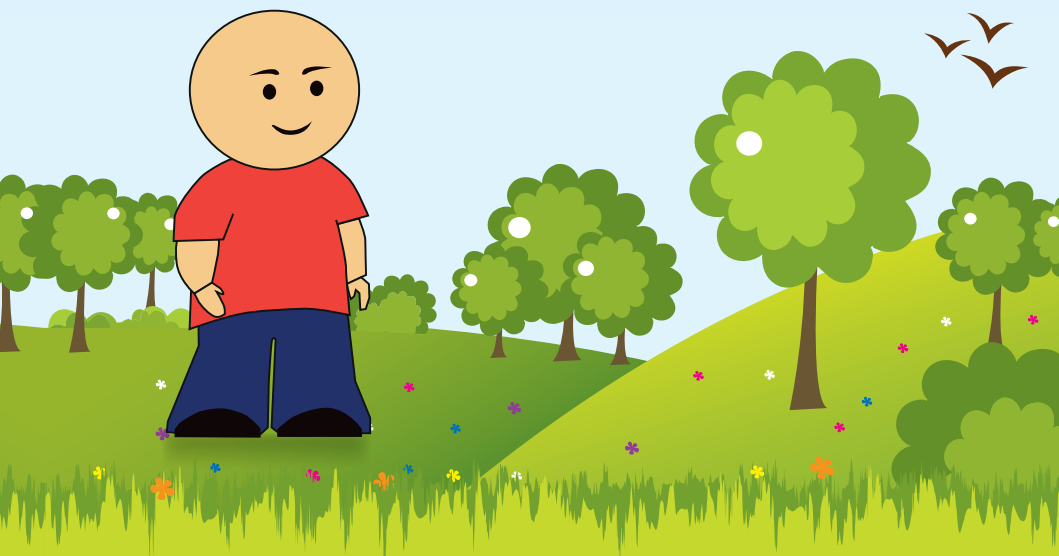


Christine Leitch
Terezinha Aparecida de Lima Candieiro

Child Protection

Practice and Guidelines for
Child Protection in Church



***“Fulfilling our MISSION
We reach our VISION”***



ABIAH – JMM – JMN

Child Protection

Practice and Guidelines for
Child Protection in Church

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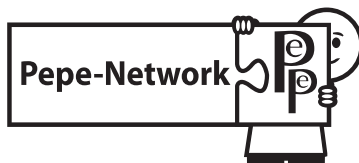
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Child Protection in Church



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*"Fulfilling our Mission,
We reach our vision."*

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1. Introduction

Currently, children's violence is a subject that has been widely discussed. Unfortunately, the various cases of violence towards children in different levels and places, are extremely alarming.

Violence towards children is a phenomenon that has been defined by the abuse of power of an adult or another child who's intention is to hurt, humiliate, neglect, or impose sexual behaviour towards a child that has no way to protect themselves. Child abuse always affects his or her development, causing them to become insecure, suspicious, and traumatized. This may result in relational difficulties, especially with God, because they have a hard time seeing Him as the Father of Love.

As Christ followers, we defend the principles of a child's value and enrichment, even in the midst of a society that does not share this particular vision. We know that Christ sees them as worthy of being a part of God's community.

PEPE NETWORK, with their experience of working with children in life threatening situations and a variety of communities, feels committed in promoting awareness in local churches; about the importance of child protection, so that these churches will be a place filled with safety and kindness for all children. This will give members a sense of empowerment to lead and deal with these issues in the development of children's ministry.

We hope this book will be a tool for encouragement for the church to have a commitment in nurturing and protecting the lives of the children in their communities.

Christine Leitch Social Assistant,
Volunteer of PEPE in the area of Child Protection

Terezinha Candieiro,
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World Missions Board of CBB

2. Biblical foundations for the appreciation and protection of children

Whoever loves, cherishes and protects. There is no way to love without valuing and protecting someone; this is so evident in Jesus' actions, not only with children but with everyone, throughout the stories in the Bible.

Our commitment to the Kingdom is directly related to the value of a child's life, like the protection from abuse and mistreatment.

In general, we are able to observe that in many societies children are belittled, with the lack of rights, no voice, no value, and there is no room for participation in many life situations. Due to this, many children have been victims of mistreatment and abuse.

In Matthew 19: 13-15 we are able to find some important lessons: the text says:

- Children were taken to Jesus to be blessed;
- The disciples, influenced by the culture of that time and the preconceived ideas, rejected the children and mistreated them. There was emotional and spiritual abuse established by the Christ followers;
- Jesus, with his anger and outrage, defended those children, cherished them, gave them a place of dignity;

- Jesus used those children as a reference and example of a citizen of the Kingdom;
- The disciples ignored the true nature of God's Kingdom.
- Jesus blessed those children, He embraced them, and treated them with love.

According to these Biblical comments, the authorship of this gospel is associated with the apostle Matthew. This was written specifically for Hebrew Christians, in the Hebrew language. It presents Jesus as the Messiah and it teaches each lesson that we must learn from Him. The goal of presenting this story in order of birth, ministry, passion and resurrection of Christ expresses value to childhood and of the little ones, which at the time, were forgotten and sometimes treated as animals who needed to be trained.

Jesus' vision on approaching a child was different. He included children in his ministry, in the community, and in the kingdom. Children were and are very important to Jesus and they must be treated with respect and dignity, for they are looked as a reference in entering the Kingdom of God.

We are able to learn many lessons from this text, for example:

- Children must not be excluded;
- Children must be heard, embraced, blessed;
- Children must have the right to participate in a faith community;
- Children should not be prevented from participating, especially from Christ Followers
- The preventing of children's involvement by disciples is a situation of mistreatment, that can influence children to mistreat someday; for example:
- The impediment of disciples provokes Jesus' wrath.

These Biblical fundamentals bring some important implications for Jesus' church, such as:

The church needs to return and align itself with the vision of the Kingdom of Christ; looking at children, seeing them as examples in entering the Kingdom, respecting their right to participate in a faith community. It is indispensable to promote the formation and empowerment of leaders, for those who are looking to shadow Jesus' actions. There is a need to promote a culture of peace, justice, and equal rights for child protection.

In 2002, the Great Britain Baptist Union, in a series "Growing in Safety", published a very relevant article about the value of a child, which shows us the Biblical basis for the protection of children.

"A community that follows the life style and the teachings of Christ should value the life of a child.

Jesus challenged His culture, in which children were not considered very important. They had to wait to become adults until they were considered worthy or important. Jesus was sad by the way the disciples tried to get rid of the children (Mark 10: 13- 16). When the disciples were discussing about sizes (adults, children), Jesus sat a child on his lap and said they should learn from that child. The disciples were invited to become "children" (Matthew 18:1-4). We know that by receiving the children, we are receiving Christ, receiving THE ONE from THE ONE who sent His son (Mark 9:37). In the beginning of the week of Jesus' last week of life, Jesus was joyful in seeing the children worship in the temple (Matthew 21:15-16).

A community that listens to the words and follows Christ will not keep children away from the community. The children are received, known as an important member, created in God's image and invited with men of God, under his sovereign love. The child has so much to offer and to receive; the adults need to learn like the children about the nature of God's kingdom.

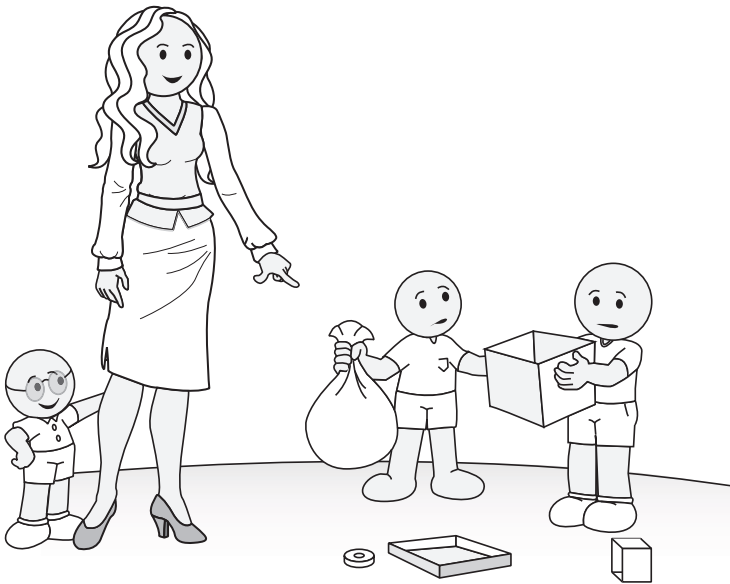
Such a community cannot accept damages done to children. We desire to offer them a better environment if possible, so they will grow up to develop a heart after God's own heart. The community should not ignore the help requests from

children; their voices must be heard and taken seriously. We can see Christ's passion when he speaks of the consequences of stumbling block to "a small one" (Matthew 18:6-10).

Certainly a Christian community desires to have the child be a part of God's calling, especially since we are near the broken hearted, the weak, the vulnerable in this world. Unfortunately, for a long time, the church was not listening to their own children, who were abandoned and left behind. The God who we love and praise and serve is the one who "heals those who are hurting" (Psalm 147:3). This Psalm declares more: "bless your children in you." (Psalm 147.13).

Therefore, we conclude this chapter with Pr. Carlos Queiros' statements in his article "Pastoring the Children: our commitment", published by the Maos Dadas Magazine, number 21, September 2008.

"The attitude of protection and care with our children is so much more than a significant gesture of love and justice with them. It is about the commitment we have with our Eternal God, the Protector of all children. He protects them through men and women who have chosen to continue the story of salvation, preserving life, caring and loving one another, practicing justice against the oppressor. Make your family, your church, your community, a place where good defeats every from of evil."



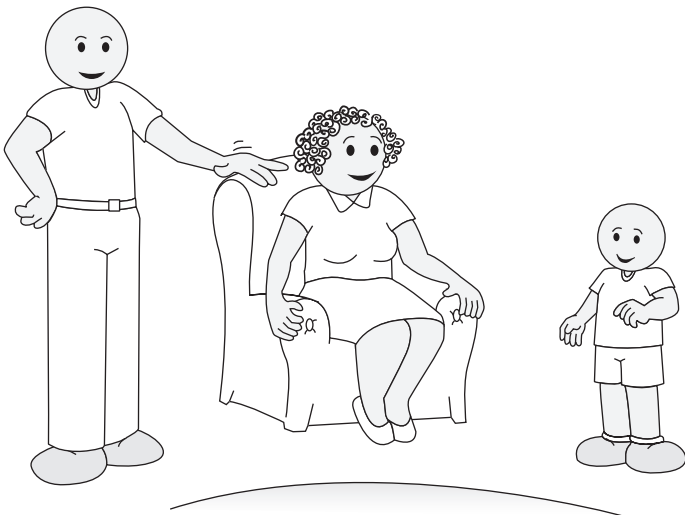
3. Recommendations for the church that develop children's ministry

- Know that there are enough people from the church and the community to help in making this ministry safe and efficient. For any group up to about 20 children, ideally there should be 2 teachers, and 3 for number higher than 20.
- When it comes to working with children, it is important to recognize people who are known, who show character, who have had prior experience in such a ministry as this. Even when there is a great need, it is not safe to leave a child alone with a person who has been attending church for a short period of time. It is extremely important that someone who is trustworthy from the church reference the candidates who are interested in working with the children's ministry.
- Develop their own norms and policies of Child Protection in the church. Orientations may be obtained in section 3, article published by "Maos Dadas" Magazine, and a website recommended in this manual.
- Having someone responsible for Child Protection, chosen by the church and trained to succeed in such a role. In situations in which there have been suspicions of child abuse, the leader must have wisdom in being supportive to those who volunteer and teach directly with the children. This person must know the local practices of child protection. It is essential to have someone take responsi-

bility for pastoral care with the teachers or the volunteers of the Children's ministry, along with the child's parents.

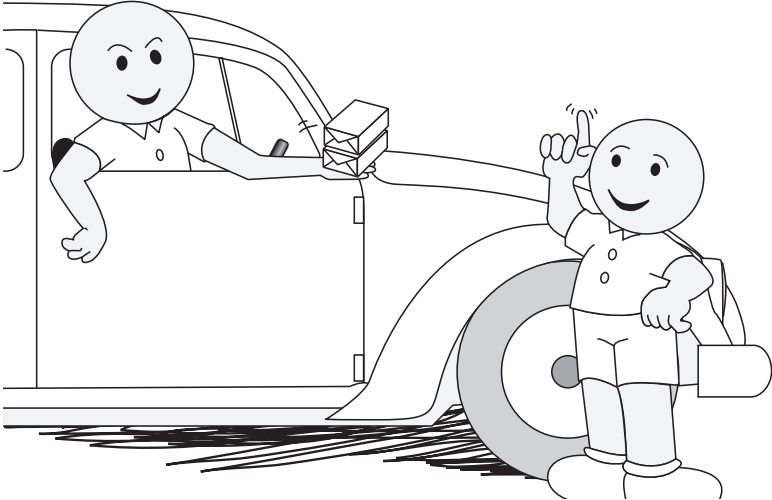
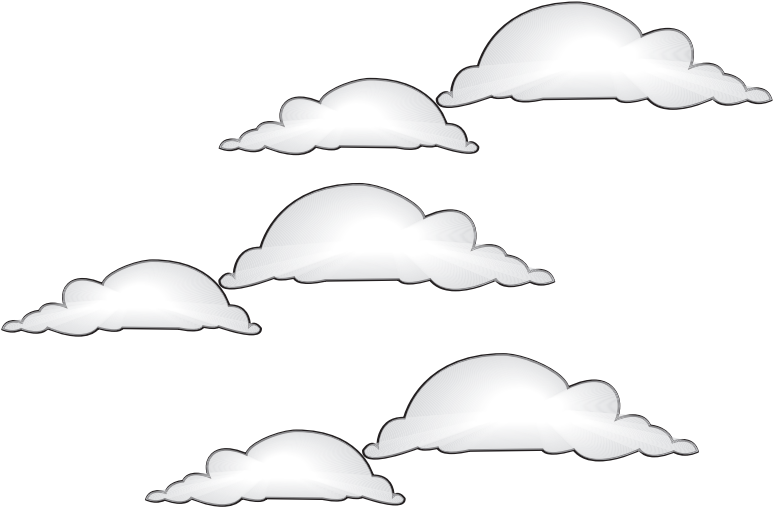
- It is important to insure that all teachers and volunteers are willing to participate in the training for Child Protection, in which they will learn different signs and effects of abuse. They will also learn practical ways of how to help a child who has already been victimized, as well as how to act around them, in case they pick up on certain red flags that lead to violence or abuse.

- The church must consider the necessity of learning about abuse against children and how to appropriately discuss this subject with members and parents. Child safety and protection are part of the lives of those who are Christ followers.



Suggestions for reaching the goals explained:

- If possible, it is beneficial to organize different training meetings for pastors, leaders, and anyone else who may be interested in Children's ministry. This will give them an opportunity to learn how to pick up on signs and effects of abuse, how to act and how to help a child who has gone through something like this. Other churches may have the desire to partner up with you, in order to become more educated and qualified to handle subjects such as these.
- In a world of risk, the most important people who can provide safety for their children are the parents. The church may organize discussions with them about reducing risk and discovering disciplinary methods that do not require violence. If there were training sessions every few months, this could become a powerful ministry in the church. Abuse against women and children may be culturally acceptable, but the church should reflect what Christ would do with them; after all, he preached and demonstrated respect and value to all people, not only towards men, but also women and children.
- Consider the support of the lives of each family and each member of the church, in areas where neglect may be related to work or choices they have made in life.



4. How can the church protect children?

Here are some basic guidelines:

4.1 Be familiar with the subject

Information helps us in our decision making process.

There are four types of child abuse, or injuries that must be recognized; they can happen in the church, in their family, and out in the community.

Definition of Abuse

Physical Abuse

It is a physical action of aggression towards a child, committed by an adult or an older child, which causes injuries, even if there was no intention of hurting them. This type of aggression includes: hitting, shaking, pulling, pushing, throwing a child, burning, suffocating, or any other type of physical injury to a child. This also includes giving any dangerous substance such as alcohol or drugs.

Emotional Abuse

It is the mistreatment of a child's emotional self-esteem. This includes: verbal abuse; intimidation, scolding a child with foul language, negative comparisons to others, telling a child she has no value, blaming him or her consistently, ignoring them, no demonstration of kindness or touch, creating big consequences (scaring the child), exploitation. If a child is constantly exposed to mistreatment at home, which is common in domestic violence, this would also be classified as emotional abuse.

Sexual Abuse

It is any sexual action between a child and an adult, or between an older and younger child. Sexual abuse involves forcing a child to be a part of a sexual activity such as physical contact, includes penetration, forcing a child to perform masturbation on an adult or touching inappropriately, or actions that violate privacy: undressing, looking at a child, expose a child to an adult's sexuality or pornographic material, encourage the child to act sexually in an inappropriate way.

Neglect

It is the lowest standard or the failure to provide the basic necessities of a child, in a way that damages their physical and psychological well-being. In this category of abuse, parents or those who are responsible for the child have not met the obligations of teaching, disciplining, and loving the child (amongst other things, of course).

1. Physical – failing to provide food, clothes or necessary hygiene for the sake of a child's health, failing to provide appropriate supervision, abandoning the child, or the use of toxins throughout the pregnancy.

2. Educational – failing to register a child in school, allowing them to miss many days of school throughout the year.

3. Emotional – lack of affection and support, failing to intervene when a child demonstrates antisocial behaviour, refusal or delays in providing psychological care for the child.

4.2. Knowing how to Identify Types of Abuse

It may be difficult to discover a child who is being abused or neglected, for that reason, we must be watchful for signs of violence and neglect and know how to respond to any raised suspicion.

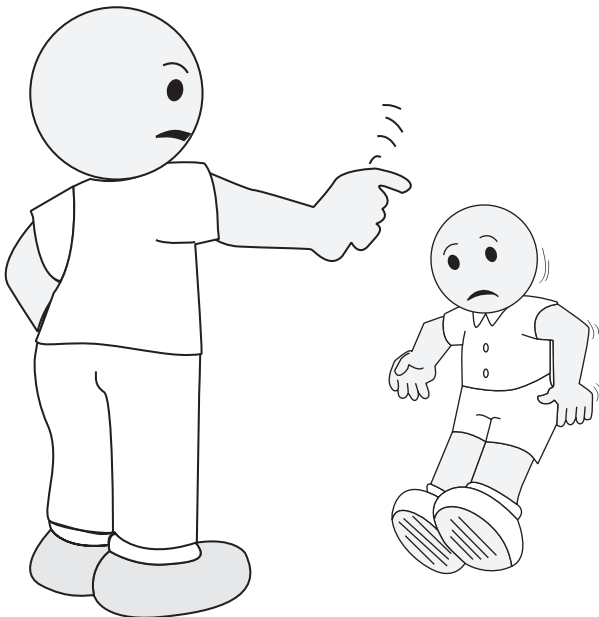
We know that some signs may appear as sicknesses or accidents for example, but if they are showing repeatedly, it may be an indicator that the child is suffering or is at risk of suffering further damages. Here are common red flags:

- Injuries with no explanation, such as bruises, cuts, burns, particularly in areas of the body that would not receive wounds;
- Injuries which never have a consistent explanation;
- Injuries that lack the necessary medical attention needed;
- A description (coming from the child of an action that could seem abusive and that may involve them);
- Worrying compulsively over the well-being of a child (coming from a child or adult);
- Change in mood or behaviour (a child acting quietly and reserved), or a sudden explosion of anger;
- Inappropriate knowledge on sexual subjects;
- Involvement in sexual behavior and games;
- Nervousness, mistrust, and fear;
- Inappropriate relationship with adult or friends;
- Signs of neglect such as malnutrition, illnesses with no treatment, inadequate care, or lack of company;

Observation: We don't want to believe that abuse happens, especially sexual abuse, in the church. But we must be alert to the fact that there are many children and a diverse group of members/ attendants who have gone through such an experience. Any child in any family can go through these situations listed above. It is our duty to promote the protection of children in any environment, even in a church.

People who participate in sexual abuse with children:

- Don't look any different and seem very convincing;
- Look for places of easy access to children, especially where there is a position of trust, in which they can take advantage of;
- Some aggressors plan the abuse over a long period of time, the place, and the situation in which they are going to utilize;
- Are compulsive, and the abuse is not something that happens only once;
- In most cases, they are not motivated for the sexual drive or loving relationship, but they hunger for power.



When a suspect of abuse is taken to authorities, in the church, or when it comes to the law of Child Protection, it is important to treat this subject in an extremely serious manner, even if it may seem unlikely. It must be kept in private, so that rumours or gossip will not spread, because the abuse may not be proven. The subject must be discussed with the person designated to verify what methods to take from this point on.

If you suspect a teacher, for being violent, treat a child with emotional or sexual inadequacies, either with words or actions , this must be discussed with him; if there are no changes, he must be taken out of that position/ job or someone must be watching him at all times. There is no room for taking risks in these situations when it comes to Child Protection.

4.3. Observing some basic processes

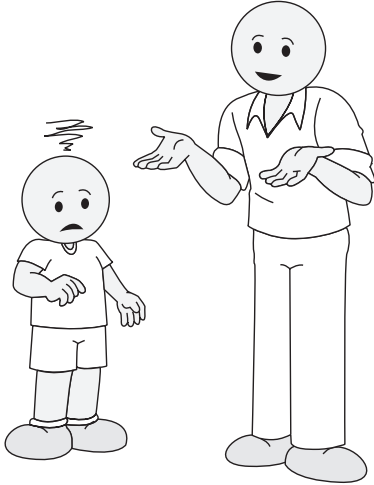
When there is suspicion regarding the well-being of a child.

Unfortunately, a child may be abused, when they are at church, by a teacher, volunteers, helper, or any member from the church. The abuse may be physical - if a child gets spanked for bad behaviour; emotional – if a child is humiliated or scared; sexual – if a child is touched or is spoken to in an inappropriate manner; or negligence – if the child is given no attention, help, or protection.

Any of these actions have no place in the environment of a church and should not continue. The pastor and the person responsible for the Child Protection Policies must be informed of those actions and the next steps should be taken:

Important Arrangements:

1. Take note of any suspicion referring to the well-being of a child (as soon as possible – see Form for Registered Suspects).



2. Speak in private with the person who is suspected of certain actions, telling them to better their behavior.

3. Place someone else to supervise the suspect for some time. This supervision is for the protection of the child, the teacher and the reputation of the church.

4. Disciplinary action or exclusion of group.

- In suspicious situations, there must be continuous monitoring of actions that occur.
- Parents must be informed about any incidents and about the next steps that will be taken to ensure the protection of their child.
- Any suspicion of a teacher or volunteer must be seriously considered, but the suspect must be treated with respect and dignity throughout the process of investigation, recognizing that the offense was caused by some allegation that may or may not be true, and need further research.
- When a child is seriously hurt by another child, discipline must be put in to practice, normally followed by control and intensive monitoring. Parents must be informed

about what happened to their child and what the next steps are for the protection of their child.

- If a child's actions are sensual, with adults or any other children, they must be told that this type of behaviour is unacceptable. And take the necessary precaution so that the child does not feel rejected. We recommend asking the child where did they learn this type of behaviour. It is possible that the children may be involved in innocent and mutual understanding of their sexuality. This must be understood and discussed. For this reason, if any child imposes their sexuality to another child, they must have intense monitoring, for sexual abuse, even practiced by children, is detrimental and long lasting. If this monitoring is not possible, the exclusion must be considered for the safety of the other children.

4.4 How to react to suspicion of abuse

Individuals must not:	Individuals must:
Expect actions that will demand responsibility if a child has been abused.	Share their concerns with those who are responsible in the church, through the Child Protection Policies.
Act alone.	Together with those who are responsible, study the suspects and decide if there is sufficient evidence to take action or if there is a need to monitor the suspect for a period of time.
Take full responsibility of what was shared or of who was questioned as suspects.	With those who are responsible, discuss this with the leadership of the church, to decide what actions must be taken and who should execute them.
Discuss the situation with anyone who has no authority.	Help, so that the decisions will be executed with readiness, protecting the child, and supporting all those who are involved, which can be a very difficult situation to be in.

4.5. How to deal with a child who might be hurt

- 1 A suspect has been identified. You have all details on the form for the child and the situation.
- 2 Speak with those who are responsible for the child protection in the church.
- 3 Together, reevaluate if the situation is indeed of abuse or violence.

YES, IT IS ABUSE

In cases of certainty, there must be a reevaluation of the child's risk and of self-risk, in speaking with any member of the family. In cases of sexual abuse, don't speak to family, but with local authorities. Register the decisions and evidences.

NO, IT IS NOT ABUSE

Register the suspects and continue observing them.

THERE IS RISK

Speak with the person responsible that will be able to inform the directory of the government and authorities.

THERE IS NO RISK

Speak with the parents respectfully and offer support for the family. It is possible that the family may thank you for the help. Be discrete.

If you observe that the child needs medical assistance or treatment, you must contact the family first to be sure, recognizing any difficulties this may cause them.

4.6 Establish norms of behaviour

Below, we suggest some norms or standards of behaviour to teachers or volunteers that work with children. We know that these norms are limited and must be taken in to the various contexts.

It's very important that people who work with children and visitors:

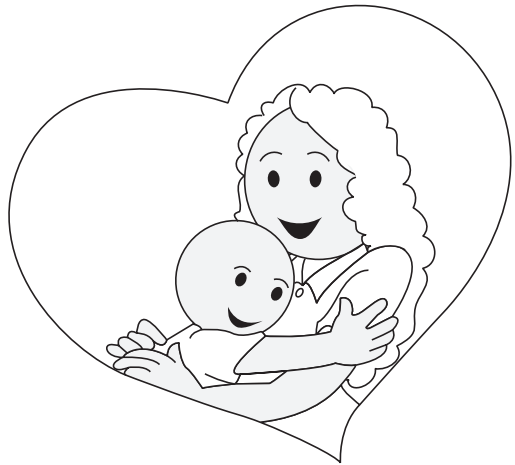
- Demonstrate behaviour that portrays excellent examples to the children.
- Treat all children in a way that reflects God's love for them.
- Be careful and conscientious, protecting yourselves from any allegation of abuse against them.
- Always put their well-being in first place:
- Treat all children with dignity and respect, without discrimination or preconceived ideas in relation to social class, race, culture, age, sex, deficiency, or sexuality.
- Never demonstrate favouritism towards a particular child.
- Make sure your behavior is of good example to the children and the community. Be excellent role models – this includes no smoking or drinking in the contexts of the community.
- Find support in working with the children. Don't do all the work on your own, but yes, in pairs or groups.
- An adult should not be alone with one child. Even if the adult is having a private conversation with the child, another adult should be present and visible to the eye.
- If you feel uncomfortable with a child's behavior, explain to them that this particular behavior is not acceptable, but make sure they don't feel rejected.

- Always talk about the problems with regards to child protection to the appropriate people, such as those responsible in the church or church leaders.
- Build balanced relationships with the children, based on mutual trust.
- Never use physical punishments.
- Never exaggerate or banish the subjects on violence or abuse towards children. Never allow that any accusation made by a child go by without being recorded or processed.
- Someone must always accompany visitors and people who are not a part of the team from the children's ministry volunteers. Make sure to observe if a visitor pays too much attention to one child only, with no reason, and try to include that child in the group activities.
- Physical contact with the children, should only take place if permission from the child is granted. Sometimes physical contact is inevitable, such as a child crying and needing a hug, or if the child needs help to play a game, but be cautious in being overly affectionate with them. For this, the processes must be better defined, depending on the context.
- Request permission from parents in writing if people from the team can transport the children in their car.
- Have a written permission from parents in case first aid or medical assistance is required. The first aid kits must be registered in writing and parents must be informed.
- Request permission to take pictures of children and to use the images, especially if they may have HIV. Parents must know when and where and how the images will be exposed so they may give their permission.

Conclusion

We hope that everything we shared may contribute to the reduction of cases in child abuse that have affected so many children around the world.

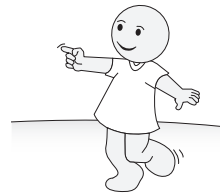
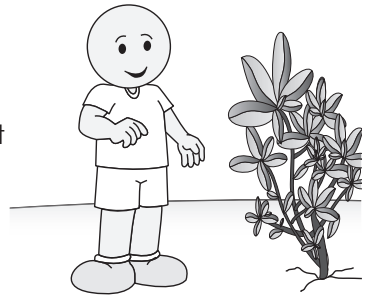
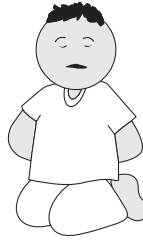
We hope the church will be used as an instrument to show love, value, protection, and blessing to all children, for the Kingdom of God is theirs as well.



5. Poem

The Child

Children learn what they live.
Children who are always criticized
Learn to be discouraged.
Children who live in hostility
Learn how to attack.
Children who live with violence
Learn to be afraid.
Children who are always blamed
Learn to lie.
Children who are treated with respect
Learn to respect.
Children who are encouraged
Learn to be confident.
Children who are complimented
Learn to appreciate.
Children who live in safety
Learn to have faith.
Children who are reassured
Learn to like themselves.
Children who live with acceptance and friendship
Learn to discover love in this world.



Adapted from a poem by Dorothy Law

6. Recommended websites

In Portuguese:

- tilz.tearfund.org
- www.maosdadas.net
- www.redeviva.org.br
- www.cecovi.org.br
- diganaoaerotizacaoinfantil.wordpress
- www.keepingchildrensafe.org.uk/toolkit

7. Annexures

Annexure 1

Application form for teacher/volunteer in children's ministry

Name:.....

Date of birth: ___/___/___ . Telephone:

Address:

Summarize how and when you had your experience of conversion:

.....
.....

Are you a member of this church?

.....

What experience of training have you had working with children or teenagers?

.....
.....

List any other area where you have worked in a Christian ministry (in church or other places):

.....
.....

We need some sort of documentation that proves your identity. Indicate which identity document you will be presenting:

.....

Seen by:

Date: ___/___/___ . Accepted?

Declaration of Commitment

All people linked to this church must be committed to the children's well-being.

We are against any form of violence or abuse against children, including negligence, exploitation, physical injuries, emotional, and sexual abuse.

We recommend the highest level of work, giving every child an environment of safety that will encourage his or her development. We insist that all co-operators and volunteers follow the policies for protecting children in danger.

I have read this declaration of commitment from the church and understand that it is my job to protect these children and teenagers with whom I have contact. I agree to participate in training in order to know what steps to take when a situation of abuse or violence occurs.

Signature:

Date: ____/____/____

Annexure 2

Reference form for teachers/volunteers for children’s ministry in church being evaluated to work with children.

..... is being evaluated to work with the children.

The policies for child protection of this church declare that we must be reassured that all our volunteers are capable of maintaining a safe environment. This is made up of questions asked to people who know those who are filling this document as our references.

What is your relationship with this candidate?

.....
.....

How long have you known him/her?

.....

How would you describe their character? (eg: trustworthy, self-control, relationship with children).

.....

Is there any reason to believe this candidate is not qualified for this job?

.....

Reference witness signature:

Date: ____/____/_____

We thank you for your help in the formation of our team in bringing great experiences to the children of our community.

Proposal for family intervention for the prevention of domestic violence in the perspective of the local church

Terezinha Ap. de Lima Candieiro

Introduction:

Abuse, mistreatment or violence?

- Mistreatments: general term that includes abuse, violence, and neglect.
- Abuse: indicates removal of normal use, miss use, excessive use, repetitive and intentional.
- Violence: uses intention and aggression to annihilate the other. This occurs in relationships of power inequalities.

Theoretical considerations:

1. Violence:

According to Viviane Guerra, violence:

- It is interpersonal. It happens in relationships.
- It is the abuse of power.
- It is a process of victimization that happens for months or years.
- It is a process of mistreatment towards the victim.
- It is a form of violence of essential rights for the child or teenagers, as human beings.

2. Domestic Violence:

- Happens in domestic environment.
- It is an action that may impede, or terminate the development of a child.

- It is part of the general routine in the household.
- It happens as a priority towards children and teenagers.
- It is of private character.
- It is a distortion of power and how it should be.

Domestic violence manifests itself in four different ways:

- a) Physical violence – physical force against a child, in a purposeful way, by the father, mother, stepfather, stepmother, or siblings, causing injuries.
- b) Emotional Violence – it is psychological torture that occurs when an adult is consistently depreciating a child, causing mental suffering.
- c) Sexual Violence – occurs through actions or sexual games between an adult, member of the family, and a child or teenager with the goal of sexual stimulation towards the victim or using him or her to feel sexual stimulation.
- d) Neglect – represents omission and the choice of failing to provide the physical and emotional necessities of a child or teenager.

3. *Intra-family domestic violence*

- Occurs in between people with blood links and/or affective.
- Happens over a long period of time.
- Normally, father appears as the main agent and mother follows as second agent.
- Still kept as a secret and must be exposed.
- Some statistics on domestic violence across the world:
- The aggressiveness of domestic environments constitute a main cause of death among children and young adults from the ages of 5 to 19 years old;
- UNICEF estimates that there are 18 thousand children and adolescents who are beaten in Brazil;

- Domestic violence cause 64,4% of deaths among children and adolescents (1997);
- The numbers are alarming and the Organization of World Health recognizes the seriousness that such a phenomenon has caused around the world.

Proposal for the family members in preventing domestic violence/ Inter family

General objectives:

Recognize that parents or those who are responsible for the children have the most influence on a child's development, hopefully this proposal will be a tool for:

- To ease the reduction of our cases of domestic violence by allowing families access to information regarding the prevention of such phenomenon.
- Providing parents with information that will enable them to transmit these protection measures to their children.

Actions:

1. Awareness and empowerment for leaders
 - The church must consider the need to educate themselves about child abuse/violence and appropriately discuss this subject with members and parents. Safety and protection are a part of the life of Christ followers.
 - The church must consider developing their own policies and norms for Child protection that must be communicated to the parents.
 - The church should facilitate and promote training for their leaders and volunteers in the integral protection of children, for this reason, the church will be prepared and ready to identify signs of abuse, and give support to families and children.

- The church should pray and choose one person or group to be responsible for situations such as these, in relation to child protection in order to continue assisting children and their families.

2. Parents Mobilization

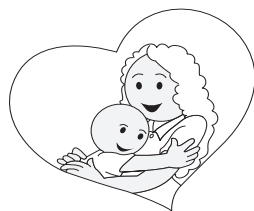
- Promote, to parents, orientation gatherings, debates and seminars that emphasize the promotion of good treatment, sharing themes such as:
 - (a) The importance of the Kingdom of God's values to their families;
 - (b) The right of a child's protection;
 - (c) How children can protect themselves;
 - (d) Personal care and hygiene;
 - (e) Discipline for their children;
 - (f) Sexuality and others.

Child Mobilization:

Share with parents and facilitate children, through formal and informal activities, teaching the following principles for their protection:

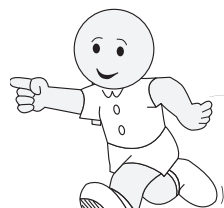
1. Hugs

Hugs and kisses may be sweet gestures. Even when they feel good, they must never be given in secret, or hiding.



2. Body

Your body belongs only to you and nobody else. No one has the right to hurt you or touch you in ways that don't seem right,

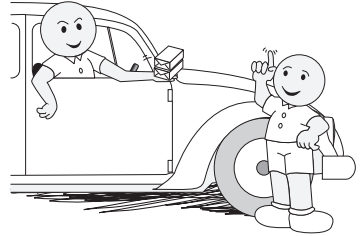


3. Run!

If someone older than you tries to touch you, take you some place or mistreat you, RUN! Always run somewhere near people or go to a store.

4. Danger!

Never accept sweets or money from strangers, and don't go anywhere with them. Some people give candy and ask children to do things they don't want to do.



5. Scream!

If anyone tries to hurt you or make you scared, scream "NO" or "HELP" as loud as you can.

6. Tell

Tell someone you trust if there is ever anyone who has scared you or made you feel uncomfortable. It will never be your fault if someone older has done this to you. If the first person you tell doesn't believe you, insist on telling someone else until they believe you. It is not easy, but this will protect you. If something has happened a long time ago it is still important to tell someone you trust about it.

Conclusion:

In today's world, children and adolescents are easily exposed to all types of violence. The family has a huge responsibility in bringing a child to the world and the world to the child. The child can be in the safest environment or in the worst place, eventually they will find that they are not safe at all. The scars left by the family will remain for the rest of their lives. It's in the strength of the family that the child finds his own strength, and in society. This is a great challenge, but it is achievable with faith, perseverance, knowledgeable guidance and the building of nurturing relationship based on love and respect.

Annexure 3

How to create policies for Child Protection for children in your organization?

The task is not easy and it requires time, effort and commitment, especially from the director's part. The first step is developing internal norms of protection, codes of conduct to be followed by everyone. We will call this document Internal Norms for Child Protection (INCP). INCP has the goal of reducing risk of abuse to children by any person associated with the organization. Such norms also demonstrate to the local community the commitment that the organization has in protecting the children. It is very important to disclose to the community because others may be encouraged to do the same. Finally, we cannot forget that only one emphasis or action will guarantee a child's total safety because such issues are complex.

What should be included in INCP?

The list below presents suggestions of items for INCP.

1. Declaration of Commitment. Explains why the organization is concerned with child protection.
2. External communication. Explains It states the commitment of breaking the law of silence and establishes the chosen method by the organization in treating this subject in the community.
3. Codes of conduct for employees, volunteers, and visitors from the organization. Explains clearly the expectations in relation to their interaction with the children.

4. Proceeding codes with partners of this project. Establishes the type of partnership that is acceptable from the children's protection point of view.
5. Processes of hiring the new employees. Establishes processes that will reduce the risk of hiring people who are motivated by malice.
6. Responses to charges. Establishes the arrangements that the organization will take against the charges.
7. Right to defend. Establishes the actions in which the organization will be involved in, in partnerships with other, to strengthen the work of fighting against the abuse and mistreatment of children.
8. Confidentiality. States the method used by the organization to obtain, record and share information about occurrences or incidents of child abuse and the manner in which it can be used to punish the perpetrator without harming the child.

The second step is to establish a policy of protection for the child, by making this manual (INCP) accessible to everyone. For this reason, it must be written in simple language and should have many copies printed. The organization needs to work hard in spreading this information so that everyone will know its content. Including, if needed, internal trainings involving everyone from the organization.

Writing a manual that is clear and concise for the protection of children may seem a heavy task and for that reason it must be executed with a team. The best way to start is with a detailed work plan. Identify who the person in charge will be for each component and due date to turn this in, realistically. Start with

the analysis of child abuse in your country or local environment.

This will help in the structure of your policies. It is important to be aware of the subject in this organization, so that everyone will share the same commitment/objective.

The third step is making everything that was determined for INCP a reality!

Always remember that the goal is to create an environment that is safe for children and not placing them in front of a trap. A child protection policy in your organization is a great contribution in reaching this goal.

Tools for Re-evaluation

This tool of re-evaluation is the ideal way to measure the goals that your organization is trying to reach in the standards of safety for children and in ways it needs to improve.

This approach is based on George Varnava's article about Children and Abuse, with the National Children's Agency (NCB). With the permission of others, from NSPCC, they also adopted this kit to use as a tool of analysis for the protection of children.

Using the marked items

The issues below were formulated to stimulate the organizations minimal practices of the recommendations (criteria's) so that everyone in the organization will be able to protect the children. However, depending on the type of work with children your organization will be doing, and the context, environment, and conditions in which you work, certain points may be more relevant than others.

This tool of reevaluation may be a useful guide, and maybe you might want to eliminate or add some requirements to assure the relevance of your activities in particular (the site of tools of reevaluation allows for these alterations).

Before starting, make copies of each questionnaire, place the date on these copies and follow the next steps. You will be able to keep these copies, so that later on you may study the areas of progress in your organization.

The tool of reevaluation helps us think about six different areas in our organization:

1. The children and the organization
2. Codes and procedures
3. Preventing harm to kids
4. Implementation and training
5. Information and communication
6. Monitoring and evaluations

There are also six declarations/ standards for each area. Read each one and decide where the declaration is:

- a) In execution
- b) Partially executed
- c) Not executed

Mark the option that corresponds:

The children and the organization		A	B	C
1.	The organization is clear on their responsibilities of protecting each child and promoting this position to all who are contacted.			
2.	The employees and others who work with the children show commitment behaviour in protecting them from abuse.			
3.	There is good knowledge in the Convention of ONU about the Child's Rights (CCR) or of other tools about children's rights, and this is seen as a basis of protection for the children in your organization.			
4.	The teachers ensure that the children are heard and consulted and their rights are always executed.			
5.	The organization is aware that all children are equal and have the same rights to protection.			
6.	The organization controls the behavior of the children without acts of violence, degrading, or humiliation.			

Norms and procedures in helping protect children		A	B	C
1.	The organization has a written policy about child protection or a clear plan to guarantee the safety of children against various dangers.			
2.	The policy or plan is approved by the management team.			
3.	The policy or agreement needs to be complied by all.			
4.	There are elaborate procedures for child protection that guide us with each and every step that must be adhere to in case the child's safety and well-being are at risk.			
5.	There is a person appointed to take care (who takes care) of the child protection policies, with responsibilities that have been clearly given.			
6.	The procedures for the child protection policies take local circumstances into consideration.			
Preventing harm to kids		A	B	C

1.	There are codes and procedures or agreements on how to recruit a candidate and evaluate their capacity to work in an environment with children, including verifying their criminal record.			
2.	There are written guidelines for behavior, or ways that have been informed to employees or other officials on how they should be treating others, especially children.			
3.	The consequences of violating these guidelines of behaviour are clear and related to procedures of discipline according to the organization.			
4.	There are guidelines on how to use technology appropriately such as the internet, sites, cameras, etc., to ensure that children will not be at risk.			
5.	The direct responsibility of promoting and creating activities including cases in risky situations where the children are adequately supervised and protected.			
6.	There are ways of showing/exposing, if an official must, if necessary, present in a confidential manner, certain behaviours that are unacceptable from other members of the team.			

Implementation and training		A	B	C
1.	There are clear guidelines for the team, partners and other organizations on how to keep the children safe.			
2.	The child protection policy is applied respecting the local culture, but not adapting to practices that may be damaging to the children.			
3.	There is a written plan showing the different procedures that will be taken to maintain the children safe.			
4.	Members of the team and volunteers in entering the organization, receive training on child protection, including the presentation on the policies for the organization's protection codes, if this exists.			
5.	Members from the team and other officials are given the opportunity to learn how to recognize child abuse and are taught how to react in such situations.			
6.	The work is developed with partners in a way that will secure the organizations code of conduct and how they will be fulfilled.			
Information and communication		A	B	C

1.	The children know of their rights to be protected from abuse.			
2.	Everyone in the organization knows who to refer to with concerns to child protection and how to contact him/her.			
3.	Detailed information is available about the local resources for child protection – safe places, national authorities and assistance in case of medical emergencies.			
4.	The children know where to go in case they need help or advice about abuse, provocation, and harassment.			
5.	Contacts were established with the main national/ local organization for protection and the wellbeing of the children.			
6.	Members of the team who are responsible for maintaining the children safe have access to information, support, and advice with a specialist.			

Monitoring and evaluations		A	B	C
1.	The organization has agreements to monitor the fulfillment of the norms OF child protection.			
2.	It is regularly asked that children, parents, or guardians evaluate the child protection norms to make sure ever goal is being reached.			
3.	The organization uses existing experience about systems for child protection to influence and better develop their own policies and practices.			
4.	All incidents, charges for abuse and complaints are registered and monitored.			
5.	The policies and practices are regularly revised, preferably every three years.			
6.	The children and parents/ guardians are consulted as part of the revising team to safeguard the policies and practices.			

The graphics of self-evaluation

After using the self-evaluation tools, transfer your answers to the graph, applying three different colors or textures. The self-evaluation will give you the opportunity to make a diagram of your organization, which will show your effectiveness in maintaining the children's safety and the things you still need to improve on. Use different colors to represent A, B, and C.

Note that the diagram reflects the standards of A Safe Place for a child. They were divided in six categories to make it easier. The objective of this exercise is to map out the major gaps that there may be in each section.

After reading and filling out this form: "in process", "partially processed" or "not processed", transfer all the results to the diagram according to the instructions. The diagram visually illustrates the different stages reached by The Child Protection and shows which areas needs improvement. There is not a specific way or standard of completing this from 1 – 6. The goal of this exercise is to reveal the gaps that need improvement.

In Execution

*Partially
Executed*

Not Executed



*1. The children and
the organization*

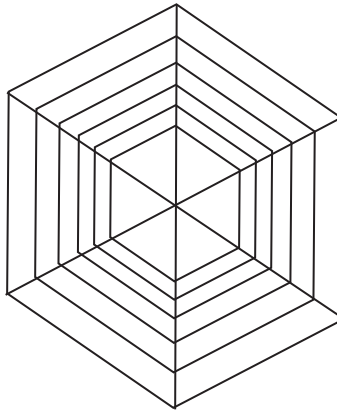
*2. Norms and
procedures*

*3. Preventing harm
to kids*

*4. Implementation
and training*

*5. Information and
communication*

*6. Monitoring and
evaluations*



Annexure 4

Policies for child protection in PEPE NETWORK

Terezinha Candieiro (2010), revisado em 2013.

The context and subjects on child abuse from PEPE:

PEPE is a socio educational program that hopes to benefit the lives of the children in the communities with limited access to – health, education, work, residencies, and pleasure. PEPE serves as a way to help children further their education in pre-school.

PEPE is adaptable and is flexible according to the context of each community in which they serve. In Brazil, due to the recent legislation, PEPE has been developed as a Program of Child Support and Development in their families and in their communities, since most of the children are registered in public pre-school, which is also benefitted by the governmental programs.

PEPE's vision is that "the program offers children around the world the opportunity to enjoy a preparation that will stimulate their better development from a social and spiritual perspective, no matter what socioeconomic class.

PEPE network is a cooperative program, developed by our partners ABIAH (Brazilian Association of Incentive and Support to Men) JMM (World Mission Alliance of the Brazilian Baptist Convention), and JMN (National Mission Alliance of the Brazilian Baptist Convention).

PEPE Network's role is to facilitate the development of PEPE around the world. For that reason, PEPE NETWORK, through the coordinators and local churches, desires to help children from the ages of 4 to 6 for a period of two years (the two years

in which they are put into school), with a goal of developing an integral ministry. This is a heavy load of responsibility making it extremely important that people must be involved, and take the commitment of keeping children safe, providing a healthy environment for their development (educational, physical, physiological, social, and spiritual) seriously.

Currently, PEPE is being developed in many countries with children from all over the world, with different cultures, and societies. These circumstances involve realities that pursue many differences, most which cannot be ignored in the application of any policy for child protection, according with the legal and international recommendations.

One key issue for child protection in PEPE is poverty, characterized by injustice, inequality, and the social exploration and national neglect. This is a common reality among the kids who are enrolled in PEPE in Latin America and in Africa. There are many different cases related to mistreatments, neglect, physical abuse, emotional abuse, and sexual abuse in a variety of families.

The directory of PEPE is worried about these issues because, with our theological basis, children are human beings, girl or boy, created by God in His image, with worth and dignity. With Christ, we have to show them love and respect, and we must work for their benefit. The process of protection is a big part of this type of work.

Child abuse definition:

Heather Macleod says in the World Health Organization about child abuse:

“Abuse towards children consists of different mistreatments, either physical, emotional, sexual, or treatment of neglect, or any other kind of exploitation, resulting in actual or potential damages for a child’s health, survival, development or dignity in the context of relationships, responsibility, trust, and power.

The type of abuse may be:

a) Physical Abuse

It is a physical action of aggression towards a child, committed by an adult or an older child, which causes injuries, even if there was no intention of hurting them. This type of aggression includes: hitting, shaking, pulling, pushing, throwing a child, burning, suffocating, or any other type of physical harm to a child. This also includes giving any dangerous substance such as alcohol or drugs. The impact of this category of abuse will lead to immediate pain, neurological damages, disabilities, or death. This category may also lead to low self-esteem and aggressive behaviour.

b) Emotional Abuse

It is the mistreatment of a child's emotional self-esteem. This includes: verbal abuse; intimidation, scolding a child with foul language, negative comparisons to others, telling a child she has no value, blaming him or her consistently, ignoring them, no demonstration of kindness or touch, creating big consequences (making the child scared or endangered), exploitation. If a child is constantly in the presence of mistreatment at home, which is common in domestic violence, this would also be classified as emotional abuse. All types of abuse can cause emotional damages to a child. The impact of this abuse may lead to long effect in the process of development, promoting low levels of affectivity and high level of criticism.

c) Sexual Abuse

It is any sexual action between a child and an adult, or in between an older and younger child. Sexual abuse involves forcing a child to be a part of a sexual activity such as physical contact, includes penetration, forcing a

child to perform masturbation on an adult or touching inappropriately, or actions that violate privacy: undressing, looking at a child, expose a child to an adult's sexuality or pornographic material, encourage the child to act sexually in an inappropriate way. The result of this abuse include self-damaging, inappropriate sexual behavior, sadness, and low self-esteem.

d) Neglect

It is the lowest standard or the failure to provide the basic necessities of a child, in a way that damages their physical and psychological well-being. In this category of abuse, parents or those who are responsible for the child have not met the obligations of teaching, disciplining, and loving the child (amongst other things, of course).

- Physical – failing to provide food, clothes or necessary hygiene for the sake of a child's health, failing to provide appropriate supervision, abandoning the child, or the use of toxins throughout the pregnancy.
- Educational – failing to enroll a child in school, allowing them to miss a many days of school throughout the year.
- Emotional – lack of affection and support, failing to intervene when a child demonstrates antisocial behaviour, refusal or delays in providing psychological care for the child.

The result of this type of abuse may lead to damages in their growth and the intellectual development of a child.

Declaration of Commitment

All people who are involved with the development of PEPE: churches, PEPE teams (councils, director, coordinators, missionaries, educators, facilitators), volunteers, and partners must

be fully committed to the well-being of the children around the world. We are willing to, in all ways, prevent child abuse, neglect, and the exploitation according to the Convention of Children's Rights from 1989. PEPE NETWORK will recommend the best practices and procedures for your team with standards of development in the work with children, in order to support churches and parents with love and care.

External Communication

Methods in dealing with different subjects in PEPE

As part of our commitment of safeguarding, taking care of, nurturing the children, PEPE Network, in partnership with churches, must be committed in breaking the law of silences and speaking about subjects such as child abuse.

The method in order to do this is a process of communication within the structure of the organization. This includes children, educators from PEPE units, coordinators in different levels (national), executive regional coordinators, international directors and partners. For that reason, the policies for Child Protection in PEPE must be a part of the curriculum in the Program (PEPE) of each country and the training manual for coordinators (because they are the ones who are responsible in promoting the consciousness, conferences, trainings, and meetings with the leaders of the church, with the PEPE voluntaries and educators, also with the continued training for the educators).

The management of PEPE Network and the international coordinators are responsible for discussing child abuse with the executive coordinators from their region, the Educational Council and the partners in their regular meetings, and conferences. Other than this, the churches that develops PEPE must be committed in promoting opportunities that are specific to discuss and expose the abuse and neglect that the children suffer within their families, with children, and their parents, all according to the social context.

Specific training for PEPE educators and volunteers

The training program for PEPE network is developed by three models:

- a) Initial formation training – for missionary educators/facilitators;
- b) Continued formation training – for missionary educators/facilitators;
- c) Advanced formation training – for coordinators.

Child abuse and neglect will be taught and discussed in all three modules because it will be included in the formation program. The norms for PEPE's Child Protection will be edited and shared through specific manuals and booklets as a way of being sensitive, conscious, and sharing about this subject.

Recommended procedures

In each country it is recommended that PEPE, follow the procedures guided by the executive group of PEPE NETWORK, who are responsible to:

- a) Appoint one person who will be responsible for the national duties, in the subject of norms for child protection and one person responsible for each unit of PEPE will receive appropriate training and support for this role;
- b) Make sure every team from PEPE (including educators, substitutes, and volunteers) know the name of the person who is responsible for this area of child protection;
- c) Be certain that all people who develop activities for PEPE, including volunteers, pursue the understanding of their responsibilities and are on the alert for abuse signs and warn the designated person in charge of THE CHILD PROTECTION OF your suspicion and concern;
- d) Make sure that everyone from PEPE's unit, parents and guardians may understand the responsibility of the

educators in relation to child protection, letting them know their duties and obligations according to the guidelines provided by PEPE;

- e) Develop effective connections with agencies and cooperators that have the same goals in protecting children across the globe. This includes participating in events and different conferences;
- f) Archive the written records of situations regarding child care, even if it is not quite necessary to take this information to those responsible for child protection.
- g) Develop and give guidelines that are necessary to lay a charge or exposing the suspects to anyone from PEPE or volunteers, in any level of structure.
- h) Be certain that are practices will be followed through for the safe recruitment of a PEPE team.

Code of conduct

All children are precious and must be treated with respect and dignity. For this reason, PEPE, all coordinators, educators, volunteers, visitors, sponsors, and partners must:

- a. Demonstrate behavior that represents excellent examples to the children.
- b. Treat all children in a way that reflects God's love for them.
- c. Be careful and conscious, protecting yourselves of any allegation of abuse against them.
- d. Always put their well-being in first place;
- e. Treat all children with dignity and respect, without discrimination or preconceived ideas in relation to social class, race, culture, age, sex, deficiency, or sexuality.
- f. Never demonstrate favoritism for a particular child.
- g. Make sure your behavior is of good example to the children and the community. Be excellent role models – this

includes no smoking or drinking in the contexts of the community.

- h. Find support in working with the children. Don't do all the work on your own, but, in pairs or groups.
- i. An adult should not be alone with one child. Even if the adult is having a private conversation with the child, another adult should be present and visible to the eye.
- j. If you feel uncomfortable with a child's behavior, explain to them that this particular behavior is not acceptable, but make sure they don't feel rejected.
- k. Always talk about the problems with regards to child protection to the appropriate people, such as those responsible in the church or church leaders.
- l. Build balanced relationships with the children, based on mutual trust.
- m. Never use physical punishments.
- n. Never exaggerate or banish the subjects on violence or abuse towards children. Never allow that any accusation made by a child not be recorded and processed.
- o. Someone must always accompany visitors and people who are not a part of the team from the children's ministry volunteers. Make sure to observe if a visitor is concentrating on one child only, with no reason, and try to include that child in the group activities.
- p. Think about the physical contact with the children, in which it should only happen with their consent. Sometimes physical contact is inevitable, such as a child crying and needing a hug, or if the child needs help to play a game, but be cautious to be overly affectionate with them. For this, the processes must be better defined, depending on the context.
- q. Request permission from parents in writing if people from the team can transport the children in their car.

- r. Have a written permission from parents in case of first aid needs or medical treatment for children. The first aid kits must be registered in writing and parents must be informed.
- s. Request authorization permission to take pictures of children and to use the images, especially if they may have HIV. Parents must know when and where and how the images will be exposed so they may give their permission.

Norms of procedure of PEPE partners

Many times, PEPE network and the units of PEPE pursue the development and maintenance with the children's ministry; "working as partners with others, we have the responsibility of being certain that the children are in a safe places with partners as well".

According to the purposes of this document, it's important that we have a partnership with PEPE and PEPE network, that will include and mention our partners commitment with our child protection Policies, as we have expectations must be clear and concise. We hope our partners agree with these same statements of commitment in relation to child protection (including a signature on the document – Norms of Child Protection), and that they also have their own policies for child protection elaborated.

Recruiting Procedures for PEPE Teams

General policies in recruiting educators, coordinators and voluntaries:

The people who work with children must be recruited in a ethical manner, and their background must follow PEPE's norms, according the legal instances in the social context.

- a) Every PEPE team (coordinators, educators, volunteers) must fill out a form that will request a background check.
- b) Their churches will be asked to send a letter, including reference forms of previous experience in working with children.
- c) An Identification document is also needed (or passport).
- d) All people who are recruited must learn their full responsibilities, including being exposed to the Policies for Child protection of PEPE, from the beginning of their time with them. The coordinator must provide copies of these documents, if necessary. This document will be signed before any activity or exercise begins.
- e) National coordinators must create opportunities for continuous awareness amongst educators from the church and anyone else.

Answers to charges

General procedures:

PEPE Network will ensure some basic principles on charges, suspects, in a confidential manner:

- a. All coordinators, educators and volunteers have the responsibility in detecting red flags, signals (physical, emotional, sexual) and take this information to the person designated to child protection in PEPE's unit or to the secretary of PEPE Network, and this must be seriously revised;
- b. Issues about parents/ guardians of children and other people involved about unacceptable behaviour towards children must be heard, written, and investigated and taken

- to PEPE's team. The church will approach this situation in the appropriate manner;
- c. Believe in the child until proven otherwise;
 - d. Provide support and help to the children and to the people being accused, according to different contexts; in order to promote rehabilitation;
 - e. Follow the local laws; especially if the person involved is foreigner;
 - f. In the case of dismissing a coordinator, educator or volunteer due to suspicion of abuse, PEPE is authorized to reveal the pictures to future employees;
 - g. Provide orientation for parents and children when it comes to signs of abuse.

Rights of Defence

Commitment at work with other groups

PEPE network will choose one person who will be responsible for Child Protection in the central office. Their role is to guide and help, in applying the policies and finding solutions to the problems. We ensure that the coordinators of PEPE, in each country, are responsible for this subject on child protection, or they will delegate this responsibility to someone who will follow through with this task. We also recommend that each unit have someone responsible for this subject as well.

PEPE Network and each unit of PEPE must be committed in working together with other groups who share the same interests in protecting children, praying and asking for wisdom and discernment, learning from others, being involved in activities, local, national or international. According to the possibilities of their context. This will encourage and create a support groups in the first few days of training.

Confidentiality:

Declaration related to all levels of confidentiality

Child abuse is a very serious topic. It is essential that all people involved must keep the confidentiality. The people in the teams who are responsible for this particular topic – Child Protection, ARE THE only ONES ALLOWED TO share information about an incident. They are the ones who must discuss this matter, in order to come to a conclusion. We will ensure the SAFETY of the information.

Conclusion

Our world today is filled with situations of abuse. In having a Policy for Child Protection, we feel it will certainly contribute in creating an environment of safety and protection for children, in order to help them develop to their best potential given by God.

This document must be applied, remembering the differences from country to country where PEPE is being developed, as the social contexts and cultural contexts. For this reason, the way of sharing this material must be appropriate.

Our objective is that people will be committed and contribute to the well-being and development of our children in this world, the same way Jesus did.

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