents allow their children aged 12 and 10 to drink alcohol at a family party	

A Child I Know: Part 1

1. Explain to the group that they are going to do an activity called "A child I know"
2. Hand out a blank piece of paper to each person
3. Ask them to fold their papers in half
4. Explain that they must now think of a real child in their lives that they know. The child can be a relative or a neighbourhood child, or any child so long as it is a real child
5. They must draw a picture of this child on the front half of the folded piece of paper
6. Give 5 minutes for this action

7. Once everyone has drawn a picture of their child, divide the group up into pairs and explain that they must talk about their child with their partner and explain why they chose this child

8. Give 5-7 minutes for this action.

9. When everyone has finished, explain that the purpose of this activity is the help the participants remember that this training is really about actual children who exist in real life.

10. Explain that as they go through the training, they must keep their child in mind and think about how and what they are learning could affect this child.

11. They must keep their child until the end of the programme, where they will do another activity with the drawing of the child before the training ends. [5]

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Explain the topic of the session that will follow.

Session Two: Introduction to Child Protection

Overview

- ■ Why is child protection necessary?
- ■ What is child protection?
- ■ Protecting children from what?
- ■ Child protection definitions
- ■ Perceptions of children
- ■ Indicators of abuse
- ■ Why do organisations sometimes not take action or respond to reports of child protection issues?
- ■ What might deter a child from making a report?

Preparation

You will need:
1. Flipchart paper, pens and stand
2. Prestik

Introduction

1. Read through the topics that will be covered in this session from the above overview list.

Why is Child Protection Necessary?

1. Explain to the group that they will go through an activity designed to encourage them to reflect on the important of having child protection policies in place.
2. Divide the group into four smaller groups.
3. Assign each group between 3-4 case studies from handout 2
4. For each case study, the group must answer the following questions:
   a. Does your child protection policy cover these issues?
   b. What other related policies or procedures are relevant in these situations?
   c. What other procedures or guidance may be required to prevent it happening again?
5. Give 15 – 20 minutes for this activity
6. When the activity has been completed, ask each group to share their thoughts on what they learnt from this activity.

Handout 2: Case Studies [6]

1.	You discover that a member of staff in your office has been downloading child pornography from the internet at work, and has been sending inappropriate emails from your organisational email address.
2.	You are visiting one of your project sites (shelter, drop-in centre etc.). During the visit, as a form of discipline, you witness a member of staff shouting at and making fun of one boy in front of a group of other children who are being encouraged to laugh at him.
3.	You have been sent an anonymous note in your office alleging child abuse in your organisation.
4.	There was an emergency and you ended up taking a child to hospital in your car / in a taxi. The child's parents have since made a complaint against you, alleging that you touched the child inappropriately.
5.	One of your major donors has complained about a photo in your annual review of five clearly identifiable girls wearing only their underwear with a photo caption that reads: 'XYZ charity rescues five child sex workers from inner city brothel'
6.	A newspaper report about street children has just been published in a national paper. Your organisation is mentioned by name. They have also included a photo and case study of a child from one of your projects. The child is a victim of sexual abuse. Her name has not been changed. The text of article is sensationalist and victimising.
7.	A foreigner calls your organisation offering to spend 6 months volunteering for you.
8.	A postgraduate student conducting research on the impact of violence on children has contacted you to request case studies.
9.	You accompany a member of staff from a visiting NGO on a visit to one of your projects. They ask the children informally what they think of the project. One child says that he doesn't like a particular member of staff. The others nod their heads in agreement but they refuse to say anything further. Your instinct tells you that something is wrong.
10.	You are employing a new member of staff as an accountant in your head office.
11.	A child comes up to you showing bruises on his arm. He says he has been beaten up by an older child in the project.

What is CP?

1. Explain to the group that they will now have a discussion about what the term 'child protection' means
2. Divide the group into three teams of roughly equal size
3. Have the three groups sit at separate tables
4. Hand out a piece of flip-chart paper, a lump of Prestik and a pen to table
5. Each group must define what they think the term "child protection" means
6. They must write down the final definition on the paper and pin it on the wall where the whole group can read it
7. Give 5-7 minutes for this activity.

8. When all three papers are on the wall, read the definition of each one to the larger group.

Protecting children from what?

1. Explain to the group that they will now have a discussion about the nature of child protection.
2. Draw a simple stick figure of a child in the centre of a flipchart.
3. Explain to the group that they must list the different things that children need to be protected from.
4. As the group makes suggestions, write the suggestions on the flipchart paper as follows:
   a. Issues arising from within an organisation – write these on the LEFT HAND SIDE of the stick figure
   b. Issues arising from outside the organisation – write these on the RIGHT HAND SIDE of the stick figure

Child Protection Definitions

1. Provide the following detailed definition of child protection extracted from the Children's Act.

A Child

A "child" means a person under the age of 18 years. Child protection refers to steps and measures taken to protect children from the following:

Neglect

"Neglect", in relation to a child, means a failure in the exercise of parental responsibilities to provide for the child's basic physical, intellectual, emotional or social needs

Abuse

"Abuse", in relation to a child, means any form of harm or ill-treatment deliberately inflicted on a child, and includes—

- o Assaulting a child or inflicting any other form of deliberate injury to a child
- o Sexually abusing a child or allowing a child to be sexually abused
- o Bullying by another child
- o A labour practice that exploits a child
- o Exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally.

Child Labour

- ■ "Child labour" means work by a child which—
  - o Is exploitative, hazardous or otherwise inappropriate for a person of that age; and
  - o Places at risk the child's well-being, education, physical or mental health, or spiritual, moral, emotional or social development.
- ■ "Commercial sexual exploitation", in relation to a child, means—
  - o The procurement of a child to perform sexual activities for financial or other reward, including acts of prostitution or pornography, irrespective of whether that reward is claimed by, payable to or shared with the procurer, the child, the parent or care-giver of the child, or any other person; or
  - o Trafficking in a child for use in sexual activities, including prostitution or pornography

Exploitation

- ■ "Exploitation", in relation to a child, includes—
  - o All forms of slavery or practices similar to slavery, including debt bondage
  - o Or forced marriage;
  - o Sexual exploitation;

- o Servitude;
- o Forced labour or services;
- o Child labour
- o The removal of body parts

Sexual Abuse
- ■ "Sexual abuse", in relation to a child, means—
    - o Sexually molesting or assaulting a child or allowing a child to be sexually molested or assaulted;
    - o Encouraging, inducing or forcing a child to be used for the sexual gratification of another person;
    - o Using a child in or deliberately exposing a child to sexual activities or pornography; or
    - o Procuring or allowing a child to be procured for commercial sexual exploitation or in any way participating or assisting in the commercial sexual exploitation of a child.

Trafficking
- ■ "Trafficking", in relation to a child—
    - o Means the recruitment, sale, supply, transportation, transfer, harbouring or receipt of children, within or across the borders of the Republic—
        - ▪ By any means, including the use of threat, force or other forms of coercion, abduction, fraud, deception, abuse of power or the giving or receiving of payments or benefits to achieve the consent of a person having control of a child; or
        - ▪ Due to a position of vulnerability, for the purpose of exploitation; and
    - o Includes the adoption of a child facilitated or secured through illegal means.

Perceptions of Children
1. Remind the group about their experiences in the earlier activity "Is This Acceptable to You?"
2. Explain to the group that examining values, attitudes and beliefs regarding children and childhood are critical when putting child protection measures in place
3. Explain to the group that they will now conduct an activity that unpacks the different perceptions of children and childhood that people have.
4. Explain to the group that the perceptions of children and childhood that are held by organisations, individuals and communities will have an effect on how children's safety and wellbeing are protected.
5. Explain that we all come from different cultures; every culture is different and affects our experiences, and how we react to those experiences.
6. Explain that the purpose of the activity is to:
    a. To help participants describe how their society views childhood in their cultural contexts.
    b. To describe the different celebrations and rites of passage for children.
    c. To think about how different cultures perceive childhood.
    d. To acknowledge the difference and diversity in cultural practices in how children are raised.
7. Take three pieces of flipchart paper. Write a different heading on each one:
    a. Team 1: Children in community today
    b. Team 2: Celebrations of childhood and adolescence
    c. Team 3: Transition from childhood to adulthood
8. Divide the group into three teams

9. Explain that each team will focus on one of the three flipchart paper topics.
10. Read out the instructions for each of the three topics as below:
    a. **Team 1: Children in community today.** *In the community you work or live in, what words (adjectives, describing words, phrases) do adults use to talk about children?*
    b. **Team 2: Celebrations of childhood and adolescence.** *What stages of childhood are celebrated in the community you work in? How are they celebrated*
    c. **Team 3: Transition from childhood to adulthood.** *When do children become adults? Legally? Culturally? (I.e. When does the community expect a child to behave like an adult?) Are there any ceremonies associated with this change (or transition) from child to adult? What are they?*
11. Give 30 minutes for this exercise
12. Put the pieces of paper on three separate walls
13. Have each group present their paper
14. Lead a brief discussion using the following questions:
    a. What do you notice about the words under each heading?
    b. Do they reflect negative/positive images?
    c. What might this suggest about the community/culture's beliefs about children?
    d. How do the words emphasise the different experiences for children, perhaps because of their gender or faith?
    e. Why is it important to consider these differences when thinking about child protection? [7]

Indicators of Abuse

1. Explain to the group that they will now study some of the more common indicators of abuse

The Purpose of these Abuse Indicators

1. Explain to the group that these indicator lists have been developed to assist with the identification of children potentially in need of interventions.
2. It is often the case that children who have problems do not get the help they require because adults are not aware of the need to refer the child.
3. It is hoped that these indicator lists will assist in improving the access of children to services.

The Dangers of Indicator Lists

1. Explain to the group that these indicator lists are not diagnostic tools, and they should not be used to categorise or label children.
2. The indicator lists are very simple guides to the common indicators associated with certain problems affecting children.
3. Even if a child has several of the indicators listed in the indicator lists, it is not for certain that the child is a victim of sexual abuse or bullying.
4. If a child has some of the indicators of the indicator lists below, the child must be referred for a proper assessment of his/her circumstances.
5. Explain that an indicators booklet is available for download from the resource section of the Centre for Justice & Crime Prevention's website - www.cjcp.org.za.

Bullying Indicators

Does the child….
1. Come home from school with damaged or missing items of clothing or belongings
2. Have bruises, cuts and other injuries they cannot explain
3. Seem socially isolated
4. Not want to go to school
5. Appear moody, depressed or sad
6. Complain about headaches or stomach aches
7. Have trouble sleeping
8. Have nightmares
9. No longer have interest in his/her hobbies and school work
10. Appear anxious or stressed

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Sexual Abuse Indicators

Does the child….
1. Have sexualised behaviours inappropriate for his/her age
2. Have a knowledge of sexual behaviour inappropriate for his/her age
3. Have pain, bleeding or swelling around the anal or genital area
4. Have secrets that he/she is not allowed to talk about
5. Have a sexually transmitted disease or infection
6. Have sudden changes in behaviour and mood
7. Appear to be socially isolated from his/her peers
8. Suddenly fear a certain person or place for no clear reason
9. Wet the bed or soil his/her underpants when this is not appropriate for his/her age
10. Engage in inappropriate sexualised play with other children, toys or himself/herself
11. Suddenly engage in babyish behaviour, such as baby talk or sucking their thumb
12. Engage in sexually suggestive behaviour towards adults or older children
13. Hurt or injure animals
14. Damage or destroy property
15. Refuse to undress in front of others
16. Prefer to wear layers of clothing

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Child Substance Abuse Indicators

Does the child….
1. Appear agitated or paranoid
2. Have drug-related equipment and materials, such as rolling papers, pipes and needles
3. Have hidden supplies of drugs
4. Have an increased need for privacy and secrecy
5. Appear to have lost interest in former friends, hobbies and sports

6. Absent themselves from school a lot
7. Often seems tired and sleepy
8. Lie about where he/she has been and who he/she has been with
9. Have poor coordination and balance
10. Have red eyes
11. Have slurred speech
12. Have sores on the face and mouth
13. Smell of chemicals or smoke
14. Spend time with known drug users
15. Have a sudden change in weight
16. Have sudden changes in behaviour
17. Have sudden changes in mood
18. Show a sudden decline in school performance
19. Have tremors and shakes
20. Have unusually small or large pupils
21. Have unexplained nausea or vomiting
22. Have difficulty concentrating or remembering things

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Caregiver Substance Abuse Indicators

Does the child ….
1. Appear to be socially isolated from his/her peers
2. Appear hungry or ill fed
3. Appear dirty or unkempt
4. Want to sleep a lot
5. Often arrive late or is absent from school
6. Have unexplained injuries
7. Not want to return home after school
8. Display an unusual knowledge of drugs or alcohol
9. Frequently complain of illness, such as headaches or upset stomach
10. Appear to be withdrawn and reserved
11. Have behavioural problems
12. Adopt the role of the parent or caregiver for the household
13. Have parents who are difficult to reach and do not engage in school activities
14. Have parents who do not socialise or mix much with others

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Learning Disabilities Indicators

Does the child….
1. Have difficulty reading and / or writing

2. Have difficulty solving maths sums
3. Have difficulty remembering details
4. Struggle to pay attention or to concentrate
5. Struggle to follow instructions / directions
6. Have impulsive behaviour
7. Have problems with concepts or words
8. Respond inappropriately to social situations
9. Struggle to put thoughts and ideas into words
10. Struggle with tasks that require coordination, such as cutting out shapes or colouring in within lines when other children in their age group can do these things
11. not keep up with his/her peers in class
12. Have difficulty ordering or organising things
13. Struggle to see patterns or logic in games and school tasks

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Risky Sexual Behaviour Indicators

Does the child….
1. Engage in sexual behaviour that is not appropriate for his/her developmental level and age
2. Engage in sexual activity that involves force, coercion or intimidation
3. Engage in unprotected sex
4. Have (or has had) a sexually transmitted disease or infection
5. Have multiple sexual partners
6. Videotape or photograph himself/herself in a sexual manner, or allow others to do so
7. Videotape or photograph himself/herself engaging in sexual activities, or allow others to do so
8. Engage in sexual activities while under the influence of drugs or alcohol

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Self-harming Indicators

Does the child….
1. Have scars, bruises and marks that he/she cannot explain
2. Wear bandages and plasters frequently
3. Consistently wear long sleeves or pants in summer when it is too hot
4. Refuse to wear a swimming costume or sportswear
5. Appear to be physically or emotionally distant and preoccupied

If the child has two or more of the above indicators, he/she must be referred for a full assessment. Make contact with a suitable local organisation.

Why do organisations sometimes not take action or respond to reports of CP issues

1. Explain to the group that they will now explore the various reasons why organisations sometimes do not respond to reports of child abuse and neglect.
2. Divide the group into two teams
3. Give each team flipchart paper, Prestik and pens
4. Instruct each team to draw small bricks on their piece of flipchart paper, as indicated in the diagram below.

Figure 1: Sample Brick Outline
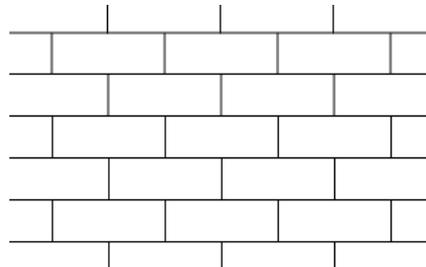
5. Instruct each team to write a possible reason why an organisation may not respond to a report of child abuse or neglect into each empty brick.
6. Give 10 - 15 minutes for this activity.
7. Have the two teams swop their flipchart papers with the other team.
8. Instruct each team to identify a possible solution for each reason listed in each brick
9. Give 10 - 15 minutes for this activity
10. Have each team present the flipchart paper they have to the larger group by:
    a. Listing the possible reasons why an organisation may not respond to a report of child abuse or neglect
    b. The suggested solutions to each of the listed reasons.
11. Summarise the main learning and ideas from this activity
12. Pin the flipchart papers on the wall [8]

What might deter a child from making a report?

1. Explain to the group that they will now explore the various reasons why children may choose not to report abuse and neglect.
2. Divide the group into two teams
3. Give each team flipchart paper, Prestik and pens
4. Instruct each team to draw small bricks on their piece of flipchart paper, as indicated in Figure 1.
5. Instruct each team to write a possible reason why a child may choose not to tell anyone if they are being abused or neglected into each empty brick.
6. Give 10 - 15 minutes for this activity.
7. Have the two teams swop their flipchart papers with the other team.
8. Instruct each team to identify a possible solution for each reason listed in each brick
9. Give 10 - 15 minutes for this activity
10. Have each team present the flipchart paper they have to the larger group by:
    a. Listing the possible reasons why an abused or neglected child may choose not to make a report
    b. The suggested solutions to each of the listed reasons. [9]

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Ask if it was difficult or easy to come up with these barriers to reporting
3. Explain the topic of the session that will follow.

Session Three: Legislation

Overview

- ■ The Children's Act
- ■ The Sexual Offences Act
- ■ When must reporting take place?
- ■ Consequences of making a report
- ■ National Child Protection Register
- ■ What does this mean for employers?

Preparation

You will need:
1. Flipchart paper, pens and stand
2. Prestik
3. One sheet of blank paper per participant

Introduction

1. Read through the topics that will be covered in this session from the above overview list.

The Children's Act

1. Explain to the group that they will now review the relevant sections of The Children's Act (CA) that refer to child protection.
2. The relevant section in the CA is Section 110

110. Reporting of abused or neglected child and child in need of care and protection

3. Section 110 states that the following people are required to report all suspected and actual cases of child abuse and neglect to the relevant authorities:
   a. Any correctional official
   b. Dentist
   c. Homeopath
   d. Immigration official
   e. Labour inspector
   f. Legal practitioner
   g. Medical practitioner
   h. Member of staff or volunteer worker at a partial care facility drop-in centre or child and youth care centre
   i. Midwife
   j. Minister of religion
   k. Nurse
   l. Occupational therapist
   m. Physiotherapists
   n. Psychologist
   o. Religious leader
   p. Social service professional
   q. Social worker

r. Speech therapist

s. Teacher

t. Traditional health practitioner

u. Traditional leader

4. Section 110 states that the above-listed people must make a formal report to a designated child protection organisation (such as the local child welfare organisations, ACVV and Uviwe), the provincial department of social development or a police official.

5. The formal report must be made on the relevant form, **Form 22**.

6. People who are not listed above do not have to use From 22 when reporting child abuse or neglect.

The Sexual Offences Act

1. Explain that, in addition to the CA, the Sexual Offences Act (SOA) also places a legal obligation on people to report sexual abuse of children.

2. The relevant section in the SOA is section 54 of the Sexual Offences and Related Matters Act[14] compels '[a] person' who knows or who has a 'reasonable belief or suspicion' of any form of sexual abuse against a child or mentally challenged individual to report it to a police official. [10]

When Must Reporting Take Place?

1. Explain to the group that making the report should take place as soon as possible, and in the event that the child is in immediate danger, the report must be made immediately.

2. The reporting of all suspected cases involving sexual abuse must take place immediately.

Consequences of Making a Report

1. Explain to the group that both the CA and the SOA state that if a report is made in good faith, the person making the report cannot be held liable in civil proceedings (Children's Act section 110: 3 (b) and Sexual Offences Act section 54: 2 (c).

National Child Protection Register

1. Explain to the group that they will now look briefly at the National Child Protection Register (NCPR)

2. The NCPR is maintained by the Department of Social Development

3. It contains two parts:

   a. **Part A:** The purpose of Part A of the Register is—

      i. To have a record of abuse or deliberate neglect inflicted on specific children;

      ii. To have a record of the circumstances surrounding the abuse or deliberate neglect inflicted on children

      iii. To use the information in the register in order to protect these children from further abuse or neglect;

      iv. To monitor cases and services to such children;

      v. To share information between professionals that are part of the child protection team;

      vi. To determine patterns and trends of abuse or deliberate neglect of children;

     vii.   To use the information in the register for planning and budgetary purposes to prevent the abuse and deliberate neglect of children and protect children on a national, provincial and municipal level.

    b. **Part B:** The purpose of Part B of the Register is to have a record of persons who are unsuitable to work with children and to use the information in the Register in order to protect children in general against abuse from these persons[11]

4. Explain that Part B is very important for organisations that work with children.

5. No person whose name appears in Part B of the Register may—

    a. Manage or operate, or participate or assist in managing or operating, an institution providing welfare services to children, including a child and youth care centre, a partial care facility, a shelter or drop-in centre, a cluster foster care scheme, a school, club or association providing services to children

    b. Work with or have access to children at an institution providing welfare services to children, including a child and youth care centre, a partial care facility, a shelter or drop-in centre, a school, club or association providing services to children, or in implementing a cluster foster care scheme, either as an employee, volunteer or in any other capacity

    c. Be permitted to become the foster parent or adoptive parent of a child

    d. Work in any unit of the South African Police Service tasked with child protection

    e. Be employed in terms of the Public Service Act in a position where that person works with or has access to children

    f. Be employed in terms of the Municipal Systems Act in a position where that person works with or has access to children

    g. Work in any other form of employment or activity as may be prescribed.

What Does This Mean for Employers?

1. Explain that the CA requires all organisations working with children as listed above to ensure that all staff and volunteers who work with or have access to children are checked against the NCPR.

2. This is done by completing and **submitting Form 29** and two certified identity documents (employer-submission)

3. Organisations can also require that prospective employees check their own names against the NCPR.

4. A check against the NCPR refers to the previous 5 years. This means that every five years, staff and need to be checked again.

5. Processing of the Forms by DSD can take several months. Steps are currently being taken to reduce the turnaround time by employing additional administrative staff.

6. It is recommended that the following steps are taken by employers:

    a. When a new prospective employee is about to be made an offer, include a template affidavit that they must sign and return with the contract.

    b. The affidavit must state that the person (fills in full name and ID number) states that they do not have any criminal convictions for any offence related to child abuse or neglect, and that a clear record regarding for any offence related to child abuse or neglect is a mandatory requirement for the job.

    c. The contract must also state clearly that the offer is contingent on clearance against the NCPR. Should the employee fail to be cleared against the NCPR, the employee's employment will be terminated after following the standard

disciplinary procedures. Also include the statement that the organisation reserves the right to lay criminal charges of perjury against the employee in the event that a criminal conviction for any offence related to child abuse or neglect is found on the NCPR.

d. The Form 29 is submitted when the person starts.

e. When the formal response from the Department is received and it turns out that the employee does, in fact, have a relevant conviction, the employee can be dismissed with ease as they (i) clearly do not meet the requirements for the post, (ii) knowingly provided false information that materially affects the validity of the offer of employment.

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Explain the topic of the session that will follow.

Session Four: Reporting & Responding

Overview

- ■ Case studies
- ■ Managing disclosure from a child

Preparation

You will need:
1. Flipchart paper, pens and stand
2. Prestik
3. One sheet of blank paper per participant

Introduction

1. Read through the topics that will be covered in this session from the above overview list.

Case Studies

1. Explain to the group that they will now look at various case studies that reflect issues regarding reporting and responding to child abuse and neglect.
2. Divide the group into 3-4 smaller groups.
3. Assign each group between 3-4 scenarios from the hand out
4. For each of the scenarios, the groups must discuss the following questions:
   a. What are the CP concerns in these scenarios?
   b. What should happen?
   c. Who should be involved/who has responsibility for what?
5. Once the groups have completed this activity, have each group report back by:
   a. Selecting one case study
   b. Reading it to the larger group
   c. Briefly reviewing their group discussion on the above questions.
6. Give 15 minutes for the report backs.
7. After the groups have reported back on their work, have a brief discussion which emphasises that when reports of child abuse and neglect are received, they often involve circumstances that are complicated, as indicated in the case studies above. The best way forward is to have a strong child protection policy that sets out precisely what must happen every time a report is received, irrespective of who made the report or who the report involves.

Handout 3: Scenarios for Reporting and Responding to Child Abuse and Neglect

Scenario 1

"Mr X" is one of your most generous and oldest supporters and has visited your project several times over the years, often spending much time alone with children and taking them on trips. You hear that he has been questioned by police about possession of pornographic images of children. He recently paid a child he developed a close relationship with, who is now an adult, to visit him for a holiday.

Scenario 2

A young person in an institutional care setting you have visited, complains to you about the physical treatment he has received at the hands of some of the care staff. You are not happy about the standards of care in the home but your organisation is working with the government to improve standards generally and also to develop alternatives to institutional care. You are worried about the situation of the young person, but also concerned about damaging your organisation's relationship with the government. Also, chances are that nothing will result from a complaint and it may even make the situation of the young person more difficult.

Scenario 3

On a visit to one of your projects - a shelter for street children - a teenage boy complains that the director has been touching him and other boys inappropriately. When you broach the subject with the director he gets very angry and demands to know who told you this. He names the boy he thinks told you and warns you he is always making up stories, as he is very disturbed.

Scenario 4

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

Scenario 5

A visitor to your project takes photographs of children without any permission/consent and then posts these to their personal Facebook account including information that identifies the project location and some of the identities of the children

Scenario 6

You are approached by a member of staff who tells you that one of your volunteers, someone generally well liked and well respected for his work with children, has been inviting street children with whom he is working back to his apartment. It seems some may have stayed overnight.

Scenario 7

You visit a school run by your government partner, the Ministry of Education. You observe a male teacher behaving towards a child in a way you feel is inappropriate (he is with the child away from the rest of the group and she appears uncomfortable as he is whispering in her ear and stroking her hair). You later see the child looking sad and withdrawn. When asked what is wrong she bursts into tears and says 'he is a nasty man, I won't do what he is asking for!'

Scenario 8

You have arranged to carry out some interviews as part of a research exercise with a young people's group to discuss rights issues. You discuss rights and issues of protection generally with the group. After the consultation, one of the young people, a girl of 15, becomes distressed and starts to ask you 'hypothetical questions' about what should happen if someone is being forced to have sex with their Uncle.

Managing Disclosure from a child

1. Explain to the group that they will briefly look at some tips and advice on how to manage a disclosure of abuse or neglect from a child.
2. Before referring to the text below, facilitate a general discussion about the importance of managing a child's disclosure appropriately.

3. Ask the following questions:
    a. What can go wrong if a child's disclosure of abuse or neglect is not handled appropriately?
    b. Can a child be negatively affected by someone's inappropriate reaction when they disclose that they have been abused or neglected? Is so, in what way can a child be negatively affected? Give specific examples?
4. Take the group through the text below.

General points
- ✓ Accept what the child says
- ✓ Keep calm
- ✓ Don't panic
- ✓ Don't seek help while the child is talking to you
- ✓ Be honest
- ✓ Look at the child directly
- ✓ Do not appear shocked
- ✓ Let them know that you need to tell someone else, someone who will be able to help
- ✓ Assure them that they are not to blame for the abuse
- ✓ Never ask leading questions
- ✓ Try not to repeat the same questions to the child
- ✓ Never push for information
- ✓ Do not fill in words, finish their sentences, or make assumptions
- ✓ Be aware that the child may have been threatened

- ✓ Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring them for medical treatment or to a psychologist
- ✓ Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- ✓ Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer
- ✓ Let the child know what you are going to do next and that you will let them know what happens

Things to say
- ✓ 'I believe you'
- ✓ 'I am going to try to 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 not...he's a friend of mine'

- ✗ I won't tell anyone else'
- ✗ 'Why? How? When? Where? Who?' (as in asking a barrage of questions that might pressurise the child)

At the end of the disclosure
- ✓ Reassure the child that it was right to tell you
- ✓ Let them know what you are going to do next
- ✓ Immediately seek help, in the first place from the designated child protection officer
- ✓ Write down accurately what the young person has told you, in the child's words. Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in

helping your organisation/ social services/ the police decide what is best for the child, and as evidence if necessary

✓ Seek help for yourself if you feel you need support

5 steps to take when receiving disclosure from a child [12]:

1. Listen: don't interrupt; give space and time to tell the story at their own pace in their own words; be patient; active listening; body language; listen for facts
2. Take it seriously
3. Reassure: you're very brave; you were right to tell me; well done
4. Support: physical / medical; psycho-social; don't make promises you can't keep; don't promise silence
5. Report

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Explain the topic of the session that will follow.

Session Five: Risk Assessments

Overview

- ◼ Who comes into contact with children in your organisation?
- ◼ Self-audit risk assessment
- ◼ Assessing child protection risks in interventions

Preparation

You will need:
1. Flipchart paper, pens and stand
2. Prestik
3. One sheet of blank paper per participant
4. Coloured crayons, pencils or felt tip pens

Introduction

1. Read through the topics that will be covered in this session from the above overview list.

Who comes into contact with children in your organisation?

1. Explain to the group that they will now review the different people in their organisation that come into contact with children.
2. This activity will assist with the development of the action plan in the final session.
3. Explain this this is a mapping exercise that assists with identifying all the contact points their services have with children.
4. Divide the group into their organisations. If people are the only representative for their organisation, then they work alone. If everyone is from one organisation, they must work on one map.
5. Hand out sufficient flipchart paper and pens for the group/s
6. Instruct the group/s to map out the process where children enter and exit the services that their organisation provides. At each contact point with children, list the different positions (not people's names) who have contact with the children.
7. Explain that they must include all staff such as:
   a. Drivers
   b. Admin
   c. Cleaning staff
   d. Volunteers
   e. Visitors etc.
   f. Other children
   g. Parents
8. Explain that they must include all kinds of contact, such as:
   a. Telephonic contact
   b. Face to face
   c. Electronic (email) etc.
9. Give 20 minutes for this exercise
10. Have the group/s present their map.

Self-Audit Risk Assessment

1. Explain to the group that they will now complete a self-audit of their own organisation
2. Each person will work alone
3. Refer the group to Handout 4
4. Explain that there are six headings that the self-audit covers
    a. Children and the organisation
    b. Policies and procedures that help keep children safe
    c. Preventing harm to children
    d. Implementation and training
    e. Information and communication
    f. Monitoring and review
5. Each person must mark "yes" or "no" next to each statement, depending on whether it is true or not
6. If an answer is partially true, it should be scored as a "no"
7. Give 10 – 15 minutes for this activity
8. When the group has finished the self-audit, refer them to the self-audit scoring grid (Handout 5).
9. Explain that they must now colour in each square in the grid according to whether they answered "yes" or "no" for each question under the different headings.
10. Where they have answered "yes", they must colour the square in blue.
11. Where they have answered "no", they must colour the square in red.
12. Hand out coloured pencils, crayons or felt tip pens
13. When the group has finished the exercise, have a brief discussion by asking them what they learnt from this exercise.

Handout 4: Self-Audit Worksheet [13]

A	Children and the organisation	Yes	No
1.	The agency is very clear about its responsibility to protect children and makes this known to all who come into contact with it.		
2.	The way staff and other representatives behave towards children suggests that they are committed to protecting children from abuse.		
3.	There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the organisation.		
4.	Managers and senior staff ensure that children are listened to and consulted and that their rights are met.		
5.	The agency makes it clear that all children have equal rights to protection.		
6.	The agency manages children's behaviour in ways that are non-violent and do not degrade or humiliate children.		
B	**Policies and procedures that help keep children safe**	**Yes**	**No**
1.	The agency has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm.		
2.	The policy or arrangements are approved and endorsed by the relevant management body (e.g., senior management board, executive, and committee).		
3.	The policy or arrangements have to be followed by everyone.		
4.	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.		
5.	There is a named child protection person/s with clearly defined role and responsibilities.		
6.	The child protection procedures also take account of local circumstances.		
C	**Preventing harm to children**	**Yes**	**No**
1.	There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.		
2.	There are some written guidelines for behaviour or some way of describing to staff and other representatives what behaviour is acceptable and unacceptable especially when it comes to contact with children.		
3.	The consequences of breaking the guidelines on behaviour are clear and linked to organisational disciplinary procedures.		
4.	Guidance exists on appropriate use of information technology such as the internet, websites, and digital cameras etc. To ensure that children are not put at risk.		
5.	Where there is direct responsibility for running/providing activities, including residential care, children are adequately supervised and protected at all times.		
6.	There are well-publicised ways in which staff/ representatives can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives.		
D	**Implementation and training**	**Yes**	**No**

1.	There is clear guidance to staff, partners and other organisations (including funding organisations) on how children will be kept safe.		
2.	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.		
3.	There is a written plan showing what steps will be taken to keep children safe.		
4.	All members of staff and volunteers have training on child protection when they join the organisation which includes an introduction to the organisation's child protection policy and procedures where these exist.		
5.	All members of staff and other representatives are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.		
6.	Work has been undertaken with all partners to agree good practice expectations based on these standards.		
E	**Information and communication**	**Yes**	**No**
1.	Children are made aware of their right to be safe from abuse.		
2.	Everyone in the organisation knows which named staff member has special responsibilities for keeping children safe and how to contact them.		
3.	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.		
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.		
5.	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.		
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.		
F	**Monitoring and review**	**Yes**	**No**
1.	Arrangements are in place to monitor compliance with child protection measures put in place by the organisation.		
2.	Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these.		
3.	The organisation uses the experience of operating child protection systems to influence policy and practice development.		
4.	All incidents, allegations of abuse and complaints are recorded and monitored.		
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years.		
6.	Children and parents/carers are consulted as part of a review of safeguarding policies and practices.		

Handout 5: Self-Audit Scoring Grid
Colour Code
Blue = Yes
Red = No

Headings	Questions					
	1	2	3	4	5	6
Children and the organisation						
Policies and procedures that help keep children safe						
Preventing harm to children						
Implementation and training						
Information and communication						
Monitoring and review						

Assessing Child Protection Risks in Interventions

1. Explain to the group that they will now focus on conducting a risk assessment of their organisation
2. The group/s will select a sample of three risks for the purpose of this exercise. When they doing the risk assessment for their organisations for real, they will assess all risks.
3. Divide the group into their organisations. If people are the only representative for their organisation, then they work alone. If everyone is from one organisation, they must work on different projects or services in the organisation
4. Refer the groups to the risk assessment template
5. Explain to the group that there are four phases to a risk assessment:
   a. Identifying risks
   b. Evaluating risks
   c. Mitigating risks
   d. Reviewing risks
6. **Identifying Risks:**
   a. The group/s will begin by identifying three risks within their organisation / service by brainstorming all the potential child protection risks associated with the organisation's operations / programmes / projects / services.
   b. The group must write a description of each of the three chosen risks in the description column of the risk register.
   c. Write a short note of the current measures you have in place to control or reduce these risks.
7. **Evaluating Risks**
   a. Explain that the groups must score each risk according to its severity /impact and the likelihood that it will occur.
   b. Scoring is as follows:

Score	Severity	Likelihood
1	Insignificant	Rare
2	Minor	Unlikely
3	Moderate	Possible
4	Major	Likely

    c. The groups must then multiply the **severity score** by the **likelihood score** to get the **residual risk score.**

8. **Mitigating Risks:**
    a. Explain that the groups must look at each risk on the list, identify the strategy to reduce/control or mitigate each risk.
    b. Identify the person responsible for monitoring the risk and ensuring the control measures are implemented.
    c. This person will report back when the register is reviewed and /or alert management if there is a change in the risk.

9. **Reviewing Risks**
10. Each group must note down the date when the child protection risk register will be reviewed next, based on the operating context.

Handout 6: Risk Assessment Template
Scoring Key

Score	Severity	Likelihood
1	Insignificant	Rare
2	Minor	Unlikely
3	Moderate	Possible
4	Major	Likely

Description Of Risk	Current Controls in place to manage this risk	Severity or impact (1-4)	Likelihood (1-4)	Risk Score (Severity x Likelihood)	Person Responsible	Proposed strategy to reduce, mitigate or control the risk and the time frame.

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Explain the topic of the session that will follow.

Session Six: Action Planning

Overview

■ Action planner
■ A child I know (part 2)

Preparation

You will need:
1. Flipchart paper, pens and stand
2. Prestik
3. One sheet of blank paper per participant

Introduction

1. Read through the topics that will be covered in this session from the above overview list.

Action Planner

1. Explain to the group that they will now work on a basic action plan for their organisation.
2. Divide the group into organisational groups, where appropriate.
3. If the training group is from one organisation, divide the group into smaller groups.
4. Refer the group to the handout below
5. Explain that this exercise is simply to give them exposure to completing a child protection action plan.
6. Give 20 – 30 minutes for this activity.

Handout 7: Action Planner

Name of Organisation:				
Task area	**Action/activity**	**By whom**	**By when**	**Support/ resource needs**
Additional comments				

A Child I Know: Part 2

1. Ask the group to take out the drawing of the child they made at the beginning of the programme
2. If drawings have been lost, give those participants another piece of paper and ask them to quickly draw the same child again
3. Explain to the group that each person will now write a letter to their child on the inside of the folded piece of paper
4. The letter they write to their child must be a commitment or a promise they are making to this child about how steps the participants are going to take to make all children in their lives safer and more protected.
5. Give 10 minutes for this activity. [14]

Reflection and Review

1. Ask if anyone has any questions about the material just covered
2. Review the training topics of the entire workshop
3. Review the expectations that were drafted at the beginning of the workshop and ask the group if they think these expectations were met.
4. Go around the group and ask each person to state what was the most valuable thing they learnt from the training
5. Remind the group that CJCP has child protection resources on its website (www.cjcp.org.za). The child protection training materials can be downloaded as well.

Training Closure

1. This is the final part of the training
2. Review the learning outcomes of the whole training programme on page 4
3. Hand out the training evaluation forms
4. Thank the participants for their participation
5. If the participants are going to be issued with certificates, tell them by when they can expect their certificates.
6. Close the training programme.

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Contact Sheet

Training on child protection can often be upsetting for many people. If you feel like you want to talk to someone about anything after this training, you can contact any of the South African toll-free numbers below and access telephonic counselling services.

LifeLine Southern Africa
24-hour crisis intervention service. "Emotional First Aid station". Free, confidential telephone counselling, rape counselling, trauma counselling, Aids counselling, and a range of other services. Not-for-profit organisation. National counselling line: 0861-322-322

The South African Depression & Anxiety Group
To contact a counsellor between 8am-8pm Monday to Sunday, Call: 011 234 4837 / Fax number: 011 234 8182
For a suicidal emergency contact us on 0800 567 567
24hr Helpline 0800 12 13 14
SMS 31393 (and we will call you back)

Gender-Based Violence Command Centre
A 24-hour call centre dedicated to provide support and counselling to victims of Gender-Based Violence - 0800 428 428 / *120*7867# (free)

End Notes

[1] (Honeycutt , 2012)
[2] (Honeycutt , 2012)
[3] (Honeycutt , 2012)
[4] (Honeycutt , 2012)
[5] This exercise has been used extensively by CREATE and was first documented for Groupe Développement / Sanjog in a draft Child Participation Toolkit, March 2007.
[6] (Keeping Children Safe, 2006)
[7] (Keeping Children Safe, 2006)
[8] Adjusted from Keeping Children Safe, 2014
[9] Adjusted from Keeping Children Safe, 2014
[10] (Hendricks, August 2014)
[11] (Republic of South Africa, 2010)
[12] Plan International. Compiled, edited and adapted by Paul Nolan, GCPS Consulting (www.gcps.consulting) and Lopa Bhatacharjee and Rosemary Heenan for HDF November 2015.
[13] (Keeping Children Safe, 2006)
[14] This exercise has been used extensively by CREATE and was first documented for Groupe Développement / Sanjog in a draft Child Participation Toolkit, March 2007.