

PRACTICAL GUIDE

TO SUPPORT THE DEVELOPMENT AND IM-
PLEMENTATION OF CHILD SAFEGUARDING
POLICIES IN SPORTS AND RECREATION
ORGANISATIONS

WWW.TUPEUXLEDIRE.BE



This project is funded by the European Union's Rights, Equality and Citizenship Programme.



TABLE OF CONTENTS

I. INTRODUCTION	1
I.1 Why adopt a Child Safeguarding Policy (CSP)?	1
I.2 Practical guide	3
I.3 Steps	3
II. PHASE 1 : PRÉPARER LE TERRAIN	4
II.1 Reflecting on the organisation and its relationship to child safeguarding	4
II.2 Whom to involve?	5
III. PHASE 2: UNDERSTANDING THE RULES	5
III.1 The right to sport, recreation, and games: a child's right	5
III.2 What should children be protected from?	6
III.3 A brief update on Belgian laws	7
IV. PHASE 3 : HAVING THE RIGHT EQUIPMENT	8
PARTIE 1 : RISK ANALYSIS	8
PARTIE 2 : SELF-ASSESSMENT	12
V. PHASE 4 : IT'S YOUR TURN!	16
V.1 Mission and values – I.4 Model CSP	16
V.2 Code of Conduct – II.3 Model CSP	17
V.3 Risk analysis – II.1 Model CSP	19
V.4 Supervised recruitment – II.2 Model CSP	20
V.5 Training – II.4 Model PPE	21
V.6 Raising awareness among parents and participation of children in the content of the CSP – II.7 Model CSP	22
V.7 Child safeguarding framework – I.5 Model CSP	24
V.8 Guide to working with partners – II.6 Model CSP	24
V.9 Communication and data management guidelines – II.5 Model CSP	25
V.9.1 Data management	25
V.9.2 Communication and media	26
V.10 Support procedures	26
V.10.1 Protocol for child victims – III.1. Model CSP	26
V.10.2 Protocol for perpetrators – III.2. Model CSP	30
V.11 Put your Child Safeguarding Policy to the test	31
VI. PHASE 5: COOPERATE TO IMPROVE	33
VI.1 Ensure a follow-up	33
VI.2 Evaluate the implementation	34
VI.3 Improve by overcoming obstacles	36

D/2021/14.132/9

Principales autrices : Clémentine Leonard et Emmanuelle Vacher (DEI-Belgique)



Ce projet est financé par le Programme Droits, Égalité et Citoyenneté de l'Union Européenne.

Le contenu de ce document représente les vues de l'auteur uniquement et relève de sa seule responsabilité. La Commission européenne n'assume aucune responsabilité quant à l'utilisation qui pourrait être faite des informations qu'il contient.

Une initiative de :



I. INTRODUCTION

This introduction can be used as an information sheet to distribute to your teams.

I.1 WHY ADOPT A CHILD SAFEGUARDING POLICY (CSP)?

Sports and recreational activities play a fundamental role for children and their development. The supervisors (whether they are child care workers, trainers, or others) are committed to ensuring the well-being of the children and to creating bonds of trust. However, like all of children's living environments (families, schools, etc.), the sports and recreation sector is not immune to the risks of violence committed against children (by an adult, by other children). Moreover, because they are places of socialisation, sports and recreation organisations are places where the child can find a place to speak, a way to express his or her doubts and fears. It is not uncommon for a child to confide in his or her supervisors about a problem experienced at home, at school, or within the sports or recreation organisation itself. Similarly, supervisors may be concerned about a child showing signs of neglect or abuse. Despite their compassion and good intentions, supervisors are not always equipped to deal with certain difficult situations.

The results of the CASES¹, research, conducted in 2021 in several European countries, including Belgium, on the issue of violence experienced by children in sport, oblige us to come together:

- **4 out of 10 children have experienced neglect in their sports organisation;**
- **Almost 7 out of 10 children have suffered psychological violence;**
- **1 child out of 2 has suffered physical violence;**
- **Almost 4 out of 10 children have suffered non-contact sexual violence (photos taken without their knowledge, harassment, etc.)**
- **1 child out of 4 has suffered direct sexual violence (e.g. fondling, rape, etc.).**

It should be noted that, according to some studies, organisations frequented by children may be subject to increased interest from malicious people². These figures reveal the extent of the phenomenon and must be taken into account. The violence referred to here is caused by children among themselves or by adults to children. The sectors of sport, recreation, or youth movements are committed to guaranteeing the right of children to be protected from violence, and there are many initiatives that bear witness to this.

1. Dr. Tine Vertommen, Stephanie Demarbaix & Dr. Jarl K. Kampen, "CHILD ABUSE IN SPORT: EUROPEAN STATISTICS", CASES, November 2021, <https://www.webopac.cfwb.be/openaccess/documents/CASES%20version%20fran%C3%A7aise.pdf>.

2. E.g. Joe Sullivan, Anthony Beech, First published: 20 June 2002 Child Abuse Review, BASPCAN Research from the Child Exploitation and Online Protection Centre (CEOP), Lucy Faithful Foundation and the NSPCC.

In general, if there are concerns, they must be addressed. It is not the organisation's responsibility to investigate, but it is part of its obligations to share its concerns. The best interests of the child always come first.

In other countries, for any organisation that has direct or indirect contact with children, it is mandatory to have a child safeguarding policy.

Therefore, we encourage organisations to adopt a Child Safeguarding Policy (CSP) specific to their needs in order not only to protect children, but also to support supervisors in providing a caring, protective, safe, and happy environment.

In general, "child safeguarding" refers to the steps that an organisation, and those affiliated to it, should take to ensure that children are protected and that their rights are respected. This includes in particular rules, agreements, procedures that concern health, well-being and safety measures, physical and psychological risks, the use of children's data, codes of conduct, staff recruitment procedures or the measures to be taken following a violation.

A written CSP is important because:

- Organisations have a moral and legal obligation to protect ALL children in their care.
- It offers a framework with principles that serve as a reference for the organisation and its members.
- It demonstrates a clear commitment to the safeguarding of children.
- It plays a role in the prevention, detection, and management of cases of violence.
- It can be very useful in times of crisis, and allows the organisation to take a balanced approach.
- It clearly outlines appropriate as well as inappropriate conduct to ensure everyone's safety and well-being.
- It values the well-being of children and adults. It helps create organisations where everyone feels safe, listened to, and respected.
- It provides guidance for children/adolescents confronted with doubts about conduct that makes them feel uncomfortable.
- It represents a guarantee of quality for donors and subsidising authorities.

Please note that a CSP is a beginning and not an end in itself! To be effective, it is not about drawing up a document that ends up a dead letter, but creating a dynamic, integrated, and vibrant process within the structures.

I.2 PRACTICAL GUIDE

This document was drawn up as part of the PARCS project of DCI-Belgium. It is intended to serve as a guideline throughout the process of setting up or improving a CSP within an organisation, but cannot be used as a sole support: an effective and sustainable CSP can only be ensured by a comprehensive and participatory process organised within the organisation. There are specialist caregivers who have been trained to assist organisations in developing their CSP. Their contact details can be found on the web platform www.chartedelabienveillance.be.

I.3 STEPS

The time required to create or improve a CSP varies depending on the organisation's the number of workers, and their availability. Keep in mind that this is a process that often takes time and can therefore take several months. Setting up a CSP is a bit like organising an activity, it involves following certain steps:

1. Laying the foundation



Initially, the supervisors determine as a team all the situations where children come into contact with their organisation and the risks involved. They also reflect on the process they are undertaking. This step is an opportunity to discuss what is expected, the next steps and their deadlines, as well as to identify the people who will be involved (staff, beneficiaries, parents, children, etc.) and think about ways to allow them to participate (even if this may change).

2. Understanding the rules



This phase aims to introduce and understand key concepts about child safeguarding so that everyone starts on the same bases.

3. Having the right equipment



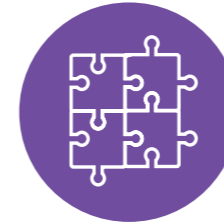
This step consists of carrying out an inventory using two tools: risk analysis and self-assessment. Risk analysis aims to reflect on the various risks that the children who participate in the activities face in terms of violence. The questionnaire allows for a self-assessment of existing child safeguarding measures. This helps to highlight good practices, which are sometimes implicit and must be formalised to serve as a solid basis for the CSP, and to point out the gaps that the organisation must address.

4. Playing



This is the time when the organisation discovers more concretely the elements of a CSP and adopts its own document by involving staff, volunteers, parents, children, etc. It is also a time to map out the people and services it can turn to in case of need.

5. Cooperating to improve



Adopting a CSP requires guaranteeing its implementation. This last phase aims to address the evaluation and monitoring measures that will be put in place.

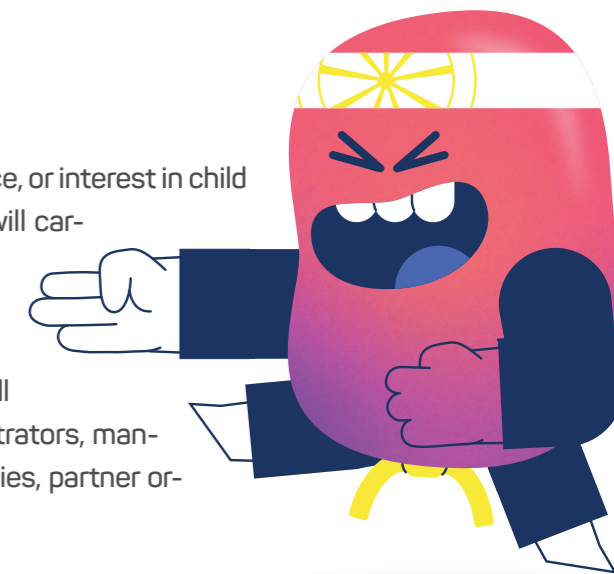
II. PHASE 1: LAYING THE FOUNDATION

II.1 REFLECTING ON THE ORGANISATION AND ITS RELATIONSHIP TO CHILD SAFEGUARDING

Embarking on the process of adopting a CSP involves considering what the issue of child welfare and safeguarding represents in your organisation, understanding as a team what a CSP represents and the value of adopting one. To do this, it is firstly very useful to list all the situations and occasions when and how children are present or come into contact with the organisation (e.g. team training, individual training, sports camps, competitions, showers and changing rooms, public entrance, shared routes to sports activities and competitions, etc.). Workers can meet and discuss together in order to hear each other's needs, wishes, or fears. The objective is to reflect on the possibilities of improving everyone's well-being by having a clear operating framework, in many risky or delicate situations, adapted to the structure (human and material capacities, size, public, type of human resources, inventory, etc.) in order to create a positive atmosphere for everyone. This moment is also an opportunity to take stock of the existing documents within your organisation (charter, internal rules, work regulations, etc.) and to assess whether they are relevant, known, and used by everyone.

II.2 WHOM TO INVOLVE?

Within a team, not everyone has the same knowledge, experience, or interest in child safeguarding issues. It is advisable to build a small team that will carry the process of adopting a CSP from start to finish. However, it is important to involve everyone at some point in the process to ensure its effectiveness. You need to take time to think about who to involve, at what stage, and how. Think of all the people your organisation comes into contact with, administrators, managers, consultants, interns, volunteers, children, children's families, partner organizations, etc.



III. PHASE 2 : UNDERSTANDING THE RULES

III.1 THE RIGHT TO SPORT, RECREATION, AND GAMES: A CHILD'S RIGHT

If you want to start this point in a playful way, feel free to take the quiz below in teams.

Children, as developing individuals, should be given special attention. The International Convention on the Rights of the Child (ICRC), or Convention on the Rights of the Child, is an international treaty adopted by the United Nations General Assembly on 20 November 1989³ and ratified by all countries in the world except the United States. Belgium ratified it in 1991.

According to this convention, children have a right to practice sports and recreational activities, which are essential for their health, well-being, and development. Furthermore, children also have a right to be protected against all forms of violence. It is therefore essential that the environment in which they engage in these activities guarantees their safeguarding. It is also essential to pay attention to the fact that some children are more at risk, due to their sex/gender, origin, socio-economic status, disability, etc.

III.2 WHAT SHOULD CHILDREN BE PROTECTED FROM?

Definition of **violence**: it refers to all acts or lack thereof that result in actual or potential harm to the child's health, survival, development, or dignity. The consequences can be physical, psychological, relational, etc. This violence can be intentional or unintentional (lack of knowledge, inaction, incapacity, etc.). It takes place in the context of a relationship of responsibility, trust, or power and/or between the children themselves. It always requires the intervention of a third party.

Abuse⁴: an abusive situation is any situation involving physical violence, physical abuse, sexual abuse, psychological violence, or serious neglect that compromises the physical, psychological, or emotional development of the child; abusive attitude or behaviour may be intentional or unintentional⁵. It is a term very close to that of violence.

3. <https://www.humanium.org/fr/convention/>

4. As defined in the Child Abuse Decree 2004 (see below).

5. For more information, please refer to the Abuse prevention guide, by Marc Gérard, on the Yapaka website <https://www.yapaka.be/livre/livre-guide-pour-prevenir-abuse>.

Verbal violence: humiliating, insulting words, demeaning or sexist comments, insults, name-calling, threats, teasing, sarcasm, continuous exclusions, harassment in the form of orders, incessant criticism, malicious insinuations, shouting, screaming, etc. *Examples: repeating to a child that he/she is not doing enough or that he/she is «good for nothing», telling him/her that he/she is a loser, laughing at a child or encouraging others to make fun of him/her, etc.*

Physical violence: any act ranging from harm to a person's physical integrity to endangering their life. *Examples: forcing an injured child to participate, encouraging children to play aggressively, asking a child to carry loads unsuited to their capacity, slapping, hitting, biting, shaking, etc*

Sexual violence: acts of a sexual nature, with or without physical contact, committed by an individual without the consent of the person concerned or, in certain cases, by emotional manipulation or blackmail. As a reminder, below the age of 14, any sexual intercourse is considered rape. Moreover, when a person is in a position of authority over a minor, consent cannot be full, regardless of age. *Examples: taking photos or videos of naked children or children in vulnerable situations, sexual relations with a minor, inappropriate comments on physical appearance, touching, rape, harassment, grooming⁶ etc.*

Psychological violence: attack on the sense of self-worth. Often more insidious, it is the most difficult to identify among the various forms of violence. *Examples: showing favouritism, always entrusting certain thankless tasks to a particular child, ignoring the child's successes, setting unachievable goals, prioritising success over well-being, rejection, isolation, belittling, etc.*

Neglect: treatment of a child that does not meet the essential conditions for his or her emotional, psychological, and physical development. *Examples: not providing a child with adequate equipment, not giving enough food/drink on a trip or holiday, using unsafe transport, etc*

Ordinary Educational Violence: all violence that is qualified as "educational" because it is an integral part of education, at home, and in the child's living environments. It is called "ordinary" because it is often encountered in everyday life, considered banal, normal, tolerated, and sometimes even encouraged. OEV includes different types of violence (physical, psychological, verbal). *Examples: slapping, spanking, ear-pulling, locking in the basement, depriving of snacks/meals, insulting, ignoring, belittling, etc.*

Exposure to domestic violence⁷: even if domestic violence is not always directly directed against the child, it is a form of abuse towards the child, whether or not the child witnesses the violence.

Important: do not demonise essential gestures in the educational relationship with regard to the child's development, such as touch⁸. The rules/procedures in terms of reacting/responding to an incident or concern are explained in phase 4.

6. Grooming: solicitations made by an adult by means of information and communication technologies in order to establish a relationship of trust with a minor under the age of 16. Grooming requires the willingness of the perpetrator to obtain an actual encounter with the adolescent under 16 years of age for the purpose of committing a sexual offence. It is referred to in Article 377 quater of the Criminal Code.

7. Refer to the publication of the Department of Equal Opportunities of the Ministry of the Wallonia-Brussels Federation: A child exposed to domestic violence is an abused child. http://www.cpvf.org/wp-content/uploads/EnfantExposeViolenceConjugale_publication.pdf

8. More information on <https://www.yapaka.be/texte/outil-formation-limportance-du-toucher-dans-la-relation-educative>.

III.3 A BRIEF UPDATE ON BELGIAN LAWS

Belgium has a number of laws regarding child safeguarding issues. Note:

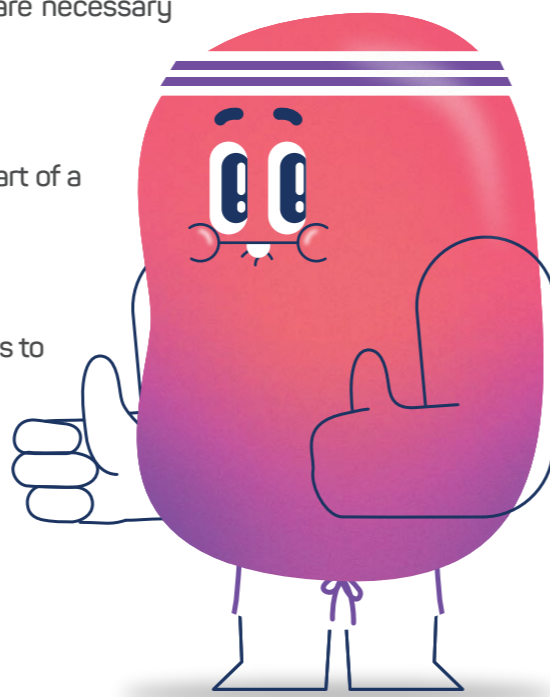
- At the federal level: The Criminal Code punishes intentional assault and battery, with higher penalties for child victims. It punishes inhuman or degrading treatment and any relationship of a sexual (or related) nature with a minor⁹. Sexual crimes against minors are now not subject to any statute of limitations (a complaint can be filed and an aggressor convicted even years after the fact).
- At the community level: In 2004, the Wallonia-Brussels Federation (WBF) adopted a Decree on Assistance to Child Victims of Abuse¹⁰ and, in 2018, a three-year plan for the prevention of abuse, in which the General Administration of Sport and Culture and the ONE took part by committing themselves to compliance with it. The FWB also adopted a Decree on the Code of Prevention, Youth Assistance and Youth Safeguarding (18 January 2018). It is essential to note that the main philosophy of the assistance and safeguarding of adolescents in FWB aims to offer a non-judicial response ('diversion') to children and adolescents in difficulty or in danger, and promotes preventive actions.

The role of caregivers working in the reception, coordination, and supervision of children is specified in the **Abuse Decree**: "taking into account their mission and their capacity to act, **the caregiver is obliged to provide assistance and safeguarding to the child** who is a victim of abuse or to the child in whom such abuse is suspected. If the child's interests so require and within the limits of the caregiver's mission and capacity to act, the assistance is provided to the child's family or family environment. This assistance is aimed at preventing or ending abuse". **Professionals have an important role to play in detecting violence, whether experienced outside the organisation or within it, in order to be able to direct the child towards care using the existing network of professionals.**

The vision of abuse prevention in FWB includes foundations that are necessary benchmarks for caregivers in the sport and recreation sector.

In their practices, caregivers rely on these foundations in order:

- not to reduce behaviours to good or bad; a situation of abuse is part of a context that sometimes seems difficult to grasp.
- Supporting caring in the meeting with families
- Do not put the burden of prevention on children; it is up to us adults to give the child all the conditions to grow up well



⁹ The age of sexual consent from the age of 16 only applies in case of a relationship with a person up to 5 years older and without a position of power or authority over the minor.

¹⁰ Decree on Assistance to Child Victims of Abuse of 12 May 2004.



Important: You will find more comprehensive information on the prevention of child abuse in FWB in the appendix.

- At the sector level: Each sector has its own reference texts (ONE quality code¹¹, Youth assistance decree¹², Sports ethics decree¹³, etc.). An organization that develops its own CSP must take these texts into account. More information about this is available in the appendix.

IV. PHASE 3: HAVING THE RIGHT EQUIPMENT

In this third phase, we offer two tools to enable you to take stock of the current state of your organisation in terms of child safeguarding (good practices, shortcomings etc). It is necessary to have an overview of the situation, which will serve as a basis for you to start drawing up your CSP (in phase 4).

PARTIE 1 : RISK ANALYSIS

Risk analysis is a necessary step to:

- ✓ Ask yourself a basic question: Do the activities we organise present risks for children?
- ✓ Understand the types of risks associated with activities, whether they take place in the organisation or outside it, and the consequences (damage, harm), as well as the possibilities of discovering violence that takes place outside the organisation (family environment, school etc.).
- ✓ Distinguish between "general" and "specific" risks, i.e. risks that exist at all times and those that are specifically linked to or generated by the organisation's activities.
- ✓ Anticipate possible problems, i.e. reduce possible risks, and know how to react in case of difficulty. How to respond to risks, reduce them, or even eliminate them?

¹¹ Decree of the government of the French community establishing the quality code for reception of 17 December 2003.

¹² Decree on the code of prevention, youth assistance and youth protection of 18 January 2018.

¹³ Decree on sports ethics and establishing an observatory of ethics in physical and sports activities, as well as an ethics network of 10 November 2021.

Risk management is a three-step process: 1) identify the risk, 2) examine the responses currently given to it, 3) if necessary, complete them (in terms of prevention but also of reaction).

Ideally, this risk analysis for your organisation should be carried out as a team. You can also think about the possibility of involving children by adapting the activity to their level, age, ability. Note that although it is useful for taking stock of the situation, risk analysis is a tool that cannot cover everything¹⁴; it is necessary to remain attentive to overlooked or new risks.

Risk analysis is intended as a dynamic practical tool **that must also be used when a new activity is implemented, during a specific event (an end-of-year event, a particular outing, etc.) or when changes are made within your organisation.**

In order to list the risks that children may face, the following should be considered:

- Risks related to the organisation's facilities, infrastructure, and material environment
- Risks related to transport, travel, trips, and stays
- Risks related to data and communication
- Risks related to activities, including the time before and after the activity (use of changing rooms, for example)
- Risks related to the recruitment, training and/or conduct of adults affiliated with the organisation
- Risks related to the conduct of children
- Risks related to the conduct of parents
- Risks related to the conduct of spectators
- Risks related to access to the site(s) by the general public

During your analysis, be careful not to focus only on purely safety-related risks (first aid kit, injury, mosquitoes, etc.) but to also take into consideration the more complex, less obvious risks of violence.

Here is a table that can be used to analyse the risks. This involves thinking about the different activities or events organised by your organization. Where do they take place? Who participates? What risks do they represent for children? Can these risks cause mild, moderate, or severe harm? Are these risks common? What actions have been implemented to respond to these risks and what actions remain to be taken?

Activity/place/persons concerned:

Risks	Severity of the harm (mild/moderate/severe)	Frequency (Uncommon/Moderate/Common)	Actions already implemented	Actions to be taken

Example adapted from a risk analysis carried out on training sessions organised by a rugby club¹⁵.

¹⁴ Abuse must be dealt with in a complex way and requires special attention in a network practice (see appendix on abuse prevention in FWB).

¹⁵ Liège Rugby Club participated in the PARCS project as a pilot project for the development of their CSP. The club has prepared various risk analysis tables for training and matches. Other risk analyses are planned for internships and specific events.

Risk	Severity	Frequency	Actions implemented	Actions to be taken
Injury / accident	Moderate to severe	Frequent	<ul style="list-style-type: none"> • Player training (learning to fall, landing, etc.). • The rules of rugby have been adapted (contact areas, etc.). • Advocate avoidance rather than confrontation. • Information to parents (on the website and displayed in the field) on appropriate behaviour. Coach training. • Physical preparation (absorbing shocks, learning to land, etc.). • Nursing staff present. • Specific first aid training for rugby. • Smooth recovery after injury. • Separation of girls/boys from a certain age. • Exclusion of physically weaker children for certain matches or activities. • Establishment of a medical unit. • Medical opinion necessary for a return after concussion. • Pharmacy on site. • Defibrillator on site. • Anti-doping rules. • Medical certificate required upon registration • Psychomotor therapist for the youngest children. 	<ul style="list-style-type: none"> • Information on the risks related to the consumption of drugs and alcohol + sports dietetics. • Rugby first aid training. • First aid basics for the supervising staff.
A child or an adolescent is alone on the site	Mild to moderate	Occasionally	<ul style="list-style-type: none"> • Parents must bring their child to the field. They are informed. • Managers have the telephone number of the parents of the children in their group. • Adolescents come with their smartphones. • Request for a 30 km/h zone around the establishment + pedestrian crossing. • When a player is injured, he or she goes to the cafeteria to finish the match. 	<ul style="list-style-type: none"> • Ensure that the entire staff knows each other's contact details. • Reception at the gate? • If an adolescent is excluded from training, he or she stays on the side-lines or calls the manager. • Prohibiting exclusions during training. • Think about sanctions and punishments.

Bullying Verbal abuse	Moderate to severe	Unknown	<ul style="list-style-type: none"> Rugby values + reminder Coach training. Individual interventions Creation of a profile for managers. Confrontation between children/adolescents to solve persistent problems. Interview with parents when conflicts persist. Cross-training between two groups to establish a connection. Training of players and coaches on appropriate behaviour and stress management as well as on the support network and safeguarding issues. Providing information to opposing teams before matches. Providing information to parents (on the website and displayed on the field) on appropriate conduct. 	<ul style="list-style-type: none"> Appointing a go-to person for coaches and managers to talk about relationship issues. Proposing away days during which something other than rugby would be proposed. Establishing procedures in case the action is repeated and comes from an adult.
Touching or sexual abuse	Severe	Unknown	<ul style="list-style-type: none"> Training and informing children about normal and unauthorized behaviour. Setting rules concerning access to changing rooms (who and under what conditions?) Exceptional access to locker rooms for adults. 	<ul style="list-style-type: none"> Knocking and ensuring that you are authorised to enter a locker room (in addition to respecting the access rules). Promoting showering alone as far as possible. Having clear procedures in place in case this happens. Training the entire administrative team, from coaches to abuse support networks FWB via the MOOC (Yapaka) and ensuring that everyone knows the network to be contacted.
Pressure / Ordinary Educational Violence (OEV)	Moderate to severe	Occasionally	<ul style="list-style-type: none"> Training coaches on the subject. Care is taken to assign the teams to the coach according to sensitivities and difficulties. Presence, observation, and feedback from managers to coaches. Distribution of tasks according to the skills of volunteers. 	<ul style="list-style-type: none"> Enhancing the training of coaches. Identifying go-to persons to support the coaches. Establishing procedures in case the action is repeated and comes from an adult.

For another example of a risk analysis table, we particularly recommend page 80 of the UEFA Child Safeguarding Toolkit¹⁶ for its member associations, which is appended.

PART 2: SELF-ASSESSMENT

This process complements the risk analysis in identifying the existing elements and which is sometimes implicit but can then be taken up more formally to provide a solid basis for the CSP. Putting common practices in writing helps to avoid inconsistencies, misunderstandings, or misinterpretations in practice. The questionnaire below can be completed as a team or individually and then shared.

How do you think your organisation protects children?	Free answer			
	Yes	More or less	No	I dont know
Do you believe that the children welcomed by your organisation are sufficiently informed about their right to be protected from violence?				
Do staff/volunteers receive or, if necessary, can they receive special support to respond adequately to the specific needs of certain children (e.g. children with disabilities)?				
Would you know with whom concerns about the behaviour of a colleague, parent, volunteer, child are to be shared?				
Would you know how to share the concerns mentioned in the previous question?				
If there is a problem, do you think children know who to turn to within your organisation for support and safeguarding?				
In general, if a case of physical, psychological, or sexual abuse took place within your organisation, do you think you can deal with it?				
What would help you feel more capable?				
Do you know if your organisation has a document, or guidelines, governing behaviour between adults and children and the measures to be taken to protect children?				
Do you consider this document to be a Child Safeguarding Policy (CSP)?				
Is this document drawn up in writing?				
In your opinion, is this document written in a language that is easy to understand by all adults?				

16. https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964_DOWNLOAD.pdf

Do you think this document prioritises the well-being of children?				
And do you think it explicitly states that all children have the right to the same safeguarding?				
In your opinion, do the instructions in this document apply to all the people with whom your organisation is in contact (workers, volunteers, parents, children, trainees, administrators, etc.)?				
Do you believe that the content of this document is known to all the people referred to in the previous question?				
In your opinion, does this document define the concept of violence?				
Do you think this tool is regularly updated?				
In your opinion, are resources (human and material) available to help you implement the provisions of this document?				
Do you think your organisation has an ethics charter?				
Do you think your organisation has a code of conduct?				
Do you consider a formal declaration of compliance with your organisation's CSP (or any other such document) to be a condition for recruitment or entry into your organisation?				
Regardless of your status, did you provide a criminal record when you joined the organisation?				
In your opinion, do job advertisements usually mention your organisation's CSP (or similar document) and the conditions it imposes?				
Does your organisation ask for references from applicants, and are they verified?				
Are the people responsible for recruitment and selection in your organisation familiar with child safeguarding issues?				
In your opinion, is there a procedure in your organisation for familiarising workers, volunteers, parents, etc. with the CSP or any other child safeguarding tool?				
Do you think that all people who come into contact with children during your organisation's activities have been trained in detecting and responding to situations of violence/abuse (including the support network available)?				
Do you think that all people who come into contact with children during your organisation's activities have been trained in issues of child development and/or behaviour/conduct towards and with children?				

Are those responsible for training staff and volunteers involved in your organisation's activities trained in child safeguarding issues?				
If your organisation trains staff and/or volunteers on child safeguarding issues, does it regularly evaluate and update their competences?				
Do you think someone in your organisation is appointed specifically to ensure the proper safeguarding of children? This is a specific role related to safeguarding.				
To your knowledge, is there a predefined procedure for reporting violence or incidents within your organisation?				
To your knowledge, if a complaint or report is filed, is it always followed-up?				
In the case of the previous question, do you believe that the victim/complainant is informed about the outcome of the complaint?				
Do you think that the sharing of children's personal data (name, date of birth, contact details, physical or psychological characteristics, address, photo, etc.) is governed by clear rules in your organisation?				
When your organisation needs to obtain personal data about a child, do you believe that it seeks/obtains the child's consent, i.e. consent that is appropriate to the child's age, ability and living situation?				
To your knowledge, when your organisation needs to obtain a child's personal data, does it seek/obtain the consent of the child's parents or guardians?				
In your opinion, when children's personal data is shared, is it only shared with members of your organisation who really need to have it?				
D'après vous, lorsque des données personnelles sur les enfants sont partagées, le sont-elles uniquement avec les membres de votre organisation qui ont vraiment besoin de les connaître ?				
In your opinion, does your organisation have a policy on the proper use of new technologies (website, social media) to ensure the safeguarding of children's personal data in this context, for example in the case of publishing photos?				

Feel free to add things to this table before proposing it to the teams.

Thanks to the risk analysis and self-assessment tools, you should now have a better idea about of the overall situation of your organisation with regard to child safeguarding issues (existing documents, formalised or non-formalised working practices, failures, etc.). It will now be a matter of improving your CSP, if you have one, or preparing one based on this inventory.

V. V. PHASE 4: IT'S YOUR TURN!

This part presents all the elements that are usually found in a CSP. As a reminder, when you draw up your own CSP, you must first think about the situations where children come into contact with the organisation and then start from what already exists: existing good practices, reference texts (legal framework according to the sector, etc.), any procedures. The CSP must also adapt to needs and capacities. For example, an organization that only works with volunteers will not include a section on employees; a small neighbourhood association or group will not necessarily have the same resources as a large sports centre to dedicate to supervising child safeguarding, etc.

For each element, take the time to discuss, as a team and involving other members of the organisation, children, parents, so that everyone can give their opinion: where do we stand with this element? Does it meet our needs? Is it understood by everyone? How to improve things? In order to facilitate the drafting of your CSP, do not hesitate to use the template available in the appendix or existing examples.

V.1 MISSION AND VALUE

– I.4 Model CSP¹⁷

Knowing the missions and values of your organisation is the basic foundation of any CSP. It is not just a matter of knowing them yourself: they must be the same for everyone and must address, in some way, the well-being of children. It is essential to continually ask ourselves: where does child safeguarding feature in our organisation? At the heart of our values? Is it one mission among others? A priority? A means to an end?

Clearly positioning oneself and one's structure in the institutional environment of the Wallonia-Brussels Federation gives an idea of how everyone perceives child safeguarding, and how this perception may need to be challenged. This introspection is also an opportunity to familiarise oneself with the instruments that are deployed at the international, national and community level. This can also provide additional motivation for the implementation of a CSP.

V.2 CODE OF CONDUCT

– V.2 II.3 Model CSP

One of the key elements of a CSP is the Code of Conduct. The vast majority of organisations already have one (sometimes under a different name), drawn up by the federation (or a more general structure) to which it is attached or by the organisation itself. It is a document establishing rules as to the authorised, desirable, undesirable, or prohibited conduct. It allows children, as well as adults, to get an idea of the limits to be respected and conduct favourable to the well-being of all. Whether in one document or several, there must be guidelines for everyone (supervising adults, children, parents, visitors, etc.).

17. This document is available for free download on www.chartedelabienvieillance.be

They can target the behaviour of these people towards each other, or between themselves. For example, the Code of Conduct allows you to describe the conduct of child care workers towards children as well as the conduct of children between themselves.

It is important that each organisation refers to the existing texts (see below) and develops, if necessary, an adapted code of conduct that takes into account the duty of safeguarding and the CSP.

In the world of sports:

Some examples of general texts:

- The Charter on Children's Rights in Sports (Panathlon international)
- The Fair Play Charter for Parents in Sport¹⁸
- The "Vivons Sport" Charter for the Sports Movement of the Wallonia-Brussels Federation¹⁹

Some international and national examples:

- The Code of Conduct applicable to all organisations practicing judo, in Quebec (Canada)²⁰.
- The Code of Conduct of the swimming club Les Espadons, located in Etterbeek²¹.
- The UEFA Codes of Conduct for professionals, parents, and children²².

In the field of leisure:

- The ONE quality code (3-12 years). Note that no stranger to the child's family environment can organise the care of children under 12 on a regular basis without complying with the Quality Code²³.
- Parenting support guidelines "For thoughtful support to families".
- Scout Leadership Quality Code²⁴ ; Guide Code; Charter for child care workers and facilitators and the Camp Charter of the Scouts et Guides Pluralistes de Belgique.

18. <http://www.panathlon.be/nos-outils/>

19. http://www.sport-adepts.be/index.php?eID=tx_nawsecuredl&u=0&q=0&hash=1488a5e7537b8c9d9f18f5d2c82d74ad8e-b44f1d&file=fileadmin/sites/adepts/upload/adepts_super_editor/adepts_editor/documents/Benji/Ethique_Vivons_sport/Ethique_Charte_Vivons_Sport_2013.pdf

20. http://judo-quebec.qc.ca/wp-content/uploads/2010/02/Code_de_conduite_national.pdf

21. http://www.lesespadons.com/espados/LES_Code_de_Conduite_rev_aout2015_FR.pdf

22. <https://www.uefa-safeguarding.eu/boite-outils-sur-la-sauvegarde-de-lenfance-pour-les-associations-membres-de-luefa-french>

23. https://www.one.be/fileadmin/user_upload/siteone/PRO/Brochures/Projet_accueil_enfant_3-12_ans.pdf

24. <https://lesscouts.be/animateurs/auquotidien/sengager/ton-engagement/?L=0>

Other tools:

- The conflict prevention and management tool of the Baden-Powell scouts of e Belgium²⁵.
- Fiches Bienveillance and Staff Pass of Scouts et Guides Pluralistes.
- The Code of Conduct of Défense des enfants International Belgique, included in its CSP²⁶.
- The tool Responsabilités, Dominos Dynamiques, of the ONE²⁷.
- Sensoa flag system for discussing and assessing the sexual behaviour of children and young people²⁸.

Drafting a Code of Conduct is also an opportunity to remember that children have rights and needs, and that corporal punishment and all forms of “ordinary educational” violence are not an adequate solution to a child’s difficulties and do not help the child to grow up.

Once drafted, the Code of Conduct must be understood and approved by all, including children. The one addressed to professionals, in particular, must be signed at the time of entry into service or the start of volunteering. If the Code of Conduct is violated, the penalties provided for above are applied without delay, in compliance with the law. If necessary, in the event of suspicion or a report, a specialised team (see procedures) can be contacted to analyse what needs to be done. The Code of Conduct should be drawn up in a way that allows all those concerned by it to be involved. For example, one can choose to draw up a Code of Conduct adapted to professionals/volunteers, a Code of Conduct understood by children, a Code of Conduct for parents, etc. It is advisable to facilitate the active participation²⁹ of professionals, children, and parents.

If you already have a Code of Conduct, consider the following questions:

- Does our Code of Conduct take into account the texts and regulations concerning our sector?
- Does it cover all risky behaviour detected in our risk analysis?
- Who participated in the drafting of this Code?
- Is it suitable for everyone: children, parents, professionals, volunteers, etc.?
- Is it known and understood by all the people mentioned above?
- Is it displayed legibly and clearly on our premises / on our website / on the ground?
- Do the elements included in the Code of Conduct correspond to the values of our organisation?



25. https://lesscouts.be/no_cache/telecharger/grenier1/-/edition/-/3455.html#c559

26. <https://www.dei-belgique.be/index.php/nos-publications/send/34-nos-publications/431-notre-politique-de-protection-de-l-enfance.html>

27. <https://www.one.be/public/brochures/brochuredetail/brochure/responsabilites-dominos-dynamiques/?L=0&-cHash=96390ce34391ebc0b57e5baeae50912e>

28. <https://www.flagsystem.org/>

29. See below for the point on the participation of children and parents.

- Does our Code of Conduct indicate the penalties in case of non-compliance with the rules? In the case of children, are any penalties adapted to their needs, abilities, and well-being (e.g. physical punishment such as compulsory sports exercises, humiliation, etc.)?
- How could this Code of Conduct be improved?

V.3 RISK ANALYSIS

– II.1 Model CSP

The prior risk analysis can be added to the CSP. It can be presented in its entirety or in a summarised manner. It serves as a guide for implementing appropriate responses, either preventively or in response to an incident. The risk analysis can be in the form of a table, a text, illustrations, etc. The essential point is its clarity. Any person reading it should be able to quickly decipher what the risks are for a certain type of activity, where they occur and what is being done to address them.

V.4 SUPERVISED RECRUITMENT

– II.2 Model CSP

People connected with the organisation (employees, consultants, volunteers, trainees, administrators, directors, etc., with or without direct and/or regular contact with the children), should be recruited in the most supervised manner possible. Based primarily on the requirements of your sector, you can prepare recruitment procedures that aim to minimise the risks to children. A procedure including certain controls encourages a selection of the most suitable and competent people. It shows the importance of the well-being of children for the organisation. Consider:

- Indicating, in the job offer, that the person will have to comply with the Principles of the CSP, and in particular with its Code of Conduct.
- Asking for a criminal record certificate (formerly called a “certificate of good character”) less than 3 months old. The certificate can, in most cases, be requested from the municipality using a form to be submitted online or at the counter³⁰. In most cases, if the certificate corresponds to model 596.2, i.e. for the exercise of an activity related to minors, it is issued free of charge. *See Abuse Decree (2004): Article 2. - At the request of the person in charge of a department, institution or association, any person involved must at all times produce a criminal record certificate not indicating a conviction or an internment measure for the acts set out in Articles 372 to 377, 379 to 380ter, 381 and 383 to 387 of the Criminal Code committed on a minor under the age of 16 or involving his or her participation.*
- Conducting interviews with at least one person familiar with child safeguarding issues. The interview is an opportunity to address certain points of the CSP (such as the Code of Conduct) and to ask some specific questions about safeguarding such as e.g. why might posting a photo of a child on our website be inappropriate? If you saw a parent or staff member insulting a child, what would you do?
- Paying attention to the content of the CV and ask the candidate about any inaccuracies in their background or very frequent changes of job/residence.

30. https://justice.belgium.be/fr/themes_et_dossiers/documents/demander_des_documents/extrait_de_casier_judiciaire

- Asking for a formal commitment (through a signed declaration) to comply with the CSP and the Code of Conduct.
- Relying on the legal framework of its area of activity.
- Keeping in mind that a recruitment is never 100% safe. There is always a margin of error. The steps mentioned have a double objective: to minimise the risks of hiring a person with bad intentions and to clearly indicate the work framework and in particular the behaviour required in terms of child safeguarding within the organisation. All these points of attention do not exempt remaining attentive for the rest of the procedure.

V.5 TRAINING

– II.4 Model PPE

Training on the basic content of the CSP: The staff need to understand and be able to use the CSP.

- Who are the people to be trained – what are the needs of different people?
- Who can be a trainer within the team – who has the capacity and the willingness?
How to prepare these future trainers?
- What will be the content of the training?
- What will be the materials, tools, and training methodology?
- Different types of training: in small groups, always given to new employees/volunteers; online, with regular verification of knowledge acquired; a child safeguarding item included in each team meeting; individual training during the annual interview; specialised training linked to a specific activity (travelling abroad, supervising children with special needs, etc.), continuous training, etc.
- Who will be responsible for monitoring the knowledge acquired and how?

The training should at least cover: the content of the CSP as a whole, in particular the Code of Conduct and its understanding, the legal framework, reporting procedures and the existing network of professionals (outreach services, specialised services), contact details of the person(s) in charge of safeguarding issues, the child welfare, the specific needs of certain children, if applicable, and any questions the trainees might have. We recommend that the trainings be the subject of a report or a written document in order to maintain proof of their existence in child safeguarding records.

The training should not only take place initially, but should be supplemented by a continuous process (see phase 5). Everyone should benefit from the training as soon as possible, both new arrivals and people who are already part of the organisation when the PPE comes into force. Including child

safeguarding on the agenda of any team meeting makes it possible to address specific or potential questions and to reinforce child safeguarding as a key value of the organisation. The training process (initial and continuous) should also aim to enable team members to familiarise themselves with the child safeguarding support and care network, by enabling them to meet other professionals and support specialists.

Additional training on safeguarding and prevention of abuse

Beyond the basic content of the CSP, the team may identify needs or wishes for additional training to be planned according to the possibilities in order to strengthen everyone's knowledge and skills.

Use practical questions from situations in the field to identify needs:

What should I do when I have a concern about abuse?

What to do when a child who has disclosed abuse asks to keep it a secret?

What to do when a child smells so bad that no one wants to team up with him?

How to react to a team member who always belittles a child?

How to set limits with a child without falling into a power struggle?

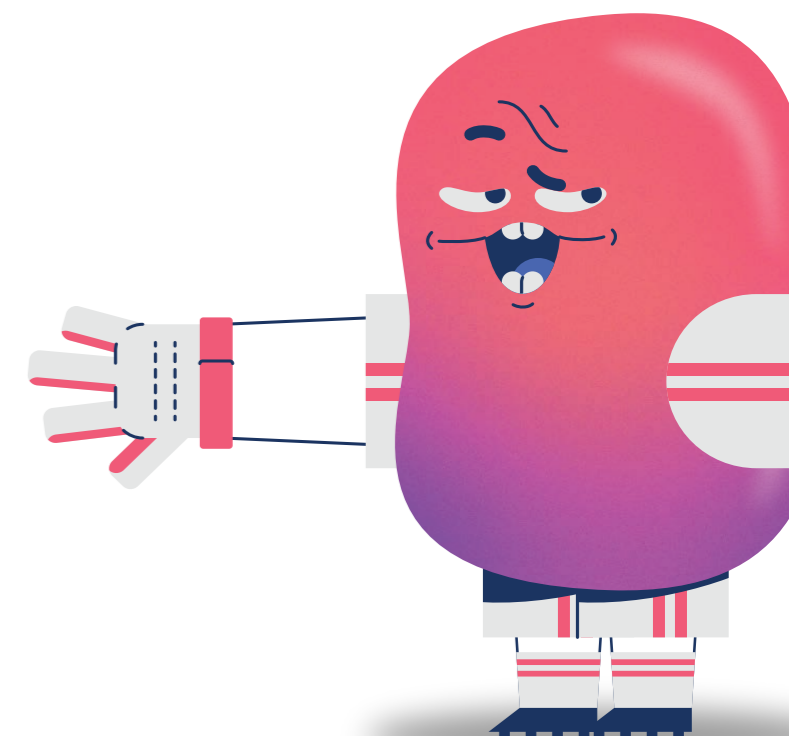
What to do when a child seems difficult to handle?

Can professionals still touch children?

How to deal with a parent who belittles his child on the ground?

What to do with a child in an economically vulnerable situation (no equipment for activities, clothes with holes, etc.)

To support the caregivers, Yapaka offers resources and training on various topics: Online training / basic module: benchmarks for preventing abuse (yapaka.be)³¹, everyone's role in prevention, signs of abuse, the educational alliance, etc.



³¹ <https://www.yapaka.be/mooc>

V.6 V.6 RAISING AWARENESS AMONG PARENTS AND PARTICIPATION OF CHILDREN IN THE CONTENT OF THE CSP

– II.7 V.6 Model CSP

Communicating about the existence of the CSP and its content to children and parents is essential. It also gives them a way to express any concerns or needs they may have.

These tools must be adapted (age, understanding, languages, etc.). Several means can be implemented to communicate with these audiences, for example: :

- Codes of conduct adapted in terms of language (using images for example);
- Meetings or activities specifically devoted to this;
- A verbal reminder (and over the speaker) at the start of matches, competitions, sports camps, etc., with an indication of who to contact if necessary.
- A permanently available suggestion or complaint box
- Brochures, posters, guides (again, paying attention to the language used);
- A video or online session³² for parents.

As mentioned several times, it is ideal to be able to involve children in the preparation of the CSP. The involvement leads to better understanding of the content and undoubtedly greater interest in these issues. In addition, they will know clearly who to contact in case of need.

In concrete terms, involving children in the creation of your organisation's CSP starts with the following steps:

1. Appropriately introduce what they are going to do (e.g. participate in the development of a Code of Conduct) and make sure that they understand what it is about. Give them time to ask any questions.
2. Obtain their consent. This consent allows children to feel free to act and to suspend their participation, and to know who to talk to if necessary;
3. On some points, it may be important to organise discussions by age and/or gender of the children, especially when dealing with more sensitive issues such as intimacy and sexuality;
4. Children need to understand that some discussions brought up during this particular activity may require need to be kept confidential (e.g. what is said in the context of a group activity during which a child has shared a sensitive personal story is not shared with everyone).
5. Do not forget to include children with specific needs, while thinking about suitable means (children who do not speak the language, children with disabilities, etc.).

Here are a few ideas to get you started:

- Carry out an activity or a consultation by topic (code of conduct, behaviour among children, communication, risk assessment, etc.) in small groups;
- Set up idea boxes or opinion boxes;
- Create posters or information booklets on the content of the CSP with the children during a workshop;
- Ask children questions through different means (using games always works best): what behaviours do they like/are they bothered by? Do they agree with the Code of Conduct? Do they know who to contact if they have concerns to share?;
- To talk about communication, children can be informed about image rights, the consequences of inappropriate use and think collectively about media guidelines.
- Use sketches, role plays to discuss issues of violence, responses, help available.
- Go around the organisation's facilities with a map, so that the children can mark the places where they feel safe and where they feel more uncomfortable while discussing possible solutions.

In addition to the initiatives organised to address these issues, do not forget that informal exchanges on a daily basis during meetings with children and families are very important to carry out prevention work.

V.7 CHILD SAFEGUARDING FRAMEWORK

– I.5 V.7 Model CSP

Child safeguarding is everyone's business and concerns every member of the team. However, one member can take more specific responsibility for this issue (ensuring that an unmanageable workload is not created). It can also be a small team. Just because one person has a specific leadership role does not mean they have to do everything. Their role is more to collaborate, and sometimes to supervise certain aspects of the implementation of a CSP, than to take full responsibility for it. The child safeguarding reference person serves as a point of contact and resource person to advise and support the application of the CSP and its procedures. It has a pivotal role in relation to the prevention and safeguarding network. This means that they must have specific knowledge about child safeguarding, be empathetic, motivated, and available. This person can take charge of concrete actions other than the role of counsellor and focal point of contact: they can take charge of some trainings, take charge of regular evaluation of learning, inform about updates of the CSP, carry out risk assessments, ensure the implementation of the CSP, properly map the support structures, ensure that parents and children are aware of the CSP, maintain the incident register, maintain the CSP implementation plan, etc.

Ideally, it is better to have at least two reference persons to enable them to think collectively and distribute the workload. This also ensures that, if one or the other is absent, we are not faced with an inability to take charge of a case. These people and their contact details must be known to everyone. Their responsibilities must be clear, best laid down in writing and understood by everyone within the organisation. These people must always be supported by their superiors, more so proactively, so that their role is sustainably viable and structurally committed.

³² Example: UEFA eLearning Course on Child Safeguarding Awareness <https://uefa-safeguarding.eu/elearning-awareness>

V.8 GUIDE TO WORKING WITH PARTNERS

- II.6 Model CSP

In general, associating with an external partner requires having common interests at heart: respect, non-discrimination, absence of violence, etc. When it comes to children, child safeguarding must be one of these interests. It is therefore important that the agreements, partnership contracts, including verbal ones, clearly address the issue of child safeguarding and the interventions or penalties provided for in the event of breaches.

For collaborations with partners around activities for children, child safeguarding must be addressed from the design of the activities, in order to set the terms related to joint activities. In principle, each organisation should have its own CSP. If this is not the case, one could ask for a declaration of commitment to be signed (template available in the appendices).

Another point that can be included in a partnership agreement: if there are concerns about the partner's willingness/ability to ensure the safeguarding and well-being of children, the organisation may decide at its discretion to terminate the partnership, even after it has begun, or even to report its concerns to the relevant authorities if necessary. This must be done in a spirit of understanding: if the partner is willing and wants to resolve the situation, it is possible to find a joint solution. e.

V.9 V.9 COMMUNICATION AND DATA MANAGEMENT GUIDELINES

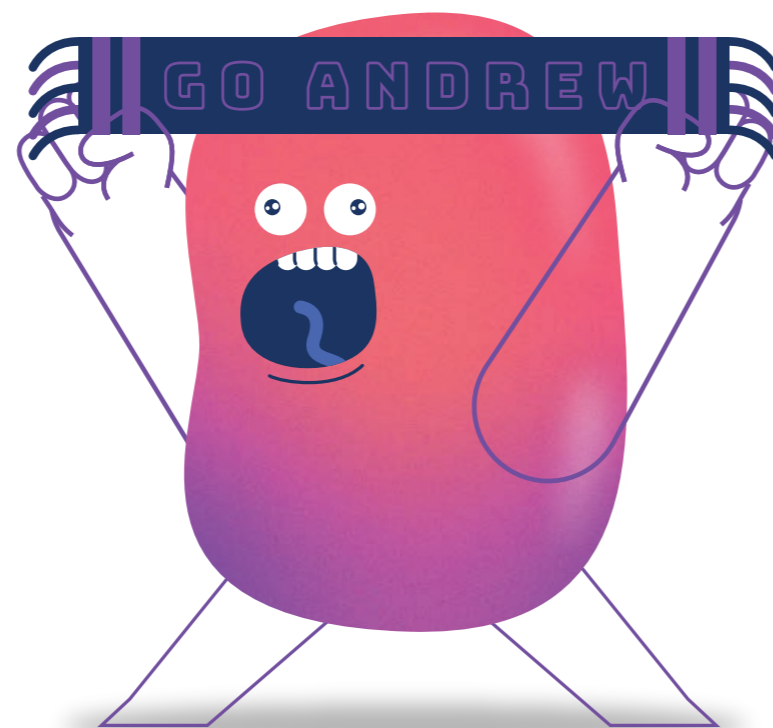
- II.5 Model CSP

Having a set of guidelines organising the communication and management of children's data is a safeguard: it acts as a deterrent to inappropriate communication, and also provides a reference text in the event of non-compliance, and support for those needing information on what they can, or cannot, do about it. Thinking about these issues together is something that must be at the heart of teamwork

V9.1 DATA MANAGEMENT

In general, all beneficiary data must be processed in accordance with the European General Data Protection Regulation (GDPR). As explained by the webpage "The GDPR for Dummies"³³, "personal data, a concept to be taken in a broad sense, refers to any information linked to an identified person, or a person identifiable thanks to said data. This may include data such as a last name and a first name, thus enabling direct identification of the person concerned, or a telephone number, a customer number, genetic, economic, social, and cultural markers, or the voice or image of a person, thus enabling indirect identification". These data must, first of all, be stored se-

33. www.donnees-rgpd.fr/definitions/rgpd-pour-les-nuls/



curely, i.e. be accessible only to the people who need it, and only for as long as necessary.

Children, like all adults, have the right to privacy and the protection of their data. This means that they must, at most, be confidential and used only in a strictly necessary context. This also means that, as far as possible, children should be able to give their informed consent³⁴ to the collection and processing of their data (e.g. taking photographs during an activity should be subject to consent). Until the age of 18, parents/legal guardian must give consent. That said, we encourage a constructive dialogue between the child and his parents/legal guardian before any decision is made on this subject." It should also be taken into account that consent can be revoked (a child can give consent for publication at age 11 but request that it be withdrawn at age 16).

V9.2 COMMUNICATION AND MEDIA

We encourage organisations to carry out a risk analysis regarding communication about/with children, the use of media and new technologies. These tools can present real risks to the safety and well-being of children (inappropriate use of data, unwanted contacts, illegal content, online harassment, manipulation for sexual exploitation, etc.). General communication channels should be preferred to private ones. Communication should be through the parents or guardians as much as possible, and not directly with the children. Any report of problematic electronic content must be made in writing, as it may be an offence to transmit sensitive or even illegal content by electronic means. Likewise, be careful not to delete problematic content or messages, or you risk destroying evidence.

Furthermore, regarding communication about children, it is important to always keep the values of your organisation in mind: for example, allowing children to have fun in an environment that guarantees their safety and well-being. Communication must therefore be carried out in the interest of the child, in a way that is rewarding and not degrading or harmful. It is possible to include details of what you want, or do not want, to see in your organisation's communications through a specific document, the Code of Conduct, your CSP, etc. This will allow everyone to distinguish between an appropriate communication format and inappropriate methods. We cannot recommend enough that children be placed at the heart of this work, that they be given the choice and the opportunity to develop communications that are appropriate for them, informed and supported in their thinking by an adult who guides and informs them on these sometimes very complex issues.

V.10 SUPPORT PROCEDURES

V10.1 PROTOCOL FOR CHILD VICTIMS

- III.1. Model CSP

Cases of child abuse require a response³⁵ and procedure, including an incident that occurs in the context of the organisation's activities and where the perpetrator may be a supervisor or another child, a suspicion that the child has been abused (either at home or in the context of the organisation's activities), or the child discloses abuse (as the witness or victim). It can be an isolated incident or repeated violence. The procedures are intended to guide the management of a case and to ensure equal treat-

34. The aim is to enable children to understand how their data will be processed; to choose without constraint whether or not to accept this processing; to change their mind freely.

35. For information, see appendix: Obligation to provide assistance; Reporting obligation; Professional secret.

ment. They are of course best adapted to the situation, bearing in mind that the child's well-being must be the primary concern.

In general, two elements are important:

1. **Pay attention to the child³⁶** : be attentive to signs, listen, and be available
2. **2. React and do not work alone:** 2. rely on your team, your hierarchy, the contact person, the external help network³⁷

Reporting by a child :

When the child confides in a professional about potential abuse, the complexity is immediately apparent. Many questions arise. It is essential to think about how to gain his trust, and in particular:

1. 1. Respond to immediate needs, such as medical care, as well as small needs (a glass of water, a handkerchief, etc.).
2. 2. Keep calm, pay attention to your body language.
3. 3. Listen carefully to the child, pay attention to his body language.
4. 4. Take the reporting seriously (your role is not to investigate).
5. 5. Ask the questions necessary to understand, without conducting an interrogation
The confidant must remain attentive to the bias of their own subjectivity. What the child confesses may arouse emotions, or even astonish them. There is a risk of drawing conclusions, questioning what the child is saying, influencing it according to our own perceptions. As a result, there is a possibility that the child may be misunderstood.
6. 6. Respect the child's silence, do not force him to tell you what he is going through or what he went through.
7. 7. Comfort and appreciate the child for speaking up.
8. 8. Express yourself in a way that is appropriate and understandable for the child.
9. 9. When a child confides in you, it is important to establish a clear framework that is understood by them. This involves explaining what will be done with the information he provides. It is particularly useful to explain to him that it can be shared, if necessary, to protect him. In this case, the aid professionals will also always pay attention to his family, and support will be given to him as far as possible. The reason for specifying this is to avoid a breach of trust, a feeling of betrayal, which would damage the relationship and, therefore, hinder the safeguarding process.
10. 10. Follow the procedures in force in the organisation and do not act alone. When the secrets of a child destabilise us, sharing with our professional team is essential. A shared trust between the team members ensuring a caring environment while respecting confidentiality makes it possible to open up about these issues. This offers a chance to think about how to intervene in a manner

36. Some children are particularly vulnerable due to their age, gender, or other factors (disability, migration status, financially vulnerable family situation, etc.).

37. See Mapping point below

that is respectful for the child and does not leave us alone with our doubts, our questions, and to overcome our feelings. This can only strengthen the professional attitude. It is obvious that sharing what the child has disclosed is subject to institutional, ethical, and even legal constraints. There are specialised child safeguarding teams³⁸. Do not hesitate to turn to the SOS children teams in particular. As part of their missions, they listen to us and guide each professional.

Our role as an intervener is fundamental. The child has the right to speak. When it comes to abuse, regardless of its context and form, the child's expression reflects their experience and requires our full attention. It is our responsibility to protect the child from all forms of abuse, and to put in place the appropriate support for both the child and their family, while taking into account the protective people around the child. Please feel free to learn more about the issue through the resources available at Yapaka³⁹. More resources about professional secrecy are available in the appendices document.

Cases requiring immediate care

For all cases requiring immediate medical attention, a first aid kit should always be available along with the contact details of paediatric emergency teams⁴⁰ (at the workplace and/or when travelling). It is necessary to check and maintain it regularly. Any other medication is excluded (a medicine is never harmless and can cause side effects). Furthermore, it is the organisation's responsibility to ensure that, when working with children, at least one of its workers is trained in first aid (initial training to be reviewed in accordance with current standards). Everyone should also be informed of the emergency call numbers (112; poison control centre 070 245 245).

General procedure

1. The contact person sends and relays prevention tools (posters, numbers, etc.)
2. All staff members must formally report their concerns/knowledge of violence to the contact person in the organisation orally and in writing (via e-mail or using the appended form). Note that if this is an emergency situation, do not wait until you have submitted your report to contact a competent authority (see below)!
3. The contact person enters the case in the register and communicates with their team and their hierarchy.
4. In all cases raising concerns as a team, it is important that the reference person contacts⁴¹ :

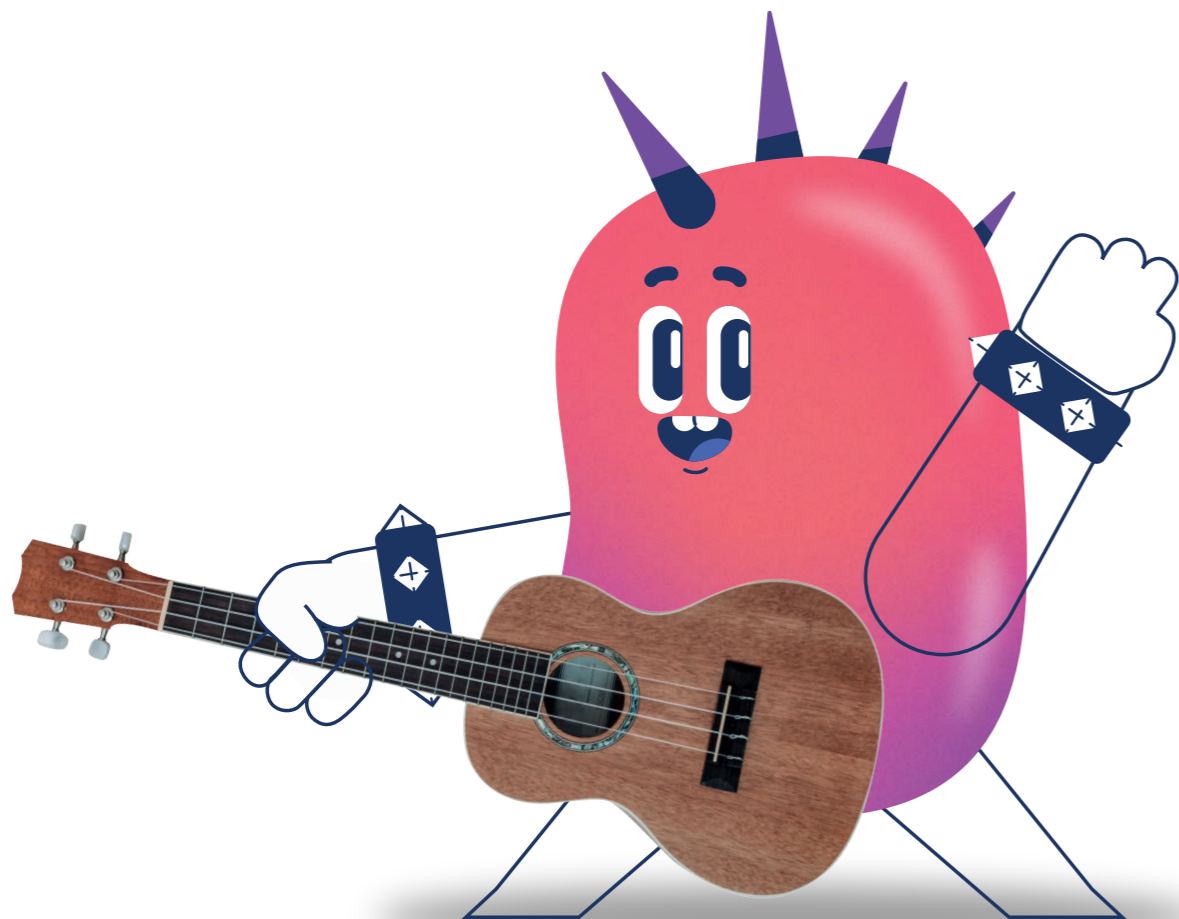
38. See Mapping point below.

39. <https://www.yapaka.be/texte/texte-la-parole-de-lenfant-dans-un-cadre-de-maltraitance>

40. As a minimum: thermometer, box of sterile compresses, plasters, hypoallergenic adhesive dressings, pressure dressings, scissors, emergency haemostatic pad, disinfectant, saline solution, instant cold pack, disposable gloves, isothermal blanket.

41. Refer to the network map (below).

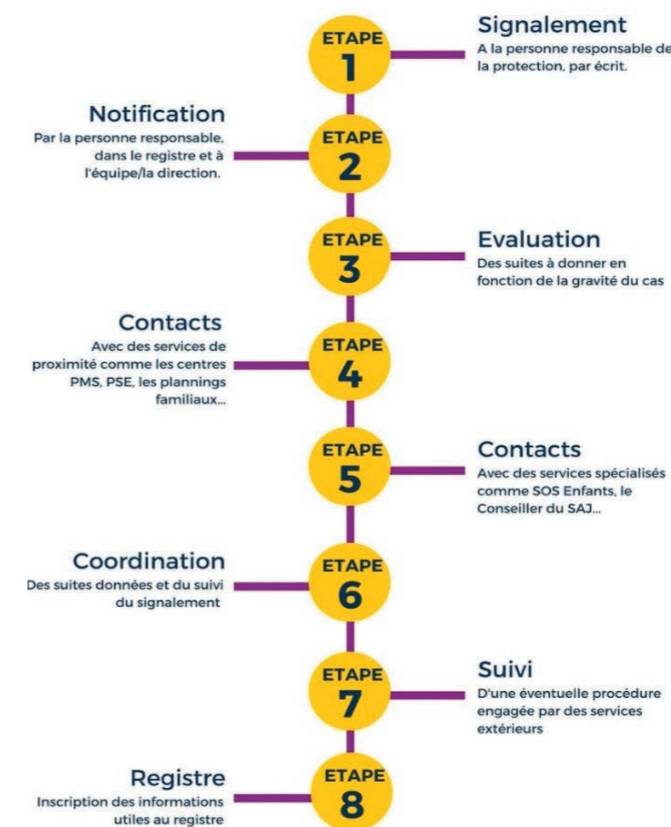
- external outreach services: at the school, Psycho-Medico-Social Centres and School Health Promotion Services; mental health services; family planning centres; free listening services (Télé-Accueil at 107 or Ecoute Enfants at 103)
- and/or specialised services: SOS Enfants helps with the diagnosis of abuse and care (multidisciplinary team); the SAJ Youth Assistance Advisor listens and guides.
- The contact person coordinates support for the various parties involved (the child, the parents or legal representative (to be discussed with the child), the reporting person, the presumed perpetrator⁴²).
- The contact person ensures a follow-up if the care requires a relay external to the organisation.
- The contact person enters the procedure and the follow-up in the register.



42. Follow the procedure concerning the perpetrator

PROCEDURE GENERALE

Résumée



Network information and mapping

You should be aware of the nearby outreach services and authorities to rely on. When a decision has to be made, having the right contacts saves time, helps the process become efficient and, therefore, safe for the child concerned.

Medical and psychological support structures: SOS Enfants, Psycho-Medico-Social (PMS) centres⁴³, School Health Promotion Services⁴⁴, Mental Health Services⁴⁵, family planning⁴⁶.

The SOS Enfants⁴⁷ team is a multidisciplinary team (lawyer, psychiatrist and psychologist, educator, etc.) that deals with cases of abuse. Its primary mission is to respond to any person with questions or doubts related to child abuse to assess the danger and the follow-up to be put in place.

Social and legal support structures, and ASBL: AMO⁴⁸, assistance services for victims (legal advice centres)⁴⁹, freephone numbers (Télé-accueil on 107⁵⁰ and Écoute Enfants on 103⁵¹, for children and adults), Yapaka⁵², the General Delegate for the Rights of the Child⁵³, assistance services for victims⁵⁴, the nowjenparle.be chat to help victims of abuse.

43. <http://www.enseignement.be/index.php?page=26028&navi=149>

44. <http://www.enseignement.be/index.php?page=25423&navi=366>

45. <https://pro.guidesocial.be/associations/services-sante-mentale-ssm-1704.html>

46. <https://www.planningfamilial.net/liste-des-centres/>

47. How an SOS Enfants team works: <https://www.yapaka.be/video/video-comment-travaille-une-equipe-sos-enfant>

48. http://www.aidealajeunesse.cfwb.be/index.php?id=servicesagrs&no_cache=1&tx_ajsscontactsync_pi1%5Bcat%5D=A-MO&tx_ajsscontactsync_pi1%5Betat%5D=Agr

49. <http://www.maisonsdejustice.be/index.php?id=accueildesvictimes>

50. <https://tele-accueil.be/>

51. <http://www.aidealajeunesse.cfwb.be/index.php?id=ecouteenfants>

52. <https://www.yapaka.be/>

53. <http://www.dgde.cfwb.be/>

54. <https://pro.guidesocial.be/associations/services-aide-victimes-sav-1677.html>

State protection structures: counsellor/services of the youth assistance centre⁵⁵, Police Zone, Public Prosecutor.

The YAS Youth Counsellor intervenes at the request of a young person, parent, or carer to listen, guide and support children and families. These services have a protective role which aims to protect the child in difficulty or in danger, as well as their family. The YAS intervenes on a voluntary basis; nothing can be done or decided without the agreement of the young person or their parents. After an interview intended to explain the basis of the problem encountered, the YAS may propose: a referral to a more specifically competent department (an AMO, a PMS centre, SOS-Enfants, etc.), a support programme adapted to the situation of the minor and their family. The SAJ will regularly monitor the situation through coordination with the associated departments. Consequently, it is generally the professionals in the aid sphere who will call on the legal sphere (the police and the public prosecutor's office) if they deem it necessary after analysing the situation.

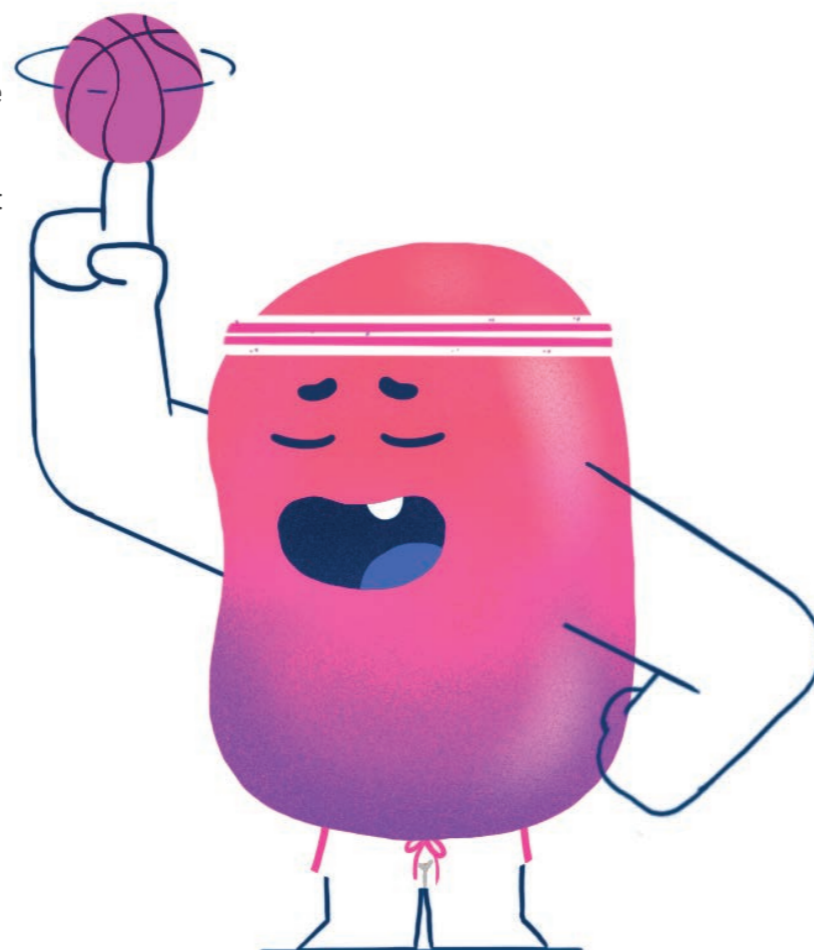
Map the organisations corresponding to your geographical area and your needs using existing maps, in particular that of Yapaka⁵⁶, ACCESS (gender-based violence)⁵⁷, the Social Guide (centres and services)⁵⁸ or the service listings of victims.be⁵⁹. Include names and contact details in your CSP so that they are known to everyone and are easily accessible. In the sports sector, we advise you to contact the Vivons Sport contact persons and delegates in case of difficulty.

V10.2 PROTOCOL FOR PERPETRATOR

– III.2. Model CSP

Make sure that your Internal Rules (IR) or Work Regulations (WR) are up to date and include the penalties in case of violence against minors.

1. The contact person enters the case and the procedure followed in the register.
2. The contact person communicates with the management of the organisation.
3. Depending on the perpetrator's identification:



55. <http://www.aidealajeunesse.cfwb.be/index.php?id=359>

56. <https://www.yapaka.be/cartographie>

57. <https://www.we-access.eu/fr/carte>

58. <https://pro.guidesocial.be/associations/>

59. <http://www.victimtimes.cfwb.be/ou-trouver-aide/>

Perpetrator under the responsibility of the organisation		Unidentified perpetrator	Perpetrator under the responsibility of a third party organisation	
Minor perpetrator	Adult perpetrator	If the identification is not possible, report it to the competent authorities	Report it to the responsible entity and follow up	
Measures adapted according to the severity + if appropriate, reporting to legal guardians and/or competent authorities	Appropriate professional sanctions according to the Work Regulations + if appropriate, reporting to the competent authorities		The entity has taken the necessary measures to penalise the perpetrator	The entity has not taken the necessary measures → report it to a higher authority or the competent authorities

V.11 PUT YOUR CHILD SAFEGUARDING POLICY TO THE TEST

Once you have drafted your CSP, it is useful to test it, especially in teams, through a simulation exercise. Depending on the results of this activity, you have a quick overview of potential shortcomings in your CSP and of any additional training requirements.

*For each situation presented below, discuss what your organisation should do. How do you feel about this situation? What tools could help you provide a response?*⁶⁰

- You have just finished a painting activity with a group of children when Camille, an 8-year-old child you know well but who was not with you today, comes to you crying. She looks upset and in shock. How do you react?
- Loïc, 13, is in the nurse's office because he injured his knee during a football match. As you walk past the door, you see a nurse slip her hand under the child's dress and touch his genitals. What do you do?
- You realise that 15-year-old Lea is being harassed and bullied by all the other children in her homework club. How do you react?
- The mother of 10-year-old Clara comes to see you. She is very upset and tells you that photos of her daughter are circulating on the website of the volleyball team you played a match with last week. What do you do?

60. This exercise can be complicated to approach as a team, given the sensitivities of each. Dialogue and understanding remain essential; we must take the time necessary to discuss and find responses together.

- Sasha, a usually very calm 4-year-old boy, has started causing a lot of problems during your body awareness activity. He is always looking for attention, hitting other kids, and seems angry all the time. How do you react?
- What to do when a child smells so bad that no one wants to team up with him?
- How to react to a team member who always belittles a child?
- What to do with a child in an economically vulnerable situation (no equipment for activities)?
- You discover that a staff member has used a computer in your organisation to download child abuse material (formerly known as 'child pornography') and has sent controversial emails to several children using your organisation's address.
- During an activity, you see a volunteer making fun of a child in front of the group and encouraging the group to do the same.
- You receive an anonymous report, through a paper deposited in your mailbox, of child abuse within your organisation.
- A child is injured during an activity. You have to take him to the doctor and use your own car. The child's parents later file a complaint against you claiming that you abused the child on the ride.
- Your partner organisation in the next town took photos of the children at an activity you organised and posted them on their website. The parents complained.
- A boy has completely changed his behaviour in recent months. He has become withdrawn, aggressive, and very thin.
- One of your members recommends a friend, whom you do not know, for a 6-month volunteer internship in your organisation.
- A girl comes to tell you that her parents hit her very regularly.
- The director of the organisation you work for is behaving in a way that you feel is inappropriate towards some of the children participating in activities.
- You have recruited a new child care worker. You then learn that he has already been accused of sexual harassment in his previous job.
- A parent explains to you that their child will no longer participate in your activities since he is being punished.
- During an activity, you notice that a child's parents are belittling him.
- One of your coaches/child care workers reported an incident about a colleague and now there is a case in progress. Another colleague criticises him for damaging the reputation of your organisation.
- Your organisation has reported a case of abuse to the relevant authorities and has not heard from them.

VI. PHASE 5: COOPERATE TO IMPROVE

Adopting a Child Safeguarding Policy is good. Knowing that it is actually implemented is better. Indeed, having a very good text is useless if it remains a dead letter. It is essential to take the necessary time to monitor, evaluate and, if necessary, cooperate in order to better improve. This evaluation is, first and foremost, the responsibility of the people designated as contact persons within the team. Nevertheless, the whole organisation should espouse this view when adopting its CSP.

VI.1 ENSURE A FOLLOW-UP

For a follow-up process, it is entirely possible to reuse the tools previously discussed, and in particular the assessment table. The content of the CSP must be reviewed at least once a year, and its components updated (and in particular a review of the training outcomes). As the problems appear as they arise, the response given to them can also be used to enrich the CSP in the event that information is missing. Follow-up also means carrying out regular risk analyses (of any new activity you design, or when there is a change in the organisation) so that this becomes standard practice in the organisation.

Traditionally, the implementation of standards is reviewed by an external entity. However, we strongly recommend adopting a participatory and inclusive mode of self-assessment instead. Indeed, self-assessment encourages everyone to take responsibility for the implementation of the CSP.

For organisations in which the child safeguarding officer(s) would not have the time to carry out monitoring and evaluation on their own, we recommend that roles be allocated as soon as your CSP is drawn up. Who will be in charge of the follow-up on recruitment issues? And of verifying the implementation of the directives concerning data management? This method makes it possible to involve different people, who can submit their report on a regular basis, for example during an annual interview.

It is essential to involve children in the follow-up process. This can be done in different ways, quite similar to those discussed in phase 4: having an annual discussion on the subject, setting up an advice box that remains available throughout the year, etc.

When creating your CSP, the following questions regarding follow-up and evaluation should have been clearly answered:

- What data do you need to be able to evaluate the implementation of your CSP?
- What are the indicators that might indicate to you a good (or, on the contrary, an ineffective) implementation of your CSP?
- How often should you analyse the implementation of your CSP?
- How do you intend to follow up on this implementation?
- Who will be in charge of this review and what will be the responsibilities of these people?

- How to properly take into account ad hoc feedback from parents and children?
- How will you ensure that everyone is involved in the follow-up process?
- How to work with partners to ensure convergent CSPs and better child safeguarding?
- What will you do with the information collected?

VI.2 EVALUATE THE IMPLEMENTATION

Here, we recommend developing indicators specific to your organisation. These indicators can be used once or several times a year, depending on what seems most appropriate. They are intended to facilitate the evaluation of the implementation.

Some ideas for indicators:

- Number of incidents reported in the incident register and how they were dealt with (the more incidents reported and acted upon, the more it is a sign that the CSP is effective).
- Children's opinions: which can be collected through games, informal discussions, other assessment processes, etc. We can also look at children's willingness to actively participate in safeguarding issues. What changes have they seen in the life of their organisation? Do they feel safe?
- Parents' opinion: once a year, during a meeting for example, parents can be asked to fill out a questionnaire, have a discussion, create an online tool, etc.
- Feedback from professionals and volunteers: during the annual discussion to verify training achievements, during the annual interview, during regular meetings, etc.
- Percentage of activities for which a risk analysis has been carried out (high percentages = sign of good implementation).
- Proportion of risks in the green compared to those in the red (the more green risks there are, the more red risks have been limited).
- Number of risks identified compared to the initial evaluation (if there are new risks, are they all dealt with?).
- Inspection of the training and testing record carried out to ensure that it is working (in practice, are staff clear on safeguarding issues? Do they know who the child safeguarding officers for the organisation are?)
- Children's knowledge of the Code of Conduct and who to contact in case of need.
- Number of discussions about child safeguarding that have taken place in the past year (this indicates the extent to which child safeguarding is an issue in the life of the organisation, e.g. in team meetings).
- Pages 95 to 99 of the UEFA Safeguarding Children Toolkit⁶¹ also suggest, for example, using quality

61. https://fr.uefa.com/MultimediaFiles/Download/uefaorg/ChildSafeguarding/02/64/19/64/2641964_DOWNLOAD.pdf

levels such as "bronze, silver, gold" to assess your child safeguarding implementation.

- If challenges for the implementation of the CSP have emerged, what follow-up has been given to them? Have they been documented?
- For each tool, specific indicators have ideally been developed to ensure follow-up (e.g. for the supervision of recruitment, ensure that job advertisements mention the CSP, for training professionals, ensure that the training has been provided according to the schedule, etc.).

In addition, the following points can also guide you:

- a) Regularly rethink your risk analyses: have we missed any risks? Was our risk assessment good enough? Do we have to make any changes next time? Did we forget to conduct the analysis for some new or one-off activities?
- b) More broadly, ask yourself these questions regularly: are we doing everything we can to keep children safe? What has our experience shown so far? What areas are challenging or do we find difficult? Can we get specialist advice? Feedback from children/parents/adults?

You will find in the appendix an example of an analysis template for the follow-up.



VI.3 IMPROVE BY OVERCOMING OBSTACLES

The follow-up of your CSP requires a continuous process of collecting and analysing information; it is a never-ending process⁶². It allows you to constantly raise awareness about the strengths and weaknesses of your CPE.

To find solutions, all those affected can and, to the extent possible, should participate. Some examples of possible solutions to frequently encountered problems:

Reported problem	Possible solution
Lack of time	Cooperation with other organisations that have implemented the same process, better distribution of tasks, discussion around the importance of the process. One can also imagine starting from a rudimentary document and having a slower process, but one that will eventually succeed, by considering the process step by step.
Too many people to be involved	Do not hesitate to group people according to their role, or to create "tier-based" participation with representatives, provided there is a guarantee that everyone has been able to express themselves to the representative.
Lack of expertise	Do not hesitate to use games, to look for concrete tools, videos, etc. A group of specialised trainers has been created within the framework of the PARCS project (www.chartedelabiensveillance.be).

⁶². To illustrate the importance of constant improvement in order to obtain a result, we recommend extract 1:13:26 to 1:15:31 from the Investigation report "Sexual violence in sport, the investigation".



An initiative of:



yapaka.be

