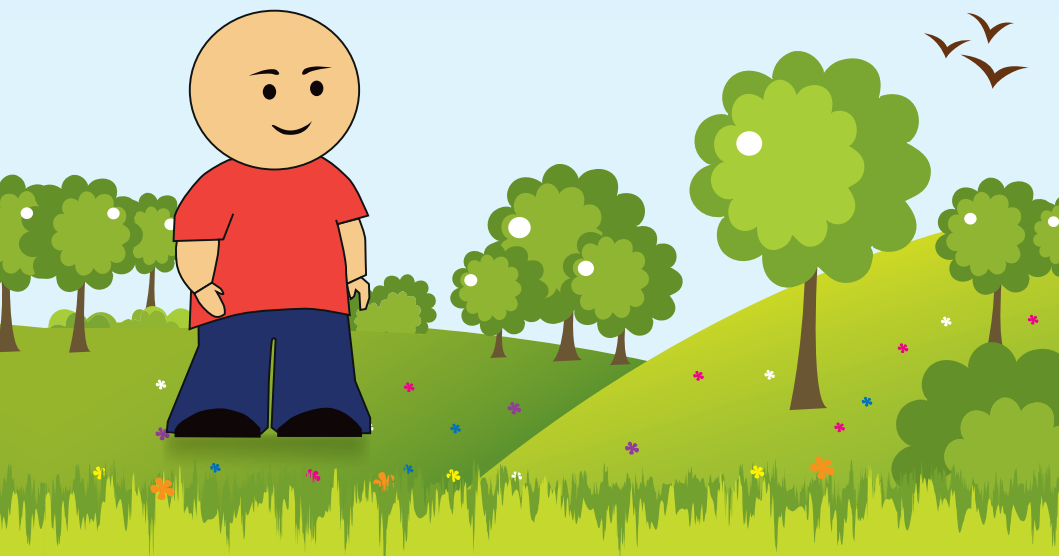


Christine Leitch
Terezinha Aparecida de Lima Candieiro

Child Protection

Orientation and Guidelines Manual for
Organizational Coordinators or
Social Programs



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



ABIAH – JMM – JMN

Child Protection

Orientation and Guidelines Manual for
Organizational Coordinators or
Social Programs

**International data cataloging in the Publication (ICP)
(Brazilian Book Chamber, SP, Brasil)**

Leitch, Christine
Child Protection : Orientation and Guidelines
Manual for Organizational Coordinators or
Social Programs/ Christine Leitch, Terezinha
Aparecida de Lima Candieiro. – Osasco, SP :
Pepe-Network, 2013.

Bibliography:

1. Children – Protection 2. Children from needy communities 3. Children and violence 4. Church – Children's ministry 5. Parents and children
- I. Candieiro, Terezinha Aparecida de Lima.
II. Title.

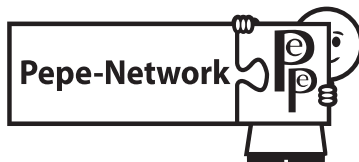
Indices for systematic catalog:

1. PEPE: Preschool Educational Program :
Orientation and Guidelines Manual for
Organizational Coordinators or Social Programs:
Educational Sociology

Christine Leitch
Terezinha Aparecida de Lima Candieiro

Child Protection

Orientation and Guidelines Manual for
Organizational Coordinators or
Social Programs



ABIAH – JMM – JMN

***“Fulfilling our mission
We reach our vision”***

About the Authors:

Christine Leitch, PEPE network volunteer, through Abiah/BMS World Mission. Social Assistant since 1974, specializing in Child Protection and the formation of Pre-School Teachers in the area of the Protection of Children in England.

Terezinha Aparecida de Lima Candieiro – Masters degree in Arts in the Holistic Child Development Program, by the Malaysia Baptist Theological Seminary; Full Degree in Pedagogies, specializing in Professorship and Educational Orientation at the Joint Faculties Campos Salles; Bachelor in Theology, specializing in Religious Education at the Theological Baptist College of São Paulo; Consultant for the Prevention against sexual violence in children and teenagers Program. At present she is the coordinator of PEPE International, in the World Missions Board of CBB.

Promoting partners of PEPE:

ABIAH – Brazilian Association of Incentive and Support to Men

JMM – World Mission Alliance of the Brazilian Baptist Convention

JMN- National Mission Alliance of the Brazilian Baptist Convention

Graphic Design: Eliene de Jesus Bizerra

Translation: Vanessa Key

Reviewer: Teresa Pica-Milho and Vanessa Patience

Illustrations: Marcos Dias Alves

© PEPE NETWORK/ABIAH - Brazilian Association of Incentive and Support to Men, 2012. All rights reserved. It is prohibited the redistribution of this work, in full or in part, by any means, without the authorization expressed or written from the promoters of PEPE. ABIAH - Brazilian Association of Incentive and Support to Men

Office: Rua André Saraiva, 783 - Vila Sônia - São Paulo - SP - Brasil

CNPJ 64.032.584/0001-60

CEP 05626-001 – Phone number: 55 (11) 3739 0302/ 3749 1205

www.pepe-network.org - www.abiah.org

Printed in Brazil

Summary

1. Poem	7
2. Introduction	9
3. Biblical foundations for the appreciation and protection of children	11
4. General norms of behaviour for employees/volunteers of Organization or Social Program	17
5. Practical ways for coordinators to ensure safety for children	21
6. Protection practices for educators/facilitators for children	25
7. How to deal with a specific suspect about the well-being of a child in a Social Program	27
8. Suggestion in dealing with a child who may be hurt	31
9. How to respond to a child that speaks to you	33
10. How may the listener help the child tell their story?	35
11. Annexures	41
12. Bibliography	87

1. Poem

Children

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.

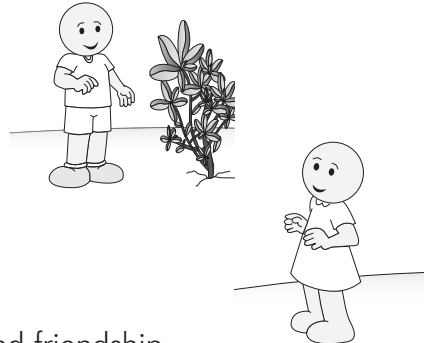
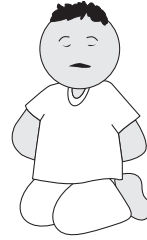
Children who are encouraged
learn to be confident.

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

2. Introduction

Currently, in today's world there are so many different projects and programs, also programs helped by the government that are working with children. Due to this lack of knowledge, good practices, and policies for Child Protection, these programs are not a safe haven for the children.

We choose to work with children, for that reason, we must protect them from real, possible and dangerous situations by giving support to them and to their families. Every child has the right to be protected from abuse and exploitation.

Violence towards children

Abuse is the use of power by an adult or another child in order to injure, humiliate, neglect or impose sexual behaviour on a child in turn has no way of protecting themselves. This affects the development of a child and affects their self-esteem and the joy to live that God wants her to have.

Commitment with the Child Protection

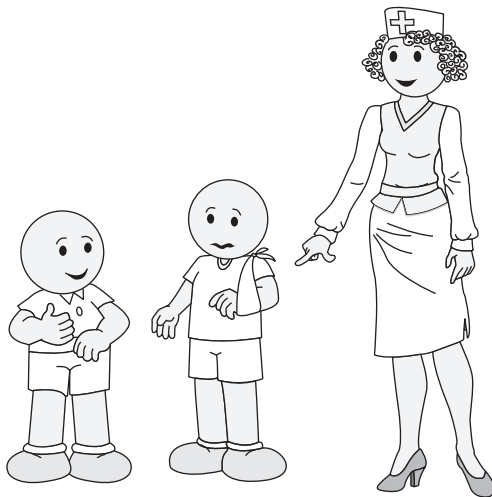
This organization provides the commitment of working in a safe and loving environment.

According to Christian values and followers of Christ, we defend the principles of valuing children, a society that does not share the same vision. We know that Jesus sees children as deserving a place in the community of the people of God.

According to the Convention of Children Rights , a child is a person younger than 18 years old. The Procedures expressed in this document are also applicable to the protection of children and also to disabled adults.

The procedure applies to all people involved in the projects and social programs. In this manual we also introduce biblical foundations for the protection of children, suggestions for good practice and training for educator and voluntary workers.

We are committed to our children's well-being and protecting them from violence.



3. Biblical foundations for the appreciation and protection of children

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

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

In general, we are able to observe that in many societies children are not seen as people with rights and 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)are victims of (their) 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;

The impediment of disciples provokes Jesus' wrath.

These Biblical foundations bring some important implications for Jesus' church, The church needs to return and align it-

self 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 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 own culture, that left children excluded from society. They had to wait until they reached adulthood before they could be of any significant value. Jesus became sad when the disciple tried to alleviate Him from tolerating noisy, playful children, when he had more important things to worry about. (Mark 10:13-16). When the disciples were arguing about grandeur, Jesus placed a child in front of them so they could learn from him. The disciples were invited to "become like children". (Matthew 18:1-4) We know that receiving the children is receiving Jesus, and in that way receiving the One that sent Him. (Mark 9:37).

At the beginning of the last week of His life, Jesus rejoiced at the worshipping of the children in the temple. (Matthew 21: 15-16)

A community that hears these words and follows Jesus will not exclude children from community life. The child will be welcomed, accepted as an integral member, created in the image of God, under His sovereign love. The child will have lots to give and receive. Adults need children to remind them of the nature of the Kingdom.

Such community will not accept any harm done to the children, and will wish to give them the best environment possible so she can grow and develop according to the will of God. The community will not ignore the pleas for help from a child, and with these means creating an environment where the child's voice will be

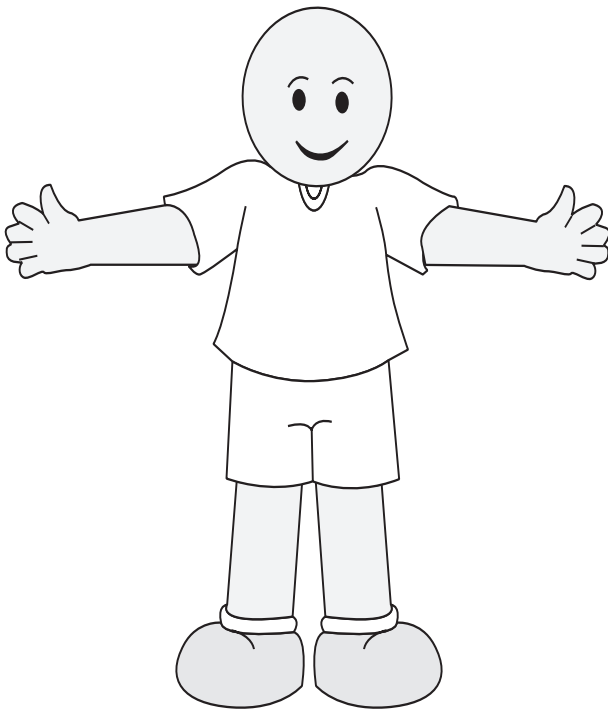
heard and be taken seriously. We can see the passion of Jesus when He speaks of the consequences of being a stumbling rock to one “of these little ones” (Matthew 18: 6-10)

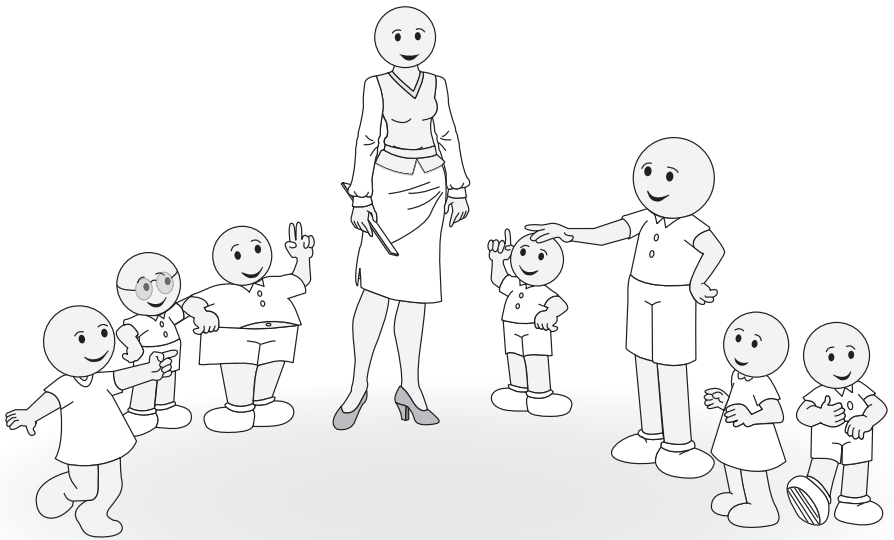
Certainly a Christian community would like to be next to a child as part of God, in that way we are next to the weak, the vulnerable, the ‘voiceless’ and the world’s outcasts.

Unfortunately, for a long time, the Church would not hear its own children that were being hampered and abandoned and standing and speaking to those that were outside the church community. The God that we love and serve is the One that “cures the broken-hearted and heals the wounds” (Psalms 147:3). This same Psalms declares further on “ Bless the children inside of you” Psalms 147:13)

Therefore, we conclude this chapter with Pr. Carlos Queiros' statements in his article **"Pastoring the Children: our commitment"**, published by the Mãos 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 form of evil."





4. General norms of behaviour for employees/volunteers of Organization or Social Program

We affirm that children are precious and must be treated with dignity and respect. We recognize that people must protect them, and (only) not the principles(practices.) For that reason, all people of this organization (leaders, coordinators, educators, volunteers, visitors, donators, and partners) must:

1. Demonstrate behaviour that represents excellent examples to the children.
2. Be the answer that reflects God's love for them.
3. Be careful and conscious, protecting yourselves from any allegation of abuse against them.
4. Always put their well-being in first place:
5. Treat all children with dignity and respect, without discrimination or preconceived ideas in relation to social class, race, culture, age, sex, deficiency, or sexuality.
6. Never demonstrate favouritism for a particular child or avoid dealing with a child with more difficult behaviour.
7. Always look for support to work with the children. One should not work alone but always in pairs or in teams.

8. 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.
9. An adult is always responsible for his own behaviour, even when the child is behaving in a seductive or provocative manner.
10. If you feel uncomfortable with a child's behaviour, explain to them that this particular behaviour is not acceptable, but make sure they don't feel rejected.
11. Always talk about the problems with regards to child protection to the appropriate people, such as coordinators or team leaders.
12. Build balanced relationships with the children, based on mutual trust.
13. Never use physical punishments.
14. Never exaggerate or banish the subjects on violence or abuse towards children. Never allow that any accusation made by a child ,slip through without being recorded and processed.
15. A team member 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 focused on one child only, with no reason, and try to include that child in the group activities.
16. Think about the physical contact with the children, which should only happen if they allow. 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.

17. Request permission from parents in writing if people from the team (can) need to transport the children in their car.
18. Have a written permission form from parents in case first aid is needed or the child needs medical treatment. The first aid kits must be recorded in writing and parents must be informed.
19. Request permission to take photos of the children and to use the images. Parents must know when and where and how the images will be exposed so they may give their permission.
20. The information/communication about the children must reflect the images that preserve their dignity, they must be decent and respectful and not exploit their circumstances. The children's pictures must not be posted on social media websites, their names must be altered in church newsletters and any reference of location must be removed.



5. Practical ways for coordinators to ensure safety for children

It may be difficult to know if a child is a victim of abuse or neglect, but we must always be alert to the various signs and know how to respond to any suspicion raised.

Sometimes bruises or incidents may cause us to question or worry, but a series of repeated incidents or occurrences indicates that a child may be suffering or is at risk of suffering a variety of damages.

Tasks for Coordinators

- The coordinators must be willing to go through training for Child protection.
- Verify the application forms (annexure 2) and references for the candidates who are applying (annexure 3). Follow the process of recruitment (annexure 1). If possible, over the phone or personally, speak with the candidates to acknowledge if they consider the importance of your information.
- Inform those who are in charge of the organization about matters relating to child protection.
- Offer opportunities of training for those who have some kind of responsibility over the children and who may be interested.

The workshop/ training must include:

1. Good practices, including self-protection against allegations of violence or abuse, and behave according to protocol.

2. Recognize signs of violence. Know how to listen to children, and know who to talk to about different behaviours (coordinator for child protection), emphasizing the necessity of confidentiality (an apparent abuse may not be what it looks like).

3. Importance and safety in dealing with the behaviour of suspicion in the group; this includes inappropriate behaviour from a team member or a child.

4. Develop a system to register the different incidents and keep them safe (see appendix 4).

5. Ensure that all educators/facilitators know who to approach for advice / support about child protection.

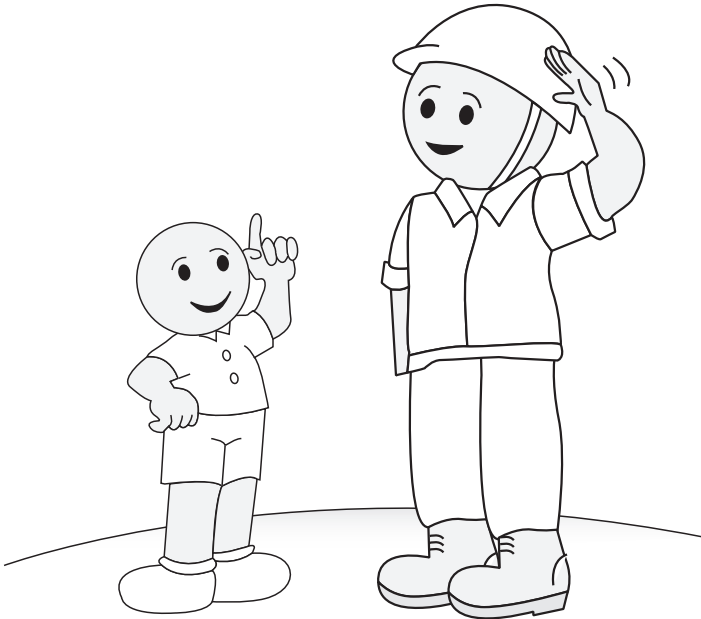
6. Being available to support and counsel educators/facilitators that demonstrate anxiety or worries for a particular child. Where there is worry in the work environment, be ready to conclude an investigation according to annexure 5.

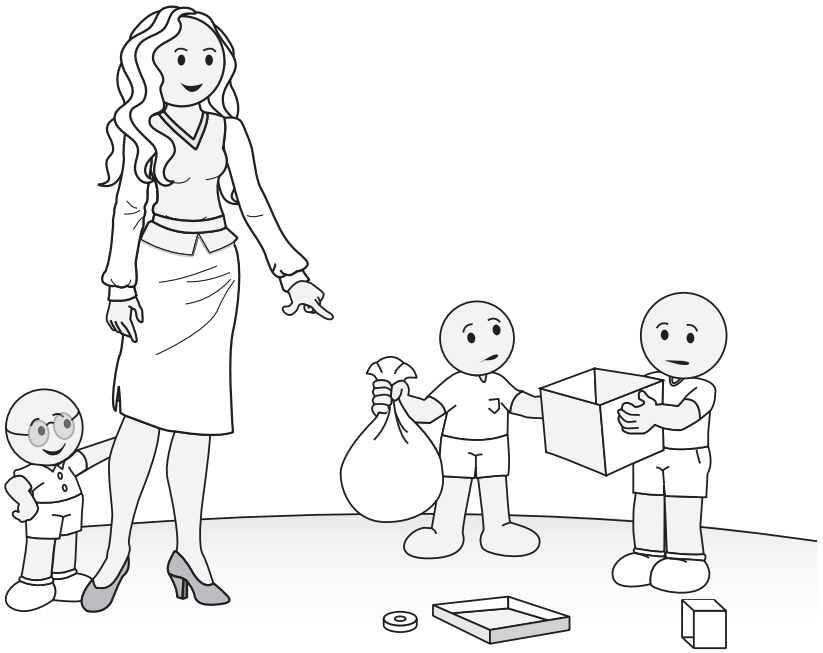
7. Ensure that all partners are conscientious, and agree and ratify these practices of child protection in the organization.

Depending on your location, know as much as you can on how the authorities will react if they are informed about a possible situation of child abuse. Have a copy of those practices and know them well enough, in order to be familiar with the local practices of child protection.

If possible, contact the local authorities to discuss their practices on child protection in your organization. What do they want us, the organization, to do considering the different types of violence and abuse?

A partnership, respect, and understanding with the authorities will make working with them more positive in the future. Discuss the various possibilities of actions that the authorities might need to take.





6. Practices of child protection for educators and facilitators

Inside the organization:

- The educator must participate in training sessions for child protection.
- The educator must be careful with their behaviour so he or she will not run the risk of accusations or misunderstandings about the nature of their relationship with children. Codes of conduct
- The educator must ensure that he or she will give priority to the children's safety in all activities and use of equipment.
- The educator must be constantly reminded that the children are not allowed to leave the premises on their own while they are at the institution. The place in which this work is developed must be secure and safe at all times and all visitors must be supervised.

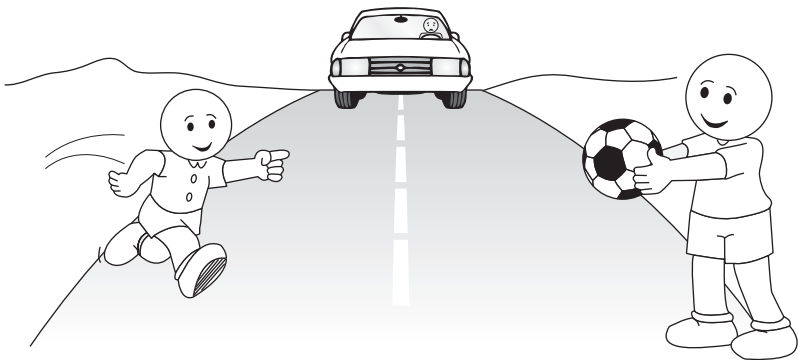
Explain to parents the practices of child protection and why they exist. Explain to parents that they must talk to those responsible for child protection about anything that may concern them in their child's participation in the group activities.

For first aid , transporting children or photography must be approved by parents. The local rules must be followed and enforced.

In the meetings with parents, speak about discipline, the motivation to children, and safety at home. (See manual – orientation for parents and children).

One of the most effective ways of increasing the ability of a child’s self-protection is listening to them carefully and to encourage them to talk about their lives and their thoughts. This way, they will become more confident to speak when they are bothered by someone.

The educator should know whom to run for advice in support of child protection.



7. How to deal with specific suspicion about the well-being of a child in a Social Program

Unfortunately, a child may be abused in the organization or a social program, by an educator, volunteers, helper, or visitor. 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 of the church, for the Child Protection Policies must be informed of those actions and the next steps should be taken:

- Take note of any suspicious behaviour affecting the well-being of a child, the sooner the better (see Registration for suspects – (Annexure 5)
- If you need more information, follow the guidelines on investigation in Annexure 5.

Important Arrangements:

1. Speak to the suspect in private so that his behaviour can improve.
2. Place someone else to supervise the suspect all the time. This supervision is for the protection of the child, the teacher, the suspect and the reputation of the church
3. Disciplinary action or exclusion of group.
4. Suspicious situations must be monitored at all times.
5. Parents must be informed about any incidents and about the next steps that will be taken to ensure the protection of their child.

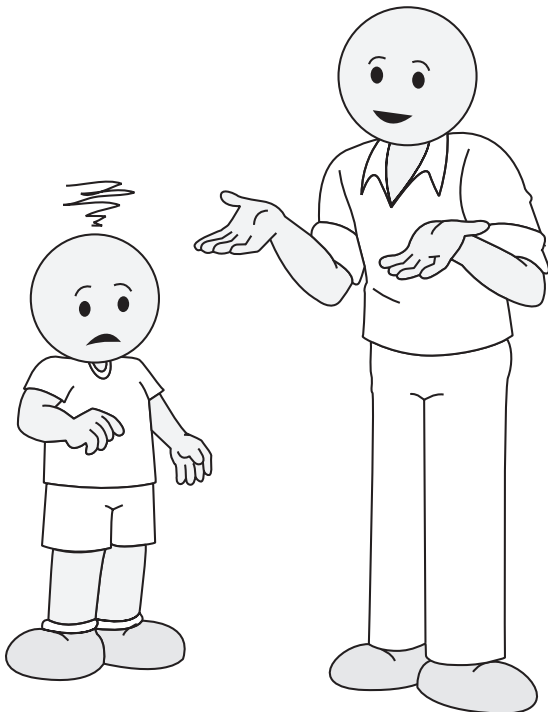
Any suspicion of a teacher or volunteer must be seriously considered, but the person referenced must be treated with respect and dignity throughout the process of investigation, recognizing that the offense was caused by some allegation that may or may not be true, and need further research.

Violence must be regarded as alleged violence until proven. One must be discreet and the matter must only be reported to those who need to know about it.

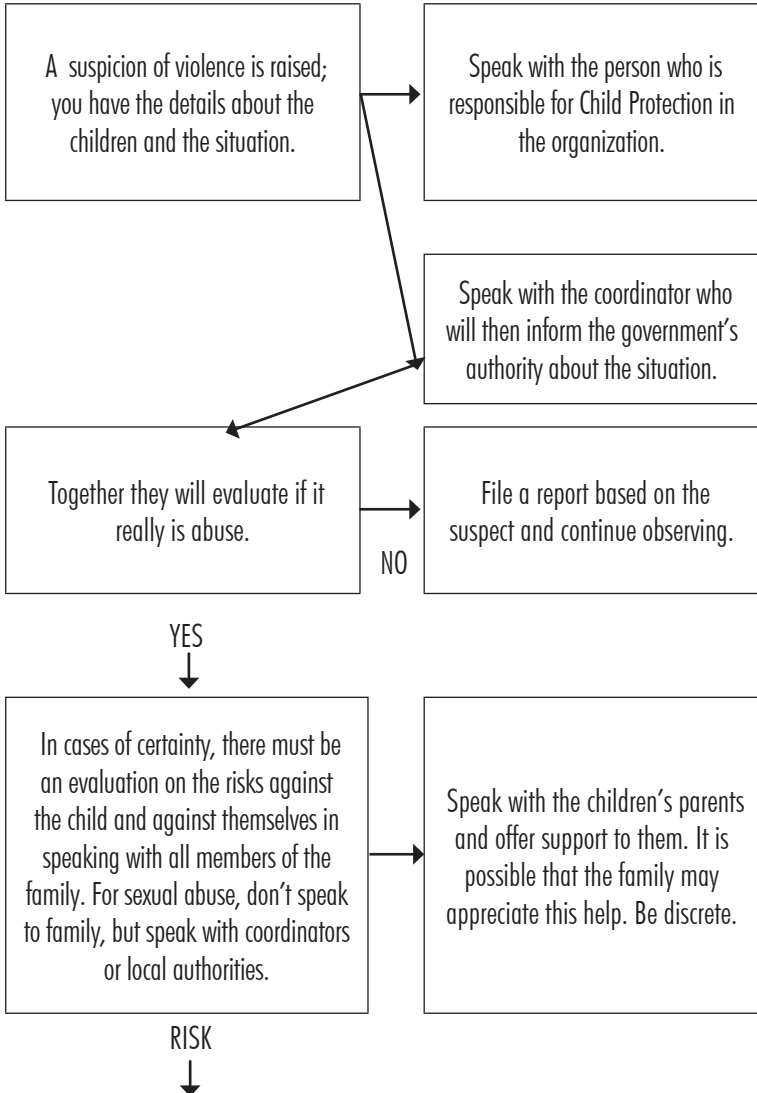
When a child is seriously hurt by another child, discipline must be put in to practice, normally followed by control and intensive monitoring. Parents must be informed about what happened to their child and what steps are to be followed in order to protect the child.

If a child's actions are seductive, with adults or any other children, One must explain to them that this behaviour is unacceptable but do not reject the child. We recommend asking the child where they learned this type of behaviour . It is possible that the children may be involved innocently and mutual knowledge of their sexuality. This must be understood and discussed.

For this reason, if any child displays sexual force or intimidation towards another child, they must be monitored intensely, for sexual abuse, even practiced by children, is detrimental and long lasting. If this is not possible, their exclusion must be considered for the safety of the other children.



8. Suggestions on how to deal with children who might be hurt



<u>Individuals must not:</u>	<u>Individuals must:</u>
Take responsibility if a child has been abused.	Report concerns to 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 the evidence is sufficient enough in order to proceed with actions 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.	Discuss with the coordinator or with those responsible what actions must be taken and who should execute them.
Discuss the situation with anyone who has no authority.	The coordinator or counsellor should be consulted as soon as possible in order to support the child and all those involved as this is a very difficult situation to be in.

9. How to reply to a child that speaks to you

Case Study

The purpose of this case study is to show how important the attitude of the educator is when a child is going through a difficult time.

Depending on your reaction, when a child seeks you, you may be helpful or you may cause a child to feel uncomfortable, so him/her will never look for help again.

In order for the dramatization to reach its goal, imagine being a 7 year old girl, who is having a hard time telling her story, yet she still looks for someone to talk to.

What doesn't help a child?

Explain carefully and clearly.

Case Study "Child Protection"

Child: "May I speak with you?"

Educator (Uninterested, looking at the clock):

"Okay, what do you want to talk about?"

Child (no direct eye contact with educator):

"Yesterday, my mom and dad were really yelling at each other."

Educator (no kindness):

"But that happens; my parents also yelled. It's normal!"

Child: "My dad said that my mom loves another man."

Educator (with anger, and interrupting the child while she speaks):

"How can a church leader do something like this?"

Child: "I got scared..."

Educator: "I know your dad, he is very friendly"

Child (even more scared):

"but..."

Educator (interrupting):

"There might be a problem if everyone hears about this!"

Child (confused):

"Oh..."

Educator (upset):

"Are you sure you are telling the truth?"

Child (Almost crying):

"Huh?"

Educator: "Don't worry, this is our little secret!"

Child (confused, very worried):

"Secret?"

Observation: repeat this scene. One part at a time, asking how do you think the child felt with each response from the educator.

10. How can the listener help the child tell their story?

Discuss, according to the list below and ask everyone to take notes:

- Keep calm, even if you are shocked, angry or desperate; in the midst of all this emotion, don't show your feelings to the child you are trying to help. You need to control the situation, to the best of your ability.
- Keep direct eye contact; let your eyes be fixed on theirs, stay on the same level as them (bend down and look at them).
- Listen and allow the child to remember the details in a spontaneous manner.
- Don't ask the child any questions or details; ask the child to draw what is bothering him/her and ask them to talk about what they drew. Simply ask if they are hurt anywhere and if they are okay.
- Calm down the child, telling them that they handled the situation very well in telling someone what happened.

When it comes to feeling guilt:

1st situation: if the child is feeling guilty for doing something wrong:

- Give them compliments for having survived the violence. Explain to them that they need not to feel guilty for something they didn't choose and want to do, even though it was wrong.

2nd situation: if the child is feeling guilty for not reacting against the abuse:

- Give them compliments for surviving the abuse. Explain to them that they should not feel guilty for not doing anything to prevent this from happening.
- Explain that you will have to speak with someone about this situation.
- Don't promise to keep a secret. If you know of any abuse, you have no choice, you must inform other people.
- Don't make any judgments about the person who committed this abuse, because the child might love this person very much. You can say that the abuser didn't do something good or right and might need help.
- Show them that you believe them, even if it seems impossible, because it is rare for a child to lie about something like this (all accusations must be taken seriously).
- Explain to them what you will have to do, in simple terms
- Tell them you will always be available to listen if they want to talk.

If there is a specific suspect about the well-being of a child in the Organization

Unfortunately, a child may be violated in the organization by an educator, a helper, or any visitor. The abuse may be physical – if a child is spanked for bad behaviour ; emotional – if a child is humiliated or frightened; sexual – if a child is touched or if someone speaks to them inappropriately; or neglected – if a child is forgotten, lack of attention, help and protection.

Any of these acts should not happen and cannot continue to happen. The person who is responsible or an educator/facilitator must be informed of such actions and the following measures must be taken:

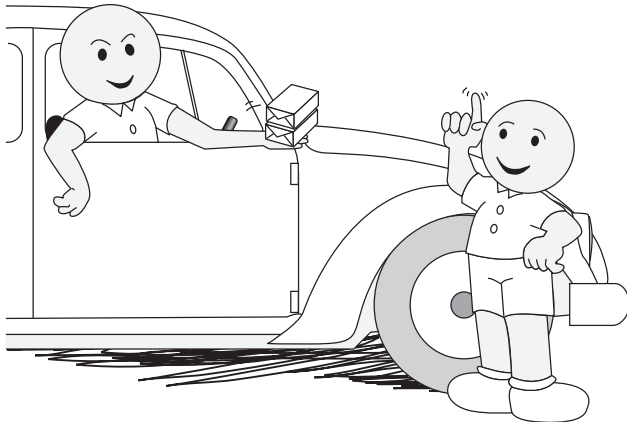
- Take note of any suspect referred, who might be interfering with the well-being of a child. As soon as possible (see form in annexure 5).
- The educator/ facilitator must be aware of the problems going on and must report to someone who is responsible for child protection.

If there is severe behaviour that may lead to a criminal procedure, in other words, sexual abuse or evident physical abuse, the local authorities or the police must be notified.

In other cases:

- 1. Personally speak with the suspect, telling them to improve their behaviour. To investigate more, follow orientation in appendix 5;
- 2. Place someone else to supervise them during a long period of time. This supervision is for the protection of the child, the worker, and the reputation of the church and of PEPE;

3. Disciplinary actions or exclusion from group;
 4. Suspected situations must be continuously monitored;
 5. Parents must be informed of any incident and about the procedures that will be taken for the sake of their child's protection.
- Any suspicion of a person from the organization must be seriously considered, but the suspect must be treated with respect and dignity throughout the process of investigation, recognizing the caused offense for allegation, that may or may not be true.
 - A member of the organization may raise questions concerning a possible suspect. But after investigation, the conclusion may be unfounded and the person in question acted in good faith. Any false or malicious accusations will lead to disciplinary action.
 - The abuse must be referred to as the "alleged abuse" until proven true.



It is essential to keep this in privacy and the information must not be exposed.

- When a child is seriously assaulted by another child, the discipline must be put into action, normally followed by intensive control and supervision. Parents must be informed about the situation and about the next steps that will be taken to protect their child.
- If a child acts in a seductive way, with adults or other children, you must explain that this behaviour is completely unacceptable, without rejecting them of course. We recommend asking them where they learned this certain behaviour. There is a possibility that children may be innocently involved and in mutual knowledge of their sexuality. This must be discussed and understood. For this reason, if any child force or intimidates another child through sexual actions, they must be monitored intensely, because sexual abuse is detrimental and long lasting for whoever goes through it. If the intense accompaniment is not possible, exclusion from the intimidator must be considered to guarantee safety for everyone.

11. ANNEXURES

Annexure 1

Recruitment and Selection in the organization

General norms of recruitment for teams and volunteers

For everyone who works or who is in direct and regular contact with children, there is a procedure for recruitment and they will be evaluated appropriately, including a background check.

All workers (directors, coordinators, educators, facilitators, volunteers) must fill out this form of application.

This form has information based on the past of the applicant and any legal information needed for PEPE:

- Applicants must request a reference letter, including a recommendation letter from previous jobs working with children;
- Applicants must present a document of identification (ID or passport);
- All of the team members will have the opportunity to become familiar with their responsibilities from the beginning, including policies for child protection. A copy of the policies will be available by the coordinator of the Organization/ social program; it must be signed;
- They must be aware that the subjects for child protection will continue throughout the training and different activities they are involved in.

ANNEXURE 2

Form for teacher/voluntary application in children's ministry

Name:.....

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

Address: :

What experience do you have working with children
and teenagers?

.....

Do you have any qualifications or appropriate training?

.....

Do you have any special interests or different abilities (ex:
music, pottery, sports.) Write about yourself.

.....

List any other Christian area in which you have worked recent-
ly. Indicate which identification document you will be presenting
as proof of your identity.

.....

.....

Seen by:

Date: ___/___/___ . Accepted?

Declaration of Commitment

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

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

The Organization/the programme recommend the highest level of work, giving every child a safe environment that will encourage his or her development. We insist that everyone should follow these guidelines in order to protect the children from danger.

I have read this declaration of commitment from the church and understand that it is my duty to protect these children and teenagers with whom I have contact. I agree in receiving training to acknowledge what steps to take in the discovery or revelation of an incident of violence.

Signature:

Date: ____/____/____

Anexo 3

Candidate reference form

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

The guidelines for child protection of this church declare that we must be reassured that all our volunteers must be capable of maintaining a safe environment. For this reason, the candidate references are important.

What is your relationship with this candidate?

.....

How long have you known him/her?

.....

How would you describe his/her character? (ex: trustworthy, self- control, how is his relationship with children).

.....

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

.....

Reference signature:

.....

Date: ____/____/____

Thank you very much for your co-operation in the protection of the children in this organization.

Annexure 4

Registration of suspects

Date and time of the transgression or suspicion:

Child's name:

Date of birth:/...../..... Age:

Name of parents:

Address:

In the description, be careful and exact. Don't include personal opinions about what the child wanted to say or chose not to say. If there are any bruises, you must draw them in a diagram.

Describe if there were changes in the behaviour or situations (with) of the child.

Is there anyone near to hear or see the reason for your suspicion (child or adult)?

Signature:

Date: ____/____/____

Anexo 5

Investigation for allegations of Abuse

Date and time of the (situation) transgression or suspicion:

Child's name:
.....

Date of birth: / / Age:

Name of parents:
.....

Address:

Parent's detailed information and contact:
.....

Suggested Procedures:

1. Get details of the accusation (or information about the concerns)
 - Discuss with a friend (group member) and record the name of the person and the date of this discussion;
 - Jurisdiction support and counsel with the local organizations for social assistance to a child must be considered;
 - If a criminal process is a big possibility, in evident cases of sexual abuse, the allegations must be referred to competent authorities.
 - Report the reason for the internal investigation.

2. Interview with the child.
 - Must be done in an indirect way.
 - Observe the information in annexure 6 about the main issues;
 - Report as much information as possible;
 - Refrain from expressing your own opinion.
3. Interview with the person who is being investigated (with respect, and without condemning);
4. Interview with witnesses – names, age, comments;
 - Discuss the results with the friend – preferably with the same friend who is involved in this case;
 - Decide together what the next step is, according to the policies of your organization.
5. Details of reports and investigation must be kept in a confidential folder. A summary must be given to the person investigated and kept in their personal folder.
6. Inform all of those who are involved; children and others may need support, depending on the nature of the situation.
7. Discuss with the person being investigated if there is a necessity for training or change in behaviour.
8. Forwarding information to competent authorities if this is necessary. In cases of sexual abuse, authorities must be informed, so that there is appropriate investigation and also to keep the person from continuing their involvement in the projects.

Annexure 6

Good practices when interviewing a child

Any interview with a child about anything that may have happened to them must be gentle and clear. Normally a child will try to find out what the adult wants to know from them and this may cause their answer to be influenced, covering what really happened.

In the beginning of the interview, you must make sure to have the child in a comfortable environment, giving them time to talk about what they are feeling and their preferences so that they will trust you. Establish a type of conversation such as “What do you like to play?”; “who do you like to play with?”; “do you like school?”, etc.

If a child has discussed any problem and there was a report that was filled out, you must use that information to help them remember what they said before. Tell them that they must tell you what happened, in a clear way, in order for you to help them. Remember that the child needs to feel safe about what they are doing and expressing something that makes them unhappy. For that reason, remind them that they are not being put in a problematic situation.

The questions may, generally, start with ‘who, what, where, when, how’.

Example - if anyone touched them inappropriately:

- What happened?
- Where did he or she touch you?
- What did he or she ask you to do?

- How did you feel?
- Who else was around?
- How many times did this happen?
- What made them stop?
- Is there anything you would like to tell me about this?
- How do you feel now?

You don't have to use all of these questions, but these are only some examples.

This is not a session of interrogation. There must be times of silence and reflection. Be a good listener (see item "Listen" Notes).

If it is difficult for the child to speak about the incident, you can ask them to draw what happened and let them speak about the drawing.

Normally, it is not necessary to ask the question "why". The children don't know why the adults did what they did, and generally feel guilt when bad things happen.

Let the children know what you will do next, what you will say and what is going to happen. It is important to tell them what will be done to make things better.

Reassure that the child can talk about anything with you whenever they need to, or any other in whom they trust, about anything that is making them sad.

Have a conversation with them about something fun at the end of the interview, and then let them go.

Anexo 7

Training proposals for child protection for educators in social programs

This training involves two sessions. The ideal is that each session has two hours separated for each. All must participate in both sessions.

Session 1 – to lead this session you will need the following:

1. Photographs or power point presentations with scenes of violence (Part 1), definitions of abuse/violence and general norms of behaviour.
 2. Large paper for a group ‘project’ with markers.
 3. For coordinators training, you will need the manual “Responsibilities of coordinators” and a copy of the form.
 4. For the educators training, you will need the copies of “Good protection practices for educators” and a copy of the suspect reports. It will be helpful to have the manual for parents and children as well.
 5. Breaking the ice or music: this will help in the communication between the participants.
 6. Names: have name tags of all participants.
- Introduction: present to facilitators or others that will present the sessions.
 - Program: explain the content to educators/facilitators on what they will be learning about.

Training objectives

Help educators/facilitators to become familiar with the idea of child abuse and what happens, and the regulations for child protection in the organization.

It may be difficult to know if a child is a victim of abuse or neglect, but we need to be alert for the various signs and how to respond to any suspicion that may be raised.

Sometimes, an incident or a bruise may cause concern, but a series of incidents or bruises, that are repeated may indicate that a child is suffering from abuse and may be at risk.

Reminder

A personal note for auto-protection

This training may remind us of painful memories that are a part of our lives that we want to forget.

If you feel uneasy or anguished, please try to complete the training and later speak with someone about your concerns, if you please.

All together:

Ask – what are the four types of violence?

1. Identify the types of violence
2. Understand the reactions to the stories (10 minutes)

Abuse scenes

1st part:

- Gabrielle is almost two years old. She is Beatrice's daughter, who is 19 and single. Beatrice works at night, (in a clothing store) and is trying to keep (up with) her job. Many times, Gabrielle stays alone when Beatrice can't find anyone to stay with her.
- Peter is 3 months old and suffers from colic cramps. Peter's mother paid her sister a visit and left him with his father, Antonio. Peter would not stop crying, so Antonio got irritated. He then grabbed Peter, shook him, and threw him in his crib.
- Every Sunday, Maria's mother visits her grandmother who is sick, while Maria stays with her father. Maria doesn't like staying with him. She told her mother that the area that she uses to pee is sore because he hurt her.
- Philip is 6 years old and is part of the activities at the Organization or Social Program. One afternoon, he was very agitated and at the end of the day, he defecated in his pants. The educator got upset and called him "dirty and smelly boy" in front of everyone. She placed him in a corner, away from all the children, saying she could not have "that horrible smell in her classroom"

1) Physical Abuse

It is a physical act 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 damage 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.

2) 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 effects in the process of development, promoting low levels of affectivity and high level of criticism.

3) 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, such as prostitution or trafficking or for personal gratification.

4) Neglect

It is the lowest standard or the failure to provide the basic needs of a child, in a way that damages their physical and psychological well-being.

In this category of abuse, parents or guardians fail to meet their obligations of teaching, disciplining, and loving the child (amongst other things, of course.)

- Physical –failure to provide food, clothes or necessary hygienic conditions 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 register a child in school, allowing them to miss many days of school throughout the year.
- Emotional – lack of affection and support, failing to intervene when a child demonstrates antisocial behaviour , refuses or delays in providing psychological care for the child.

(extract from Child Protection Policy from PEPE Institution)

Violent Scenes

2nd Part:

Spend as much time as possible working through these scenes of violence. This part of the course is extremely important to demonstrate how to apply the theory. Divide the team into groups of three and distribute two scenes to each group in order for them to discuss it for the duration of 15 minutes.

***Is there a need to worry for these children?
Explain your reasoning. What would you do?***

- 1) Carlos is three years old. He lives with his mother and her boyfriend in a small apartment.
One night, the boyfriend left his mother. As his mother was laying down on her bed, crying, Carlos got thirsty and grabbed a bottle of coke that had been filled with cleaning products instead of soda.
- 2) Marcos is a very demanding child, and comes from a poor family. Today, class was very difficult compared to the rest of the day, because Marcos stole some food. The educator lost his patience, screamed at him in front of everyone and locked him in a dark closet.
- 3) You are worried about Felipe and you pay him a visit at his house. As you arrive, you find that the house is extremely dirty: all kids are filthy and so are their clothes. There is food on the floor and dogs running inside the house. One child is sitting on the floor, with dirty diapers.
- 4) Sara, who is 11 years old, says that one of the volunteers has been extremely friendly to her; he gives her sweets, and occasionally money, but doesn't do this with any other child. He says that this is their little secret, because she is special and he wants to take her on a fun outing in his car. She doesn't feel comfortable with the way he hugs and kisses her when no one is around.
- 5) Maria, who is 4 years old, arrived with a bruise on her face. The mom explained that she was walking on top of wall and the wall fell down. This is the second time. Last week, Maria had a big bruise on her face. She said she fell on a rock in the garden.
- 6) There is a rumour that Antonio's mother was diagnosed with HIV/AIDS; the educator of the group placed him sit-

ting far away from the children and is not allowed to play with them anymore.

7. Paul says that his mother started working long hours and now his step-dad takes care of him for the most part. His step-dad drinks a lot and likes to see Paul undress himself, and later watch pornography. Paul is scared to tell his mother what is happening.

Discussion panel

Divide the group into four small groups. Each group will make a poster with signs of visual violence, according to the definitions explained.

With all the group

Discuss the results and confirm the following:

Observe the signals:

- Injuries without explanation such as bruises, cuts or burn scars, particularly in parts of the body that does not easily get hurt.
- Injuries with inconsistent explanations ;
- Injuries that have not received medical assistance
- Descriptions (made by the child) of an act that seems abusive and it involves him or her;
- Exaggerated concern for someone (child or adult) for the child's well-being;
- Changes in behaviour or mood (child is quiet and reserved), or a sudden anger explosions;
- Knowledge of inappropriate subjects such as sex;
- Involvement with Sexual behaviour and games;
- Nervousness, distrust, fear;

- Inappropriate relationship with adults or friends;
- Signs of neglect such as malnutrition, sicknesses, inadequate care and lack of supervision;
- A child who indiscriminately and desperately seeks affection and friendships.
- Low self esteem and criticizes others;
- Child who may hurt themself;
- Constant aggressive behaviour ;
- Constantly misses school.

Why does someone who wants access to children for sexual abuse choose to become a member of an organization?

It is hard to believe that situations of abuse happen, especially sexual abuse, in the organizations of child care. Still, this possibility exists.

Poor children are more vulnerable and are easily seduced by care and presents.

There is a belief that every person who speak about their faith, are good people.

Families in situation of poverty are more easily seduced after receiving donations, basic gift baskets, friendships, food and other incentives.

People who practice sexual abuse towards children don't seem any different and are extremely convincing.

They choose to attend places with easy access to children, especially where there is a position of trust, where the person will use this for their advantage.

It can take a long time in planning a situation, or studying the families where the violence may happen.

They are compulsive, and the abuse is not something that only happens once.

They are not motivated by the sexual drive or the loving relationship, but a relationship of power.

Discussing General Norms of Behaviour

These are basic guidelines used to ensure the safety of the children of the Organization.

Divide the team into small groups and distribute these guidelines amongst them. Ask them to discuss and consider the difficulties or the advantages in the groups where they are working. After 15-20 minutes bring everyone back together to hear everyone's thoughts and discuss them.

We confirm that children are precious and must be treated with dignity and respect. We recognize that people should protect them and not simply the processes.

For that reason, everyone who is involved in this organization (partners, counsels, coordinators, educators, volunteers, visitors, donors, adopters, and others) must demonstrate appropriate behaviour.

Recommendations

1. Treat all children with dignity and respect, without discrimination or preconceived ideas in relation to social class, race, culture, age, sex, deficiency, or sexuality.

2. Never demonstrate favouritism for a particular child.

3. (Make sure your behaviour 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, in pairs or groups

4. 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.

5. If you visit a child that is alone at home, do not do so alone, but in the company of another person.

6. If you feel uncomfortable with a child's behaviour, explain to them that this particular behaviour is not acceptable, but make sure they don't feel rejected.

7. Always talk about the problems in regards to child protection to the appropriate people, such as those responsible in the church or church leaders.

8. Build balanced relationships with the children, based on mutual trust.

9. Never use physical punishments.

10. Never exaggerate or banish the subjects on violence or abuse towards children. Never allow that any accusation made by a child occur without being recorded and processed.

11. 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 focused on one child only, with no reason, and try to include that child in the group activities.

12. Think about the physical contact with the children, which should only happen if they allow. 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 of being overly affectionate with them. For this, the processes must be better defined, depending on the context.

13. Request permission from parents in writing if people from the team can transport the children in their car.

14. Have written permission from parents in case first aid or medical treatment is required for children. The first aid kits must be registered in writing and parents must be informed.

15. Request permission to take pictures of children and to

use the images. Parents must know when and where and how the image will be exposed so they may give their permission.

16. Children information must be reflected in the images in a way that preserves their dignity, are decent, respectful and don't exploit their circumstances. Children's photos must not be exposed on social network, their names should be changed on the news letters and without any reference to the place where they live. All visitors must be invited to adhere to these policies.

Guidelines for Training for Coordinators:

- Discuss reference application form and suspect reports. The coordinator must decide if besides these, there are others that would be helpful.
- Discuss the different tasks for each coordinator, make sure they understand and are aware of the local processes for child protection.
- Discuss the use of social media to share information and activities by the organization.

Section 2 –Training for educators and social agents

Group discussion:

Creating a safe environment, including a manual to all family members.

For this training, you will need:

- A dramatization with two actors, previously organized.
- Photocopy of the violent scenes.

1. Introductions, once again, if necessary.

2. Time to reflect about the place of the organization in the struggle against abuse and violence against children.

Brief recap on what they learned in training:

- Definition of violence
- What they define as transgressions of violence.
- Information about sexual abusers.
- Behavioural norms.

Annexure 8

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

Terezinha Ap. de Lima Candieiro⁴

Introduction:

Abuse, mistreatment or violence?

- Mistreatments: general term that includes violence, and neglect.
- Abuse: indicates withdrawal of normal use, misuse, 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 victimizing 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.

⁴ Masters degree in Arts in the Holistic Child Development Program, by the Malaysia Baptist Theological Seminary; Full Degree in Pedagogies, specializing in Professorship and Educational Orientation at the Joint Faculties Campos Salles; Bachelor in Theology, specializing in Religious Education at the Theological Baptist College of São Paulo; Consultant for the Prevention against sexual violence in children and teenagers Program. At present she is the coordinator of PEPE International, in the World Missions Board of CBB.

2. Domestic Violence:

- Happens in domestic environment.
- It is an action that may impede, detect, 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 a variety of bruises.

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 between people with blood links and/or affective link.
- 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 principal 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 gravity of such a phenomenon that violence 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:

- Facilitating the reduction of our cases of domestic violence according to the families that have access to the information and are preventing against such a phenomenon;
- Help parents in portraying ways of protection for their children.

Actions:

1. Awareness and empowerment for leaders

- The church must consider the need for learning 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 hygiene;
- (e) Discipline for their children;
- (f) Sexuality and others.

Child Mobilization:

Share with parents and facilitate children, through formal and informal activities, learning 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 the world today, children and adolescents are more and more exposed to these types of abuse. Families have a great responsibility in bringing children in the world, and the world to children. It can either be a place of safety or a place with tragedies where the children will see how much they need protection, but don't have it.

Families have the strongest influence on a child's life, everlasting. It is in the strengthening of the family where we find the strengthening of a child in our societies. This is quite a challenge, able to be reached through faith, effort, and wisdom in the orientation and construction of a healthy relationship based on love and respect.

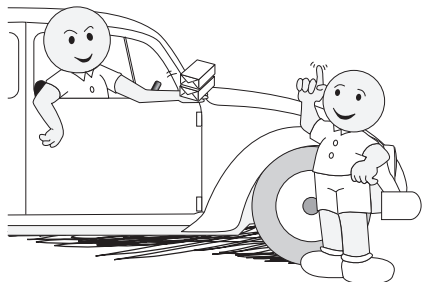
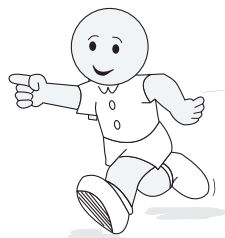


Bibliography References

ABIAH – *Manuais da Série Proteção à Criança – para igrejas, padres e hijos.*

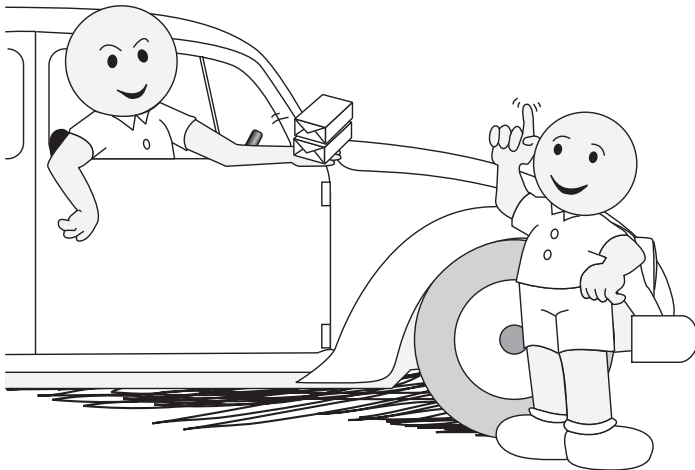
CRAMI – Centro Regional de Maltratos en la Infancia (Org.). *Abuso sexual doméstico: atendimento às vítimas e responsabilização do agressor.* SP, Cortez, Brasília, UNICEF, 2002.

GUERRA, Viviane Nogueira de Azevedo. *Violência de Pais contra Filhos: a tragédia revisitada.* 5. ed. SP, Cortez, 2005.



SANDERSON, Christiane. *Abuso Sexual em Crianças: fortalecendo pais e professores para proteger crianças contra abusos sexuais e pedofilia*. SP), MBOOKS, 2005.

SILVA, Lygia Maria Pereira (Org.). *Violência Doméstica contra crianças e adolescentes*. Recife, EDUPE, 2002.



REVISTA MÃOS DADAS – Ediciones de Marzo de 2007 y 2010.

Internet: <http://jus2.uol.com.br/doutrina/texto>

<http://virtualpsy.locaweb.com.br/index.php?art=163>

<http://virtualpsy.locaweb.com.br/index.php?art=163>

Annexure 9

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

The task is not easy and it requires much time, effort and commitment, especially from the director's part. The first step is developing internal norms of protection, code of conducts 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 for 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 promote to all 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 for child protection.
- 2) External communication. Explains the commitment of breaking the law of silence and establishes the chosen method by the organization in treating this subject in the community.
- 3) Norms of conduct for employees, volunteers, and visitors from the organization. Explains clearly the expectations in relation to their interaction with the children.
- 4) Proceeding norms 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 and reports. 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. Establishes the method in which the organization will use to obtain, register, and share information about situations or incidents of child abuse in a way where information will serve to penalize the aggressor without damaging 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 on 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 very important to be conscious of this subject in the organization, so that everyone will share this same commitment.

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. One policy of protection for a child in your organization is a great contribution in reaching this goal.

Annexure 10

Policies for Child Protection in PEPE Network

Terezinha Candieiro (2010), revised in 2013.

The context and subjects on child abuse from PEPE:

PEPE is a socio educative 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 contextualized according to the realities 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, to take the commitment seriously of keeping children safe, providing a healthy environment for their development (educational, physical, physiological, social, and spiritual).

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.

Definition of child abuse

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 damage 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 harm to a child. The impact of this abuse may lead to long effects 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 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 results of this abuse include self-damaging, inappropriate sexual behaviour, 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 register a child in school, allowing them to miss many days of school throughout the year.
- Emotional – lack of affection and support, failing to intervene when a child demonstrates antisocial behaviour, refuses 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.

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 with the well-being of the children around the world. We are willing to, in all manners (ways), prevent child abuse, neglect, and the exploitation according to the Conven-

tion 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 treating 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 these: 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 direction of PEPE Network and the international coordinators have the responsibility of discussing the subject of 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 develop PEPE must be committed in promoting opportunities that are specific to discuss and present the abuse and neglect that children suffer with their members, 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 – for missionary educators/ facilitators;
- b) Continued formation – for missionary educators/ facilitators;
- c) Advanced formation – for coordinators.

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

Recommended procedures

Recommended that PEPE, in each country, follow the procedures guided by the executive group of PEPE NETWORK, who are in charge of:

- 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, who 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 about their responsibilities and are sure to be on alerts for abuse signs, taking any suspicion and worries to the person designated in charge of child protection;

- 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 co-operators that have the same goals in protecting children across the globe. This includes participating in events and different conferences;
- f) Keep the written recorts about transgressions that inspired child protection, 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 for charges or exposing of suspects against anyone from PEPE or voluntaries, in any level of structure.
- h) Be certain that practices will be followed through for the safe recruitment of a PEPE team.

Codes of Conduct

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

- a) Demonstrate behaviour that sets excellent examples to the children.
- b) Treat all children in a way that reflects God's love for them.
- c) Be careful, 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 favouritism for a particular child or avoid children with difficult behaviour.
- g) Find support in working with the children. Don't do all the work on your own, but in pairs or groups.
- h) 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. Any visits made to a child that is alone should be done under the supervision of another adult.
- i) An adult is always responsible for his own behaviour, even when a child behaves seductively or provocatively.
- j) If you feel uncomfortable with a child's behaviour, explain to them that this particular behaviour is not acceptable, but make sure they don't feel rejected.
- k) Speak about Child Protection issues with the appropriate people such as the co-ordinator or program leader.
- 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 go by without being recorded and processed.
- o) Someone must always supervise 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 focused 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, which should only happen if they allow it. 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 being 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 first aid and medical treatment is needed. The first aid given must be registered in writing and parents must be informed.
- s) Request permission to take pictures of children and to use the images. Parents must know when and where and how the image will be exposed so they may give their permission.
- t) Children information must be reflected in the images in a way that preserves their dignity, are decent, respectful and don't exploit their circumstances. Children's photos must not be exposed on social network, their names should be changed on the news letters and without any reference to the place where they live. All visitors must be invited to adhere to these policies.

Norms and Procedures of PEPE Partners

PEPE network and the units of PEPE often pursue the development and maintenance with the children's ministry; "working as partners with others, we have the responsibility to certify that the children are in a safe places with our 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 guidelines in recruiting educators, coordinators and volunteers:

The people who work with children must be recruited in an 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 criminal 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 the continuity for 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 with 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; people being accused, according to the different possibilities and context; in order to promote healing;
- e) Follow the local laws; especially if the person involved is foreigner;
- f) In the case of dismissal of a co-ordinator, educator or volunteer due to suspected abuse, PEPE is authorized to reveal the pictures to future employees;
- g) Provide awareness for parents and children when it comes to signs of abuse.

Rights of Defense

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 the protection children, praying and asking for wisdom and discernment, learning from others, being involved in activities, local, national or international, according to the possibilities of each context. This will encourage and create 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, must only share information about an incident only with people from the team responsible for Child Protection. They are the ones who must discuss this matter, and decide who else should know about the issue, in order to reach a solution. We will ensure the security of 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 differen-

ces from country to country where PEPE is being developed, as the social contexts and cultural contexts. Therefore, 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.

12. Bibliography

Candieiro, Terezinha. *Política e Normas de Proteção Infantil do PEPE*. San Pablo: Abiah, 2007.

Christine, Georgina. *Manual de Formação Continuada para Educadores*. San Pablo: Abiah, 2009.

Leitch, Christine. *Abiah/BMS - Baptist World Mission*. Apuntes personales de cursos ministrados en Inglaterra.

Baptist Union of Great Britain Child Protection Guidelines.

Station Hill Baptist Church, Chippenham, UK, *Child Protection Procedures*.

Tearfund International Learning Zone. Disponible en: <www.tearfund.org> ou <http://tilz.tearfund.org>>.

Work Cited in Bibliography Notes

Candieiro, Terezinha (Ed.). *Folheto do PEPE*. San Pablo: ABIAH, 2007.

"*Child Abuse – the hidden bruises*". *American Academy of Child & Adolescent Psychiatry*. Disponible en Internet: http://www.aacap.org/cs/root/facts_for_families/child_abuse_the_hidden_bruires.>. Acceso: 25 enero de 2008.

Jaffe-Gill, Ellen MA, J. Jaffe Ph.D. and J. Segal Ph.D. "*Child Abuse and Neglect: Types, Signs, Symptoms, Causes and Getting Help*". [Helpguide.org](http://www.helpguide.org). Disponible en Internet: <http://www.helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm>. Acceso: 25 enero de 2008.

Keeping Children Safe Coalition, Keeping Children Safe: standards for child protection. Tool 1. Disponible en Internet: <www.keepingchildrensafe.org>.

keepingchildrensafe.org.uk>.

Acceso: 25 enero de 2008.

Mcconnell, Douglas, J. Orona and P. Stokley (Eds.) *Understanding God's heart for children*. Colorado Springs, CO, Authentic/World Vision, 2007.

Wright, Josephine and Miles, Glen (Eds.) *Celebrating Children*. Carlisle: Paternoster Press, 2003.

Book References

Keeping Children Safe Coalition, Keeping Children Safe: standards for child protection. Tool 1. Disponible en Internet: <www.keepingchildrensafe.org.uk>, p. 1-30.

Sanderson, Christiane. *Abuso Sexual em Crianças*. San Pablo: M. Brooks do Brasil Editora Ltda., 2005.

UNICEF. *Convention on the Right of the Child*. Disponible en Internet: <<http://www.crin.org/docs/resources/treaties/UNCRC.asp#Sixteen>>, 28 p.



Pepe-Network



ABIAH – JMM – JMN