



THE GLOBAL SOCIAL WORK ORGANISATION

# STANDARDS AND ORIENTATIONS ON CHILD SAFEGUARDING AND WELLBEING



Working Draft  
October, 2020



## ISS IN A NUTSHELL

International Social Service (ISS) was founded in 1924. Today ISS is an international NGO; with a network of national members and partners and a General Secretariat that assists children and families confronted with complex social problems resulting from borders and migration.

Thanks to its presence in more than 120 countries, ISS is a global actor promoting child protection and welfare. In addition to its work on the ground, ISS undertakes training projects, awareness raising and advocacy work in an effort to better protect and promote children's rights. ISS supports and helps around 75,000 families in the world each year.

## OUR VISION

ISS strives to protect, defend, and support children, families, and individuals separated by cross border migration. ISS aims to ensure that respect for human rights is accorded to every individual, especially to children.

## OUR MISSION

ISS is an international federation of interconnected NGOs and partners that works towards re-establishing links within families separated by borders. The ISS network strives to find solutions that enhance the protection of children in vulnerable situations. Our key priority is to protect the best interest of the child above all other considerations and to provide socio-legal counsel and psychological support.

In the area of child protection and rights, social work, advocacy, policy development, research, training and capacity building are among our main areas of focus.

## OUR WORKING VALUES

ISS promotes and protects the rights of children, families and individuals according to human rights conventions, including the United Nations (UN) Convention on the Rights of the Child (CRC). ISS prioritises the best interests of the child by using a participative approach.

ISS celebrates diversity and continually strives to respect, promote, understand and accept all the cultures of our world.

The principles of neutrality, confidentiality, independence, transparency and impartiality are at the heart of ISS work.

ISS' shared commitment to families, children and individuals unites our global network.

## SCOPE

These standards and orientations are to be applied to all operations and activities conducted directly by ISS, or on behalf of ISS. All members and partners, members and partners of the International Social Service (ISS) network should have or develop policies, which are in line with these standards. ISS members and partners commit to promote the definition of tailored Child Safeguarding Policy across all its partners. Nevertheless, partners that do not have a comprehensive Child Safeguarding Policy can adhere to these standards, while developing their own.

## PURPOSE OF THESE STANDARDS

The Purpose of these Standards and Orientations on Child Safeguarding and Wellbeing (the "Standards") is to protect children from harm and to promote their wellbeing.

# SUMMARY

<b>INTRODUCTION</b>	<b>4</b>
<b>DEFINITIONS</b>	<b>5</b>
<b>1. PREVENTION</b>	<b>9</b>
1.1. Risk Assessment and Child-Safe Programming	9
1.2. Child Rights Mainstreaming	9
1.3. Human Resources	9
1.3.1. Information and Training	10
1.4. Partner Organizations	10
1.5. Volunteers and Visitors	10
1.6. Projects, Activities and Research Involving Children	10
1.7. Communication and Media	11
1.8. Privacy	12
<b>2. PROTECTION</b>	<b>12</b>
2.1. Recognising Child Maltreatment	12
2.2. Designated Child Safeguarding Officer	12
2.3. Referral System	13
<b>3. RESPONSE</b>	<b>13</b>
3.1. Reporting and Responding to Child Safeguarding Concerns	13
3.1.1. Reporting Concerns	13
3.1.2. Responding to Concerns	14
3.2. Consequences of Misconduct	14
<b>4. ACCOUNTABILITY</b>	<b>15</b>
4.1. Implementation	15
4.2 Monitoring	15
4.3 Review	15
4.4 ISS Mentoring network	15
<b>5. APPENDICES</b>	<b>16</b>
A) Signs and symptoms of child maltreatment	16
B) Guidelines for Recognising Child Maltreatment	20
C) How to handle a disclosure from a child ?	21
<b>6. ANNEXES</b>	<b>23</b>
A) Statement of Commitment	23
B) Child Safeguarding and Wellbeing Report Template	24
C) Informed consent form for children participation in activities	26
D) informed consent form for children's participation in communication/media materials/campaigns	27





# INTRODUCTION

This document defines Standards and Orientations on Child Safeguarding for all ISS members and partners. It has been developed by ISS General Secretariat and ISS/DCI Italy taking into consideration the Keeping Children Safe's International Child Safeguarding Standards<sup>1</sup>, while customizing these standards to the distinctive features of the ISS network as a whole.

These general standards constitute the ISS general policy on child safeguarding. These standards (or an updated form of it) should be adopted by each ISS member or entity working with ISS, in the absence of an applicable policy. Additionally these general standards complement the ISS code of conduct and the ISS Policy on Harassment and Sexual Exploitation and abuse.

The main purpose of these standards is to safeguard children from harm, and to actively promote children's rights, wellbeing and participation. Within ISS we recognize that having Child Protection Standards in place does not mean that all harm to children is totally eliminated. Rather, it means that ISS and its members do everything within their power to promote best practice child safeguarding approaches, minimize risk and address concerns and incidents appropriately and immediately as they arise.

This set of standards and orientations is based on ISS Statutes, Bylaws, working principles and the Code of Conduct. It is inspired by common values, based on Human and Children Rights declarations and conventions. Moreover, the standards are based on a number of universal considerations and principles, which are meant to be integrated with our working values:

- I. **All children**, independently of their sex, age, race, political or cultural belief, sexual orientation, social, migratory or any other status, **have the right to be protected from harm** and to see their wellbeing and participation promoted.
- II. **All activities carried out by or on behalf of the International Social Service should be in line with this policy and fully compliant with the Convention on the Rights of the Child (CRC)**. In particular, all people working on behalf of the ISS should promote the principles of the CRC, namely the principle of non-discrimination (art. 2 CRC), the right to survival and development (art. 6 CRC), the principle of the best interests of the child (art. 3 CRC) and the right to be heard (Art. 12 CRC).
- III. These standards are directed to all ISS members or members and partners, collaborators and volunteers and are to be applied in all activities involving children directly or indirectly. **ISS members or members and partners should have a policy in practice that reflects these standards and orientations**. If the procedures of an ISS Member are different from the ones envisaged herein, but were reviewed and approved by the ISS General Secretariat, they will be considered as compliant with these standards.
- IV. All those taking part in the activities of the ISS should maintain an **attitude of openness and transparency, mutual understanding and support** in order to enable any issues or concerns to be raised or discussed.
- V. By the nature of our work, we take children and families' **confidentiality and privacy** very seriously. Their names or details will only be disclosed on a need-to-know basis to ensure the wellbeing of children and only to the relevant professionals who are themselves bound by professional secrecy.
- VI. Every child safeguarding concern will be taken seriously and investigated promptly. The confidentiality of the people involved is secured and the safety of the child is of the utmost importance.
- VII. In order to operate towards a faster, more efficient and more appropriate response to child

<sup>1</sup> <https://www.keepingchildrensafe.global/accountability/> last access on April 25th, 2020.



safeguarding concerns, the members of the ISS will activate all the designated procedures and respective **referral system present in more than 120 countries**

with a view to respond to the immediate needs of the child.

## DEFINITIONS

All members and partners of the ISS should develop their Child Safeguarding and Wellbeing Policy having in consideration the following definitions:

### CHILD

A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.<sup>2</sup>

### CHILD PROTECTION/CHILD SAFEGUARDING

Broad terms, to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional or unintentional harm.<sup>3</sup>

### CHILD PROTECTION POLICY/CHILD SAFEGUARDING POLICY

A statement of intent that demonstrates a commitment to safeguard children from harm. It should make clear to everyone, the required measures to put into place to protect children.<sup>4</sup>

### CHILD ABUSE/MALTREATMENT

Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.<sup>5</sup>

### GENDER-BASED VIOLENCE

Gender-based violence is a form of discrimination that seriously inhibits women's ability to enjoy rights and freedoms on a basis of equality with men<sup>6</sup> and it cannot be overlooked as it largely goes beyond physical violence.

According to the UN Committee on the Elimination of All forms of Discrimination against Women (CEDAW Committee), gender-based violence implies "violence that is directed against a woman because she is a woman or that affects women disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty."<sup>7</sup>

### BULLYING (INCLUDING CYBER-BULLYING)

Is repetitive and unwanted threatening, unreasonable or aggressive behaviour by one person or group of people to another person or group of people and can involve another child or group of children. It often involves abuse, harassment and belittling or hurtful comments. It may involve repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online.<sup>8</sup>

### NEGLECT OR NEGLIGENT TREATMENT

Neglect means the failure to meet children's physical and psychological needs, protect them

<sup>2</sup> Article 1 Convention on the Rights of the Child (CRC).

<sup>3</sup> UNICEF, Child Protection Manual - Stage 1, 19.

<sup>4</sup> UNICEF, Child Protection Manual - Stage 1, 21.

<sup>5</sup> World Health Organization, Child Maltreatment Fact Sheet.

<sup>6</sup> UN Committee on the Elimination of Discrimination Against Women, CEDAW General Recommendation No. 19: Violence against women (1992) para 1.

<sup>7</sup> UN Committee on the Elimination of Discrimination Against Women, CEDAW General Recommendation No. 19: Violence against women (1992) para 1.

<sup>8</sup> World Health Organization, Child Maltreatment Fact Sheet.

from danger, or obtain medical, birth registration or other services when those responsible for children's care have the means, knowledge and access to services to do so.<sup>9</sup>

### **MENTAL VIOLENCE / PSYCHOLOGICAL ABUSE<sup>10</sup>**

Mental violence and psychological abuse is often described as psychological violence or maltreatment, mental abuse, verbal abuse and emotional abuse or neglect. Includes restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment.<sup>11</sup> It can also include:

- (a) All forms of persistent harmful interactions with the child, for example, conveying to children that they are worthless, unloved, unwanted, endangered or only of value in meeting another's needs;
- (b) Scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favouritism;
- (c) Denying emotional responsiveness; neglecting mental health, medical and educational needs;
- (d) Insults, name-calling, humiliation, belittling, ridiculing and hurting a child's feelings;
- (e) Exposure to domestic violence;
- (f) Placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and
- (g) Psychological bullying and hazing by adults or other children, including via information and communication technologies such as mobile phones, social media and the Internet (known as "cyberbullying").<sup>12</sup>

### **PHYSICAL VIOLENCE**

<sup>9</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 8.

<sup>10</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 9.

<sup>11</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 8 p.20.

This includes fatal and non-fatal physical violence. Physical violence includes:

- (a) All corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment; and
- (b) Physical bullying and hazing by adults and by other children.<sup>13</sup>

### **SEXUAL ABUSE AND/OR EXPLOITATION<sup>14</sup>**

Sexual abuse and exploitation includes:

- (a) The inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity;
- (b) The use of children in commercial sexual exploitation; and
- (c) The use of children in audio or visual images of child sexual abuse;
- (d) Child prostitution, sexual slavery, sexual exploitation in travel and tourism, trafficking (within and between countries) and sale of children for sexual purposes and forced marriage.

Many children experience sexual victimization which is not accompanied by physical force or restraint but which is nonetheless psychologically intrusive, exploitive and traumatic.

Sexual violence against children includes both activities involving body contact and not involving body contact.

### **CORPORAL PUNISHMENT**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting,

<sup>12</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 9.

<sup>13</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 9-10.

<sup>14</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 10.

pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). Corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.<sup>15</sup>

### **TORTURE AND INHUMANE OR DEGRADING TREATMENT OR PUNISHMENT**

This includes violence in all its forms against children in order to extract a confession, to extrajudicially punish children for unlawful or unwanted behaviours, or to force children to engage in activities against their will, typically applied by persons who have power over children. Victims are often children who are marginalized, disadvantaged and discriminated against and who lack the protection of adults responsible for defending their rights and best interests. This includes children in conflict with the law, children in street situations, minorities and indigenous children, and unaccompanied children. The brutality of such acts often results in life-long physical and psychological and social harm.<sup>16</sup>

### **VIOLENCE AMONG CHILDREN**

This includes physical, psychological and sexual violence, often by bullying, exerted by children against other children, frequently by groups of children, which not only harms a child's physical and psychological integrity and well-being in the immediate term, but often has severe impact on

his or her development, education and social integration in the medium and long term.<sup>17</sup>

### **RISK ASSESSMENT AND RISK MITIGATION**

Risk assessment is taking a thorough look at your workplace/activity to identify those things, situations, and/or processes that may cause harm, particularly to children and vulnerable people. After the identification is made, it is necessary to analyze and evaluate how likely and severe the risk is. When this determination is completed it is time for risk mitigation by deciding what measures should be in place to effectively eliminate the harm and its probability or in the case the harm cannot be eliminated, to mitigate it.

### **SEPARATED CHILDREN**

Children, as defined in article 1 of the Convention, who have been separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.<sup>18</sup>

### **UNACCOMPANIED CHILDREN**

"Unaccompanied children" (also called unaccompanied minors) are children, as defined in article 1 of the Convention, who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.<sup>19</sup>

### **HARMFUL PRACTICES**

<sup>15</sup> UN Committee on the Rights of the Child (CRC), General comment No. 8 (2006): The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment (Arts. 19; 28, Para. 2; and 37, inter alia), 2 March 2007, CRC/C/GC/8, par 11.

<sup>16</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 10.

<sup>17</sup> UN Committee on the Rights of the Child (CRC) General comment No. 13 (2011): The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13, 11.

<sup>18</sup> UN Committee on the Rights of the Child (CRC Committee), General Comment No. 6 (2005): Treatment of unaccompanied and separated children outside their country of origin, 1 September 2005, CRC/GC/2005/6, 6.

<sup>19</sup> UN Committee on the Rights of the Child (CRC Committee), General Comment No. 6 (2005): Treatment of unaccompanied and separated children outside their country of origin, 1 September 2005, CRC/GC/2005/6, 6.

Harmful practices are persistent practices and forms of behaviour that are grounded in discrimination on the basis of, among other things, sex, gender and age, in addition to multiple and/or intersecting forms of discrimination that often involve violence and cause physical and/or psychological harm or suffering. The harm that such practices cause to the victims surpasses the immediate physical and mental consequences and often has the purpose or effect of impairing the recognition, enjoyment and exercise of the human rights and fundamental freedoms of women and children. There is also a negative impact on their dignity, physical, psychosocial and moral integrity and development, participation, health, education and economic and social status. According to the committee, female genital mutilation, child an/or forced marriage, polygamy and crimes committed in the name of so-called honour constitute harmful practices against women and children and contravene human rights conventions. State parties are therefore obliged to take steps to ensure that harmful practices are prevented and eliminated.<sup>20</sup>

### **BEST INTERESTS OF THE CHILD**

The CRC Committee recognizes the best interests of the child as one of the four general principles of the Convention for interpreting and implementing all the rights of the child, 1 and applies it is a dynamic concept that requires an assessment appropriate to the specific context. This principle is aimed at ensuring both the full and effective enjoyment of all the rights recognized in the Convention and the holistic

development of the child. The full application of the concept of the child's best interests requires the development of a rights-based approach, engaging all actors, to secure the holistic physical, psychological, moral and spiritual integrity of the child and promote his or her human dignity. The principle of the best interests of the child is the right of the child to have his or her best interests assessed and taken as a primary consideration when different interests are being considered in order to reach a decision on the issue at stake, and the guarantee that this right will be implemented whenever a decision is to be made concerning a child, a group of identified or unidentified children or children in general. This also applies when a legal provision is open to more than one interpretation. Furthermore, the justification of a decision must show that the right has been explicitly taken into account.<sup>21</sup>

### **ISS MEMBERS AND PARTNERS**

ISS Members and partners includes ISS members, members and partners working to or on behalf of the ISS movement and the ISS General Secretariat.

### **NON-DISCRIMINATION**

All ISS members and partners abide by the principle of non-discrimination and follow a zero tolerance policy for discrimination based on any grounds, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, gender identity, language, religion, political or other opinion, national, ethnic or social origin, ability, property, disability, birth or other status.<sup>22</sup>

---

<sup>20</sup> Joint general recommendation No. 31 of the Committee on the Elimination of Discrimination against Women/general comment No. 18 of the Committee on the Rights of the Child on harmful practices, 14 November 2014, CEDAW/C/GC/31-CRC/C/GC/18, 4-9.

<sup>21</sup> UN Committee on the Rights of the Children, General comment No. 14 (2013) on the right of the child to have his or her best interests taken as a primary consideration (art. 3, para. 1), 29 May 2013, CRC/C/GC/14, 3-4.

<sup>22</sup> Art 2(1) Convention on the Rights of the Child (CRC).



# 1. PREVENTION

## 1.1. RISK ASSESSMENT AND CHILD-SAFE PROGRAMMING

ISS members and partners are committed to designing and implementing strategies to minimise the risk of harm to the children they come into contact with, having in mind child safety, and also to actively promote these children's wellbeing, resources and participation at all times.

ISS members and partners have in place risk assessments procedures which are previously conducted when designing projects and activities, and child safety strategies are developed accordingly.

In all programs, projects and activities, possible risks to children are holistically considered, addressed and minimized.

## 1.2. CHILD RIGHTS MAINSTREAMING

In all their activities, the ISS members and partners should raise awareness about child rights and child wellbeing. The ISS members and partners should promote all the articles of the CRC and in particular its principles, creating and fostering child-sensitive and child-friendly spaces where children feel empowered and safe.

## 1.3. HUMAN RESOURCES

ISS members and partners make every effort to choose employees, collaborators and volunteers possessing the appropriate skills and competencies, as well as sharing the common belief in the values proposed by the Convention on the Rights of the Child. Concurrently, ISS members and partners promote a culture of openness and empowerment towards their collaborators, opening spaces for debate and intellectual development.

All the ISS members and partners should have in place effective and substantive procedures relating to the Human Resources, such as safe recruitment procedures including police checks and/or suitability for working with children. Given the extremely delicate issues and sensitive information ISS members and partners deal with, the utmost sense of discretion and ethics is required. During the interviews, value and behavior based questions can be included to assess the candidate's appropriateness to the role.

Any person formally engaged with the activities of ISS members and partners is expected to familiarize her/himself with the stipulations of the organisation's Child Safeguarding and Wellbeing Policy and its Code of Conduct.<sup>23</sup> This should be confirmed by the signature of the [Statement of Commitment](#).<sup>24</sup>

---

<sup>23</sup> Names may vary across the different members and partners, nonetheless the subject is Child Safeguarding and Wellbeing.

<sup>24</sup> Layout available on Annex A).



### 1.3.1. Information and Training

All ISS members and partners should promote the individual development path of each one of its employees and collaborators and encourage their personal growth and multidisciplinary understanding.

Each employee should receive an initial training on the child safeguarding procedures in place in each organization. Ongoing training on the diverse aspects of child protection should be provided on a regular basis. Lastly, specific training should be given to staff having senior roles and/or working directly with children.

## 1.4. PARTNER ORGANIZATIONS

In all external partnership relations, strong attention must be given to issues related to Child Safeguarding and Wellbeing. When selecting external partners, consideration should be made with respect to the potential partner's suitability for working with children – including if they have their own Child Safeguarding and Wellbeing Policy and procedures in place and how they apply it.

As good practice, specific reference to child safeguarding policies and procedures should be included in any partnership contract/agreement/memorandum of understanding. If a partner does not have a Child Safeguarding Policy in place, it is possible for that partner to adhere to the ISS members and partners' Child Safeguarding Policy. ISS members and partners should nevertheless advocate for the development and implementation of Child Safeguarding and Wellbeing Policies by all external partners.

## 1.5. VOLUNTEERS AND VISITORS

All ISS members and partners should have specific criteria in place for the participation of volunteers and visitors on its activities. Volunteers and members must be given authorization to participate in the activities of any ISS entity, must be accompanied at all times and in no circumstances should be left unattended with children, unless there are clear reasons for doing so.


All volunteers and visitors should be briefed on the Child Safeguarding and Wellbeing Policy and procedures in place in each entity's organisation. If relevant, volunteers and visitors can be asked to sign the [Statement of Commitment](#) to the Child Safeguarding and Wellbeing Policy. It is the responsibility of the staff members to ensure that visitors and volunteers are properly briefed and supervised throughout all the activities. It may be appropriate to get volunteers who are working directly with children to provide police checks or working with children checks, as appropriate to the particular jurisdiction.

## 1.6. PROJECTS, ACTIVITIES AND RESEARCH INVOLVING CHILDREN<sup>25</sup>


If involving children in any projects, activities and/or research, all the members and partners of the ISS should have specific procedures in place to ensure the wellbeing of children and respect for their rights. The following principles should apply:


---

<sup>25</sup> Adapted from Eurochild, "Child Protection Policy", [www.eurochild.org/terms/child-protection-policy](http://www.eurochild.org/terms/child-protection-policy).

 **Informed Consent:** The enrollment in the projects or activities of the ISS members and partners is entirely voluntary and informed consent should always be asked before any interviews, photos, videos, requesting of personal information or engaging the child in any activity. Informed consent means that children are told how the entity may use their views, information or image/film and that they are under no obligation to agree to their use.

Consent must be obtained by completing and signing the relevant Informed Consent Form. It must contain comprehensive, child-friendly and sensitive language and procedures and be adapted to the age of children and their development capacities. The Informed Consent is also required from the child's parent/carer or guardian or, where this is not possible, from the organisation fostering the child, who must countersign the form.


 **Provision of support:** There should be someone else present during the interview/activity, who the child is familiar with. Wherever possible, the child should be given a choice regarding who supports her/him during the interview.


 **Respecting the right to say no:** Ensure the child understands her/his right to withdraw/stop at any time without the need to provide a justification.


## 1.7. COMMUNICATION AND MEDIA

In all the communication and media deliverables, ISS members and partners are bound by national and regional laws, but also by the principles of the CRC with a particular attention to the Best Interests of the Child. In accordance to the vision and mission of the ISS, all ISS members and partners should promote a positive and non-discriminatory image of children at all times.

Moreover, the following principles should apply:

 **Dignity:** The child's dignity must be preserved at all times. ISS members and partners will never use discriminatory, victimizing or degrading language towards children. In images, children should always be dressed appropriately and should never be depicted in any poses that could be interpreted as sexually provocative. The International Social Service opposes the exploitation of children's images independently of the purpose, including fundraising.

 **Accuracy:** The portrayal of children must not be manipulated or sensationalized in any way. Images and stories should provide a balanced depiction of the child's life and circumstances, balancing negative with empowering images or showing the progress that children are making. Communications should avoid making generalisations, which do not accurately reflect the nature of the situation and pictures should not be taken and used out of context.

 **Privacy:** Specially given the mission of the ISS, any information that could be used to identify a child or put her or him at risk will not be used. ISS members and partners will ensure that the names of children are never made public in any deliverables or outputs. If children are involved in activities or any outputs such as reports, an alias should be chosen.

 **Informed Consent:** Please see section 1.6. Projects, Activities and Research Involving Children.



## 1.8. PRIVACY

In what regards privacy of children involved in the work of ISS members and partners, the national and regional regulations and the guiding principles of the CRC are to be applied.

ISS members and partners should have specific and clear procedures relating to the privacy of children and other people involved in their work. ISS members and partners should collect only the adequate, relevant and limited personal data to what is necessary in relation to the purposes for which the data is processed. Each entity should keep the data for the time necessary, i.e. delete/destroy the data when no longer in use or lawfully required and respect the principle of integrity and confidentiality. If data is required to be kept for longer periods for lawful reasons this should be done using best practice information privacy principles.

The information obtained either formally or informally will always be managed taking into consideration the best interests of the child and the ISS' commitment to the highest standards for safeguarding and wellbeing of children.

# 2. PROTECTION

## 2.1. RECOGNISING CHILD MALTREATMENT

Child maltreatment, also known as child abuse and neglect, can often be difficult to identify and may present itself in many forms.

Everyone working with the ISS should be alert, vigilant and sensitive towards the issue, while maintaining a culture of openness and transparency. Furthermore, a good communication and trust among staff members and with children, families and communities, will be established so that concerns may be shared and discussed in a timely manner.

All ISS members and partners should include a glossary and a list of indicators or checklists on how to identify child abuse in their Child Safeguarding and Wellbeing Policies.<sup>26</sup> Nevertheless, no indicator should be seen as conclusive in itself. It may indicate conditions other than child abuse. All signs and symptoms must be examined in the context of the child's situation and circumstances.

## 2.2. DESIGNATED CHILD SAFEGUARDING OFFICER

Although the responsibility for safeguarding children and promoting their wellbeing rests with everyone, the ultimate responsibility lies in the country director of each ISS entity.

All the ISS members and partners should appoint a Child Safeguarding Officer, [the same officer in charge of the PSEA] responsible for advising, supporting and assisting in the implementation of the respective Child Safeguarding Policies.

---

<sup>26</sup> A list of indicators, checklists, guidelines for recognizing child abuse and how to handle a disclosure from a child are provided in Appendices [A](#)), [B](#)) and [C](#)).





The Designated Child Safeguarding Officer of each ISS entity is moreover responsible for receiving child protection concerns/complaints and taking the necessary measures.

All the ISS members and partners should also appoint the next appropriate person, the person responsible for receiving child protection concerns/complaints and taking the necessary measures in the absence of the Child Safeguarding Officer or when the concerns and/or complaint regarding the latter.

## 2.3. REFERRAL SYSTEM

The referral system should be designed according to each national framework. Generally it integrates governmental authorities, non-governmental organisations and persons of concern, such as the educator of the child or the caregiver (if the abuse was perpetuated by someone else) and all should be aware of the referral system pathway..

Being present in 120+ countries, the ISS movement is in the unique position to develop a consistent International Referral System capable of operating towards a faster and more appropriate response to child safeguarding concerns, while contributing to an optimization of the interlinkage amongst the members of ISS. This international referral system could provide the ISS movement with key focal points, to be contacted if a concern arises in their jurisdiction.

Each ISS member and or entity should provide its contacts to be included in the ISS movement referral system.

# 3. RESPONSE

## 3.1. REPORTING AND RESPONDING TO CHILD SAFEGUARDING CONCERNS

All ISS members and partners should have specific procedures in place to effectively report and respond to child protection concerns. All those taking part in the activities of ISS members and partners should maintain an attitude of openness and transparency, mutual understanding and support in order to enable any issues or concerns to be raised or discussed.

### 3.1.1. Reporting Concerns

There are many reasons a concern can rise regarding the wellbeing of a child. Everyone present in the activities of the ISS members and partners can identify an abuse or have reasonable grounds for concern - staff, partners, volunteers, contractors and children. If someone has any reasonable grounds for concern, even if it is a suspicion, it is her/his responsibility to bring this fact to the attention of the Child Safeguarding Officer immediately, or as soon as possible, without putting the child at any further danger.



This is to be made both orally and in writing, by completing the Child Safeguarding and Wellbeing Report,<sup>27</sup> which all ISS members and partners should include in their Child Safeguarding Policy.

If the concerns involve the Designated Child Protection Officer, the person who has reasonable grounds for concern should bring this fact to the attention of the next most appropriate person immediately, or as soon as possible, without putting the child at any further danger.

If the worries or suspicions regarding harm, abuse or exploitation concern a fellow worker, everyone working with the ISS has the responsibility to report such concerns. The ISS members and partners will make sure to maintain absolute confidentiality.

### 3.1.2. Responding to Concerns

ISS members and partners will act in a transparent and ethical manner regarding any raised concerns, conferring and ensuring support both to the person raising the concern and the one/s subject of concern.

As soon as a concern is brought to the attention of the Designated Child Safeguarding Officer (or the next appropriate person), s/he should immediately activate the relevant response procedures, as inaction may place the child in further danger.

The Designated Child Protection Officer shall always prioritize the safety and wellbeing of the child, assisting the child in every matter and will then proceed to investigate the matter, guided by the Child Protection Policy and Procedures.

The Referral System should be promptly activated for the matter to be investigated by the relevant authorities as soon as possible and for the children to receive all the support s/he needs immediately.<sup>28</sup>

## 3.2. CONSEQUENCES OF MISCONDUCT<sup>29</sup>

Each ISS entity should determine the consequences of misconduct in its organisation's Child Safeguarding Policy. Nonetheless, if it comes to light that anyone associated with the International Social Service commits acts in relation to children - whether within or outside the context of ISS 'work' - which are criminal, grossly infringe children's rights, or contravene the principles and standards contained in this document, the organisation shall take immediate disciplinary action and any other action which may be appropriate to the circumstances.

---

<sup>27</sup> Available on [Annex B](#)).

<sup>28</sup> When there are concerns about the child's safety or possible harm to the child/children, these should be shared immediately and without delay with police, social workers and relevant referral system so that they can consider the appropriate procedures to put in place. There might be general concerns about a child/children or they may have shown some signs of maltreatment. If someone is worried, they should report their concerns to the Child Safeguarding Officer or next appropriated person immediately, in the same working day. If they wish, and while protecting the identity and privacy of the child/children, they can seek advise from designated or named professionals or other agencies where appropriate, but these discussions should never delay emergency action to protect the child/children.

<sup>29</sup> Adapted from: Toolkit on Child Protection Policy, UNICEF, appendix 14.



## 4. ACCOUNTABILITY

### 4.1. IMPLEMENTATION

This Set of Standards and Orientations on Child Safeguarding comes into force after being approved by the ISS Governing Board, made available to all ISS members and partners and after its publication in the International Social Service's website: [www.iss-ssi.org](http://www.iss-ssi.org) .

### 4.2 MONITORING

The ISS General Secretariat will conduct regular monitoring to ensure that all the principles and procedures of this Set of Standards and Orientations on Child Safeguarding are being implemented and to obtain feedback on its application. This can be done in a number of ways including consultations with staff and associates from ISS members and partners and/or through the filling-in of online surveys.

During each PAC Meeting, dedicated time for discussing Child Safeguarding and the implementation of these standards is to be ensured.

### 4.3 REVIEW

Having as a basis the consultations with all the ISS members and or members and partners, the PAC meetings and its own experience, the ISS General Secretariat will once every two years or more frequently if needed, initiate a revision of all the provisions of the present Set of Standards and Orientations on Child Safeguarding, to make sure they remain effective and appropriate.

If necessary, propose changes that will be presented to the Board for approval. Any revision to the document must be communicated to all the ISS Members and partners and be published in the International Social Service's website: [www.iss-ssi.org](http://www.iss-ssi.org) .

### 4.4 ISS MENTORING NETWORK

The ISS has the unique opportunity to gather and systematize an extraordinary amount of expertise in child safeguarding and wellbeing through its members, members and partners and referral points.

The ISS Mentoring Network is aimed at assisting members, partners, and other organizations in developing their own Child Safeguarding Policies, through a system of mentoring and peer-review, focused on empowerment through capacity building.

If you are a mentor, you will be included in a poll of mentors and be contacted once an organization needs your assistance in developing their Child Safeguarding Policies. If you are a mentee, you will be paired with a mentor that will assist you while your organisation develops your own Child Safeguarding Policy. At the same time other mentors can act do peer-reviews.

If your organisation is interested in being either a mentor or a mentee, please send an e-mail to... specifying your interest.

## 5. ANNEXES

### A) SIGNS AND SYMPTOMS OF CHILD MALTREATMENT<sup>30</sup>

#### CONSIDER THE POSSIBILITY OF CHILD ABUSE OR MALTREATMENT WHEN:

##### The child:

- Shows sudden changes in behavior or school performance;
- Has not received help for physical or medical problems brought to the parents' attention;
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes;
- Is always watchful, as though preparing for something bad to happen;
- Lacks adult supervision;
- Is overly compliant, passive, or withdrawn;
- Comes to school or other activities early, stays late, and does not want to go home;
- Is reluctant to be around a particular person;
- Discloses maltreatment;

##### The parent or other caregiver:

- Denies the existence of—or blames the child for—the child's problems in school or at home;
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves;
- Sees the child as entirely bad, worthless, or burdensome;
- Demands a level of physical or academic performance the child cannot achieve;
- Looks primarily to the child for care, attention, and satisfaction of the parent's emotional needs;
- Shows little concern for the child;

##### The parent or other caregiver and the child:

- Rarely touch or look at each other;
- Consider their relationship entirely negative;
- State that they do not like each other;

*The above list may not be all the signs of abuse or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning.*

<sup>30</sup> Department of Children and Youth Affairs, *Children First: National Guidance for the Protection and Welfare of Children* (Government Publications Dublin 2011) 11.



**CONSIDER THE POSSIBILITY OF PHYSICAL ABUSE WHEN THE CHILD:**

**The child:**

- *Has unexplained burns, bites, bruises, broken bones, or black eyes, poisonings (prescribed drugs, alcohol)*
- *failure to thrive*
- *Has fading bruises or other marks noticeable after an absence from school*
- *Seems frightened of the parents and protests or cries when it is time to go home*
- *Shrinks at the approach of adults*
- *Reports injury by a parent or another adult caregiver*
- *Abuses animals or pets*

**The parent or other caregiver:**

- *Offers conflicting, unconvincing, or no explanation for the child’s injury, or provides an explanation that is not consistent with the injury*
- *Describes the child as “evil” or in some other very negative way*
- *Uses harsh physical discipline with the child*
- *Has a history of abuse as a child*
- *Has a history of abusing animals or pets*

*The above list is not extensive and it should be read in should be read together with the checklist on child abuse and/or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning. Please note for general information that some medical conditions may cause symptoms such as bruising.*

**CONSIDER THE POSSIBILITY OF SEXUAL ABUSE WHEN...**

**The child:**

aged 0-10 years	<ul style="list-style-type: none"> <li>○ presents mood changes, becomes withdrawn, fearful, acting out;</li> <li>○ has lack of concentration, especially in an educational setting;</li> <li>○ bed wetting, soiling;</li> <li>○ pains, tummy aches, headaches with no evident physical cause;</li> <li>○ skin disorders;</li> <li>○ reluctance to go to bed, nightmares, changes in sleep patterns;</li> <li>○ school refusal;</li> <li>○ separation anxiety;</li> <li>○ loss of appetite, overeating, hiding food;</li> <li>○ Suddenly refuses to change for gym or to participate in physical activities.</li> </ul>
aged 10+ years	<ul style="list-style-type: none"> <li>○ depression, isolation, anger;</li> <li>○ running away;</li> <li>○ drug, alcohol, solvent abuse;</li> <li>○ self-harm;</li> <li>○ suicide attempts;</li> <li>○ missing school or early school leaving;</li> </ul>

	<ul style="list-style-type: none"> <li>o eating disorders.</li> </ul>
<b>The parent or other caregiver:</b>	
<ul style="list-style-type: none"> <li>o Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex;</li> <li>o Is secretive and isolated;</li> <li>o Is jealous or controlling with family members.</li> </ul>	
<p><i>The above list is not exhaustive and some of these symptoms do occur in other situations not necessarily linked to sexual abuse. This list should be read together with the checklist on child abuse and/or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning.</i></p>	

<b>CONSIDER THE POSSIBILITY OF EMOTIONAL MALTREATMENT WHEN...</b>	
<b>The child:</b>	
<ul style="list-style-type: none"> <li>o Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression;</li> <li>o Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);</li> <li>o Is delayed in physical or emotional development;</li> <li>o Has attempted suicide;</li> <li>o Reports a lack of attachment to the parent.</li> </ul>	
<b>The parent or other caregiver:</b>	
<ul style="list-style-type: none"> <li>o Constantly blames, belittles, or berates the child;</li> <li>o Is unconcerned about the child and refuses to consider offers of help for the child's problems;</li> <li>o Overtly rejects the child.</li> </ul>	
<p><i>The above list is not exhaustive and some of these symptoms do occur in other situations not necessarily linked to sexual abuse. This list should be read together with the checklist on child abuse and/or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning.</i></p>	

<b>CONSIDER THE POSSIBILITY OF NEGLECT WHEN...</b>	
<b>The child:</b>	
<ul style="list-style-type: none"> <li>o Is frequently absent from school</li> <li>o Begs or steals food or money</li> <li>o Lacks needed medical or dental care, immunizations, or glasses</li> <li>o Is consistently dirty and has severe body odor</li> <li>o Lacks sufficient clothing for the weather</li> <li>o Abuses alcohol or other drugs</li> <li>o States that there is no one at home to provide care</li> </ul>	



**The parent or other caregiver:**

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

*The above list is not exhaustive and some of these symptoms do occur in other situations not necessarily linked to sexual abuse. This list should be read together with the checklist on child abuse and/or neglect. It is important to pay attention to other behaviors that may seem unusual or concerning.*

## B) GUIDELINES FOR RECOGNISING CHILD MALTREATMENT<sup>31</sup>

The ability to recognise child abuse can depend as much on a person's willingness to accept the possibility of its existence as it does on their knowledge and information. There are commonly three stages in the identification of child neglect or abuse:



### STAGE 1: CONSIDERING THE POSSIBILITY

The possibility of child abuse should be considered if a child appears to have suffered suspicious injury for which no reasonable explanation can be offered. It should also be considered if the child seems distressed without obvious reason or displays persistent or new behavioral problems. The possibility of child abuse should also be considered if the child displays unusual or fearful responses to parents/carers or older children. A pattern of ongoing neglect should also be considered even when there are short periods of improvement.

### STAGE 2: LOOKING OUT FOR SIGNS OF NEGLECT OR ABUSE

Signs of neglect or abuse can be physical, behavioral or developmental. They can exist in the relationships between children and parents/carers or between children and other family members/other persons. A cluster or pattern of signs is more likely to be indicative of neglect or abuse. Children who are being abused may hint that they are being harmed and sometimes make direct disclosures. Disclosures should always be taken very seriously and should be acted upon, for example, by informing the Child Protection Officer. The child should not be interviewed in detail about the alleged abuse without first consulting with the Designated Child Safeguarding Officer. Less obvious signs could be gently explored with the child, without direct questioning. Play situations, such as drawing or story-telling, may reveal information.

### STAGE 3: RECORDING OF INFORMATION

If neglect or abuse is suspected and acted upon, for example, by informing the Child Protection Officer, it is important to establish the grounds for concern by obtaining as much information as possible. Observations should be accurately recorded and should include dates, times, names, locations, context and any other information that may be relevant (Child Safeguarding and Wellbeing Report Template - Annex B). Care should be taken as to how such information is stored and to whom it is made available.

<sup>31</sup>Department of Children and Youth Affairs, *Children First: National Guidance for the Protection and Welfare of Children* (Government Publications Dublin 2011) 10-1.



## C) HOW TO HANDLE A DISCLOSURE FROM A CHILD ?

Only a minority of children directly disclose abuse. Most of the time abuse is discovered accidentally, by observation either of a child's or adult's behaviour.

When a child disclosed abuse you need to take this very seriously and be prepared to deal with the disclosure in an appropriate and professional manner. Your attitude is important both for the wellbeing of the child and also to ensure that your actions do not jeopardise any legal action to be taken against the abuser.

The first thing to have in mind is that it takes a great amount of courage to disclose any kind of abuse. Children are dealing with an immensity of issues, including the fear that no one will believe them. Therefore, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase.<sup>32</sup>

### LISTEN:

- ✓ **Move to a child-sensitive environment**, make sure the setting is confidential and comfortable.
- ✓ **Listen carefully and attentively.**
- ✓ **Look at the child directly**, without displaying shock or disbelief.
- ✓ **Trust and respect the child.** Always respect the child by listening to what s/he has to say and taking what the child says seriously. Believe what the child is telling you.
- ✓ **Let the child use her/his own words.** Avoid asking leading questions.
- ✓ **Communicate with the child in a way that is appropriate to their age**, understanding and preference.

### REASSURE:

- ✓ **Let them know they have done the right thing.** Reassure them that they did the right thing by telling someone - it can make a big impact on the child who may have been keeping the abuse secret.
- ✓ **Tell them it is not their fault;** assure them that it is not their fault and that you will do your best to help.
- ✓ **Do not promise to keep anything secret.** Explain to the child that you will need to tell some people about what happened, but only those whose job it is to protect children.
- ✓ **Be supportive, not judgmental.** Accept the child's beliefs and values even if they contradict your own, don't judge or show disapproval.
- ✓ **Do not express any opinions** on the matter or about the abuser.
- ✓ Don't contradict what the child is saying or offer your own opinion/advice on the situation.

---

<sup>32</sup> British Council, *Guidance on Handling Disclosure from a Child*:  
[https://www.britishcouncil.org/sites/default/files/handling\\_disclosure\\_from\\_a\\_child\\_0.pdf](https://www.britishcouncil.org/sites/default/files/handling_disclosure_from_a_child_0.pdf)

## REACT:

- ✓ **Ask open questions** like "Is there anything else that you want to tell me?"
- ✓ **Let the child know what you are going to do next.** Ensure that the child understands the procedures that will follow
- ✓ **Write down what the child says in its own words.** Take notes of what you have seen and heard also. Make a distinction between what the child actually has said to you and what you sensed/saw/heard. Accuracy is key at this stage of the procedure.
- ✓ **Compile the Child Safeguarding and Wellbeing Report<sup>33</sup>** as soon as possible referring the issue to the Designated Child Protection Officer.
- ✓ Do not take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers.<sup>34</sup>

## WHAT TO SAY DURING A DISCLOSURE:

- ✓ Repeat the last few words in a questioning manner;
- ✓ Ask open questions;
- ✓ 'I believe you';
- ✓ 'I am doing everything I can to help you';
- ✓ 'I am glad that you told me';
- ✓ 'You are not to blame' / 'It is not your fault';
- ✓ 'You did the right thing by telling me'.<sup>35</sup>

## WHAT NOT TO SAY DURING A DISCLOSURE:

- × You should have told someone before';
- × 'I can't believe it! I am shocked!';
- × 'Oh that explains a lot';
- × 'Oh no that's impossible s/he's a friend of mine';
- × 'I won't tell anyone else';
- × 'Why didn't you tell me before?';
- × 'What were you doing there?';
- × 'Why didn't you stop it?';
- × 'What did you do to make this happen?';
- × 'Are you telling the truth?';
- × 'Why? How? When? Where? Who?'.<sup>36</sup>

<sup>33</sup> Available in [Annex B](#).

<sup>34</sup> Child Matters, *Dealing With Disclosures of Abuse*: <http://www.childmatters.org.nz/258/child-protection-policy/section-4-additional-resources/dealing-with-disclosures-of-abuse>

<sup>35</sup> Disclosure Do's and Don'ts <<http://guides.womenwin.org/gbv/readiness-and-response/response-referral-and-reporting/disclosure-dos-and-donts>

<sup>36</sup> Child Help, *Handling Child Abuse Disclosures* <<https://www.childhelp.org/story-resource-center/handling-child-abuse-disclosures/>



## 6. ANNEXES

### A) STATEMENT OF COMMITMENT

to the [insert name of the ISS member/entity here] Child Safeguarding and Wellbeing Policy

Staff, contractors, trustees, officers, interns, volunteers & visitors

“I, \_\_\_\_\_, have read and understood the standards and guidelines outlined in this Child Safeguarding and Wellbeing Policy.

I agree with the principles contained therein and accept the importance of implementing child protection procedures in all the activities performed while working with this organisation. Moreover, I undertake to act according to the ISS Statutes, by-laws, working principles and code of conduct, while being guided by the Convention on the Rights of the Child.”

NAME \_\_\_\_\_

JOB TITLE / ROLE \_\_\_\_\_

## B) CHILD SAFEGUARDING AND WELLBEING REPORT TEMPLATE

If you have knowledge that a child’s safety might be in danger, please complete this form to the best of your knowledge. Please note that child protection concerns must be reported directly to the designated Child Safeguarding Officer immediately. You may wish to complete this form before contacting the designated Child Protection Officer or you may wish to complete the report after contacting the designated Child Safeguarding Officer, according to the best interests of the child. This report is to be used as a tool to develop the most unbiased information-based report possible. For confidentiality reasons, the report should be written and signed solely by you. It should be delivered exclusively to the designated Child Protection Officer or to the next most appropriate person. The Child Safeguarding and Wellbeing Report Template will be held in a safe and secure place and treated in the strictest confidence.

**CASE NUMBER**

202\_\_ - 0\_\_ (To be filled out by the Designated Child Protection Officer)

**ABOUT YOU**

Your name \_\_\_\_\_  
Your job title \_\_\_\_\_  
Workplace \_\_\_\_\_  
Your relationship to the child \_\_\_\_\_  
Contact details \_\_\_\_\_

**ABOUT THE CHILD**

Child’s name \_\_\_\_\_  
Child’s gender / gender identity \_\_\_\_\_  
Child’s age \_\_\_\_\_  
Child’s parents / guardians \_\_\_\_\_

**ABOUT YOUR CONCERN**

What is the concern? \_\_\_\_\_  
How did find out about the abuse? \_\_\_\_\_  
Did the child disclose the abuse to you? \_\_\_\_\_  
Date of the alleged incident \_\_\_\_\_  
Location of the alleged incident \_\_\_\_\_  
Name of alleged perpetrator \_\_\_\_\_  
Job title / relationship with the child \_\_\_\_\_  
Nature of the allegation \_\_\_\_\_

Your personal observations (visible injuries, child’s emotional state, etc.)  
[N.B. Make a clear distinction between what is fact and what is opinion or hearsay]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Exactly what the child or other source said to you [about the incident] and how did you respond?

---

---

---

Action(s) Taken:

---

---

---

Where is the child / where does the child stay, and who is responsible for her/him?

Name \_\_\_\_\_

Title \_\_\_\_\_

Location \_\_\_\_\_

Contact Details \_\_\_\_\_

Is this safe? Why? If not, alternative arrangements need to be organised. \_\_\_\_\_

---

Were there any other children/people involved in the alleged incident? \_\_\_\_\_

---

Who else knows about the incident? \_\_\_\_\_

What would the child like to happen next?

---

---

---

Any other information not previously covered:

---

---

---

I declare that the information provided by me on the above form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Received by the Child Protection Officer / Appropriate Person

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## C) INFORMED CONSENT FORM FOR CHILDREN PARTICIPATION IN ACTIVITIES

Thank you for supporting this project and welcome to this activity!  
 Before starting we need to make sure you understand what is required of you.

PROJECT NAME: \_\_\_\_\_

	Yes	No
I confirm that the information sheet concerning this activity has been read to me in a comprehensible language and I understand what is required of me.		
I have been given the opportunity to ask questions and the staff replied to all my questions in a manner that I could understand.		
I understand that my participation is voluntary and that I may quit at any time without giving a reason.		
I understand that any information given by me may be used in future reports, articles or presentations by the research team.		
I understand that my name will remain secret and will not appear in any reports, articles or presentations. I will choose an alias, which is a secret name chosen by me!		
I consent to photographs being taken and used for the activity.		
I consent the activities to be recorded in order to write the reports.		
I want to take part in this activity.		

If you crossed all boxes 'yes', you are ready to sign below and start the activity!

If not, you can ask a staff member for clarifications or you can return this form. Remember you can leave at any time!

I UNDERSTAND WHAT IS REQUIRED OF ME AND I WOULD LIKE TO TAKE PART IN THIS ACTIVITY.		
_____ NAME/ALIAS	_____ SIGNATURE	_____ DATE
CONSENT FROM PARENT / GUARDIAN		
_____ NAME	_____ SIGNATURE	_____ DATE
ISS MEMBERS' STAFF CONDUCTING THE ACTIVITIES		
_____ NAME	_____ SIGNATURE	_____ DATE

## D) INFORMED CONSENT FORM FOR CHILDREN'S PARTICIPATION IN COMMUNICATION/MEDIA MATERIALS/CAMPAIGNS

Thank you for supporting this project and welcome to this activity!  
Before starting, we need to make sure you understand what you need to do.

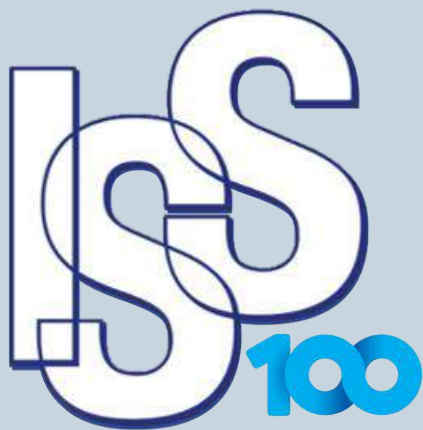
**Please check whether you give your permission or not for:**

	I want this (yes) <input type="checkbox"/>	I do not want this (no) <input type="checkbox"/>
Taking group and/or individual photos of me and eventually use these photos in the framework of the project _____.		
Recording me and eventually use the video in the framework of the project _____.		
Being interviewed by the media (for example by a journalist of a newspaper, television or radio).		
Using, copy and publish original materials created by me (such as artwork, photos, poems, essays) in the framework of the project _____.		

I understand that participation is voluntary and that I may withdraw at any time without giving a reason.  
[INSERT NAME] informed me about what the materials will be used for and I understand everything.

If you want to take part in this activity please sign below!

I UNDERSTAND WHAT IS REQUIRED OF ME AND I WOULD LIKE TO TAKE PART IN THIS ACTIVITY.		
_____ NAME/ALIAS	_____ SIGNATURE	_____ DATE
CONSENT FROM PARENT / GUARDIAN		
_____ NAME	_____ SIGNATURE	_____ DATE
ISS MEMBER'S STAFF CONDUCTING THE ACTIVITIES		
_____ NAME	_____ SIGNATURE	_____ DATE



**STANDARDS AND  
ORIENTATIONS ON  
CHILD SAFEGUARDING  
AND WELLBEING**

[WWW.ISS-SSI.ORG](http://WWW.ISS-SSI.ORG) | [INFO@ISS-SSI.ORG](mailto:INFO@ISS-SSI.ORG) | +41 22 906 77 00