Lab Safeguarding Toolkit

Contents

Introduction & How to use this Toolkit

Welcome to the Safeguarding Toolkit. The Toolkit will provide your Lab with the practical tools to set the right local safeguarding environment or safe programme environment as well as provide practical materials and guidance for your team to be do this.

The goal of the Toolkit is to create a local safeguarding action plan that focuses on behaviours which will reduce potential safeguarding risk and harm. The Toolkit can be used by anyone who has safeguarding responsibility for the programme or project.

Supporting Materials

The Safeguarding Manual provides the guidance for using the Toolkit. Training Materials are also available as part of the Safeguarding Kit that can be used for training staff and innovators.

Toolkit Contents

The Toolkit follows the same framework as the Safeguarding Manual and will outline the practical steps and tools for contextualising safeguarding at the following levels:
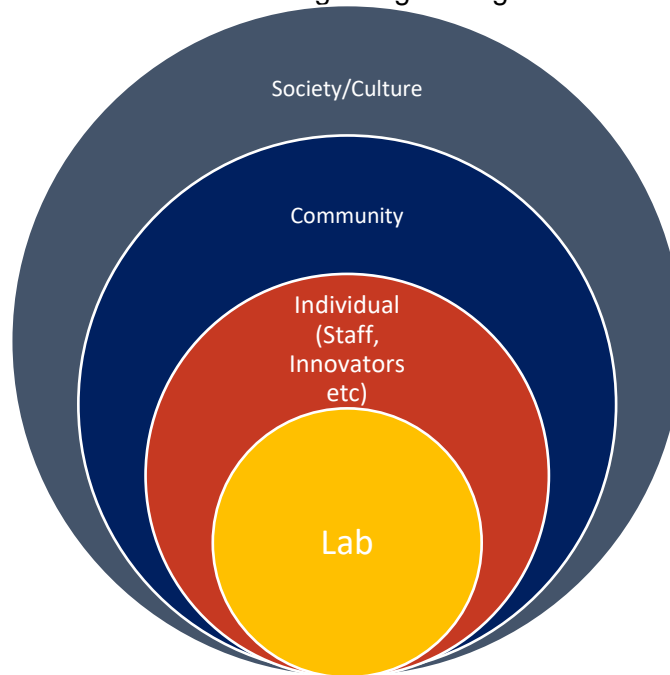
Each Tool follows the same structure of:

🎯	**Goal:** Each tool has an overall goal that is hopefully achieved.
📋	**Instructions:** The instructions will provide a step by step guide to using the tool.
✓	**Note:** Any notes are given as needed to clarify information.
👤	**Action:** Each tool ends with an action that can be implemented to further develop a positive safeguarding culture.

Safeguarding Awareness Tools

The focus of the tools Safeguarding Awareness is the development of the practical application of the safeguarding policy and procedures. The steps to follow are:

1. **Safeguarding Risk Assessment:** The goal of this tool is carry out a safeguarding risk assessment. Ideally, this will be completed at the beginning of the programme.
2. **Safeguarding Policy & Procedure Checklist:** The goal of the policy and procedure Checklist tool is make sure you have all needed policies and procedures in place.
3. **What is Safeguarding where you work and live?** The goal of this tool is to begin to assess and understand what safeguarding is in the context you are working in.
4. **Policy into Practice:** The goal of this tool is to understand how the policies translate into practice and what challenges can come up.
5. **Safeguarding Code of Conduct**: The goal of the Code of Conduct tool is to work with staff and innovators on an agreed framework of behaviour.
6. **Power and Safeguarding**: The goal of this module is to understand the role of power in relationship to safeguarding.
7. **Developing Reporting Systems**: The goal of this tool is to create a reporting system in collaboration with staff and innovators. This reporting system will then be developed further with the people your Lab intends to serve.
8. **Responding to Incidents:** The goal of this tool is to provide information and guidance on a 'survivor-centred' model and how to best support someone who discloses a safeguarding incident.
9. **Reviewing Safeguarding:** The goal of Reviewing Safeguarding is establish review systems.

Tool: Safeguarding Risk Assessment

Goal: Complete a safeguarding risk assessment. Ideally, this will be completed at the beginning of the programme.

Instructions: The Risk Assessment will be completed by the Safeguarding Focal Point and several senior members of staff.

A safeguarding risk assessment is an essential tool in order to ensure that your programme is not creating additional safeguarding risk.

Risk and Vulnerability

It is important to understand that to be able to prevent, mitigate and manage risk we need to understand what risk is. Risk is often defined as:

Risk = Threat x Vulnerability

In other words, you need to have both a threat present, combined with vulnerability to have risk. Where there is risk, the likelihood of an event occurring and what the impact will be if it does occur, will depend on both the context and an individual's own vulnerability.

Vulnerability can be defined as:

High Risk Context → Group or Individual → Less able to cope or recover

Impacted by:

Age

Gender

Disability

Diverse Profile

Trauma History

Poverty

Anything else?
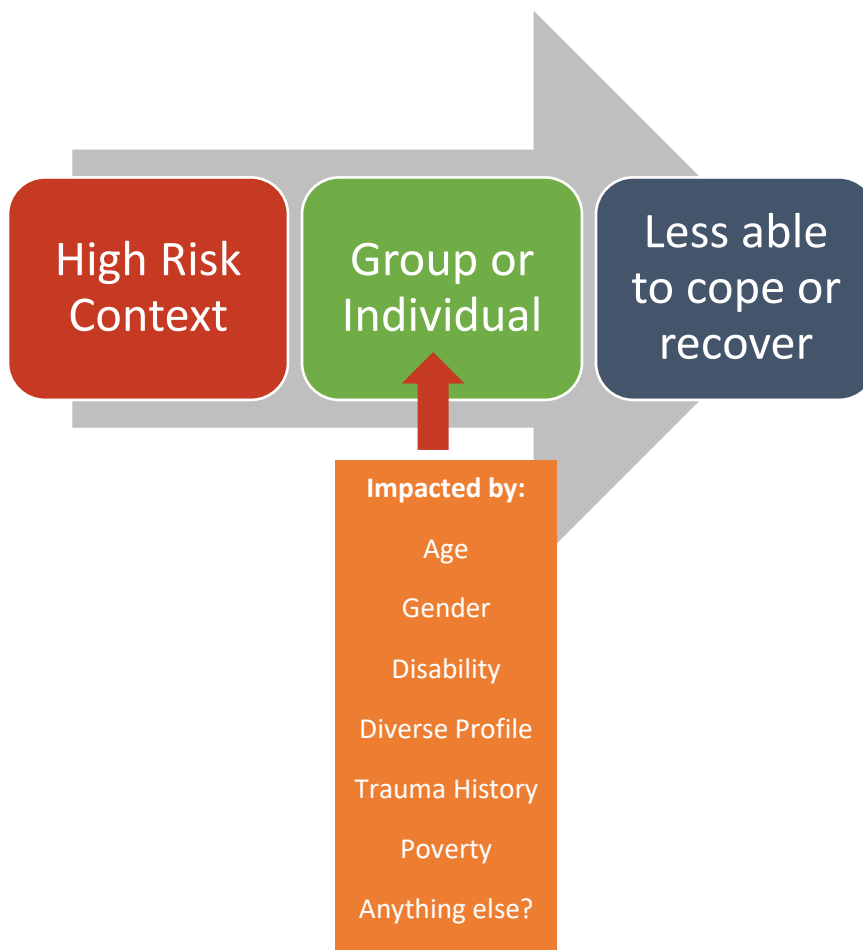
Vulnerable Groups Can Potentially Include:

Children/Youth

Women

Elderly

Disabilities/Special Needs

Refugees/IDPs

Groups who may face discrimination and/or LGBTI

Safeguarding Risk Assessment

ACTION: Completing the following information form will help assess the safeguarding risks where you are working.

Risk Assessment Information

Country	

Context

Does abuse of children or vulnerable adults happen where you are working?

Yes ☐	No ☐
If Yes, provide details:	

Are the laws and authorities weak in responding to child/vulnerable adult abuse in the place where you are working?

Yes ☐	No ☐
If Yes, provide details:	

Are there support services available to children and/or vulnerable adults who have been abused?

Yes ☐	No ☐
If Yes, provide details:	

Contact with Children

What type of contact and interaction do staff, partners and volunteers have with children/vulnerable adults in your location?

What risk do you think your programme presents to children/vulnerable adults?

Do you have any activities or services that target children and vulnerable adults?

Yes ☐	No ☐
If yes, what services?	

If you do have services, are they supervised?

Yes ☐	No ☐

Safeguarding Concerns

Have you had any safeguarding concerns to date?

Action: Safeguarding Risks and Mitigation

Now that you have identified the safeguarding risks in your area, what can you do to mitigate or lessen these risks?

ACTION: In the table below, write the safeguarding risks and then the mitigations.

Safeguarding Risks	Mitigation	Who will be responsible	Timeline

Tool: Safeguarding Policy & Procedure Checklist

Goal: The policy and procedure checklist is for you to ensure all the necessary policies and procedures are in place.
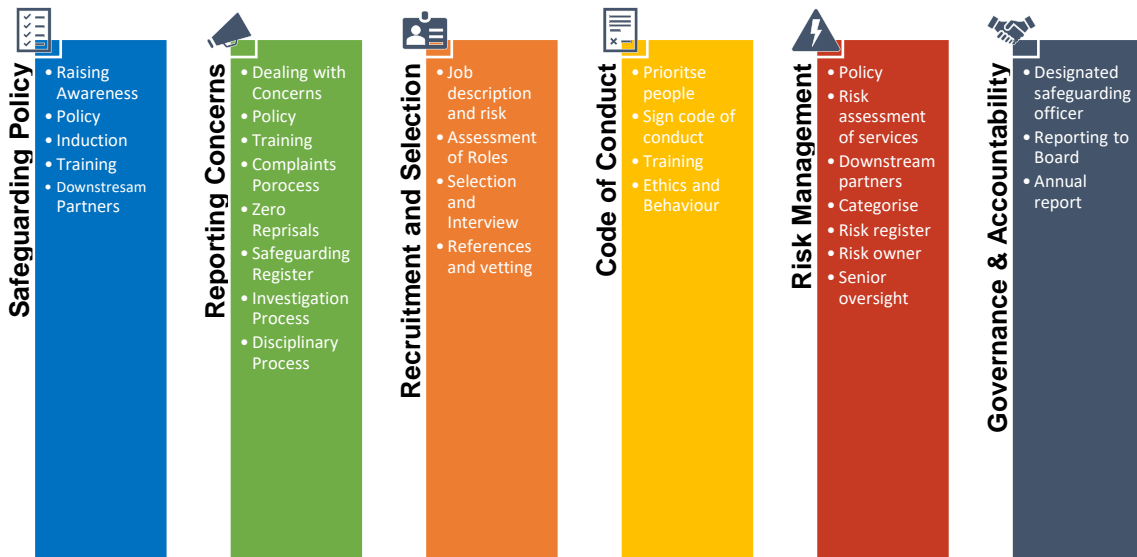
Instructions: Different organisations have policies and procedures. You may be provided with safeguarding policies and procedures from a host organisation or they may already have locally developed policies they want to use.

The checklist below provides guidance on the policies and procedures that should be included as part of a Safeguarding Framework.

The guidance follows best practice outlined in the DFID Enhanced Due Diligence document at: **https://www.gov.uk/government/publications/dfid-enhanced-due-diligence-safeguarding-for-external-partners**

The policies and procedures are divided into the following categories:

Safeguarding Policy
- Raising Awareness
- Policy
- Induction
- Training
- Downstresam Partners

Reporting Concerns
- Dealing with Concerns
- Policy
- Training
- Complaints Porocess
- Zero Reprisals
- Safeguarding Register
- Investigation Process
- Disciplinary Process

Recruitment and Selection
- Job description and risk
- Assessment of Roles
- Selection and Interview
- References and vetting

Code of Conduct
- Prioritse people
- Sign code of conduct
- Training
- Ethics and Behaviour

Risk Management
- Policy
- Risk assessment of services
- Downstream partners
- Categorise
- Risk register
- Risk owner
- Senior oversight

Governance & Accountability
- Designated safeguarding officer
- Reporting to Board
- Annual report

ACTION: Review your organisation's safeguarding policies and procedures in line with the Checklist below and develop an action plan for how you will address any gaps.

Policies and Procedures	Are they in place?		Action Plan
	Yes	**No**	
POLICY			
Do you have policies in place that support safeguarding?			

Are you aware if you have:
 	
   o Recruitment (see more detail below)
   o On-boarding
   o Code of Conduct
   o Safeguarding
   o Dignity & respect at work [bullying & harassment, discrimination]
   o Prevention of sexual exploitation and abuse (in the workplace and for beneficiaries, human trafficking]
   o Grievance & discipline
   o Whistleblowing			

Do you monitor and quality assure your policies?			
Are you aware of the DFID due diligence guidelines? Do you feel your policies and procedures currently align with the guidelines?			
REPORTING & DEALING WITH CONCERNS			
Is there a review mechanism for the reporting system for safeguarding concerns?			
Is there a designated safeguarding officer to oversee any work that has contact with children and reports any safeguarding matters to the organisation?			
Is there a whistleblowing policy that supports the safeguarding policy and mechanism? It should protect whistle blowers from reprisals and include clear processes for dealing with safeguarding concerns, by whom and when.			
Are there clear investigation and disciplinary procedures to use when allegations and complaints are made?			
Do you think all staff and innovators are aware of how to make a report? What about people you support and/or partners?			

RECRUITMENT

Is there a process which helps managers determine the level of safeguarding risk for each role, and then what measures need to be taken to mitigate this risk?			
Do interviews have a safeguarding component, including: • Ensure interviewers have the relevant experience and knowledge of current safeguarding practices • Include specific questions in the interview that draw out people's attitudes and values in relation to the protection of children and/or vulnerable adults • Make use of probationary periods of employment to ensure suitability once in post			
Do you collect references from the three most recent line managers and conduct background checks for roles likely to have contact with children and vulnerable adults?			

CODE OF CONDUCT, RAISING AWARENESS & TRAINING

Do you have a safeguarding Code of Conduct? Do you think staff are aware of it?			
Do you provide mandatory and refresher safeguarding and code of conduct training to all?			
Do you quality assure safeguarding training by asking for feedback from participants [what did you learn, how has this impacted you and your work, what else can we do?] and ensure the latest good practice [local and sector-wide] is included?			
Do you think that the community groups/partners that you work with would be aware of safeguarding at your organisation?			

RISK MANAGEMENT

Do you think there are safeguarding risks associated with your programme or project?			**If yes, what are the risks?**
Are these risks assessed? Are the managed or mitigated?			**Please describe your assessment and management process:**

GOVERNANCE & ACCOUNTABILITY

Are the Board/Trustees fully aware of their role in the safeguarding process and is there a dedicated member to govern and quality assure the safeguarding mechanism?			
Do you have access to health and wellbeing services?			

Action: Once you have completed the checklist, compile your action plan and work with your team on implementing any changes.

Action Plan

Compile your actions from the check-list information.

POLICY
Actions:

REPORTING & DEALING WITH CONCERNS
Actions:

RECRUITMENT
Actions:

CODE OF CONDUCT, RAISING AWARENESS & TRAINING
Actions:

RISK MANAGEMENT
Actions:

GOVERNANCE & ACCOUNTABILITY
Actions:

Tool: What is Safeguarding where you work and live?

Goal: Assess and understand what safeguarding is in your context.

Instructions: Now you have completed your policy and procedure checklist and have an understanding of the policies and procedures to have in place, you will need to begin to understand the context where you are working.

Step 1: Organise a discussion group with staff members and innovators as they will have valuable insight into community dynamics and structure. Discuss with the group what needs to be in place to create a positive safeguarding culture and one that is created by everyone involved in the Lab.

Step 2: Divide the group into 2 groups and ask them to discuss the following questions:

Group 1: Focus on **internal** safeguarding and concerns around bullying, harassment, sexual harassment, discrimination and abuse of authority. Suggested questions to introduce to the group are as follows:

Internal Safeguarding
- How do you define Bullying, Harassment, Sexual Harassment, Discrimination and Abuse of Authority?
- What are some examples of each?

Local Language
What words would be used in the local language to describe these terms?

Barriers to Discussion
- What are people's comfort levels around discussing these words?
- Are there any barriers to discussing these issues?

Removing Barriers
- What can we do to remove barriers?

Group 2: Focus on **external** safeguarding and concerns around sexual exploitation and abuse with children and at risk adults. Suggested questions to introduce to the group are as follows:

External Safeguarding
- How woud you are the community where you work define safeguarding?
- How the community define sexual exploitation and abuse?

Local Language
What words would be used in the local language to describe sexual exploitation and abuse (SEA)?

Barriers to Discussion
- What are people's comfort levels around discussing SEA?
- Are there any barriers to discussing SEA?

Removing Barriers
- What can we do to remove barriers?

Step 3: Each group presents and discusses their findings.

Step 4: Develop an Action Plan.

Now we have a better understanding of how safeguarding can be defined, what actions are we going to take to remove barriers to discussing safeguarding concerns.

Action: As one group, bring all the ideas and discussions into an Action Plan, deciding on:

Barrier	Action to reduce/remove the barrier	Who is Responsible?	By When?
Example Community members don't feel comfortable discussing sexual abuse in a mixed gender group.	Arrange group meetings with the community in single gender groups.	Programme Manager	Within 1 week

Tool: Policy into Practice

Goal: Understand how policies translate into practice and what challenges can arise.

Instructions: This tool focuses on discussing how policies are actioned in practice. There can often be barriers and challenges when we move policies from paper into action and it's important that we have discussions and systems to address these.

Step 1: Bring staff together and let them know that now policies and procedures are in place and there is a better understanding of safeguarding in your team, everyone needs to understand how policies translate into good practice.

Policy **+** Procedures **=** Good Practice

Step 2: Discuss with the group what they think the challenges are to putting the safeguarding policy into practice? For example:

What does the Policy Say	What is the Challenge?
eg. You can't be alone with children	Mother leaves you alone with the children

Step 3: Divide the group into small groups and ask them to discuss what they see as the practical challenges of the safeguarding policy. Each group presents their challenges.

Step 4: Discuss with the group how the team can address these challenges? Return to the small groups and discuss what can be done to address the challenges they face. Each group presents their ideas to the larger group.

Action: The outcome of this tool will be to create a system to capture the challenges of putting policy into practice.

Now that we've identified challenges and developed strategies, how do we find out about and address new challenges in the future? One suggestion is to **Create a System** for discussing policy challenges. For example, would it be helpful to have a weekly meeting to discuss the challenging situations so there is transparency? Ask the group to come up with an action around how they can address this issue on a regular basis.

Tool: Safeguarding Code of Conduct

Goal: Work with staff and innovators on an agreed upon framework of behaviour – a Code of Conduct.

Instructions
It is important to review the Safeguarding Code of Conduct with staff and innovators to ensure they understand the Code of Conduct, agree with it, are willing to follow it, and to assess if there is anything missing or anything, they feel is not contextually appropriate.

The Code of Conduct also allows you to set the behaviours that are wanted and the behaviours that are NOT wanted.

Step 1: Bring the staff and innovators together in a group and provide them with copies of the Code of Conduct. Ensure the document is in a written language that can be understood by everyone in the group. If literacy is a challenge, also ask a member of the team to read out the Code of Conduct.

Step 2: Once you have reviewed the Code of Conduct, divide the group into small groups. Ask each group to discuss:

What behaviours do we want to see in the Lab and community?

For example: respect, courage, safety, boundaries, responsible use of power, openness, transparency

What behaviours do we NOT want to see?

For example: stigma, discrimination, secrecy, lack of self-awareness

Each group writes up their lists and then presents to the larger group for discussion.

Step 3: When you have a list of behaviours the group would NOT want to see, ask if these are captured in the Code of Conduct. Are the positive behaviours also captured in the Code of Conduct? If not, add these at the end in the Action section.

Step 4: Now you have set out behaviours you want to see, discuss with the group how they would like to address negative behaviour? Also ask, how they would create an environment where positive behaviours can flourish?

Divide the group again into 2 groups.
Group 1: Focus on what strategies to use to address negative behaviour.
Group 2: Focus on how to create an environment where positive behaviours can flourish.

Each group presents their ideas.

Action: As a group, agree on a set of group agreements on behaviours and values (these will be in addition to the Code of Conduct). Ask one member of staff to take responsibility for typing up the group agreements and putting them somewhere all of the team and partners can see them, maybe in multiple locations.
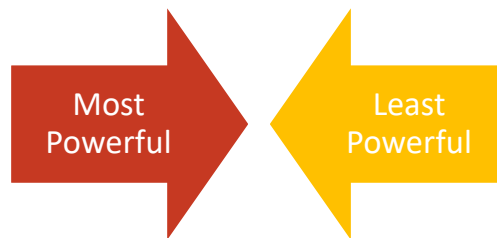
Tool: Power and Safeguarding

Goal: Understand the role of power in relationship to safeguarding.

Instructions: This tool focuses on the role of power and how we can understand power in relationship to safeguarding.

Step 1: Bring together staff and innovators and tell the group you will be discussing the role of power and how this applies to safeguarding.

Step 2: Ask all members of the group to stand up and ask them to call out the roles of people they feel are most powerful in the organisation, programme and target community groups.

Note: Please specify to the group that they should not say people's names but refer only to positions. For example, they could say Programme Manager or Community Leader.

Adaptation: This exercise may also be adapted for use in the community. For example, you would ask community members what they feel are the most and least powerful roles in their community. You would then continue the exercise as below.

Write each of these positions on a piece of paper (one per piece of paper).

Step 3: Ask the group to call out who (again ONLY positions, roles) is the LEAST powerful in the programme or the community. For example, children, vulnerable adults etc.

Write each of these positions on a piece of paper (one per piece of paper).

Step 4: Hand out the pieces of paper with the roles, giving one piece of paper to each person. If you have more pieces of paper than people, make sure you have a balance of powerful and non-powerful roles.

Step 5: Ask the group to stand at opposite ends of the room depending on the position of power they have. Then ask:

1. How does it feel to be where they are?
2. What may people in power do to take advantage of the least powerful?
3. What makes those with the least amount of power vulnerable?
4. How does this apply to safeguarding?

Step 6: After you have discussed these questions, ask the group to look at the space in the middle. The gap between the most and the least powerful. Put 3 large pieces of paper in this space with the questions:

Bridging the Gap

How do we bridge this gap to address the power imbalance?

Accountability

How do we ensure that those with power are responsible and accountable for their behaviour?

Voice

How do we ensure that the least powerful have a voice?

Give each member of the group a marker pen and ask them to write their thoughts under each of the questions. Discuss the answers with the entire group.

Action: Divide the group into 3 groups and give each group 1 of the three pieces of paper from the space in the middle.

Group 1: Will make an action plan to **address power imbalance.**
Group 2: Will make an action plan to **ensure accountability for behaviour.**
Group 3: Will make an action plan to **help the least powerful have a voice**.
Each group presents their action plan and discusses who will be putting the action plan into place and how it will be monitored.

Tool: Developing Reporting Systems

Goal: Create a reporting system with staff and innovators. This reporting system will then be developed further with people the programme aims to benefit.

Instructions: Staff and innovators will have been told about the reporting system in the safeguarding training. It is important, however, to assess if this reporting system is working and to have everyone's feedback.

Step 1: Bring staff and innovators together and remind them of the current reporting system you have in place. Review the systems and also HOW to report, including:

01 TIMING — **Report ASAP** *Longer it takes to report = more interpretation*

02 DETAILS — **Investigative Details** *Date, Time, location, event, names…*

03 INTERPRETATION — **Situational Awareness** *Facts not judgements*

Step 2: Ask the group to discuss and give feedback on the reporting system. Is it working? Are they accessing it if needed? If not, why not?

Note: If the group is reluctant to discuss the reporting system openly, ask each person write down their thoughts and any barriers they are experiencing on a piece of paper and submit them anonymously. You can then read through the comments and then lead a group discussion based on the themes.

Action Plan: After you have received the feedback, identify if there are any barriers that the team see at the moment. If they identify barriers to reporting or any suggestions around how to improve the system, put these into an action plan.

Tool: Responding to Incidents

Goal: Provide information and guidance on a 'survivor-centred' model and how to support someone who discloses a safeguarding incident.

Instructions

There may be times when a person reports a safeguarding incident to you It is important you handle this with empathy and support. You may also be involved in a safeguarding incident and experience some of the reactions below.

Impact of a safeguarding incident: What reactions can you expect?

Any safeguarding incident can be traumatic, and trauma symptoms can be overwhelming. People often feel they have lost control and are very distressed. Trauma reactions, however, are not a sign of mental illness, but normal and understandable reactions to abnormal events. Common reactions are outlined in the table below.

Impact of Stress and Trauma: The table below outlines some common impacts of stress and trauma.

Physical	Mental	Emotional	Spiritual	Behavioural
Sleep Disturbances	Difficulty concentrating	Mood swings	Feelings of emptiness	Risk taking
Headaches	Confusion	Over-emotional	Loss of meaning	Over/under eating
Stomach Aches	Disorganized thinking	Irritability	Discouragement	Hyper-alertness
Fatigue	Forgetfulness	Emotional numbness	Loss of hope	Listlessness
Inability to rest	Difficulty making decisions	Anger	Loss of sense of purpose	Aggression
Changes in appetite	Dreams or nightmares	Depression/sadness	Doubt	Withdrawal and isolation
Rapid heart rate	Intrusive thoughts	Anxiety/worry	Loss of sense of connection	Compulsive behaviour
Rapid breathing			Guilt	Overwork
Being easily startled				Increased conflict in relationships
Muscle tremors				Increased smoking

Most people will experience at least some of these responses following a traumatic event, but the majority will recover naturally with the support of friends, colleagues and loved ones. If symptoms are particularly intense or persist for more than 4-6 weeks, then it is likely that specialist support will be needed from a doctor or counsellor or other trained professionals in the field of mental health and wellbeing.

If an Incident is Reported to You[1]

If an incident is reported to you, the recommendations are to use the principles from Psychological First Aid:

Look

Listen

Link

Look

Do	Don't
Do Address Basic Needs First (Medical Care etc)	**Don't** Ignore someone who wants to share an experience with you
Do Ask if they feel safe talking to you in this location	**Don't** Force help on the person
Do Provide practical support such as water, tea, a tissue etc	**Don't** Overreact. Stay calm.
Do Ask if translation is needed and ask who the person would be comfortable with	**Don't** Pressure the survivor to share more than they feel comfortable sharing.

[1] Adapted from IASC Guide on Supporting Survivors of GBV and SEA

Listen

If a person discloses an incident to you, helpful phrases can include:

How can I help you?

I will support you as much as I can, but I'm not a counsellor. My role is to provide you with information on what is available to you.

Please share with me whatever you want to share. There's no pressure to say anything you're not comfortable sharing.

Share statements of comfort and support such as it wasn't their fault.

Link

Present the options and services to the survivor and respect their right to make their own decisions.

If the person would like to make a report, provide them with information on how to report.

Action: More information can be found from IASC Guide on Supporting Survivors of GBV and SEA.

Tool: Reviewing Safeguarding

Goal: The goal of Reviewing Safeguarding is establish review systems.

Instructions: An essential element of a safeguarding framework is to ensure that regular review is developed as part of the system. The following are recommendations that the Lab can develop with staff and the community.

Step 1: Recording Safeguarding Incidents

Labs will need to set up a system for recording any safeguarding incidents. This can be in an excel programme and the categories that you may wish to capture are:

Date Logged	Type of safeguarding concern	Name of complainant	Report on behalf of someone else?	Concern escalated to…	Date of incident	Location of Incident	Brief description	Outcome	Details of follow-up and actions

Step 2: Incident Review

Once an incident is closed, a meeting will be held with the safeguarding team to discuss recommendations on improving the policies and practices that may have enabled the breach of safeguarding to occur, as well as on how to rebuild trust, and on what help should be provided to minimise the harm to survivors.

Step 3: Safeguarding Systems Review

The policy and framework will be reviewed on an annual basis and staff and programme staff, partners or participants and community stakeholders will be invited to be a part of the review process. Key questions to ask during the review process are:

1. Are the safeguarding systems effective and functioning?
2. Are there any ongoing barriers to reporting?
3. What are the strengths of the safeguarding system?
4. Are there any changes that need to be made?

Individual (Staff, Innovators etc)

Individual Self-Awareness

The focus of the tools for individuals are on developing their self-awareness in relationship to safeguarding. The steps that you may wish to follow are:

1. **Staff Survey** to assess current levels of awareness on safeguarding. This provides an opportunity for staff and innovators to share their levels of awareness and knowledge confidentially before beginning any group work on safeguarding.
2. **My Life Around Me:** The purpose of this tool is for use either with staff, innovators, or members of the community to understand more about what is helping them to stay safe and what their worries are be in relationship to safeguarding.
3. **Examining our Values and Attitudes:** This tool will help the team examine their attitudes and beliefs around safeguarding. The goal is to begin to develop safeguarding self-awareness.
4. **What are your Safeguarding Rights and Responsibilities**: This tool is for staff and innovators to discuss what they believe are their Safeguarding Rights and Responsibilities and to design creative materials for the Lab.
5. **Setting Boundaries**: The goal of this tool is to outline the importance of setting boundaries and to be aware of the challenges when carrying out programme work.
6. **Understanding Stress & Wellbeing**: The goal of this tool is for staff and innovators to understand their own personal stressors, how to manage stress and how to build resilience. Stress levels during a programme can be very high and stress can have an impact on behaviour, especially on safeguarding behaviour including bullying and harassment. By managing our stress levels and being resilient, we can make more conscious decisions about our behaviour and help to create a positive safeguarding culture.

Tool: Staff Safeguarding Survey

Goal: Identify areas where safeguarding needs strengthening.

Instructions: The questions below can be adapted as needed. Depending on the size of your Lab and the technology available, you can handout a paper-based survey and then compile the results or do the Survey through Google Forms.

Safeguarding Survey Introduction:

This survey is a very important part of helping us jointly identify areas where we can strengthen our approach to safeguarding. Wording of the survey as follows:

Safeguarding' means the prevention of bullying, sexual harassment, sexual abuse and sexual exploitation of adults and children inside your organisation and of those people who come into contact with your organisation.

Your answers you give provide valuable insight into the safeguarding policies and procedures in your organisation or project, as well as help identify new thinking and strategies to improve safeguarding systems. The survey should take about 15 minutes to complete and your answers will be treated carefully and sensitively.

It is greatly appreciated if you can complete the survey by XXX.

Question	Response
General Questions	
How long have you been working at XXX?	
What is your role? *This question can be optional if the answer too clearly identifies the person.*	
Safeguarding Policies	
What does the term 'safeguarding' mean to you?	
Who do you think is responsible for the safeguarding policies?	
Which of these safeguarding policies and procedures do you think is in place?	Please check all that apply: ☐General Safeguarding Policy (includes children and at risk adults) ☐Code of Conduct ☐Safeguarding Risk Management ☐Safeguarding Governance ☐Recruitment and Induction ☐Bullying and Harassment (including prevention of Sexual Harassment in the Workplace) ☐Prevention of Sexual Exploitation and Abuse (PSEA) ☐Human trafficking and slavery ☐Equal opportunities ☐Grievance ☐Whistle-blower ☐Disciplinary ☐Other: Please name
How did you learn about the policies?	☐Induction

	☐Training ☐From my Line Manager ☐From a staff member ☐Other: Please specify.
Did you sign that you received the policies?	☐Yes ☐No
Do you have any comments about the policies?	
Training	
Have you received training on the policies?	☐Yes ☐No
If yes, what did the training involved?	
Reporting Concerns	
Do you have a safeguarding focal point?	☐Yes ☐No
If you had a safeguarding concern, who would you go to for advice or guidance?	
How would you officially report a safeguarding concern?	
Do you think the communities you are working with or others involved in the Lab would know what safeguarding is?	☐Yes ☐No
Do you think communities you are working with or others involved in the Lab would know how to report a safeguarding concern?	☐Yes ☐No
If no, how do you think we can improve awareness?	
What do you think are the greatest safeguarding risks?	
Have you experienced or observed what you feel is unacceptable or inappropriate behaviour?	☐Yes ☐No
If yes, and you feel comfortable, please provide details.	
Do you feel that the Lab manager would take a safeguarding report seriously, act on it, and manage it appropriately?	☐Yes ☐No
If no, what do you think are the challenges?	
Do you have any concerns about what would happen to you if you reported a safeguarding concern?	☐Yes ☐No
If yes, and you feel comfortable, what are these concerns?	
Ideas for Best Practice	
Please complete the sentence: In order to have a positive safeguarding culture I would suggest.....	
Any other additional comments or feedback	

Action: Once the survey has been completed, compile the results and share with the staff for further discussion and planning.

UK aid
from the British people

START NETWORK

CDAC NETWORK
communicating with disaster affected communities

saferedge

Tool: My Life Around Me

Goal: Understand more about what is helping the team and other people you are working with stay safe and what their worries may be in relationship to safeguarding

Instructions: Ask each person to draw an image of themselves or write a few words to describe themselves. Then, ask them to complete the table answering the questions. **This can be done as an individual exercise or a group exercise depending on trust and comfort levels.** You will then lead a group discussion focusing on understanding what is making group members worried and unsafe as well as what they need in order to feel safe.

Note: You will only do this exercise with groups that have already established a level of trust and where you feel there is enough safety to talk about the concerns. If you feel there is not enough group trust, please complete this as an individual exercise.

This tool will assist you in understanding more about yourself and what you're worried about, what is making you feel afraid/unsafe, and what will help you to feel safe.

This is me!
Draw a picture of yourself or write a few words to describe yourself.

	Home/Family	Work	Friends	Community	Online/Social Media
I'm worried about					
Things that make me feel afraid/unsafe					
What helps me to stay safe or feel safe					

Action: Each person decides on an action on implementing strategies to increase their safety in each area.

Tool: Examining our Values and Attitudes

Goal: Help staff and innovators to examine their attitudes and beliefs around safeguarding and begin to develop personal safeguarding self-awareness.

Instructions: Through this exercise, we will be examining values and attitudes as they relate to safeguarding.

Step 1: Bring together the group of staff and innovators.

Step 2: Ask the following questions:

1. What attitudes/beliefs do you think your country has towards safeguarding?
   a. What are some of the challenges that you think the programme/organisation will face implementing safeguarding?

Read out the following statements and ask the group if they agree or disagree.

Note: The desired answer is marked with an X. Depending on where the participants stand, discuss their thoughts and feelings on the statements and why they have chosen to stand where they are.

Statement*	Agree	Disagree
Children and at risk adults have something to offer the community and should be consulted on any safeguarding interventions.	X The goal is to discuss that both children and at-risk adults are valuable members of a community. You may also wish to discuss that children and adults at risk should be consulted about any interventions.	
Sexual exploitation can be the survivor's fault		X Discuss that it is never the survivor's fault.
Children and at-risk adults should stay silent and not talk about any safeguarding concerns.		X Discuss reporting and community perceptions of safeguarding concerns such as sexual exploitation
Children and youth who experience sexual exploitation are dirty and ruined		X Discuss perceptions of stigma
Making a child or vulnerable adult feel shame and guilt after experiencing sexual exploitation and abuse is sometimes ok		X Discuss perceptions of fault and stigma around sexual exploitation and abuse.

I am responsible for supporting a child or at risk adult who has experienced a safeguarding concern no matter what the community thinks	X Discuss their role in relation to safeguarding and the importance of supporting children and at-risk adults. Also discuss the challenges in their community they experience as a result.	
A child may purposefully make up stories about sexual exploitation		X Discuss that it is extremely rare for children to make up stories about sexual exploitation and abuse
Children and youth deserve kindness and care if they have experienced any safeguarding concern and this is my responsibility	X Discuss their responsibility for providing support.	
It is my responsibility to be aware of my attitudes and beliefs towards children/adults at risk and safeguarding, and talk to my supervisor if I am blaming or judging	X Discuss that we are responsible for our attitudes and beliefs and to be aware if they are interfering with our work.	

Step 3: Discussion

After the group has answered the questions, discuss that when we are setting up safeguarding systems, we need to ensure that we have the attitudes and beliefs that support a positive safeguarding culture. We need to establish an environment where all agree:

- ✓ A positive safeguarding culture includes being safe from any form of harm, including sexual exploitation and abuse, bullying and harassment
- ✓ It's important for everyone to be heard and be involved in decisions that affect them

Action: Ask the group to develop an action plan of how they can develop their awareness around their attitudes and beliefs.

Tool: Safeguarding Rights and Responsibilities

Goal: Get people to discuss what they believe are their Safeguarding Rights and Responsibilities and to design creative materials to illustrate this. The materials could be posters, information leaflets, slogans etc.

Note: Please note that this exercise should only be done after people have had an introduction to the concept of safeguarding.

Instructions: This exercise focuses on staff, innovators and target community group members working together as a group.

Step 1: Explain to the group you are going to work together to decide on THEIR Safeguarding Rights and Responsibilities. This piece of work is focused on the people involved in your programme or organisation.

Step 2: Divide the group into 2 groups.

Explain the focus of this exercise is on developing creative materials to illustrate rights and responsibilites. The materials could be posters, information leaflets, slogans etc. Each group will focus on brainstorming Safeguarding Rights or Responsibilities and then designing some creative materials.

To illustrate this, you can use the example of a slogan: **Know Abuse/No Abuse** to inform both staff and community around the importance of being aware of abuse.

Group 1 will focus on Safeguarding Rights

Remind the group that:

If a staff member, innovator or community member believes 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. They have the right to not be harassed, bullied, discriminated against or be subject to sexual harassment or sexual exploitation.

Group 2 will focus on Safeguarding Responsibilities

Remind the group that:

Everyone who works with or represents the Lab is responsible for ensuring that harassment does not occur by conducting themselves at all times in an appropriate and professional manner. Staff/Innovators may also help to prevent harassment by taking the initiative to oppose and report conduct that they reasonably believe to be harassment.

Staff/Innovators are expected to immediately report any inappropriate behaviour, regardless of whether the behaviour is directed towards himself or herself or towards another person involved with the programme or project.

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

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 and innovators 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.

Step 3: Ask each group present back their ideas and creative materials.

Action: Develop the ideas into posters and other materials to be displayed in the offices and other programme or project spaces.

Know Abuse = No Abuse

Tool: Setting Boundaries

Goal: Discuss the importance of setting boundaries and to be aware of the challenges carrying out Lab work.

Instructions: Setting Boundaries is an essential element of safeguarding and can be very challenging when working with different community groups.

Step 1: Bring the Staff and innovators together and explain to the group they are going to look at boundaries and safeguarding when working with people accessing assistance or involved with the Lab. Explain this piece of work is about personal awareness as skills around setting boundaries are often very personal.

Ask the group: What do we mean by boundaries? Why are they important?

Step 2: Outline for the group there are some key ethical principles when we talk about boundaries. These include:

☐   Boundaries (Not doing more than your role)

☐   Skill (Doing your role well)

☐   Power (Your role has power)

☐   Impartiality (Being fair)

☐   Confidentiality (Not talking about what you've heard, within limits)
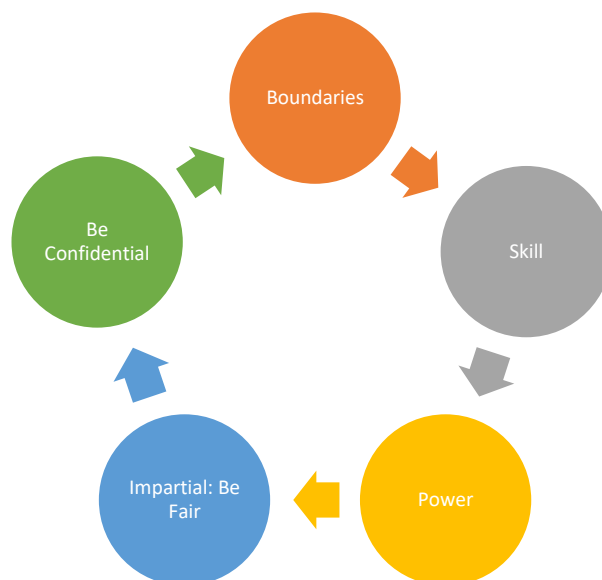
You may also wish to discuss some boundary challenges in other projects or programmes. They have included:

1. Community members or people accessing assistance or taking part in projects asking for personal phone numbers and then calling repeatedly on evenings and weekends

2. Community members or people accessing assistance or taking part in projects wanting to be facebook friends
3. Community members or people accessing assistance or taking part in projects wanting to do social activities with staff outside of work hours

Step 4: The next section is an individual awareness exercise. Provide each person with the following questions:

Question	Your Answer
What boundaries challenge have you faced before? For example, have community members asked you for your personal phone number? Have you received phone calls after work but taken them any way as you feel it's your responsibility?	
What help would you need to set boundaries?	
What do you think will be the main challenges with boundaries for you as a member of the team?	
What power do you think your role has?	
Do you think it will be difficult to be fair in your role?	
Why do you think it's important to keep confidentiality?	
What do you think are some of the challenges around confidentiality in the programme?	

Step 5:   After each person has answered these questions, divide the group into small groups. Ask them to them discuss, as much as each person feels comfortable, some of their answers to the above questions.

Ask each group to come up with what they feel will be the main challenges with boundaries and get them to share some ideas/solutions to the challenges.

Challenges	Ideas/Solutions

Step 6: Ask each group to present their answers and discuss.

Action: Keep this list for future meetings where you can discuss ongoing boundary's challenges and ideas/solutions to these challenges.

Tool: Understanding Stress & Wellbeing

Goal: Helping people understand their own personal stressors, how to manage stress and how to build resilience. Stress levels during a programme or project can be very high and stress can have an impact on behaviour, especially on safeguarding behaviour including bullying and harassment. By managing our stress levels and being resilient, we can make more conscious decisions about our behaviour and help to create a positive safeguarding culture.

Instructions: Step 1 in this exercise is to discuss with the group **what they think stress is**? Then outline:

What is Stress?

Stress is not always negative. Sometimes pressure can be good. It can push us to engage and achieve. We may need this pressure or stress to motivate us. When stress helps us to challenge ourselves and to be active, it can be positive, keeping us in our '**green zone'**.

What is bad stress?

When we have too much stress in our lives, we can feel overloaded, overwhelmed, and over-exhausted. This threatens our capacity to cope. We can start to feel depleted (instead of energised) with any the following pressures:

- Heavy increase in workload
- Further heavy increase in workload
- Working long hours
- Tensions in the team
- Departure of a key colleague
- Loss of funding or business
- Repeated illnesses

When this is prolonged, without suitable adjustments, the ability to cope diminishes and this can lead to unpleasant and even frightening symptoms. Ultimately it can leave us burnt out and ill, pushing us into the '**red zone'**.
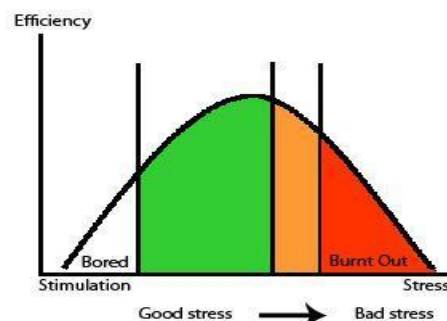
Step 2: Ask each person to individually answer the questions:

What kind of stress do you think you'll face during the programme? How will you handle this stress?

Step 3: Then, hand out the following questions to each person. They will be answering questions about themselves to understand:

Green Zone: This is where we feel at our best and are using self-care practices that keep us healthy.

Amber Zone: This is where our stress builds and we may begin to develop stress symptoms.

Red Zone: This is where our stress further increases, and we may begin to experience burn-out.

Questions

Answer these questions to build a picture of yourself in the **green zone**.

Question	Answer
What gives me energy is:	
What relaxes me is:	
I take care of my body by:	
What I most enjoy about work is:	
I switch off work by:	

Answer these questions to get a picture of yourself in the **amber zone**.

Question	Answer
What really makes me start to get stressed is:	
The last time I was really stressed was:	
When I'm starting to get stressed, I change in these ways:	
In the way I think:	
In my body:	

In what I do:	
In my feelings:	
The warning signs that stress is getting bad for me are:	
When I'm stressed, I change Towards other people in these ways:	

If you get into the amber zone you need to do something about it urgently. Do not wait until you get into the red zone where it is much more difficult to recover.

Answer these questions to get a picture of yourself in the **red zone**.

Question	Answer
Do you think that you have or are experiencing a period of burnout?	
Why?	

Have you been experiencing any of the following signs of stress **in the last 6 months or more**?

1. Feeling cynical, pessimist and having a negative attitude towards life, yourself and others. Yes ☐ No ☐

2. Feeling unproductive and ineffective, with the feeling that your work is not making any difference at all. Yes ☐ No ☐

3. Feeling like you have stagnated in all areas of your personal and professional life. Yes ☐ No ☐

4. Treating people who you were affectionate towards with indifference or disregard often. Yes ☐ No ☐

5. Waking up in the morning feeling tired and exhausted even though you had what can count as enough hours of sleep (7-8 hours of sleep). Yes ☐ No ☐

6. Feeling disconnected from real issues that in the past could have caught your attention. Yes ☐ No ☐

7. Finding yourself avoiding people you would have enjoyed spending more time with before. Yes ☐ No ☐

If you are concerned that you might be experiencing these signs, please speak to your line manager or someone you trust in the programme about the kind of support that you might need.

If you find yourself in the amber zone or red zone, the following are some strategies to help you get back on track:

Do:

- Get some rest – sleep if you can but if that's difficult at least rest
- Eat healthy food – make a point of it.
- Play some sport, do some exercise, or take the time walk where you can.
- Keep in touch with family and friends.
- Be realistic about your expectations. Are they too high or too low?
- Check out any areas of uncertainty. Clarify as much as possible.
- Confront work related causes of stress and get some solutions in place. Tell your line manager or a manager that you want to discuss stress levels.
- Look at the picture of yourself in the green zone and reinstate the things that are good for you. Take pleasure in good things again.
- Seek appropriate help from those around you. If your health or wellbeing is deteriorating consult a doctor or other health professional.

Don't:

- Use drugs or alcohol as a way of coping.
- Take unnecessary or ill-advised risks with yourself or your colleagues.
- Neglect personal hygiene.
- Withdraw from people who could support you.
- Allow the signs of stress you identified in the amber zone to become entrenched into habits that heighten the risk of burn-out, depression or other.

Action: Resilience Plan

Name	
Date	

Now that you have a better understanding of your stress, it's important to write a resilience plan. Our resilience is enhanced when we take good care of ourselves, in all aspects of our life. It is also enhanced when we have a strong self-awareness about our mental health, our triggers, our coping mechanisms and what supports us to stay healthy.

Answer the following questions and keep this sheet of paper on-hand for times when you need a reminder about how to look after yourself and what support you may need to seek from others.

The things I'll do to keep myself in the green zone are:	
I know I'm in the amber zone when:	
What stressors might put you in the amber zone?	
How do you think you might cope with them?	
I know I'm in the red zone when	
What stressors might put you in the red zone?	
How do you think you might cope with them?	
How do you know when you might need extra support?	
What could the Lab could do to support you?	

Working with community groups

Developing safeguarding with community

The focus here is working inclusively with the people that participate in your programme or benefit from it – target community groups or members, so you can contextualise safeguarding procedures and ensure safeguarding environments are create with these people. The steps that you can follow are:

1. **Identifying Community Stakeholders**: This guides you through the process of identifying community stakeholders, who you can then work with to co-create a safeguarding system.
2. **Community Engagement and Accountability:** This tool helps you complete an analysis of current levels of community engagement and participation.
3. **Community Stakeholder Meeting:**   The goal of the Community Stakeholder Meeting will be to:
   - ✓ Outline the activities of the programme and why you are there
   - ✓ Define what safeguarding means for the programme and its importance
   - ✓ Discuss what safeguarding means to members of target communities
   a. Discuss the strengths in the different community groups, risks and vulnerabilities
   b. Create a safeguarding strategy WITH members of target community groups. Aim for diverse representation of different community groups and look to compensate people for their time or see what in return you provide for people giving up time from work or family to do this.
4. **Creative Suggestions for Community Engagement:** This tool provides examples of creative community engagement activities.

Tool: Identifying Community Stakeholders

Goal: Guide staff and innovators through the process of identifying community stakeholders who they can then work with to co-create a safeguarding system.

Instructions

In order to contextualise safeguarding, we must first understand the different communities that we are working with. This section of the toolkit will focus on how we co-create safeguarding systems and practices with the communities that we are working with. All of the learning will be brought together into a Safeguarding Co-Creation Action Plan.

The first step in co-creating safeguarding is identifying who you need to engage with in the community to discuss safeguarding and identify barriers to people taking part in this exercise – people's mobility, literacy levels, access, cultural customs or beliefs. This exercise should be completed with staff and innovators if possible as they will be able to provide valuable input into who the different community groups are.

Step 1:

Divide the group into small groups and provide each group with a large piece of flip chart paper and marker pens.

Step 2:

In their groups they will map the 'community'. This can be done through drawing and symbols if they wish. Please ask the groups to:

1. Draw a map of the community programme will be focus on.
2. Who are the key stakeholders in the community?
3. Stakeholders can include people the programme will be working closely with, community leaders, community elders.
4. Who is working there?
5. Who do they help?
6. Who can be marginalised or excluded?

Step 3:

Ask each group to present back and discuss.

Action Plan

Now that you have a list of community stakeholders, you will need to decide how you are going to approach the stakeholders, who will make contact and by when.

Stakeholder	Contact Information	Who will make contact	Deadline

Next Steps

Once you have developed the Action Plan, you will need to set up meetings with community stakeholders and follow the instructions in the next set of tools.

Stakeholder	Meeting Date and Time	Who Will Attend	Location

Tool: Community Engagement and Accountability

Goal: Complete an analysis of current levels of community engagement with the Lab.

**Instructions**
Once you have established who your community stakeholders are, it is important to complete an analysis of your current levels of community engagement. This will help to inform your conversation and set goals with the community stakeholders.

IASC Commitments to Accountability[2]

The InterAgency Standing Committee (IASC) has established a set of best practices when working with communities:

| Leadership & Governance | Transparency | Feedback and Complaints | Participation | M&E |
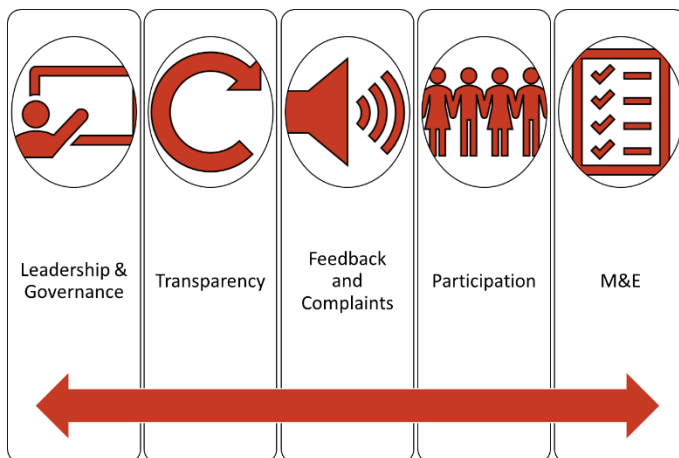
This exercise should be completed with staff and innovators as they will be able to provide valuable input into the accountability commitments that are currently in place.

Step 1: As a large group discuss:

1. How do you think the 'community' would handle any safeguarding concerns?
2. What are the community or local mechanisms for dealing with issues such as abuse, i.e. police or local authorities?
3. Would they think that it was a problem?
4. What are the barriers to reporting to organisations or local authorities, police or others?

This is a very good place to discuss assumptions and bias in advance of going to meet with the community stakeholders.

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[2]
https://interagencystandingcommittee.org/system/files/legacy_files/IASC%20Principals%20commitme nts%20on%20AAP%20%2528CAAP%2529March%202013.pdf

Step 2: Discuss **Accountability Systems.**

Divide the group into small groups and provide each group with the following table:

Leadership & Governance	Do you have clear safeguarding policies in place?	Yes/No If No, what is missing?
Transparency	Are the policies translated into a language the community can understand? Do you have low literacy versions?	Yes/No If No, what is missing?
Feedback and Complaints	Has the community been consulted about the feedback and complaints mechanisms? Do they work? Does the community use them?	Yes/No If No, what is missing?
Participation	Has the community been asked how they would define safeguarding and what they would consider safeguarding concerns?	Yes/No If No, what is missing?
M&E	Does the community participate in an on-going M&E process? Are they able to give honest feedback without fear of losing any support or potential services?	Yes/No If No, what is missing?

Ask each group to present their discussions back to the larger group.

Action: Designing a Safeguarding Engagement Strategy

You are now going to create a community safeguarding engagement strategy to address any of the gaps that were identified. Some key questions to think about are:

1: In the meeting you will be having soon with community stakeholders, how will you sensitively discuss the issue of safeguarding and find out their views?

2: What are the gaps you think that need to be discussed with the community?

3: How will you ensure that you are truly co-creating safeguarding? What checks can you put into place? What materials can you provide for people to participate such as cards with emotions and visual signs to offer people.

As an entire group, create an action plan:

Safeguarding Gaps	How will you discuss these with the community	Who will lead the discussion

Tool: Community Stakeholder Meeting

Goal: The Community Stakeholder Meeting will

1. Outline the activities of the programme and why you are there
2. Define what safeguarding means for the Lab and its importance
3. Discuss what safeguarding means to the community groups or members
4. Discuss strengths, risks and vulnerabilities
5. Co-create a safeguarding strategy

Instructions

Once you have decided on the community stakeholders and scheduled the meeting, you will review the structure of the meeting and the questions. Below is a suggested structure and set of questions. Adapt these as needed to fit your context. You will also need to decide who is best placed to lead the meeting with the community and which staff members will attend with you. Consider who will translate and who will represent the organisation/programme

Note: You will be discussing some very sensitive topics and it is important to try and establish the trust of the group. Be aware of how the group are responding to your questions and be very sensitive to reactions.

Community Dynamics: You may need to run this meeting more than once depending on community dynamics and structure and in different localities for different groups to participate.

For example, it may not be appropriate to have mixed groups of men and women when discussing safeguarding. Use your awareness of the local context when setting up the meetings.

Community Stakeholder Meeting Guidance[3]

Date	
Name(s) of Interviewers	
Location of Community Meeting	

Before the meeting:
1. Find a space where the community can access, will feel safe and comfortable to speak.
2. Ensure you follow cultural and community norms around meetings. This may include offering tea/coffee and/or snacks and if you are asking for significant amount of time from people or have asked people to travel long distances, consider some form of compensation.

The Meeting: Introductions

Step 1: Introduce yourself and any other colleagues with you.

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[3] Adapted from [3] http://gbvaor.net/wp-content/uploads/2015/02/GBV-Assessment-and-Situation-Analysis-2012.pdf

Suggested introduction to the meeting: **We would like to ask you some questions about some issues that may affect children, young people, and at risk adults in your community in order to better understand your needs and concerns. I'll explain more about this, but first, I want to let you know:**

1. **Your participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer.**
2. **We have nothing to offer other than listening; there will be no other direct benefits related to this time we spend together today.**
3. **At the end of the conversation, we will develop an action plan with you, but we will discuss all of the details with you. We won't put any information into the plan that you don't agree with or want included.**
4. **_____ is taking notes to make sure that we do not miss what you have to say. I hope that this is OK with you.**
5. **We really want to hear what you have to say, and I want you to answer my questions however you want. There is no wrong answer to any question.**
6. **I expect our discussion to last for a maximum time of one hour to one-and-a-half hours. Do you have any questions before we begin?**

Step 2: Introduce the programme and explain the work you are doing.

Step 3: Ask the people attending the meeting to introduce themselves.

Step 4: Introduce why you are having this meeting. Explain that an important part of the work is to make sure that anyone in the community who comes into contact with the Lab staff or innovators is protected from harm. This means protection from sexual exploitation and abuse, or any other form of harm such as physical abuse, exploitation, trafficking etc. Explain this what is meant by SAFEGUARDING. We are particularly focused on safeguarding children (anyone under the age of 18) and at-risk/vulnerable adults.

Step 5: Explain to the group you are going to ask a series of questions and the goal is that, at the end, we will co-create system to make sure everyone is safe during this programme and when coming into contact with this organisation.

Explain people do not have to answer any questions that they do not feel comfortable with.

Ask the group to respect confidentiality and the details of what is discussed during the meeting. What will be discussed with the larger community will be the action plan and how the programme will ensure that the community is aware of safeguarding.

Questions

1. What does the word safe mean to you?

2. How would you translate the words 'safe from harm' in your local language? What words would you use for sexual exploitation and/or sexual abuse? (The goal is to establish the words in local languages you can use in communication materials you develop).

3. Has abuse or exploitation by aid workers been a concern in this community? (Goal: You are trying to determine if the community has had safeguarding challenges in the past or currently with staff from any organisations).

4. If a member of the community has a concern or experience a form of abuse or witnessed an incident where would they report it? (Goal: You are trying to determine if community members would use an organisational reporting system or if there is a community or local system they would access).

5. What are the barriers to reporting concerns?

6. How do you think that these barriers could be addressed?

Safeguarding Reporting Systems at the Lab.

Outline the current reporting systems the programme has in place.

1. What do you think of this system?
2. Do you think members of the community would use the system?
3. Do they have any ideas or suggestions for a different system or approach?

Safeguarding Risks

1. What do you think are the main risks are in your community in relation to these issue we are discussing?
2. Who is most vulnerable?
3. Who is the most powerful?
4. What can make children more vulnerable?
5. What can make some adults more vulnerable or at risk than others?
6. Are girls more vulnerable than boys?
7. What do you think we could do to protect children and young people?
8. What do you think we could do to protect vulnerable adults, older people, people with disabilities, women?
9. Have you ever heard that there are times when people have had to provide sexual favours to access assistance from aid providers?
10. What in your community can be harmful to children or vulnerable adults in your community?

Community Services and Protection

1. If a member of your community experienced sexual abuse and/or exploitation, harassment or bullying, who would provide them with support?
2. Is there stigma around reporting sexual exploitation and abuse?
3. How would the local police handle a report of sexual exploitation and abuse?

Prevention

1. What could be done to prevent an incident from occurring?
2. How could we best inform community members about their rights in relation to aid organisations?

Strengths

1. What are the community strengths that can support building safe working environments?
2. What community groups or connections could we build this work on?

Thank the group for all of their insight and answers. Ask if people have anything add. Ask if people have any questions

Action Plan

"Now that we've had a chance to hear your thoughts and comments, let us create an action plan to create a positive and safe work environment.

I would like us to make a plan for:

Prevention

Question	Response	Who will be responsible? Nominate one member of staff and one community member.	Timeline
How can we best inform the community about safeguarding?			
For example, should we do radio programmes, podcasts, posters etc?			
What messages should we give?			

Intervention

Question	Response	Who will be responsible? Nominate one member of staff and one community member.	Timeline
If a community member has a concern about safeguarding, what would be the best way of reporting it to us?			
What is the best way to inform the community about the reporting system, i.e word of mouth, posters, regular meeting, announcement using megaphones or mic-ing in public places, local radio etc?			

Monitoring and Review

Question	Response	Who will be responsible? Nominate one member of staff and one community member.	Timeline
How should we monitor/review the safeguarding system?			
For example, regular meetings, setting up a community steering committee?			
How can this be sustained over time?			

Tool: Creative Suggestions for Community Engagement[4]

Goal: The goal of this tool is to provide some examples of creative community engagement activities.

Instructions: Below are some creative suggestions for discussing safeguarding in community.

Red Amber Green

If community members are reluctant to talk about safeguarding or you wish to use a more creative exercise, you can use Red, Amber, Green,

Prior to the discussion, create three flip charts with each one titled:

1. Red
2. Amber
3. Green

On each flip chart, ask community members to write:

	Things that make me feel safe in my community are:
	Things that I would recommend (but aren't currently present) in my community to help me to feel safe are:
	Things that don't make me feel safe or worry me in my community are:

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[4] Adapted from https://www.contextualsafeguarding.org.uk/

Problem Solving Booths

Problem Solving Booths are informal booths set up in public areas to encourage strangers to discuss any issues they would like to talk about with each other. It's about connecting people and encouraging mutual support in local communities. They consist of two chairs facing each other – one for the "helper" and the other for the "helped". Anyone can sit in the help or helper chair and individuals can swap roles if they wish to. The booth can be decorated to make it more attractive and can also be an area where people could write community concerns.

Blackboard Comments

A large black board can be taken to a community event or placed in a public space, i.e. a marketplace and members of the community, including young people, are encouraged to write on it what they thought could make their community safer. This exercise can also be used in group work sessions for discussion safeguarding. This can provide an understanding of what was working well and what was missing locally.

Culture/Society

Society/Culture

The focus of the tools for working with Culture/Society are understand safeguarding in the wider cultural and society context. The steps that you may wish to follow are:

Mapping Safeguarding: In addition to community conversations and co-creation, it's important to understand the social, political and cultural relationship to safeguarding. We can achieve this through a mapping exercise.

Tools: Mapping Safeguarding

Goal: In addition to community conversations and co-creation, it's important to understand the society and culture's relationship to safeguarding. We can achieve this through a mapping exercise.

Instructions: As this is a large exercise, you may wish to bring a group of programme staff and/or partners and community members to work together.
Information Gathering Checklist for Safeguarding Analysis

The information below will assist you in ensuring that you have all of the information and knowledge about safeguarding in the culture/society where you are working in order to implement effective strategies.

If you are doing this work as a team, you may wish to divide up the sections and ask the group to work on the research. You can then bring the groups back together after an agreed period of time to present their information.

Legal Resources[5]

Question	Answer	Do we need to change anything in our policy/procedures as a result?	If yes, what is the Action Plan?
Which government bodies, organisations, or statutory authority is responsible for safeguarding children/vulnerable persons?			
Is there legislation governing the welfare/safeguarding/protection of children/vulnerable persons?			
What international conventions (i.e. UN Convention on the Rights of the Child) is the country a signatory to or has ratified?			
What is the local policy/position on investigation of criminal assault against children/vulnerable persons and the likelihood of prosecution of such offences?			
Legal age of consent in the country and legislation covering this? How is a child defined?			

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[5]   Adapted from   http://gbvaor.net/wp-content/uploads/2015/02/GBV-Assessment-and-Situation-Analysis-2012.pdf

Question	Answer		
Is there a legal definition of sexual exploitation and abuse?			
Are there mandatory reporting laws? If yes, what are they? Who must report? What happens if they do not make the report?			

Reporting and Investigation

Question	Answer	Do we need to change anything in our policy/procedures as a result?	If yes, what is the Action Plan?
How do the police receive reports of sexual exploitation and abuse?			
Do they have the capacity to respond effectively?			
Is there any stigma around reporting?			
Are police officers trained in how to take reports?			
Are survivors and witnesses protected?			
Are there any special provisions for children?			
Is there a time frame for prosecution from date of charges filed to date of acquittal or conviction?			

Other Organisations

Question	Answer	Do we need to change anything in our policy/procedures as a result?	If yes, what is the Action Plan?
What health or other services can be accessed by survivors?			
Which NGOs, other organisations, relevant bodies or professional networks deal with safeguarding/protection issues?			

Community

Question	Answer	Do we need to change anything in our policy/procedures as a result?	If yes, what is the Action Plan?
What are the behaviours in community that may cause harm to children/vulnerable persons?			
Are early marriage, initiation ceremonies, and female circumcision carried out in the community?			
Are there any community-based safeguarding mechanisms in place?			
Are there local advocacy groups, community and faith groups, or organised activities which can support safeguarding work?			