



Safeguarding Training Participants' Handbook

Safeguarding Training Agenda

Module 1: Introduction and What is Safeguarding

- ✓ What does safeguarding mean in your Lab or your community?

Module 2: Internal Safeguarding

- ✓ Bullying, harassment (including sexual harassment), discrimination and abuse of power
- ✓ Safeguarding Dos/Don'ts

Module 3: External Safeguarding

- ✓ Definitions of child/at risk adult
- ✓ Understanding SEA
- ✓ Safeguarding Dos/Don'ts

Module 4: Safeguarding Risks & Barriers to Reporting

- ✓ What are the risks in your Lab and your community?
- ✓ What are some potential ways of addressing the risks?
- ✓ What are the barriers to reporting?
- ✓ Safeguarding feedback mechanisms

Module 5: Reporting

- ✓ Creating a safe space
- ✓ What happens when a report is made - steps, timeframes, trust, reporting, investigation, management, sanctions
- ✓ What happens to the reporting party - Protections and support for reporters (confidentiality)
- ✓ Message of zero tolerance, always report

End of the Session

- ✓ Discuss Safeguarding Actions

Module 1: What is Safeguarding?

Safeguarding is the responsibility of organisations to make sure their staff, operations, and programmes do no harm to children and adults at-risk nor expose them to abuse or exploitation. It is becoming good practice to think about how we safeguard everyone in our organisations at all times, including protecting staff from harm and inappropriate behaviour such as bullying and harassment.

Safeguarding applies both to preventing harm to staff and programme staff, partners or participants as well as to the communities that we work with.

Safeguarding Prevention and Response Systems

If the following is established, it can help to effectively put safeguarding systems in place:



Module 2: Internal Safeguarding

Internal safeguarding is how we look after staff and innovators who are doing the work. It is the organisation's responsibility to protect them from:



What is Bullying and Harassment?¹

Bullying and harassment is behaviour that makes someone feel intimidated or offended.

Some examples of bullying and harassment include:²

- spreading malicious rumours
- unfair treatment
- picking on or regularly undermining someone
- denying someone's training or promotion opportunities

Bullying and harassment can happen:

- face-to-face
- by letter
- by email
- by phone

Harassment is also unwanted behaviour is related to one of the following:

- age
- sex
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation

¹ <https://www.gov.uk/workplace-bullying-and-harassment>

² <https://www.gov.uk/workplace-bullying-and-harassment>

What are some examples of bullying and harassment where you are working?

What is Sexual Harassment?

Sexual harassment can be defined as any sexual act or attempt to obtain a sexual act. Sexual harassment includes 'unwelcome sexual advances, requests for sexual favors, and other conduct that creates a hostile, intimidating, or offensive work environment'. The harassment of a sexual nature may be directed to a person of the same or opposite sex.

The key elements are that the behaviour is **uninvited, unreciprocated and unwelcome** and causes the person involved to feel threatened, humiliated or embarrassed. The behaviour may also be determined to be sexual harassment if:

- Submission to such conduct is explicitly or implicitly made a term or condition of employment.
- Submission to or rejection of this conduct is used as a basis for an employment decision affecting the employee.
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

What is Discrimination?

Any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, pregnancy status, fertility status or social origin, or any other protected class. Discrimination may be an isolated event affecting one person or a group of persons similarly situated or may manifest itself through harassment or abuse of authority.³

Abuse of Power/Authority

A person uses their power for their own gain.

³ UNHCR Policy on Discrimination, Harassment, Sexual Harassment and Abuse of Authority. 2014.

Dos/Don'ts

Is this Appropriate Conduct? Internal

Question	Agree	Disagree
Your manager shouts angrily at you in front of your colleagues. He later takes you to one side privately and says he was sorry.		
Your colleague is always posting comments on your Facebook page. He asks lots of questions about what you're doing, where you're going, where you live and who the male is in your Facebook photos.		
When you arrive in the morning one of the programme staff insists on and commenting on your hair and what you're wearing every day.		
A colleague keeps asking you to go for tea after work. When you say no, he says that he thought you were a friend and starts talking badly about you to others in the Lab.		
A senior person in the Lab offers to help you to be successful in the Lab process if you go on a date with him.		
Unwelcome whistling, brushing against the body, sexual gestures, suggestive comments, staring, sexual flirtation, or proposition.		
Posting pictures of a colleague on Facebook.		
Making a threat after a negative response is made to a sexual advance.		
Touching someone on the arm or putting your arm around them.		

Rights and Responsibilities

Responsibilities

All who work with or represent the Lab are responsible for ensuring that harassment does not occur by conducting themselves at all times in an appropriate and professional manner. Staff and innovators may also help to prevent harassment by taking the initiative to oppose and report conduct that they reasonably believe to be harassment. Moreover, staff and innovators are expected to immediately report any inappropriate behavior, regardless of whether the behavior is directed towards himself or herself or towards another staff.

All staff and innovators have a personal responsibility **NOT** to harass, exploit or bully others.

Rights

If a staff and/or innovators believe they are the target of harassment, bullying, discrimination, sexual harassment or sexual exploitation or if they have witnessed any forms of harassment, they are encouraged to report.

Module 3: External Safeguarding

Who is a Child?

A child is defined as someone under the age of 18 regardless of the age of majority/consent in the country.

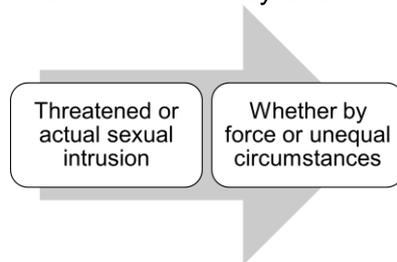
Who is a vulnerable adult?

A person who is or may be in need of care by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Definitions of Abuse & Harm

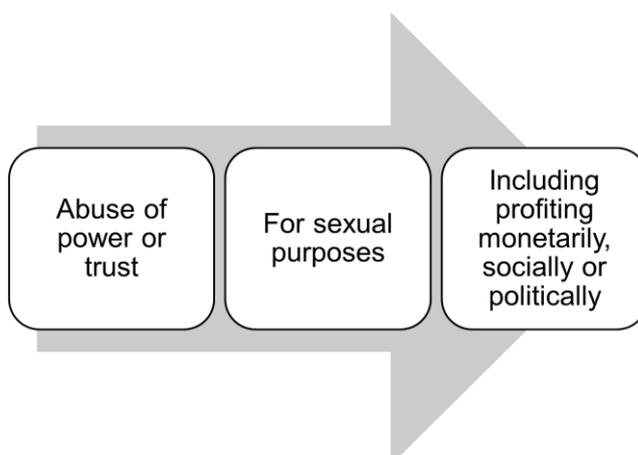
Adapted from Keeping Children Safe

Sexual abuse: forcing or enticing a child/at risk adult to take part in sexual activities that he or she does not fully understand and has little choice in consenting to.



Sexual Exploitation and Abuse (SEA)

Any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. PSEA (Protection from Sexual exploitation and Abuse) – the term used by the UN and NGO community to refer to measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel.



Do's/Don'ts

Is this Appropriate Conduct? External Safeguarding

Question	Agree	Disagree
Hitting a child is against the law in my community/country.		
Reporting abuse is likely to make things worse, so it's better not to do or say anything.		
Betty is a 16-year-old girl living in a small village. Betty has four younger brothers and sisters. Her parents do not have very much money and find it very difficult to provide the costs for education, clothing and food for all of the children. There had even been some discussion about Betty dropping out of school to assist her mother in working at the market. However, all the problems have been solved as Betty has started a sexual relationship with Johnson, a senior manager at the Lab. He has promised to pay for her school fees and help to pay for her brothers and sisters to continue with their education. Betty's parents are very relieved that this opportunity has come and encourage Betty to maintain the relationship. It has really helped the family and now all the children can continue in school. Is this appropriate?		
Joey is a locally hired driver for the Lab who transports staff. On one of his trips he recognized a 15-year old refugee girl walking on the side of the road and gave her a lift. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small gifts, which he thinks she and her family could use. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with him. Joey really likes the girl and wants to start a sexual relationship with her. He knows her family will approve. Is this appropriate?		
Josie is 25-year-old woman in one of the communities. Peter, one of the innovators, has offered to help her if she will be his "special friend". She agrees willingly. Both of them agree that they should start a sexual relationship and neither one of them think that anything is wrong. Josie hopes that the relationship will be a passport to a new life as she believes that Peter is going to be successful and earn a great deal of money. Peter does nothing to discourage these hopes. Is this appropriate?		
Sexual abuse of children and at risk adults isn't a problem in the country where I work.		

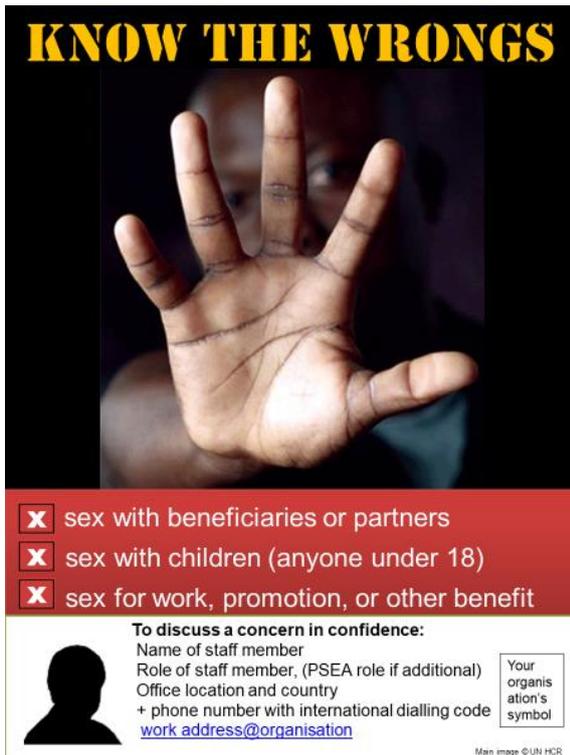
I wouldn't trust the police enough to report abuse.		
Staff employed to work with children and at risk adults are unlikely to abuse them.		
Children and at risk adults often make up stories about being abused.		
Boys/men are less likely to be sexually abused than girls/women.		

Responsibilities

All staff and innovators are responsible for ensuring that sexual exploitation and abuse (SEA) does not occur by conducting themselves at all times in an appropriate and professional manner. Staff may also help to prevent SEA by taking the initiative to report conduct that they believe to be SEA.

All staff and innovators have a personal responsibility **NOT** to sexually exploit or abuse children and at risk adults and **MUST** report any concerns immediately.

Sample Poster from another organisation:



KNOW THE WRONGS

- X** sex with beneficiaries or partners
- X** sex with children (anyone under 18)
- X** sex for work, promotion, or other benefit

To discuss a concern in confidence:
Name of staff member
Role of staff member, (PSEA role if additional)
Office location and country
+ phone number with international dialling code
work address@organisation

Your organisation's symbol

Main image ©UN HCR

Module 4: Safeguarding Risks and Barriers to Reporting

Safeguarding Risks

What do you think are the safeguarding risks for your Lab and what could you do to change these risks?

Safeguarding Risks	How to address the risks?

Potential Safeguarding Risks Community

- Ease of exploitation and abuse because of power differentials and the vulnerability of populations
- Family's belief that it is normal or even beneficial to be 'chosen' by a figure perceived to be powerful and useful. Dreams of rescue, betterment etc.
- Lack of awareness of rights – and of the responsibilities of staff who they interact with
- Ease of exploitation and abuse in conflict and disaster-affected environments
- Existence of exploitation and abuse by staff which are 'open secrets'
- Aid workers and other actors are perceived as powerful and likely to 'close ranks'
- Lack of reporting mechanisms, or lack of transparent and trusted reporting mechanisms
- Lack of the means to report
- Lack of confidence that complaint/report will be 'passed up' appropriately
- Fear of consequences, reprisals, stigma – directly from perpetrators and within their own communities
- Fear that family members/community at large will suffer as a consequence
- Fear that aid will be withdrawn
- Groups who are already marginalised and disempowered more at risk: children, women, people with disability, ethnic minorities
- Community knowledge of poor handling of previous cases and witnessing of negative outcomes

Staff/governance

The lack of the following can create safeguarding risks:

- Policies, protocols and good practice leaving accountability gaps
- Enforcement of policies, protocols and zero tolerance culture
- Knowledge and/or engagement from senior staff
- Investment in resources such as Prevention of Sexual Exploitation and Abuse (PSEA) Focal Points and investigation units
- Mechanisms for safe reporting
- Commitment to monitoring and evaluation
- Adequate checks and balances in the employment cycle
- Information-sharing between agencies
- Engagement of Senior Leaders

Barriers to Reporting

What are the barriers to reporting both:

Internally

Externally

Module 5: Reporting

How to Report

Staff, innovators and community members are encouraged to report signs of risk and told the method to report (eg email, hotline etc) but rarely are they told **HOW** to report.

Having made the difficult decision to report HOW you report can be critical to a successful resolution of the incident. Here are 3 key principles to remember:

i) Timing. Report signs ASAP. Studies show that with the passage of time the human brain will add layers of interpretation to events. The human mind will automatically reinterpret traumatic events over time so in short: report asap.

ii) Details. It's not your job to make judgements! But you can help those whose job it is. Investigators need basic everyday facts they can use during an investigation. These include *date, time, location, event*. Providing these neutral facts early on will make a big difference to the success of an investigation.

iii) Interpretation. Be aware how the environment might impact your judgement of what reaches the threshold for acceptable behaviour. **Report facts not judgement**, avoid adding your own view on what has happened and whether you think it merits investigation.

Reporting a Safeguarding Concern

