

pepe  
network

JM  
MISSÕES MUNDIAIS

Booklet

# My church, a safe place for children

Organizer: Terezinha Aparecida de Lima Candieiro  
Cooperator: Hellen Cristina Costa Alves

## **DATASHEET**

**Organizer:** Terezinha Candieiro  
**Cooperator:** Hellen Cristina Costa Alves  
**Translation:** Tatiane Batista dos Santos  
**Review:** Amanda Ambires  
**Layout:** Eliene Bizerra  
**Cover:** Black Pearl Digital Agency

## **WORLD MISSIONS BOARD**

**Executive Director:** Pr. João Marcos Barreto Soares  
**Missions Manager:** Pr. Alexandre Peixoto

## **EXECUTIVE TEAM OF PEPE INTERNATIONAL:**

**General Coordination of PEPE International:** Terezinha Candieiro  
**Continental Coordination of PEPE Americas:** Carmen Lígia Andrade  
**Regional Coordination of PEPE South America:** Rubén González  
**Regional Coordination of PEPE Central and North America and Caribbean:** Gladyz Haydee Ortiz  
**Continental Coordinator of PEPE Africa:** José Ricardo Nascimento  
**Regional Coordination of PEPE Southern Africa:** David Fernando Panganhe  
**Regional Coordinator of Western Africa 1:** Christance Badiate  
**Regional Coordinator of Western Africa 2:** Fernando dos Santos



**Booklet**  
**MY CHURCH,**  
**A SAFE PLACE**  
**FOR CHILDREN**

**Organizer: Terezinha Aparecida de Lima Candieiro**  
**Cooperator: Hellen Cristina Costa Alves**

**About this work:**

This booklet is based on the “Manual of Guidelines and practices of protection for children at the church” by LEITCH, Christine and CANDIEIRO, Terezinha. It was kept many concepts and ideas, being done one update of data, information and tools for the church to work the thematic of protection in an educational and practical way, towards to the building and implementation of a policy of protection to the child and the teenager of the institution. .

**About the organizer:**

Terezinha Aparecida de Lima Candieiro, has a master’s degree in Arts in the Holistic Child Development Program by the Malaysia Baptist Theological Seminary; Post-graduate in Social Projects- management and perspectives by Centro Universitario Senac SP; degree in Pedagogy, specializing in Professorship and Educational Guidance by Faculdades Campos Sales; bachelor in Theology, specializing in Religious Education at Faculdade Teologica Batista de Sao Paulo; Trainer of the Program Claves Brazil of prevention against sexual violence of children and teenagers. International Certificate PMD Pro – Project Management for Development Professionals. Currently, she is the General Coordinator of PEPE International of World Missions Board of The Brazilian Baptist Convention.

**About the Cooperator:**

Hellen Cristina Costa Alves – degree in English/ Literature by Universidade Estadual Rio de Janeiro; post-graduate in Literature for children and young people by Universidade Federal Fluminense; bachelor in Theology by Seminario Teologico Batista de Niteroi; she was an effective teacher at the City Hall of São Gonçalo for 16 years, developing there as well the function of Pedagogical Coordinator and reading agent. Currently, she is the Pedagogical Assistant of PEPE International of World Missions Board of the Brazilian Baptist Convention.

# Content

<b>INTRODUCTION</b> .....	<b>7</b>
<b>THE REALITY OF THE VICTIMS OF VIOLENCE</b>	
<b>IN NUMBERS</b> .....	<b>9</b>
<b>THE CHURCH AS A VOICE IN FAVOR OF THE UNDEFENDED</b> .....	<b>11</b>
<b>THE COMMITMENT OF THE CHURCH WITH THE KINGDOM AND THE IMPLICATION WITH THE TOPIC OF VIOLENCE</b> .....	<b>11</b>
<b>HOW TO BUILD A CHILD PROTECTION POLICY FOR THE CHURCH</b> .....	<b>14</b>
A) Important actions for building the CPP .....	14
B) Script for the elaboration of the CPP.....	15
<b>APPENDIX</b> .....	<b>23</b>
<b>APPENDIX I – RESOURCES FOR THE BUILDING AND IMPLEMENTING THE CPP</b> .....	<b>24</b>
<b>Self Evaluation Tool</b> .....	<b>24</b>
THE GRAPHIC OF SELF - EVALUATION .....	27
<b>APPENDIX II – ACTION PLAN FOR BUILDING A CPP</b> .....	<b>28</b>
ACTIONS .....	28
<b>APPENDIX III – INFORMATION AND FORMATION WORKSHOPS</b> .....	<b>29</b>
<b>1. Workshops for the leaders of ministry, educators, teachers and volunteers.</b> .....	<b>30</b>
TEXT FOR THE INTRODUCTORY REFLECTION: .....	30
The protection against violence and the holistic development of the child – Part 1 .....	30
<b>1.2 WHAT IS CHILD ABUSE ?</b> .....	<b>34</b>
TEXT FOR INTRODUCTORY REFLECTION: .....	35
The protection against violence and the holistic development of the child – Part 2 .....	35
<b>1.3 HOW TO DETECT AND REACT TO VIOLENCE</b> .....	<b>38</b>
TEXT FOR INTRODUCTORY REFLECTION: .....	38
“How can the church protect the children” .....	38
1. Know how to identify types of violence. ....	38
2. Basic Procedures .....	39
3. How to react to suspicion of a case of abuse .....	40
4. How to deal with a child that might be hurt.....	40
<b>1.4 UNBUILDING CONDUCIVE ENVIRONMENTS FOR SEXUAL ABUSE</b> .....	<b>44</b>
TEXT FOR REFLECTION: .....	44
The protection against violence and the holistic development of the child – Part 3 .....	44
<b>2. Workshops for children</b> .....	<b>49</b>
<b>2.1 MY CHURCH: A SAFE PLACE</b> .....	<b>49</b>

2.2 MY BODY IS SPECIAL: HOW CAN I KEEP IT SAFE? .....	51
2.3 WHAT TO DO IN A DANGEROUS SITUATION.....	55
TEXT FOR REFLECTION: .....	55
Safety booklet against pedophile – Guidance to the children from the Military Police of Paraná.....	55
2.4 TEACHING CHILDREN THEIR RIGHTS .....	59
TEXT FOR REFLECTION: .....	59
Universal Declaration of the Children Rights of UN.....	59
<b>3. Workshops for parents and/or GUARDIANS.....</b>	<b>63</b>
3.1 LOVE IS PREVENT AND ACT .....	63
TEXT FOR REFLECTION: .....	63
Safety Booklet about pedophile – Guidance to the parents Military Police and government of Paraná. ....	63
3.2 EVERY CHILD NEEDS LIMITS, BUT ALSO RESPECT .....	67
TEXT FOR REFLECTION: .....	68
Parts of the book “Educate with no violence – raising children without slaps” .....	68
<b>APPENDIX IV – STUDY CASES FOR REFLECTION OF THE REFERENTIAL TEAM .....</b>	<b>69</b>
<b>APPENDIX V – TOPICS FOR DEBATE .....</b>	<b>70</b>
<b>APPENDIX VI – INSTITUTIONS TO BE CONTACTED IN CASES OF VIOLENCE AGAINST CHILDREN AND TEENAGERS IN BRAZIL .....</b>	<b>71</b>
<b>APPENDIX VII - MODELS OF DOCUMENTS .....</b>	<b>72</b>
1. Model of form for candidates to the work with children .....	72
2. Model of Letter Confirmation of Activities at the previous church. ....	73
3. Model of concession and accession document of the Child Protection Policy of the church. ....	74
4. Model of File for Record of incidents or complaints. ....	75
5. Model of Consent/request of the parents/ guardian for sharing the images.....	76
6. Model of Authorization to transport children in private cars of people of the team .....	77
7. Model of authorization for application of first aids and/or medical treatment for children. ....	78
8. Model of term of partnership to adhere the Child Protection Policy of the church. ....	79
<b>Appendix VIII – Child and teenager protection policy of the World Missions Board of the Brazilian Baptist Convention .....</b>	<b>80</b>
CHILD AND TEENAGER PROTECTION POLICY OF WMB .....	81
<b>ANNEX 1 .....</b>	<b>89</b>
<b>BIBLIOGRAPHIC REFERENCE .....</b>	<b>90</b>

# INTRODUCTION

One of the work axes of the Pre-School Education Program (PEPE), in Brazil and also abroad, is the protection of the child against any type of violence. In our experience and work with the churches and with children in a vulnerable and social risk situation in several communities, we are engaged in promoting the awareness and the instrumentalization of the local churches about the child protection.

The actions we have performed for, with and by the children are consequences of how we see them: if as people, as subjects of rights or only as objects. Providing a safe place for children is intimately connected to the conception we have about them.

According to the Convention's document about Child Rights, in its first article, "the child is every human being under 18 years-old, except if in the terms of law when applicable to her, to reach the adulthood earlier." In Jesus perspective, therefore, in a biblical perspective, we can state that the child is a holistic human being, male and female, created by God in his image, with value and dignity. As Jesus followers, we defend the principles of appreciation and respect for the child, among a society that does not share this view. Jesus sees children as people who worth a special place in the community of God's people. Thus, providing spaces and safe environment is also a responsibility of the church.

Cases in which children and teenagers are vulnerable and exposed to all types of violence anywhere, are definitely concerning. We unfortunately recognize that there are risks of a child being a victim of violence at the church environment. Many times the leaders and people in charge do not know how to deal with it nor even what to do. There isn't any clear protocol of how or what people and institutions should follow. We cannot wait for an episode of violence to happen against children, to act, trying to redirect a situation that will cause more damages. Prevention is the best way!

Answering this need, we elaborated this booklet to share with the churches/ institutions the steps and the main actions for building a Child Protection Policy (CPP), as a basic tool for preventing violence at the institutional environment. Our reference is the Kit A Safe Place, produced in Portuguese by the network Given Hands, 2011.

Based on the reference material, the child protection policy is a document that has guidelines and actions which establish how children must be protected and helps in the creation of a safe and healthy environment, thus decreasing the risks that might happen in these settings.

We hope that this is one more useful tool that contributes for the protection of many children in Brazil and in the World.

*Terezinha Candieiro*  
*General Coordination of PEPE International*





# THE REALITY OF THE VICTIMS OF VIOLENCE IN NUMBERS

The data of several official institutions shows us a hard reality of violence cases against children and teenagers globally, in all the environments they go.

Data of UNICEF indicates that around 80% of physical violence cases are done by parents or closer people that develop a carer role. In case of sexual violence, according to UN, this percentage increases to 90%. Therefore, in the family, where the child should have a proper environment for healthy development, it is where is commonly found most incidences of violations, including physical and sexual.

See bellow a few data of UNICEF – A familiar face: The violence in the life of children and teenagers : By <https://www.unicef.org> on 01/11/2017.

## 1. Violent Discipline and exposition to domestic violence during the early childhood

- Approximately 300 million of children of 2 to 4 years in the whole world (three in each four) suffer regularly violent discipline by their carers; 250 million (about six in each ten) are punished with physical punishments.
- The exposition to violent discipline starts in a very early age for many children. Based on the data of 30 countries, six in each ten children between 12 and 23 months of age are submitted to a violent discipline. Among these very small children, almost half of them suffer physical punishment and a similar proportion is exposed to verbal abuse.
- All around the world, one in each four children younger than 5 years (or 176 million) lives with a mother that is victim of domestic violence.
- Globally, 1,5 billion of carers (or a few more than one in each four) say that punishment is needed to raise and properly educate children.
- Only 59 countries adopted the legislation that forbids definitely the use of physical punishments against the children at home. In the countries where there is no legislation like that, live more than 600 million of children younger than 5 years that are without legal protection.

\* In Brazil, the physical punishment was forbidden in 2014 by the law 13.010/2014, known as Lei Menino Bernardo.

## 2. Violence at school

- All around the world, about 130 million (a few more than one in each three) students between 13 and 15 years suffer bullying regularly.
- About three in each ten young people and teenagers in 39 countries of Europe and North America (17 million) admitted having practiced bullying against others at school.

\* In Brazil, 43% of boys and girls of 6th grade (11 and 12 years) said that they suffered bullying last months. They were stolen, insulted, threatened, physically assaulted or mistreated. (Third Regional Comparative and Explanatory Study, TERCE)

- Each 7 minutes, in somewhere in the world, one child or teenager – between 10 and 19 – is dead as a result of a violence act. Only in 2015, the violence reaped the life of about 82 thousand teenagers all around the world. Those between 15 and 19 years are particularly vulnerable, having three times more chance to die violently than younger children and teenagers, of 10 to 14 years old.
- More deaths of teenagers results of interpersonal violence if compared to a collective (war).
- In 2015, about two in each three victims died of homicide, while the others were killed due to conflicts or collective violence.

- The region of Latin America and Caribbean is the only one that registered an increase (although relatively small) in the rates of homicides of teenagers of 10 to 19 years since 2007. Less than 10% of the teenagers in the world live in the region, but almost half of all the homicides of teenagers in 2015 happened there. This year, from the 51,3 thousand killings of children and teenagers between 10 to 19 years – not related to armed conflicts –, 24,5 thousand happened in this region. These numbers are quite disproportionate considering that such set of countries shelter less than 10% of the population in this age range.
- Related to the rates, the region of Latin America and Caribbean had 22,1 homicides for each group of 100 thousand teenagers – proportion four times bigger than the global average. The safest region in the world for a teenager is the Western Europe with 0.4 deaths per each 100 thousand. The five countries with the highest teenagers homicide rates are all located in Latin America. According to the data presented by UNICEF, Venezuela has the highest proportion of killings in this age range, with a tax of 96,7 deaths for each 100 thousand, followed by Colombia (70,7), El Salvador (65,5), Honduras (64,9) and Brazil (59).

#### 4. Sexual violence in the childhood and adolescence

- In 38 countries of low and middle income, approximately 17 million of women reports having experienced forced sex in the childhood. In 28 countries of Europe, about 2,5 young women report experiences of types of sexual violence with some type of contact before they were 15 years old.
- All around the world, about 15 million teenager girls had experience of forced sex during the life; 9 million of these girls were victimized last year.
- In 20 countries, about nine in each ten teenager girls were victims of forced sex, on average they said that it happened for the first time in the adolescence.
- Data of 28 countries indicates that on average, nine in each ten teenager girls that were victims of forced sex report that the author of the first violation was someone closer or known of them.
- Friends/colleagues of classroom and partners are among the authors of the sexual abuse most frequently reported against teenager boys in the countries that has these data.
- Based on the data of 30 countries, only 1% of the teenagers that had forced sexual relation sought for professional help.

In Brazil the picture is not different nor even among the families that call themselves christian. According to the article published by the coordinator of Ambulatório de Violência Sexual e de Aborto Legal do Hospital Pérola Byington (the Sexual Violence Ambulatory and the Legal Abortion of the Hospital Pérola Byington) in São Paulo, Dr. Jefferson Drezett, in the period of 1994 to 2016 were requested 163 legal interruptions of pregnancy for victims of sexual abuse younger than 14 years old. Among the sociodemographic variables analyzed in these requests, it was found that nothing less than 79,1% of the cases, referred to christian families, being 29,4% declared protestant. The researches also states that in 43% of the cases, the sexual violence happened in the house of the children, being 36,8% resulted of incestuous relationships, followed by extra-family acquaintances (44,2%) and unknown (19,0%). These are evidences about the sexual violence against the children. It means that if we think of all the other types of violence like physical, emotional, verbal and negligence, these evidences points to the fact that there is not a lot of difference between the incidence of childhood violence in christian families and non-christian. This is a hard reality.<sup>1</sup>

1 Article of Alexandre Goncalves in “O que acontece quando a igreja passa a ver a criança com outros olhos?” (“What happens when the church look at children with a different view?”) (Claves and World Vision, 2019). And the Article of Dr. Jefferson Drezett “Estupro de vulnerável: caracterização sociodemográfica e desfecho de gestações entre adolescentes menores de 14 anos” (“Rape of Vulnerable: sociodemographic characterization and outcome of pregnancies among teenagers under 14 years old”). Published at XI Congresso Brasileiro de Psicologia Hospitalar, DOI: 10.13140/RG.2.2.32187.72484 in September of 2017.

## THE CHURCH AS A VOICE IN FAVOR OF THE UNDEFENDED

According to the words of Jesus Himself in the gospels we are the salt of the Earth and the light of the world, thus, the church is responsible for showing the different taste of God's Kingdom and lighten the world that lies in the darkness. According to the writer of Proverbs we should be the voice that claims in favor of those without support. "Speak up for people who cannot speak for themselves. Help people who are in trouble. Stand up for what you know is right, and judge all people fairly. Protect the rights of the poor and those who need help."(Proverbs 31:8 and 9). Who are the greatest needy in the currently society if not the children that had lived helpless in relation to all the violence done against them ? It is necessary that church raises its voice and position itself in favor of those that are voiceless in the society. We cannot omit, deny or ignore this reality. Many believe that talking about such shocking and serious issue like the violence against children can frighten and put away people, besides informing malicious people, eventually contributing for new incidents. Therefore, report, educate with preventive actions and care are attitudes that put us on the way to the eradication of the violence among us and not the opposite. Testimonies of people who by having a preventive education about the violence, although they could not avoid the act of violence in their lives, they could avoid it to be repeated or to cause any devastating action, they indicate that this is the right way to fight back. This is the case, for example, of the designer Helena Vitali that suffered abuse when she was five years old in the condominium where she lived in Santa Catarina. She tells how it was important her mother had talked to her about the issue so that, with only five years, she had the courage to tell what happened and avoid that the abuse was repeated. <sup>2</sup>

Surely, there is a lot that can be done for the prevention and minimization of the cases of violence against the children and teenagers. One of the ways of prevention at the institutional space, including the church, is to develop and implement the Child Protection Policy (CTPP). Therefore, of all the actions that will be mentioned and developed in this process it is vital that the child be clarified and educated with the purpose of knowing the violence that is being committed against her so that she is able to report it and stop the continuity of the same. "Teach the children in a way that fits their needs, and even when they are old, they will not leave that right path."(Pv.22:6). The education will make that the child be able to distinguish a caring act from a violation and can protect herself.

## THE COMMITMENT OF THE CHURCH WITH THE KINGDOM AND THE IMPLICATION WITH THE TOPIC OF VIOLENCE

Nor always the child was seen like a subject of rights in the society. Throughout the humankind history the child was quite always left aside or treated as a "minor" being. It is quoted, for example, the platonic vision of the Classic Antiquity where the child was only a possibility for the future, thus, a potential being, nobody else, or nothing, in the present. [...] among all the wild creatures, the child is the most intractable; due to the own fact of this source of reason that exists in the child being undisciplined, the child is a treacherous, guileful, and most impudent creature. Therefore the child is such that it must be bound with many bridles [...] (Plato, 2010, p.302). or yet, the vision of the Middle Age where the child was seen like a mini adult, thus, as soon as possible she was immediately introduced to the adult world with its games, works and duties, what usually happened right after the child was literate. And that is why the paints consistently portrayed the children like mini adults, because as soon as the children stopped wearing diapers, they dressed exactly the same as other men and women of their social class (POSTMAN, 2011, p.32). We observe a distorted view of the child, as a potential being and on the fringes of society, even in the society portrayed in the Bible, for example, in the text of Mathew 19:13-15 when the disciples scolded the people that brought children to Jesus as the children were that "minor being" that were not yet able to comprehend what happened and interact in the society, but, only disturbing the development of the activities. "Then the

<sup>2</sup> Article of Letícia Mori "Como falar sobre abuso sexual com as crianças "How to talk about sexual abuse with children", by BBC NEWS BRAZIL on 06/10/2017.

people brought their little children to Jesus so that he could lay his hands on them to bless them and pray for them. When the followers saw this, they told the people to stop bringing their children to him. But Jesus said, "Let the little children come to me. Don't stop them, because God's kingdom belongs to people who are like these children." After Jesus blessed the children, he left there." (Mathew 19:13-15). Therefore, the Gospel of Jesus, besides its historic-social view of the child at that time, constantly sustains that the child is a whole part of the Kingdom of God and must be treated with dignity, respect and love. Besides presenting the child as a parameter to the entrance in the community of the Kingdom of God.

Nowadays, the society and the church has difficulty to notice the child as she really is, thus, a holistic human being created in the image of God with rights and duties. In social daily life, be at the family, school or church, hardly ever the child is heard. Even though when it is proposing something related to the child, she is not heard. It means that her opinion and feelings are not valued. What is proposed is that the children are taken into account. It is not easy to guarantee to the child the effective participation in social activities, since the child's perspective of the world is different from the adult's perspective; the actions and reactions of a child before the circumstances will be different from the ones of an adult. Therefore, listening to a child paying attention to her desires, fears, joys and needs often bring up solutions and means that would hardly be found due to using antagonistic perspective from the usual perspective of children.

If there is not a social movement of putting ourselves in the place of the child, by hearing her, there will be no comprehension that the child is a human being in all of her aspects. When a society does not internalize the concept of a child as someone equal, a human being with rights, duties and needs the consequences can be disastrous because there will not be a culture of respect to this child. The result is a violent society where multiplies the mistreatment and the assaults, in a total lack of care. The violence cowardly hits the children, thus, although being equal in her essence, the child certainly does not have emotional and physical maturity to defend herself before the adult. The violence can present itself physically, verbal and emotionally. Being the emotional a type of violence that are ignored several times or even not admitted by many by virtue of its most veiled character. However, the consequences of the violence, be it of any modality, are serious and will follow the child making it impossible a healthy life and destroying, thus, her future. A child that suffers violence, even though it is emotional, does not develop healthily because she might have insecurity, fear, distorted self-image, authority problems, difficulty to express herself, problems to relate with others.

In the text of the Gospel of Mathew mentioned before, the disciples influenced by the culture of that time and with their prejudice, rejected the children and mistreated them. That moment was set up a situation of emotional and spiritual violence by the followers of Jesus; however, Jesus did not take into account the current social concept and, as the text registers, include the children not only in the biblical narrative, but into the social issues and in his ministry generally. In the bread and fish multiplication narrative in the Gospel of John chapter 6, for example, Jesus makes a point of using the five bread and the two little fish brought by a boy. Surely Jesus did not need anything to make a miracle and feed the multitude, but he is happy about including that boy and teaching how we should be available to share what we have with joy, like a child does.

Jesus defended the children earnestly and outraged in many occasions. He appreciated them and gave them a place of dignity setting them as reference and example of citizens of his Kingdom; the disciples ignored the true nature of God's Kingdom that flows in the opposite way of the world, with values and perspective antagonist to the current ones in the human societies. While for the world the children many times are a hindrance and socio-economic weight, for Jesus they are an example to be observed, a present and inheritance from God. There is so much to learn with them, that when there is dedication in it the adults get surprised. Jesus never had difficulty in welcoming the children, he blessed them and loved them.

The report on the birth of Jesus presupposes the appreciation of childhood in a truly amazing way. Why does God present himself in the fragility and cuteness of a baby? What does he want to teach when making himself a man, empty himself of his deity and be born as a baby? There is a lot to learn with all

that, but undoubtedly God showed his love by submitting to be born and grow up among us like a child. The fragility to depend on someone to survive and however in his humiliation inspire love, this is the childhood. As a child Jesus showed that the children need to have the right to participate in the community of faith; He debated with doctors of the Law when he was only 12 years. The children can not be stopped of learning and knowing Jesus.

Contradictory, many churches today do not recognizes the importance of the children into their communities. It is necessary that occurs a realignment of the ecclesiastical view and the ecclesiastical with Kingdom of God's view. The church, especially its leadership, needs to recognize the importance of the children, offering them love, freedom of participation, care and protection. For that it is necessary to promote the formation of its leaders and continued training, for them to imitate the attitudes of Jesus. It is also necessary to promote a culture of peace, justice and equality of rights, without meaning of people, through practical actions (biblical studies about the topic, confrontation of wrong attitudes and influenced by ideologies contrary to the Word, community service and cultivation of healthy relationships). One cannot lose sight that they are the referential for the entrance in the Kingdom of heavens. They need to be observed, loved, received, welcomed, heard, and in many moments imitated.

If we observe the example of Jesus when correcting his disciples, which efforts were in a discussion about who would be the greatest in the Kingdom of heavens, he takes a child, puts among them and invite them to become humble like her, we understand the importance of a child and how much we need to learn about protecting them; Jesus yet adds that anyone that receives a child in his name would be like receiving himself, but anyone who caused a child to stumble would receive a big punishment. (Mathew 18:1-4). Therefore, make the church a safe place to anyone, including the children, is a duty and obligation for everyone that understands the Kingdom of God belongs to them. In the words of Pastor Carlos Queiros: - "The attitude of protection and care towards our children is much more than a meaningful gesture of love justice for them. It is a question of commitment with the Eternal God, Father and protector of all children. He protects them through men and women that decided to continue the salvation history, preserving the life, caring and loving one another, practicing the justice against the oppressor. Make of your family, your church, your community, a place where the good conquers all ways of evil."(Shepherd the children: our commitment", published by the Magazine Given Hands number 21, of September 2008).

# HOW TO BUILD A CHILD PROTECTION POLICY FOR THE CHURCH

According to what was mentioned before, the Child Protection Policy (CPP) is a document that has guidelines and actions that establish how the children must be protected to have a safer environment at the institution.

The building of a CPP is a process. Before everything it is necessary to have an awareness work of the leadership of the churches about the topic. From the moment the leaderships of the churches are aware to reflect and prepare itself for the building of the child protection policy, it is necessary the development of a working plan that includes: actions for the building, implementation and monitoring, as well as the script for the elaboration of the document for the CPP.

Following we present some suggestions of actions and guidelines referring to the items mentioned above:

## A) Important actions for building the CPP

- Action 1. Build a team work that will be responsible for the introduction of the topic and the essay of CPP for the church. We suggest to be part of this team members of the leadership of the church, especially from the children ministry, teenagers ministry and professionals of related area. This will be a referential team for issues of child protection of the church.
- Action 2. Make contacts with organizations that work with the defense of the children and teenagers' rights and that can offer initial formation about how to build a CPP for the church.
- Action 3. Provide opportunity for the selected team to participate of a program of formation about Child Protection Policy.
- Action 4. Appoint from the formed team a person that will be the responsible leader for the issues related to the child protection within the church.
- Action 5. Evaluate the current involvement of the church in relation to the child protection through a tool of self evaluation applied to the leaders of ministry. (Appendix I)
  - 5.1. Record the points where the church needs the most attention related to the child protection.
- Action 6. Build an Action Plan for the elaboration of the document of Child Protection Policy, starting with hearing the children and ending with the approval of the document by the church. (Appendix II)
- Action 7. Make a hearing of the children that are part of the community of the church to delimit the characteristics of an environment where they will really feel safe. This action will be done through a workshop. (Appendix III)
- Action 8. Write the document of the CPP following the script for the elaboration of the document.
- Action 9. After the elaboration and approval of the CPP, start the phase of implementation. In this phase must plan and provide the continued formation for the whole church, by interest groups or age range (Appendix III - V). Besides that, shall introduce the topic on the studies of Sunday school, forums, debates on timely and several occasions.
- Action 10. Establish a process to monitor the implementation through reports, meetings with the children, parents/responsible and workers with periodic evaluations.

## B) Script for the elaboration of the CPP

### Introduction of the document:

Start with a brief presentation of the church, its history, its relation with the ministry with children, as well as the appreciation and protection of the same. Then, include the suggested items below as internal rules of protection to the child in the body of the document.

### 1. INTERNAL RULES FOR CHILD PROTECTION (IRCP)

These rules were based on the article of the magazine Given Hands (Kit Safe Place – “Patterns of Child Protection” guide 1 – net given hands, edition in Portuguese, September 2012. Produced by Keeping Children Safe Coalition).

#### 1.1. Commitment Declaration

It is the commitment declaration of the church in keeping the children safe against types of violence in its institutional space, based on the national and international legislation and on the biblical principles. See an example of a church commitment declaration:

“As a christian institution we understand our duty to zeal for the well-being of our neighbor. It means to cherish for the well-being and guarantee a safe environment, enabling the holistic development of the human being. What drives us to a special worry about the child, as she is in full development. Considering this worry, the church \_\_\_\_\_ is committed to accomplish the children rights according to the Convention of the Children Rights of the United Nations of 1989, what includes her right to be protected of any damage that might disturb her healthy development. We assume the responsibility in the work with the children and, that is why, we seek to promote practices that are safe for the children in order to protect them from damages, abuses, abandonment and exploitation of any type. Therefore, we vehemently oppose to all types of child violence, negligence and exploitation”.

#### 1.2. Method for internal and external communication to deal with the issue at the institution.

Follow bellow some ways that shows how the church will make known the document of CPP inside and outside of its institutional space.

- 1.2.1. Enable the Knowledge of its Child Protection Policy providing hard copy of the same in social places inside the church and on its external environment of work, as for example, social projects; provide the document for consultation on social networks and also physically in the secretary of the church; provide a copy of the Child Protection Policy, for all the people that directly works with the children in the institution.
- 1.2.2. Promote debates about the topic inside the ecclesiastical environment aiming different audience like: children, teenagers, adults, teachers, volunteers in the care with the child, parents and church leaders. In a general way aiming the awareness.
- 1.2.3. Offer training to the leadership and to those that work direct with the children about how to detect violence cases and how to react in these situations.
- 1.2.4. Keep a continued formation for the educators and any person that directly works with the children inside the church.
- 1.2.5. Guarantee that all the programs and projects done by the church make an evaluation of the activities and impacts of the same under the optic of the Child Protection Policy, only continuing if they are in accordance with the same.
- 1.2.6. Promote debates about the topic in external environments like schools, local radios, clubs, NGOs, among others, establishing thus partnerships to the propagation of the information and opportunity of awareness.

### **1.3. Conduct rules of the staff, volunteers and visitors of the institution**

It is important to establish the safety rules in the relationships and the space. These protect as much the children as the cooperators and members of the church. For example:

- 1.3.1. In the communications of all types the children must be treated and portrayed with dignity, avoiding damages through videos, pictures, clips, audios, histories, articles, or any other communication material;
- 1.3.2. Request of permission from the responsible for the development and promotion of videos or pictures of the children, besides never traffic name and address of the children on media (Appendix VII). The pictures must be preferentially in group and their names must be changed in the newsletter. Besides that, references to any geographical localization must be suppressed;
- 1.3.3. Always use positive methods, thus, nor violent, to deal with the children behavior. Never use physical punishment;
- 1.3.4. Treat all the children in a way that reflects God's love for them, seeking to protect them from any violence possibility and putting their well-being in first place. Build with the child a balanced relationship and based in the mutual trust;
- 1.3.5. Treat all the children with respect, dignity and without class, race, culture, age, sex, disability (special need) or sexuality discrimination;
- 1.3.6. Do not show favoritism for any child in particular and do not avoid the ones that present a more difficult behavior;
- 1.3.7. Never be alone with the children, avoiding possible unfounded complaints. For that, seek to develop works in pairs or in teams. If it is necessary a private talk with one of the children, ensure that another adult keep the visual contact;
- 1.3.9. As an adult, be always responsible for your behavior, even when a child is behaving in a seducing and provocative way. Therefore, in case you feel uncomfortable with a child behavior, explain to her that that behavior is not acceptable taking care for the child to not feel rejected. Immediately communicate the situation to your closest superior. If possible, make the change of the child carer;
- 1.3.10. Always make it known to your coordinator or leader any problem related to the child protection and make record of all the incidents or complaints. Never exaggerate or trivialize violence issues. Never allow that a complaint made by a child be without record or forwarded to the responsible for the issue at the church;
- 1.3.11. Always follow the people that are not part of the team in the visitations to the project, programs and/or activities with the children done at the church. Be alert if a visitor concentrates in one child, without a known reason, and try to avoid such behavior including the same in the group activities;
- 1.3.12. Think about the physical contact with the children, which must only happen with their permission. Sometimes the physical contact is inevitable, like when the child cries or needs help in games or plays. However, it is necessary to be alert to the excessive affection;
- 1.3.13. Request written permission from the parents or responsible in case any person needs to transport the children in their cars (Appendix VII);
- 1.3.14. Have a written permission from the parents in case it is necessary to apply the first aids and/or medical treatment for the children. The first aids given must be written recorded and the parents or responsible must be informed (Appendix VII);



1.3.15. Clarify the children about their rights, what is acceptable or not and what they can do in case there is a problem or violence situation.

*(Extracted from the document of Child Protection Policy of PEPE. in There are rules that can be added or formulated according to the context of the church/institution).*

#### **1.4 Proceeding rules with the partners of the project**

It is the way the church will relate to its partners to guarantee and promote the children protection.

If the church works with any type of external partnership, with companies or organizations of civil society (OCS), it is necessary to emphasize the rights of the children and their well-being are more important than any other benefit brought by the partnership. Therefore, it is important to write a term of partnership where the partners can adhere to the Child and Teenager Protection Policy of the church, including the signature of the same that will validate the consent of the commitment terms.

In the case of individual partnerships and/or punctual, for example hiring shows and special presentations, verify the criminal records and testimonies of previous experiences, be through internet or research with other institutions that had services provided by the same.

#### **1.5 Hiring procedures for new cooperators/volunteers**

The church needs to have a clear protocol of hiring its workers, cooperators and volunteers.

All the people that works directly or regularly with the children at the space of the church must pass by a criteria selection following the steps bellow:

- 1.5.1. Form filling with personal data and information about the criminal records (Appendix VII);
- 1.5.2. Reference request about his/her experience in the work with children and his/her academical formation;
- 1.5.3. Request of Identity Document (presentation of original and copy for archive);
- 1.5.4. If the person came from a different ecclesiatical community it will be requested a letter (Appendix VII) confirming that the same presented an unblemished character during his/her activities performance at the previous church;
- 1.5.5. Initial training where the person be clarified of its responsibilities and know the Child Protection Policy of the church;
- 1.5.6. Signature of the document agreeing and adhering to the Child Protection Policy before starting his/her functions with the children (Appendix VII);

#### **1.6 Answer to suspicious and complaints**

According to previously mentioned, it is necessary to nominate a referential team for the issue of protection, elected by the church, with wisdom and ability to guide teachers and leaders about the violence suspicious, besides supporting the victims. It is through this team that the process of answer to the reports will establish.

In cases of suspicious or complaints of violence situations follow bellow a protocol suggestion:

- 1.6.1. All the suspicious and complaints of parents/responsible, of the children themselves or third ones about unacceptable or abusive behaviors must be heard, recorded, passed to the responsible person in the church for inquiry through observation and informal conversation with the suspected person and then, communicated to the competent authorities for investigation and appropriate penalty (Appendix VII);

- 1.6.2. Every complaint of suspicious or proved case of violence against the child must be properly recorded in an appropriate document. The document or forms for this record must be of knowledge of everyone in the church, should be available and easily accessible;
- 1.6.3. The church commits itself to always believe in the child until be proved the opposite, inquiring every and any complaint reported inside the current legal procedures;
- 1.6.4. When inquiring a complaint or suspicious about violence against the child by one of her carer in the church (teacher or volunteer) It must first share with the leadership of the ministry. It will be important to talk privately about the topic with the suspect person, evidencing the inadequacy of certain behaviors related to the child, besides positioning someone to supervise the person in question all the time; if there is no change, it is necessary to remove her/him from the work.
- 1.6.5. The parents or responsible by the child victim of violence inside one of the ministries in the church must be initially informed, with the exception of cases where the same are suspects or indicated, by the child or third ones, as the authors;
- 1.6.6. The church commits itself to follow the guidelines of the Universal Declaration of the Children Rights and of the Convention of the Children Rights, besides following the specific rules of its country.
- 1.6.7. If a child is seriously injured by another child, the discipline must be applied through direct conversation and punishment (like not participating in an activity, play or tour). Besides that, the parents must be informed about the incident, the taken decisions, and the child must be directed to group therapy or followed by a psychologist, when necessary.
- 1.6.8. If a child acts in a sensual way as much with an adult as with another child, it will be necessary a conversation where the behavior will be put as unacceptable and harmful to the physical and social development of the same. In this conversation must be also guided an investigation about how and where the child had contact with such behavior for that to be reproduced. If there is anything strange in the way the child developed such behavior, it will be necessary a bigger investigation with the parents and future complaint to take the appropriate measure. It is possible, therefore, that the behavior of the child be only fruit of self knowledge and premature development of her sexuality due to a series of factors like, for example, the media influence. Therefore, this possibility do not eliminate the consequences of sexual violence in the life of a child, yet it was done by another child. That is why, if any child seem to force or intimidate another in a sexual way, she must receive intensive follow up and in case this follow up is impossible, it is necessary to considerate the exclusion of the child in question for the safety of the other children.
- 1.6.9. The church commits to guide all the possible effort to provide help for the child and for the accused person, according with the possibilities and the context, in order to provide healing;

## **1.7 Defense of the children rights**

This item explicit the way the church will articulate with other organizations of defense of the children and teenagers rights.

A Child Protection Policy is based in three great strategic axis of acting that are: defense, promotion and control. It is understood that each agent has its responsibility inside this perspective, be the State, the families or the civil society as a whole, to guarantee that the law be accomplished and do not become dead letter. Starting from this principle and having as a base the Universal Declaration of the Child Rights mentioned bellow, the church commits to be an example of resistance in favor of the child and of fight against the violence in our society. For that, uniting to other entities of the civil society, that has equal interest in the protection of the child, in order to promote and participate of promotion activities of information and formation.

Worldwide we cite as basis for the development of the Child Protection Policy the Universal Declaration of the Children Rights and the Convention about the Children Rights, both from UN.

#### 1.7.1. The Universal Declaration of the Children Rights– UN/UNICEF

Created in November 20th of 1959 the Declaration states that every child has the right to:

##### **Principle I – The right to equality, without distinction on the account of race, religion or nationality.**

- ▶ The child will enjoy all the rights stated in this Declaration. These rights will be granted to all the children, without any exception, distinction or discrimination due to race, color, sex, language, religion, political opinions or of any other nature, nationality or social origin, economical position, birth or other condition, inherent in the child or her family.

##### **Principle II – The right to special protection for her physical, mental and social development.**

- ▶ The child will enjoy special protection and will have opportunity and services, to be established by law through other means, in order to be able to develop physically, mentally, morally, spiritually and socially in a healthy and normal way, as well as in freedom and dignity conditions. By enacting laws with this purpose, the fundamental consideration which will be served will be the best interest of the child.

##### **Principle III – The right to a name and a nationality.**

- ▶ The child has right, since her birth, to a name and a nationality.

##### **Principle IV – The right to adequate nutrition, housing and medical service for the child and the mother.**

- ▶ The child must enjoy benefits of social welfare. She will have the right to grow and develop in good health; for this purpose shall be provided, for her as for her mother, special care, including the pre and post natal nutrition. The child shall have the right to enjoy adequate nutrition, housing, leisure and medical services.

##### **Principle V – The right to education and special care for the child physically or mentally handicapped.**

- ▶ The child physically or mentally handicapped or the one that suffers of any social disability must receive treatment, education and special care required by her particular case.

##### **Principle VI – The right to love and understanding by parents and society.**

The child needs love and understanding, for the whole and harmonious development of her personality; whenever possible, shall grow up with support and under the responsibility of her parents, but, in any case, in an environment of affection and moral and material security; except in exceptional circumstances, shall not separate the child of young age from her mother. The society and public authorities will have the obligation of specially caring for the abandoned minor or the one that needs the adequate means of subsistence. Government or other subsidies should be granted for the maintenance of the children of large families.

##### **Principle VII – The right to free education and child leisure.**

- ▶ The child has the right to receive school education, which will be free and compulsory, at least at the elementary stages. It will be given the child an education that favors her general culture and allows

her – in conditions of equal opportunities – develop her skills and her individuality, her sense of social and moral responsibility. Getting to be a useful member to the society.

- ▶ The best interest of the child shall be the director interest of those that have the responsibility for her education and guidance; such responsibility is primarily up to her parents.
- ▶ The child shall completely enjoy games and plays which must be guided for the education; the society and the public authorities will make efforts to promote the practice of this right.

**Principle VIII – The right to be the first to receive relief in case of catastrophes.**

- ▶ The child must – in all the circumstances – be among the first ones to receive protection and assistance.

**Principle IX – The right to be protected against the negligence and the exploitation at work.**

- ▶ The child must be protected against all types of negligence, cruelty and exploitation. She will not be object of any type of traffic.
- ▶ Shall not allow that child work before an adequate minimum age; in any case will be allowed that the child dedicate herself, or be imposed to her, any occupation or employment that may harm her health or her education, or stop her physical, mental or moral development.

**Principle X – The right to be brought up in a spirit of solidarity, understanding, friendship and justice among the peoples.**

- ▶ The child must be protected against practices that might foster racial, religious, or any other character of discrimination. She must be educated inside a spirit of understanding, tolerance, friendship among the peoples, peace and universal brotherhood with total conscience that she must consecrate her energy and skills to the service or her peers.

## 1.7.2 The Convention About the Children Rights

### **Convention about the Child Rights**

The General Assembly of the United Nations adopted the Convention about the Child Rights – Magna Letter for all the children around the world – in November 20th of 1989, and, the following year, the document was made official as international law.

The Convention about the Child Rights is the most accepted instrument of human rights in the universal history. It was ratified by 196 countries. Only the United States did not ratify the Convention, but they signaled their intention of ratifying the Convention when formally signing a document.

### **Preamble**

#### **The States Parties to the present Convention,**

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world;

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child.

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries;

### **1.8 Confidentiality**

In this item must be recorded that the church commits to keep the confidentiality of the information about the complaint of suspicious and confirmed cases related to the child violence. Information about an incident must be shared only by people belonging to the team responsible for the issue of Child Protection in the church. The team of Child Protection is who decides who else will need to know about the incident to help with the problem resolution.

All the information and complaints, be by personal contact, telephone, by hard correspondence or electronic, will be treated with the same confidentiality and importance independent of who has done them.

## **2. MAKE THE IRCP ACCESSIBLE**

To ensure that the church has an efficient and consolidate Child Protection Policy it is necessary that the Internal Rules of Child Protection (IRCP) be widely promoted and be accessible to everyone. For that, it is necessary that the rules be written in a simple language and be gathered in only one document. This document will be used on trainings, debates and sermons, besides being available through hard copies and also on the internet for the highest number as possible of people at the institution get knowledge of the content of the same.

## **3. VALIDATE EVERYTHING THAT WAS DETERMINED ON THE IRCP**

Use the Internal Rules of Child Protection to create a safe environment for all the children, for all their carers inside the church and also for the church itself to avoid violence incidents. Besides that, instrumentalize the children, parents and others inside the community against the violence for them to become a channel of fight against the violence also outside the walls of the church, wherever they are.

Create communication channels with the local government authorities responsible for the child protection effecting the transfer of complaints in order to have appropriate punishment when necessary.

***We conclude that no conduct code can offer total protection to the child. Therefore, if these codes are followed, the risk of abuse and exploitation will be minimalized, since it will keep apart possible violence agents against the children. Besides that, the implementation of these conduct codes will also protect the cooperators and the church whereas it will instrumentalize them on the correct way of working with the children, avoiding possible behavior deviation, that even unintentionally, could violate the children rights.***

# APPENDIX

**Appendix I – Resources for the building and implementation of the CPP**

**Appendix II – Action Plan for building the CPP**

**Appendix III – Workshops of information and formation**

**Appendix IV – Study Cases for the referential team reflection**

**Appendix V – Topics for Debate**

**Appendix VI – Institutions to be contacted in case of violence against children and teenagers in Brazil.**

**Appendix VII – Documents' Models**

**Appendix VIII – Child and Teenager Protection Policy of the World Mission Board of Brazilian Baptist Convention**

# **APPENDIX I – RESOURCES FOR THE BUILDING AND IMPLEMENTING THE CPP**

## **Self Evaluation Tool**

Based on the article of the magazine Given Hands (Kit Safe Place – “Child Protection Codes” guide 1 – Network Given Hands, edition in Portuguese, September of 2012. Produced by Keeping Children Safe Coalition)

### **George Varnava**

This tool of self evaluation is the best way to measure how far your church is from reaching the goal of safety codes for the children and what it needs to improve.

This approach is based on a work of George Varnava with the old forum about Children and Violence, with the National Child Board (NCB)

### **Using the marked items**

The questions bellow were formulated to stimulate the organization/institution to practice the minimal requirements (criteria) that must be accomplished by all the organizations committed in protecting the children. However, depending on the type of work with the children that your organization does, and the context, environment and conditions that you work, some points might be more relevant than others.

This tool of self evaluation may be a useful guide, and maybe you want to eliminate or add requirements to ensure the relevance of your activity in particular.

Before starting, make copies of the questionnaire, put the date on the copies and follow the marked steps bellow. You might keep these copies for later on, study the areas of progress in your church/ organization.

The tool of self evaluation drives us to think of six different areas:

- 1. The children and the organization**
- 2. Rules and procedures**
- 3. Preventing damage to the children**
- 4. Implementation and formation**
- 5. Information and communication**
- 6. Monitoring and evaluation**



There are six declarations/codes in each area. Read each one of them and decide where each declaration is:

**A: PROCESSED**

**B: PARTIALLY PROCESSED**

**C: NOT PROCESSED**

**Mark the matching option:**

<b>The children and organization</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	The organization is clear about its responsibility in protecting the children and in promoting this position for everyone that gets in contact.			
<b>2</b>	The behavior of employees and of other people that work with the children shows the commitment in protecting them against the violence.			
<b>3</b>	There is a good knowledge of the Convention of UN about the children rights (CCR) or other tools about the children rights, and it is seen as a base for their protection in your organization.			
<b>4</b>	The managers guarantee that the children are heard and consulted and their rights are executed.			
<b>5</b>	The organization has the conscience that all the children have equal rights to protection.			
<b>6</b>	The organization controls the behavior of the children without violence acts, degradation or humiliation.			

<b>Rules and procedures that helps protecting the children</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	The organization has a written child protection policy or a clear plan to ensure the safety of the children against damages.			
<b>2</b>	The policy or plan is approved by the board of directors (consulting board, executive, committees).			
<b>3</b>	The policy or agreement needs to be accomplished by all.			
<b>4</b>	There are procedures of the child protection that guide step by step what must be done in case of risk to her safety or well-being.			
<b>5</b>	There is a nominated person to take care of the child protection, with functions and responsibilities clearly defined.			
<b>6</b>	The procedures of child protection also take into account the local circumstances.			

<b>Preventing damages to the children</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	There are rules and procedures or an agreement to recruit candidates and evaluate their ability to work with children, including the criminal report verification.			
<b>2</b>	There are written guidelines of behavior, or a way to inform the employees and other cooperators about the types of behavior acceptable or not, especially in contact with children.			
<b>3</b>	The consequences of violating the behavior guidelines are clear and related to the procedures of discipline of the organization.			
<b>4</b>	There is a guidance about the appropriate use of technology like internet, sites, digital cameras, etc., to ensure that the children will not be in risk.			
<b>5</b>	There is the responsibility in properly monitoring and protecting the children in any situation, at the places where the activities are being promoted, including housing.			
<b>6</b>	There are established and well promoted procedures from which the team or any co-operator can present confidentially, suspicious of unacceptable behaviors practiced by other team member.			

<b>Implementation and Formation</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	There are clear guidelines for the team, partners and organizations (including financial organizations) on how to keep the children safe.			
<b>2</b>	The child protection policy is applied respecting the local culture. But not adapting to practices that may be damaging to them.			
<b>3</b>	There is a written plan showing the different procedures that will keep the children safe.			
<b>4</b>	Members of the team and volunteers entering the organization, receive training on child protection, including the presentation on the policies for the organization's protection codes, if it exists.			
<b>5</b>	Members of the team as other cooperators are given the opportunity to learn how to recognize child abuse and are taught how to react in such situations.			
<b>6</b>	The work is developed with partners in such a way that ensures that the code of conduct will be fulfilled.			

<b>Information and communication</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	The children are aware of their right to protection against violence.			
<b>2</b>	Everyone in the organization knows who is the responsible person concerning the child protection and how to contact him/her.			
<b>3</b>	Detailed information is available about the local resources for child protection – safe places, national authorities and assistance in case of medical emergencies.			
<b>4</b>	The children know where to go in case they need help or advice about abuse, provocation and harassment.			
<b>5</b>	Contacts were established with the main national/local organization for protection and the well-being of the children.			
<b>6</b>	Members of the team who are responsible for keeping the children safe have access to information, support, and advice with a specialist.			

<b>Monitoring and evaluation</b>		<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	The organization has agreements to monitor the fulfillment of the norms of child protection.			
<b>2</b>	It is regularly requested to the children, parents or guardians to evaluate the norms and verify if the child protection goals are being reached.			
<b>3</b>	The organization uses existing experience about systems for child protection to influence and better develop their own policies and practices.			
<b>4</b>	All the incidents, reports of abuse and complaints are registered and monitored.			
<b>5</b>	The policies and practices are regularly revised, preferably every three years.			
<b>6</b>	The children and parents are consulted as part of the revising team to safeguard the policies and practices.			

## THE GRAPHIC OF SELF - EVALUATION

After using the self-evaluation tools, transfer your answers to the graphic, applying three different colors or textures. The self-evaluation will give you an opportunity to make a diagram of the organization, which will show the effectiveness in keeping the children safe and in which things you still need to improve.

Use the colors to represent A, B and C.

Note that the diagram reflects the standards for “A Safe Place for the Children”. They were divided in six categories to make it easier.

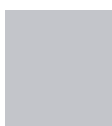
The objective of this exercise is to map out the major gaps that there may be in each section.

After reading and filling out this form marking: “Processed”, “Partially processed” or “ Not processed”, transfer the results to the diagram according to the instructions.

**Processed**



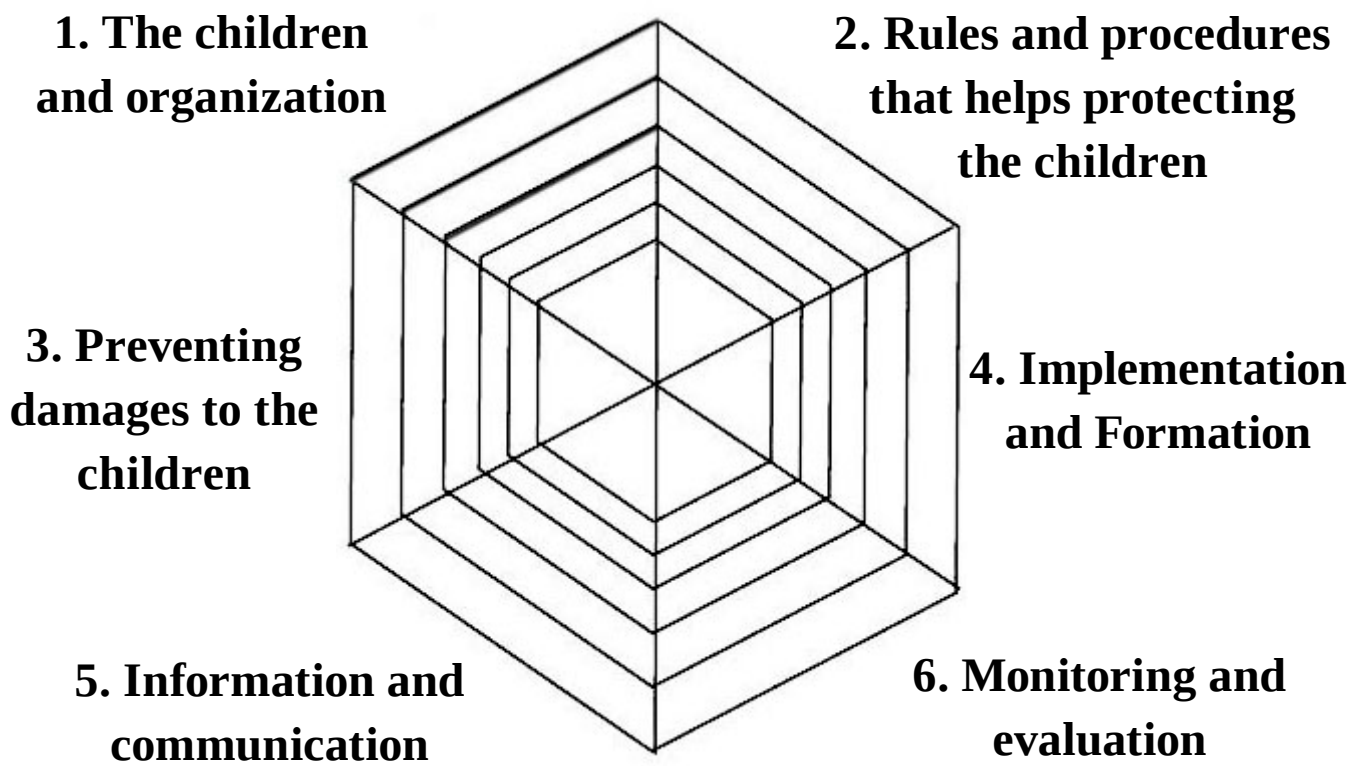
**Partially processed**



**Not processed**



The diagram visually illustrates the different stages reached by the organization in protecting the children and shows which areas need improvement. There is not a specific or standard way of completing this from 1-6. The goal of this exercise is to reveal the gaps.



## APPENDIX II – ACTION PLAN FOR BUILDING A CPP

We suggest to elaborate this plan, including the needed action for the elaboration of the CPP document, starting with the action of listening to the children and ending with the approval of the document by the local church.

General objective (what is intended to reach in the beneficiary level – children and teenagers).

Goals (quantitative definition with determined deadline)

### ACTIONS

WHAT	WHY	WHO	HOW	WHEN

## APPENDIX III – INFORMATION AND FORMATION WORKSHOPS

In this complimentary part of the booklet, we share some educative workshops that will help the leaders, the children and the parents or responsible to be aware about the topic of child and teenager protection.

The proposal for development of the workshops is the following:

- Start with an introductory reflection, where the facilitator will be able to make a conversation wheel with the participants.
- Make a devotional from a Biblical text.
- End with a song related to the topic.

# **1. WORKSHOPS FOR THE LEADERS OF MINISTRY, EDUCATORS, TEACHERS AND VOLUNTEERS.**

## **1.1 WHY DO CHILDREN NEED TO BE PROTECTED?**

**OBJECTIVE:** Sensitize the carers about the need of children to be protected and helped during the period of childhood and adolescence..

**JUSTIFICATION:** Because childhood is a period where the child is maturing in all the areas, she needs monitoring and protection to be safe, as she is not able to protect herself.

**TARGET AUDIENCE:** Ministry leaders, teachers, cooperators, volunteers and any person that works with children at the church.

**ACTIVITY:** Divide the participants in pairs, one of the participants shall be blindfolded while the other will have the commission of guiding him through obstacles only with commands like go straight, turn right, turn left, give two steps behind... and after change the roles. In the end of the game ask the participants to reflect about the following questions:

- What is your feeling about the dynamic?
- How was it when you changed roles?
- What does it represent to be a guide in the other person's life?
- What are the responsibilities and risks involved in that?

### ***TEXT FOR THE INTRODUCTORY REFLECTION:***

#### ***The protection against violence and the holistic development of the child – Part 1*** **(CANDIEIRO, 2012)**

According to the biblical and Jesus perspective, we can assure that the child is a holistic person, created to the image of God, with value and dignity. Like Jesus, we have to give them love, respect, care and protection.

The protection is one of the principles in which is based the Universal Declaration of child Rights, approved on November 20th 1959 by the General Assembly of the United Nations, with the presence of 78 nations members. According to this declaration, the child needs special care and protection.

For her healthy and whole development (physical, mental, social and spiritual) the child needs to grow in an environment that provides the safety that she needs.

The failure in protecting her against any type of violence directly affects her whole development.

In Luke 2:40, we meet:

***“And the boy grew and became strong; he was filled with wisdom, and the grace of God was on him”. Jesus grew and developed holistically.***

In the book “Celebrating Children” the editor Glenn Miles declares that Jesus “developed mentally (wisdom), physically (stature) and in grace before God (spiritually) and before men (socially). This is the perfect model of a human development, so, every human being should develop this way”.

In the world that we live, the violence has become a sad phenomenon with alarming statistics of violence committed against children and teenagers in different categories. There are many cases related to negligence, physical, emotional and sexual abuse, mainly in the midst of families from all social levels.

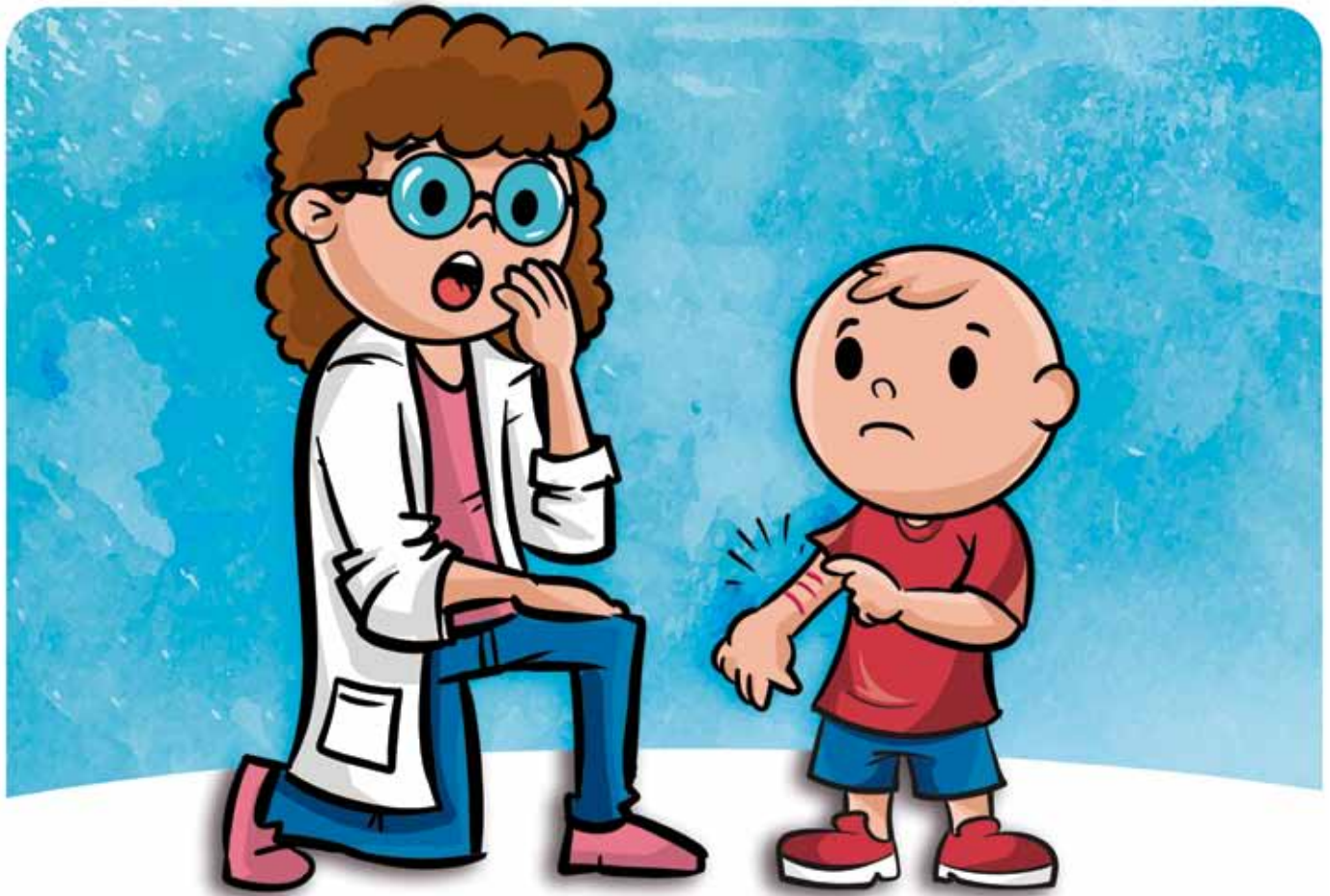
Unicef estimates that daily 18 thousand children and teenagers are beaten in Brazil. The accidents of domestic violence provoke half of the deaths of children and teenagers. The assaults in the domestic environment constitute the main cause of deaths between children and youth from 9 to 19 years old.

**DEVOTIONAL: read the text of Mathew 2:13-18 and sing a song related to the Biblical text. Finish reflecting about how God separated Joseph and Mary to take care and protect Jesus during his childhood and how he has separated people like them, the carers, to take care and protect our children nowadays.**





# WHAT IS CHILD ABUSE ?



## 1.2 WHAT IS CHILD ABUSE ?

**OBJECTIVE:** Train the carers of children to understand different types of violence and know how to detect them.

**JUSTIFICATION:** The nuances between different types of violence may end up confusing and intimidating the carers to omit for fear of exaggeration or inconsistency on complaints.

**TARGET AUDIENCE:** Ministry leaders, teachers, cooperators, volunteers and any other person that works with children at the church.

**ACTIVITY:** Present poster divided into four columns with the concepts of the four different types of violence. Prepare cards with examples of physical, emotional, sexual violence and negligence. Ask for each person to choose a card and post it in the correct column.

Examples of violence to be used in the activity:

### PHYSICAL

1. Two brothers fight in the play area of the church and the mother shakes the older son by the arms violently saying that he needs to behave himself and be an example for the younger brother.
2. You notice a wound in the lips of a child and when questioning she says she got a slap in the lips as a correction for saying a bad word.
3. A mother comments with the other that does not know what to do for her child to stop peeing on the bed and the other says that her son just stopped after she gave him a “good beating”.

### EMOTIONAL

1. A child spills juice on the floor and one of the carers yell at her to rebuke her for her neglect.
2. A child drops a shop bag spreading all the content on the floor and her mother calls her stupid, incompetent and worthless.
3. A teacher says to his student, after repeating an explanation that the same telling him he did not understand the content, that if he did not understand something so simple that he would never learn it.

### SEXUAL

1. A hairdresser touches the breast of a teenager while cutting her hair.
2. A brother in the church, middle aged, likes to hug tightly the girls and teenagers saying how beautiful they are, how they have grown and how much he likes them.
3. A teenager uses a moment of practicing where there are a few people in the church to approach a younger girl with the excuse of showing her something in the yard he touches her behind leaving her extremely embarrassed.

## NEGLIGENCE

1. A mother leaves her baby of only one year old with the care of his older sister of five years old while she goes to the gym.
2. A couple used to leave their children alone at home at night all the time they go to parties or adults programs.
3. A mother leaves her daughter of eight years old cooking using the stove and also very sharp knives without an adult supervision, because she works the whole day and says she does not have time to leave the food ready.

***WE SUGGEST THE USE OF A VIDEO ABOUT PREVENTING VIOLENCE AGAINST CHILDREN.***

### ***TEXT FOR INTRODUCTORY REFLECTION:***

***The protection against violence and the holistic development of the child – Part 2***  
(CANDIEIRO, 2012)

### **Concepts: violence or violences?**

According to the author Viviane Guerra, the violence is interpersonal, it happens in the relationships, it is an abuse of power, is a process of mistreatments to the victim. The violence against the children and teenagers is a way of violation of their special rights.

The violence that happens in the domestic space is called domestic violence. When this violence happens between people with blood and/or affective ties it becomes more damaging ever. Normally it is kept in secret, but it needs to be faced.

### **The domestic violence appears in four ways:**

**Physical violence** – when there is the use of strength against the child, in a non-accidentally way, causing her several wounds.

**Emotional violence** – is a psychological torture that happens when an adult constantly depreciates the child, causing her mental sufferings.

**Sexual Violence** – happens when through a sexual act or game between an adult and a child or teenager with the purpose of stimulate her sexually or use her to get sexual stimulation.

**Negligence** – Represents an omission and choice of not providing the physical and emotional needs of a child or a teenager.

**DEVOTIONAL: Read the text of Deuteronomy 6:5 and Mathew 22:37 and sing a song related to the Biblical texts. Finish reflecting on how God, when specifying the way of relationship he intends to have with the mankind, makes clear that the man has different dimensions in its constitution and that even worshiping and relating with God all his constitutive dimensions should be present. It means that independent of the type of violence that a child might suffer, this violence might bring consequences for all the areas in her life because the human being is a whole, a set of parts where any part exists independent of the other. Therefore, all types of violence needs to be recognized and faced in order to the child may have a healthy development.**

# HOW TO DETECT AND REACT TO VIOLENCE



## 1.3 HOW TO DETECT AND REACT TO VIOLENCE

**OBJECTIVE:** Enable the carer agents to identify clues of violence suffered by children with whom they relate and instrumentalize them in the way to react to these cases of violence.

**JUSTIFICATION:** Many people do not feel able to make a complaint for not knowing how to ground their suspicious. Know how to indentify clues of violence is the first step to ground a complaint. Besides knowing how to identify violence, people that deal with children also need to know how to deal with a child that was a victim of violence so that the same does not suffer even more with the situation.

**TARGET AUDIENCE:** Ministry leaders, teachers, cooperators, volunteers and any other person that works with children at the church.

**ACTIVITY:** Develop the dynamic positive hug. Divide the group in pairs. While a calm and relaxing song can be heard in the background all are invited to think about positive characteristics, feelings and emotions for a few seconds; then they have to think about one positive characteristic in his partner. At the end of this stage the pairs shall exchange hugs and say a positive characteristic or a compliment about the partner of the pair. The intention of the dynamic is to reflect in how a hug can be healing and leave us more opened to the other needs.

### **TEXT FOR INTRODUCTORY REFLECTION:**

***“How can the church protect the children”<sup>3</sup>***

**(LEITCH and CANDIEIRO 2013)**

### **1. Know how to identify types of violence.**

It can be difficult to find out that the child is being victim of violence or negligence, that is why, we need to be attentive to signals of violence and negligence and know how to answer to any suspicious raised.

We know that some signals appear in case of diseases, of accidents, for example, but if they appear repeatedly can indicate that the child is suffering or is in risk of suffering damages.

Here are the most common signs:

- Wounds without explanation, like bruises, cuts and burnt, particularly situated in parts of the body that normally do not get injured;
- Wounds which the explanation seems inconsistent;
- Wounds that do not receive proper medical assistance;
- Description (by child) of an act that seems abusive and that involves her;
- Exaggerating worry from someone (child or adult) for the well-being of a child;
- Behavior or humor changes, quiet child and/or shy, or with a sudden explosion of anger;
- Improper knowledge of sexual issues;
- Involvement in sexual behavior and games.
- Flutter, distrust and fear;
- Improper relationship with adults and friends;
- Negligence signs like malnutrition, untreated diseases, inadequate care and lack of follow up;
- Child that indiscriminately and desperately seeks friendship and affection;
- Low self-esteem and critical to others;

3 Text extracted of the “Practice and Guidelines for Child Protection in churches Manual”, pg. 21-27, series Child Protection – PEPE NETWORK – Parte 2 - Leitch, Chris and Candieiro, Terezinha (2013).

- Child that hurts herself;
- Permanently aggressive behavior;

**Observation:** We do not want to think that violence happens, mainly sexual violence at the churches. But, we have to be attentive for the fact that there are many children and several members/regulars at the same. Any child in any family may live the situations mentioned above. It is our duty to promote protection of children in any environment, including at the church.

People that practice sexual violence in children:

- do not seem different and are very convincing;
- they seek to be in places where they have easy access to children, especially where there is a position of trusting from which can be used;
- some types of offenders plan the violence during a long time, studying the child, the place and the situation that he/she will use his/her intent;
- they are compulsive, and the violence is not something that happens only once;
- most of the time, they are not motivated by the sexual need or loving relationship, but, yet, by a relation of power.

When a violence suspicion is taken to the responsible person in the church, by the Child Protection Policy, it is important that the issue be seriously treated, even if it seems unlikely it must be kept in secret, to not generate gossip, because the violence might not be proved. The issue must be discussed with the designated person to verify which measures will be taken.

If you have any suspicious about the children's teacher, for being violent, favoring a child or being emotionally/sexually inadequate with words or behavior, it must be discussed with him; if there is no change, it is necessary to remove him from the work or that someone supervise him all the time. It can not have any risk with the wellbeing of children in your church.

## 2. Basic Procedures

### When there is a specific suspicion about the well-being of the child

Unfortunately, a child can be violated, while she is in the church, by a teacher, volunteer, helper or any member of the church.

**The physical violence can be** – if a child is beaten for a bad behavior; emotional – if a child is humiliated or frightened; sexual- if a child is touched or if someone talk to her in an inadequate way; or negligence – if there is no attention, help and protection of the child.

Any acts like these have no place in the community of the church and they can not go on. The pastor and the person responsible in the church for the child protection policy shall be informed of such actions and the following measures shall be taken:

#### Important measures:

1. take note of any suspicious referring to the well-being of the children as soon as possible (see the Suspicious Record Form).
2. Particularly talk with the suspicious person, instructing him/her to improve his/her behavior.
3. Put other person to supervise him/her during all the time. This supervision is for the child protection, the teacher and the church's reputation.
4. Disciplinary action or group exclusion.
  - Suspicious situations must be continuously monitored.

- The parents must be informed about any incident and about any measures taken for the protection of their child.
- Any suspicious about a teacher or volunteer must be seriously considerate, but the referred person must be treated with respect and dignity during any investigation, recognizing that the caused offense might be or not true.
- When a child is seriously assaulted by another child, the discipline must be applied, normally followed by control and intensive follow up. The parents must be informed about what happened and what measure is being taken to protect their child.
- If the child acts in a sensual way, as much with an adult as with children, must be explained that this behavior is not acceptable, taking the proper care for her not to feel rejected. It is recommended to ask how she learned this behavior.

It is possible that the children are involved in innocent and mutual knowledge of her sexuality. It must be understood and discussed.

That is why, if any child seems to force or intimidate other sexually, she must have intensive follow up, because the sexual violence, even practiced by children, is harmful and lasting. If this follow up is not possible, the exclusion must be considerate for the safety of the other children.

Finally, small details can help protecting the child and the carer: be attentive about who comes in and out of the classroom of activities, do not close the doors leaving the children locked, remove objects that can be dangerous, do not leave an adult alone with the children, know and evaluate periodically the teachers of the children, recognize and act when you see a change in the behavior of a child, create and have an active child protection policy.

### 3. How to react to suspicion of a case of abuse

Individuals must not	Individuals must
Have attitudes that demand great responsibility if you find that the child is being abused.	Report worries to the responsible at the church, for the child protection Policy.
Act alone.	Together with those that are responsible, study the suspects and decide if there is enough 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 the one responsible discuss with the leadership of the church, to decide what action must be taken and who should execute it.
Discuss the situation with anyone who has no authority.	Help, so that the decisions taken will be readily executed, protecting, thus the child, and giving support to all the involved people, which can be in a difficult situation.

### 4. How to deal with a child that might be hurt

1. A suspect has been identified. You have all the details in the form of the child and of the situation.
2. Talk to the person responsible for the child protection policy at the church.
3. Together, evaluate if the situation is indeed of violence.



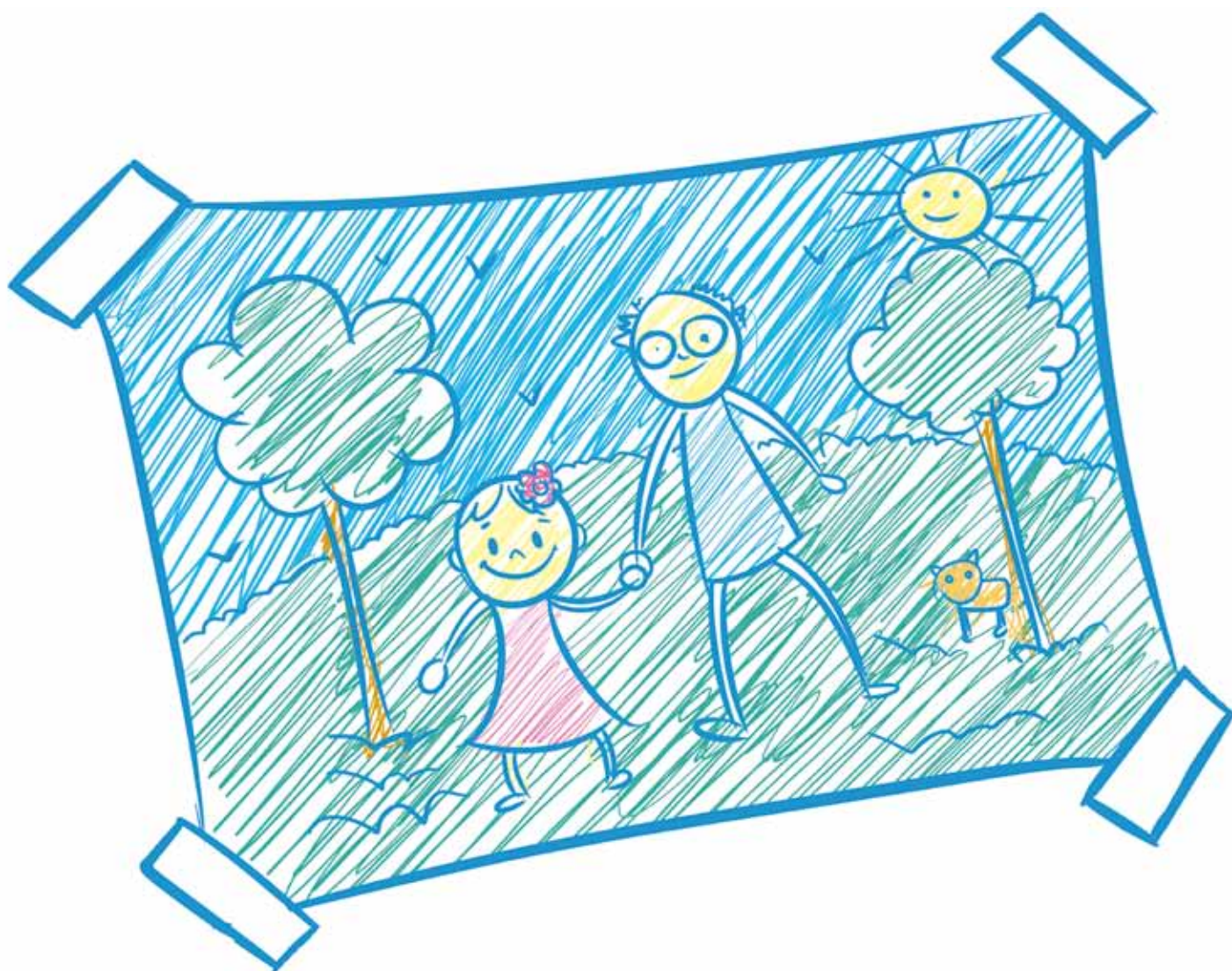
YES, IT IS VIOLENCE	NO, IT IS NOT VIOLENCE
In case of certainty, must evaluate the child’s risk and the self-risk when talking to any family member. In case of sexual abuses, do not talk with the family, but with the local authorities. Register the decisions and evidences.	Register the suspects and continue observing them.
THERE IS RISK	THERE IS NO RISK
Speak with the responsible person that will be able to inform the directory of government and authorities.	Talk to the parents respectfully and offer support to the family. It is possible that the family might thank this help. Be discrete.

If you observe that the child needs any medical assistance, you must contact the family first to be sure, recognizing any difficult that it might cause them.

**DEVOTIONAL: Read the text of Hosea 4: 6 “My people are destroyed from lack of knowledge” and sing a song related to the Biblical text. Conclude with a reflection about how the lack of knowledge can draw many to destruction.**



# UNBUILDING CONDUCTIVE ENVIRONMENTS FOR SEXUAL ABUSE



## **1.4 UNBUILDING CONDUCTIVE ENVIRONMENTS FOR SEXUAL ABUSE**

**OBJECTIVE:** Delimit conditions that enable and inhibit sexual abuse against children..

**JUSTIFICATION:** Many times sexual abuse against children happens only because there is an enabling and conducive environment with nothing to stop it.

**TARGET AUDIENCE:** Ministry leaders, cooperators, volunteers and any person that works with children at the church and parents of the children of the church and community.

**ACTIVITY:** present to the participants several situations of the church's daily life, that is related to the environment's safety for children and ask each one of them to register in a card his/her perception of the situation with the expressions: How nice! What a shame! After that ask the participants to show their records of each situation and guide a debate if there is difference in the opinions.

Example of situations to be presented:

- ▶ A mother who has two sons with different ages, allow that a stranger who offers to help her to take her 3 years old child until his class.
- ▶ The church keeps somebody on duty at the access to the classrooms of work with children, only allowing the entrance of parents or already known cooperators.
- ▶ The teacher, that was alone in the classroom, allows a child of 8 years to take a child of 4 to the toilet.
- ▶ The church offers monthly meetings with the psychologist to children for the development of activities in group that helps the self-confidence and socialization.
- ▶ The leadership of the church does not see a reason to keep two teachers in a class with less than 10 children.
- ▶ All the people working with children in my church have formation in the educational area.

**TEXT FOR REFLECTION:**

**The protection against violence and the holistic development of the child – Part 3**  
(CANDIEIRO, 2012)

### **Pre-conditions for child's sexual abuse**

Finkelhor (1984) proposes a multifactor and hierarchical model that includes since individual factors related to the offender, the victim and the family, to social and cultural factors. The model emphasizes, clearly, that the sexual abuse can only happen if the offender has sexual feelings related to the child.

The presence of a condition, with the opportunity to sexually abuse of a child, is not enough to explain the CSA, it can only happen if the four pre-conditions appear in the following order:

## Motivation

This is the thinking stage and can happen due to factors related to:

- ▶ **Emotional congruence:** he wants to satisfy an emotional need. It might not be openly sexual, but it can be represented by power or anger. Sometimes, this is due to the low self-esteem of the offender and the belief that the child will make him powerful; in some cases the offender may be developing this role to reverse a traumatic experience.
- ▶ **Sexual arousal:** the offender gets sexually aroused with children and/or with non consensual sex. Previous experiences might have conditioned him/her to find sexual arousal in children through fantasy.
- ▶ **block:** the offender is blocked somehow in his ability to establish relationships with adults. So, the child becomes the object of a relationship formation, not having any other source of sexual gratification as pleasing as her.

These three components help us to understand the variety of motivation that can draw a person to commit sexual abuse against children.

## Internal Inhibitors

This pre-condition is characterized by the factor of the offender give himself permission to commit the sexual abuse. The potential offender needs to overcome the internal inhibitors that can act against his/her motivation of sexually abuse. While most of the people have inhibitions about the children's sexual abuse, most of the offenders do not have or can overcome them. They convince themselves that what they want is not harmful to a child or that it is justifiable. The use of alcohol or drugs act as disinhibitors to allow the violence to happen.

## External inhibitors

This pre-condition takes into account the external environment that can favor or prevent the sexual abuse against a child to happen. The potential sexual offender needs to overcome external factors like: family, neighbors, colleagues, society prohibitions. We can include here the child protection policies of the institutions. The lack of supervision, children emotionally and psychologically isolated from the family and the friends enlarge the risk of sexual abuse.

## Resistance

In this pre-condition, the potential offender has to overcome a possible resistance of the child to be sexually abused. Many pedophiles choose specific children that they intuitively feel that are vulnerable, that are not affirmative but are shy, that seem lonely and unhappy. It is important to recognize that the children are able to resist or protect themselves against sexual violence. This way, it is important to promote the development of adequate skills and behaviors that must be incorporated to the intervention programs that aim to help the children to defend themselves in the communities.

## How can we protect the children against violences?

Observe the model of Finkelhor is a good starting point.

It is also necessary to have a joint action of different segments of society for the child protection in all the environments which she has access.

In our ecclesiastical midst, it is fundamental that the members of the church are aware and enabled to deal with violence issues, besides seeking all the ways to provide a safe environment for children, because their safety and protection is part of the lives of Jesus followers.

It is important that the leaderships are able to identify the signs of violence and give support to the child and her family. At the specialized organizations in this issue there are several available resources for the members' formation.

Besides the church members, the parents also need to be aware to share with their children some important principles for their protection. This is a big challenge possible to be reached with faith, effort, wise guidance and a joint built of a protection net and healthy relationships based on love and respect for the neighbor.

**DEVOTIONAL: Read Isaiah 58: 6 and sing a song related to the Biblical text.  
Conclude reflecting about how God expects us to break any type of  
chain or yokes that oppress people.**

# Workshops for children







## 2. WORKSHOPS FOR CHILDREN

### 2.1 MY CHURCH: A SAFE PLACE

**OBJECTIVE:** Identify risk situations and that inflict emotional violence to children through fear inside the church. Draw the children to reflect about the feeling of fear and of safety and what attitudes they can have to deal with these feelings not allowing them to stop before a danger, but to awake to react.

**JUSTIFICATION:** listening to children can be very worthy in the development of the Child Protection Policy because they are able to see things that not always the adults see. Thus, giving us clues about what needs to be changed for them to feel safe in the church's environment.

**TARGET AUDIENCE:** Children that are part of the ecclesiastical community, that attend the Sunday Bible School and Children's Ministry of the church.

#### ACTIVITY:

1. Present images of children in daily situations;
2. Request each child to choose a picture;
3. Ask them to say if the children on the chosen picture are happy or sad;
4. Present cards with the words: fear, anger, hunger, envy, pain, missing, loneliness, insecurity, cold, jealousy and suggest that each child chooses one of these words as a reason for the sadness of the children in the image;
5. Ask the children what makes them to feel more irritated and what makes them to feel afraid.
6. Ask the children what they think of the church, if they feel well in the church's environment, if there is something or someone that makes them feel afraid there.
7. Register the answer of each child in a record file for future analysis with the personal information with name, age and guardian's name.
8. Ask if any of the children would like to report any moment that felt very afraid. To motivate the children during this moment of sharing the person guiding the activity can start with her own experience.
9. Ask to children to divide a paper in half and on the right side to make a drawing that represents the fear while on the left side they must draw something that represents safety.
10. Share with children attitudes we must have before dangerous situations. Mention situations and ask them to say how they reacted and then tell them how they should react. The situations can be the following:
  - ▶ Somebody approaches asking for information inside a car;
  - ▶ A group of bigger and quarrelsome children approach disturbing;
  - ▶ By carelessness, you go down on the wrong bus stop and get lost;
  - ▶ A strange adult offers candies or gifts;
  - ▶ Someone used to be more attentive to you than to other children and caress you in a way that makes you uncomfortable;
  - ▶ Someone calls you to go to a desert place alone with the excuse of showing something very nice;
  - ▶ Someone that is not your teacher offers to go to the toilet with you;

**DEVOTIONAL:** After reading the verse of Psalm 4: 8 “In peace I will lie down and sleep, for you alone, Lord, make me dwell in safety”, and sing a song related to the Biblical text, finish the activity reflecting how Jesus wishes that we are always safe, but for that it is necessary for us to be obedient and avoid dangerous situations like the ones mentioned in the activity developed.

## 2.2 MY BODY IS SPECIAL: HOW CAN I KEEP IT SAFE?

**OBJECTIVE:** Identify the knowledge of the children about the different parts of the body. Develop the positive appreciation of the different parts of the body. Emphasize the body as a communication channel in the relations. Introduce the notion of God as the creator of our body as something good, beautiful, worth of esteem, in which each part has its function.

**JUSTIFICATION:** Educate the children in relation to their own body will be a tool for them to be able to notice if they are is victim of sexual abuse. Introduce a positive view of the body can help the child to not feel guilty when talking about certain issues and give her the opportunity to instrumentalize better.

**TARGET AUDIENCE:** Children that are part of the ecclesiastical community, that attend the Sunday Bible School and the Children Ministry of the church.

**ACTIVITY:** “My body”- Divide the children into two groups. Each group will draw a human body in a paper sheet using one of the members as a model, being a group responsible for the drawing of a boy, and the other for drawing a girl.

So, it will be necessary to explain the concept the “intimate parts” and make a reflection about the same. Intimate or private parts- It is the intimate that each one of us has with his/her own body. They are parts of the body that we protect and they belong only to us. It is not right to let an adult to play or touch your intimate parts. You can work on questions like: What does it mean private or intimate? How do we feel when someone does not respect something that for us is private? What parts of the body are private? Why do we cover them? How can we take care of them? What does it mean not to respect them? When is it correct that someone touches them?

### **WE SUGGEST THE USE OF EDUCATIVE VIDEO AGAINST CHILD VIOLENCE**

After the presentation of the video establish an informal conversation about the same calling attention to the type of touching that is allowed.

**DEVOTIONAL:** After reading the texts of Genesis 2:7 and Psalms 139:13-16 and sing a song related to body parts, finish the activity reflecting on how God created each part of our body with care and love giving them special function.



# WHAT TO DO IN A DANGEROUS SITUATION





## 2.3 WHAT TO DO IN A DANGEROUS SITUATION

**OBJECTIVE:** Instrumentalize children to react with caution in a risk situation.

**JUSTIFICATION:** Many children are easy prey for ignoring simple attitudes that could help them in moments of crisis.

**TARGET AUDIENCE:** Children that are part of the ecclesiastical community, that attend the Sunday Bible School and the Children's Ministry of the church

**ACTIVITY:** Dynamic "Bunny comes out of the den". Make dens (circles) with chalk or using hula hoops where each bunny (child) will stay. The dens are put in a way that form a big circle for everyone to see. When the person developing the dynamic say: Bunny comes out of the den, all the children shall change the dens while one of the children will be chosen to be like a wolf trying to capture them. The child that is captured becomes the next wolf. This activity has as objective to develop the attention of the children and the sense of danger.

### **TEXT FOR REFLECTION:**

*Safety booklet against pedophile – Guidance to the children from the Military Police of Paraná.<sup>4</sup>*

## **BE A HAPPY CHILD, KNOW HOW TO TAKE CARE OF YOURSELF**

### **1. In the world there are many bad people that can hurt you**

- Our intimate parts cannot be touched by other people.
- Even though this person is bigger and stronger, familiar or stranger.
- When someone wants to be alone with you and ask to see your intimate parts or shows his/hers for you, get away and ask for help.
- In case an adult insists in touching you, make plays that you do not like, shout and run away.
- Do not speak, nor accept things from strangers!
- They might be pretending to be good and want to hurt you. But you can be smart and protect yourself.
- When you are called to take pictures or make films, always ask your parents first.
- Never allow to be photographed or filmed without clothes or showing intimate parts.
- When you are using the internet, do not give your information, like address or telephone. Do not add people that you do not know because who you think is in the other side of the screen might not be who he/she really says he/she is.
- If anyone calls you to see magazines or pornography on the internet do not accept and tell an adult of your trust or your parents.
- Never accept rides, even though it is raining, the backpack is heavy and you are very tired. This person might be with the intention of hurting you.
- When you play in a park or playground, always ask for a relative or adult of your trust to be around.

<sup>4</sup> (<http://www.redemaosdadas.org/seguranca-contra-pedofilia-orientacao/>)

- Always when you are afraid or feel threaten, tell your father, mother or other relative that you trust. Tell everything, never hide anything! When you hide what is happening, bad things can get even worse.
- If something is happening with you or a friend at school, ask help for your teacher.
- If you are on the street, ask help for a police officer. With him, we can always count when we are in danger.

**DEVOTIONAL: Read the verse of Proverbs 9: 10 and sing a song related to the Biblical text. Conclude with a reflection about what means to be cautious and how is necessary to be always attentive to the dangers around us.**



# TEACHING CHILDREN THEIR RIGHTS





## 2.4 TEACHING CHILDREN THEIR RIGHTS

**OBJECTIVE:** Present to children their rights acquired and guaranteed by law.

**JUSTIFICATION:** Enable children to detect when one of their rights are being neglected or denied.

**TARGET AUDIENCE:** Children that are part of the ecclesiastical community, that attend the Sunday Bible School and the Children's Ministry of the church.

**ACTIVITY:** Divide the children in ten groups and each of them will be responsible for one of the principles of the Universal Declaration of the Children Rights. Distribute pictures, colored pencils, paint and van cards and other material of art. Explain the children that the group must represent the principle given to them through the art. They must register the right which they are approaching and then freely represent it. Make a reflection before the artistic activity. They can draw, paste, fold, etc. When the activity is done each group must explain its art work to the other groups.

### ***TEXT FOR REFLECTION:***

***Universal Declaration of the Children Rights of UN.***

**Principles I - The right to equality, without distinction on account of race, religion or national origin.**

**Principles II - The right to special protection for the child's physical, mental and social development.**

**Principles III - The right to a name and a nationality.**

**Principles IV - The right to adequate nutrition, housing and medical services.**

**Principles V - The right to special education and treatment when a child is physically or mentally handicapped.**

**Principles VI - The right to understanding and love by parents and society.**

**Principles VII - The right to recreational activities and free education.**

**Principles VIII - The right to be among the first to receive relief in all circumstances.**

**Principles IX - The right to protection against all forms of neglect, cruelty and exploitation.**

**Principles X - The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.**

**DEVOTIONAL: Read I Timothy 5:18 and sing a song related to the Biblical text. Conclude reflecting on how God speaks of the rights on the Bible and about how to respect the acquired rights and to not oppress people is something important for our God.**

# WORKSHOPS FOR PARENTS AND/OR GUARDIANS

## LOVE IS PREVENT AND ACT





### 3. WORKSHOPS FOR PARENTS AND/OR GUARDIANS

#### 3.1 LOVE IS PREVENT AND ACT

**OBJECTIVE:** Enable the parents to take preventive actions against child abuse. Instrumentalize the parents to notice the clues of violence in their children and know how to react before the fact.

**JUSTIFICATION:** The preventive education may prepare the child to protect herself when passing by a threaten situation.

**TARGET AUDIENCE:** Parents of children that attend or not the church.

**ACTIVITY:** Dynamic of the reliability. Divide the participants in pairs. Ask one of them to fall backwards towards the other that will have the responsibility of holding the partner. After change the roles. Many people will not be able to throw themselves in the arms of the other. This activity makes us reflect about how the fear can paralyze us and stop us from doing something like, for example, protecting a child. Besides also makes us reflect on how the child is totally on our hands, for completely depending on us.

#### TEXT FOR REFLECTION:

*Safety Booklet about pedophile – Guidance to the parents Military Police and government of Paraná.*<sup>5</sup>

### PREVENTION TO THE CHILD SEXUAL ABUSE / PEDOPHILE

#### 1. PREVENTIVE ATTITUDES:

- ▶ Never let your child to sleep out of the house, yet it is relative or friend's house.
- ▶ Never hire service providers when you are not at home. Do it when you are at home and never and never neglect.
- ▶ When taking your child to school, put him from the gate in, and only move when he is inside the institution. Be sure he did not leave.
- ▶ When you cannot pick him up, tell in advance the school headquarter, passing the name of the person that will pick him up.
- ▶ Never leave your child alone in public toilets.
- ▶ If the child is very young, follow her to the bathroom.
- ▶ In case it is a bigger child and refuses to go to the opposite sex toilet, leave him/her to go alone, but stay at the door, if he/she takes long, call him/her by the name and, if necessary, go in. You can and must be sure that everything is fine.
- ▶ Do not let your child to have privacy on the computer; it must be where everyone has access to it.
- ▶ Guide him always about who is at the other side might not be who he think he/she is.
- ▶ Always seek to meet the friends of your child, and if possible, the family and where they live. Have a telephone number of the parents of the friends.
- ▶ Always watch when he/she is playing with older children, the type of behavior and games between them.
- ▶ Always tell your child that no one can touch in his/her intimate part nor even he /she touch the intimate parts of other people or children.

<sup>5</sup> Military Police and government of Paraná. (<https://www.redemaosdadas.org/seguranca-contra-pedofilia-orientacao/>)

## \* Characteristics of children that suffers abuse:

- ▶ The abused child brings in her intimate clothes a little dirty more than the one that did not clean him/herself well.
- ▶ Complains of pains, rashes on the genital organs and even possible sexual diseases.
- ▶ Has behavior changes..
- ▶ Sudden is sad for no apparent reason.
- ▶ Cry for nothing.
- ▶ Or gets irritated and aggressive.
- ▶ Assault other children.
- ▶ Say bad words.
- ▶ Make obscene gestures.
- ▶ Sexual behavior incompatible with the age, which can be shown by a short, medium or long period.
- ▶ Low school performance. Do not do the homework, difficulty in learning and even the flunk.
- ▶ Frequent escapes from the home.
- ▶ Appetite loss or compulsive eating.
- ▶ Difficulties to sleep. Nightmares, wants to sleep with the mother, wants the bedroom light to be on.
- ▶ Lack of trust in the female or male figure, depending on who is the offender.
- ▶ Someone that the child used to like before, and without apparent reason, shows repudiation, fear.

## 2. THE OFFENDER:

- ▶ It is impossible to identify them, because they are people above any suspect.
- ▶ There is the type of offender that is close to schools, observing the children on foot; by bicycle, by motorcycle; or inside a car (normally they are without the underwear and masturbating) always in the entrance or exit of the children from school.
- ▶ When you notice this type of person close to the school of your child, note all the possible details and call immediately a School Car Patrol, through the headquarter of the school.

## 3. LEGISLATION:

### Child and Teenager Constitution - ECA-L-008.069-1990

## 4. REPORT

The sexual abuse against children and teenagers happens closer and more often than you can imagine. The silence, consented or feared, is on the main reasons for this evil to be eradicated. If you are a witness of violence cases like this, it is your responsibility to report. For that there are several means.

**DEVOTIONAL: Read the text of I John 4:18 reflecting on how the love cannot allow that the fear paralyze, but on the opposite, give strength to fight against any injustice and violence against a child. Read the text of Deuteronomy 6:7 and reflect on how we must educate our children all the time, informally about what really matters. Sing a song related to the Biblical text.**



# EVERY CHILD NEEDS LIMITS, BUT ALSO RESPECT





## 3.2 EVERY CHILD NEEDS LIMITS, BUT ALSO RESPECT

**OBJECTIVE:** Draw the parents to reflect on the right way of correcting their children. Presenting positive methods of rebuking and see the attitudes of the child.

**JUSTIFICATION:** Many times the social pressure and the family problems fall on child in the time of a correction, becoming a domestic violence.

**TARGET AUDIENCE:** Parents of children that attend or not the church.

**ACTIVITY:** Make the child game “Mom can I go?”, where one person will be the mother hen, other will be the fox and the others will be the chicks. The hen mom can offer different types of meals that will be refused by the chicks that will only accept when she offers corn. The hen says: - My chicks come here!; the chicks answer: - I am afraid of the fox; the hen says: - the fox is sleeping; the chicks answer: - she can wake up; the hen says: - I have corn to give you; so all the chicks must run toward the hen and they will only be saved if they touch her, since the fox will try to capture some of the chicks while they run until the hen.

This game will be used as a topic for discussion about how important the dialogue between parents and children is to develop the trust; how the word of parents and educators influence on the attitudes of the children developing in them self-confidence and boldness despite of the possible dangers.

**SECOND ACTIVITY:** Divide the participants in small groups of about five people and present the following complaints. Then, ask each group to make a list of suggestions of attitudes they could take in the cases mentioned according to the positive discipline.

- ▶ “My son is 2 years and 4 months and I cannot go out with my husband to a restaurant because he does not stop quiet one minute. I do not say that it is to take long meals, and it would not be a problem if he walked all around if it was not for the fact that he touches everything in front of him. Can anyone, living the same problem, tell me how to act?”
- ▶ “My daughter is 11 years old and do not leave the cell phone. When I call her to do her homework, or any other activity, sometimes she ignores me and not even answer. After I speak a thousand times, I lose the patience and remove her cell phone. We always argue about that. I do not want to live like that, but I do not know what to do. Could you help me?”

Reports like that are multiplying in network and virtual communities that deal with children education. The challenge is big, the doubts are many and it is not saying that before our parents knew what to do. The issue is that before the society was simpler and the visibility for the despair was smaller, too – sometimes not even went out of the four walls of the house. Today everything is in the internet.

- ▶ “I know many fathers and mothers that, like me, promised themselves, when the children came, that would never shout with them. Punishment, not even think about! Beat then?! Never! Then the life comes, with all the beauty and demands, to show us that the educational culture we inherited and want to deny comes full of tools that we do not want to use, but they are recorded in our flesh. I, mother of three boys, saw myself repeating standards and being the mother I did not want to be. A great anguish, together with the bigger will to change, pushed me to seek other ink to write a different story with my children.” Fabiana Nogueira Neves mother, teacher and educator of parents.

## **SUGGETIONS FOR THE PARENTS AND/OR GUARDIANS :**

1. Never discipline your child when you are angry, first of all try to calm down.
2. Act with sound judgment when disciplining the child. When giving a punishment, it must be something rational, that must be accomplished by her.
3. Before disciplining ask the child what happened. This is the first step to help her understand that she has done something incorrect and decide to change her attitude.
4. The discipline must make the child think or question about what she has done, and not make her feel assaulted..
5. The punishments must be based in removing some privileges, not removing the rights.
6. Every discipline must be to increase the self-esteem of a child, and not to decrease it.
7. Be an example for the child. If the parents or responsible do not recognize their own mistakes, they cannot require that from the children.

## **TEXT FOR REFLECTION:**

*Parts of the book “Educate with no violence – raising children without slaps”.<sup>6</sup>*

**DEVOTIONAL: Read the text of Romans 15:14 and Colossians 3:16 and sing a song related to the Biblical text and reflect on how every correction must be done with love, kindness and wisdom. The positive discipline brings us the challenge of educating with no violence.**

---

<sup>6</sup> (of Andreia C. K. Mortensen and Ligia Moreiras Sena of the editor Saraiva, 2014)

## APPENDIX IV – STUDY CASES FOR REFLECTION OF THE REFERENTIAL TEAM

1. One member of the team or volunteer sees an employee that works for the organization/church beating in a child. He is using a stick to beat the child that stole food from the storage.
2. One member of the team/volunteer hears the rumors that the new member of the team that works as consultant left the previous job under suspect conditions. The rumors are about inappropriate behaviors with underage ones in a village that he worked.
3. In a routine visitation to a family, you see a father beating his younger child with a leather belt. The child is clearly suffering and bleeding on the back and legs.
4. Some girls of the field are circling around the commercial areas of the town; you suspect that they are doing sexual favors in exchange of food.
5. In a visitation to a house for the disable children, supported by your church, you notice that some children are wearing very dirty clothes and seem that they did not have a bath. One child at the wheelchair is with the pants wet.
6. The new educator of a NGO is taking pictures of the boys with a cell phone. He is offering candies and cigarettes for the boys to make poses for the pictures. Even though the children are dressed, there is something that make other team members to feel uncomfortable with his behavior.

### Answers to the Study Cases: ELABORATING A POLICY

RAISED ISSUES	STEPS TO CONSIDER
What type of violence could happen?	
To whom and when would it be reported?	
Who would be the nominated/designated person?	
Who would be responsible for monitoring the process?	
How would it be registered?	
How and to whom would it be transmitted?	

## **APPENDIX V – TOPICS FOR DEBATE**

- CHILD AND TEENAGER PROTECTION, CULTURAL, SOCIAL AND BIBLICAL ASPECTS.
- PUNISHMENT, DISCIPLINE OR VIOLENCE.
- PARADIGMS OF CHILD AND TEENAGER PROTECTION.
- RISKS OF ABUSIVE PRACTICES AT INSTITUTIONS OF CHILDREN ASSISTANCE.
- CHILDREN AND TEENAGERS' ABUSE: HOW TO GUARANTEE THE PROTECTION RIGHT.
- PEDOPHILE AND OFFENDER - DIFFERENCES AND SIMILARITIES.
- CHILDREN AND TEENAGERS' VULNERABILITY TO ABUSE.
- CHILD PROTECTION AT INFORMAL ENVIRONMENTS.
- GIRLS AND BOYS - WHICH ARE MORE LIKELY TO SUFFER ABUSE?
- THE OFFENDER AND THE GENDER ISSUE.
- FAVORABLE ENVIRONMENTS TO VIOLENCE PRACTICES.
- EDUCATORS, AS AGENTS OF CHILD AND TEENAGER PROTECTION.

## APPENDIX VI – INSTITUTIONS TO BE CONTACTED IN CASES OF VIOLENCE AGAINST CHILDREN AND TEENAGERS IN BRAZIL

### What institution shall I contact in case of violence against children and teenagers?

If you have the suspicion or knowledge of a child or teenager that is suffering violence, in Brazil or in another country, your attitude must be to report! The reports in Brazil can be done to any of the Institutions described below; in other countries must look for the police and the institutions of each region.

- ▶ Call 100, from any telephone in the national territory or send an e-mail: [disquedenuncia@sedh.gov.br](mailto:disquedenuncia@sedh.gov.br)  
The report is anonymous and it is assured the secrecy of the identity of the reporting person.
- ▶ Seek for the Tutelary Council in your town. Look for the list of addresses of tutelary council on the site of the Justice Ministry: <http://portal.mj.gov.br/sipia/frmMapeamentoConsulta.aspx>
- ▶ Trigger the Childhood and Youth department, the Public Ministry and Police Headquarters in your town.
- ▶ The report can also be done by the telephones:  
181 Disque Denúncia (Dial Report)  
197 Polícia Civil (Civil Police)  
190 Polícia Militar (Military Police)  
191 Polícia Rodoviária Federal (Federal Traffic Police)
- ▶ In case of pornography on the internet: report at [www.disque100.gov.br](http://www.disque100.gov.br)

### Observation:

If the reader is not in Brazil, it is necessary to verify in your permanent country which institutions to contact in cases of violence against children and teenagers.

# APPENDIX VII - MODELS OF DOCUMENTS

## 1. Model of form for candidates to the work with children

Full Name: .....

ID: .....

Nationality: ..... Birth Date: .....

Address: .....

.....

Telephones: .....

E-mail: .....

Academical Formation: .....

.....

.....

Reference of work with children: .....

.....

.....

.....

Please attach copy of ID, and Criminal Background Report.

.....

.....

(Signature)

....., ..... of ..... of .....

(Place and date)



## 2. Model of Letter Confirmation of Activities at the previous church.

The \_\_\_\_\_ (requiring church) \_\_\_\_\_ requests the \_\_\_\_\_ (previous church) \_\_\_\_\_ record of activities done by \_\_\_\_\_ during the period in which he/she was gathering at the referred church. The information requested shall confirm that this person have already worked with children before and if the work developed was positive. This record will be used for the confirmation or not of \_\_\_\_\_ in our board of cooperators with the work with children.

From now on we thank the cooperation and we commit to keep in secrecy the information given.

\_\_\_\_\_, \_\_\_\_ of \_\_\_\_\_ of \_\_\_\_\_.  
(Place and date)

### 3. Model of concession and accession document of the Child Protection Policy of the church.

I, ....., owner of the ID ....., taking the function of ..  
....., declare to know the “Child Protection Policy” of this church, and formally take  
the commitment of accomplishing it faithfully, being present the principles that governs and will effect my  
professional practice, to know:

- I will respect the articles foreseen at the Universal Declaration of the Children rights and the Convention about the Children Rights of UN.
- I will welcome children, teenagers and families, respecting their peculiarities;
- I will preserve the physical and psychological integrity of the children;
- I will provide spaces to qualified listening;
- In case of a conversation with a child alone, I will seek an opened space that has a visibility and fast access of third ones;
- I will believe in reports and revelations of abuses or any other types of violence reported by children, until it is proved the opposite;
- Record in a Book of Occurrence the violence situations against children, seeking support and guidance of the referential person of protection;
- I will treat the children with affection and attention, establishing trust bond, and not exposing them to shameful situation;
- I will not issue comments or make provocative jokes that affect the human dignity, I will not even use vulgar terms before the children;
- I will not show preference for any child committing to assist their needs without establishing privileges;
- In a conflict or aggressive situation I will seek to keep serenity, prioritizing strategies of intervention. In any case I will use threaten words, screams, insults or physical assault;
- I will be available for new Knowledge, formation and professionalization.
- The image of the children, collected by me, shall be in decent conditions. If it is necessary the publishing in posters, magazines or internet I will provide the permission that must be signed by the children and their legal responsible.

Cooperator Legible name: .....

Function that occupies: .....

Signature: .....

....., ..... of....., of..... .

(Place and Date)

## 4. Model of File for Record of incidents or complaints.

Place of occurrence: .....

Date and time of occurrence: .....

Name of the agent or possible agent of the violence: .....

Function or role developed with the child: .....

Name of the victim child or possible violence victim: .....

Age of the child: .....

Report what you have seen or heard: .....

.....

.....

.....

.....

.....

Legible name of the person that testified the incident or received the complaint report: .....

.....

.....

(Signature)

....., ..... of ....., of .....

(Place and Date)

## 5. Model of Consent/request of the parents/ guardian for sharing the images

Complete name: .....

ID: .....

Nationality: ..... Occupation: .....

Residential Address: .....

.....

As a:

- ▶ Mother ( )
- ▶ Father ( )
- ▶ Legal Guardian ( )

Of the Child/teenager:

Complete name: .....

Birth Date: ..... / ..... / .....

I authorize the public exhibition of images of the child/teenager above identified, which I am responsible, through folders, posters, networks, panels, videos and any other exhibition means, by the church, on places, ways and dimensions to be chosen and defined by the same, for an undetermined time, referring to the advertisement of the socio-educative work, obeying what is foreseen at the Universal Declaration of the Children Rights and at the Convention about the Children Rights of UN.

....., ..... of..... ..... of .....

(Place and Date)

Signature of the Legal Guardian: .....

Signature of the child/ teenager: .....

## 6. Model of Authorization to transport children in private cars of people of the team

I, \_\_\_\_\_,  
owner of the ID \_\_\_\_\_, responsible for  
\_\_\_\_\_, authorize  
the transport of the same in private car belonging to \_\_\_\_\_  
\_\_\_\_\_ in the occasion of \_\_\_\_\_.

.....  
(Signature)

..... of ....., of .....  
(Place and Date)

**7. Model of authorization for application of first aids and/or medical treatment for children.**

I, \_\_\_\_\_, owner of the ID \_\_\_\_\_, responsible for \_\_\_\_\_, authorize the application of first aids and/or medical treatment to the same in case of eventual accident or malaise \_\_\_\_\_.

.....  
(Signature)

..... of ....., of .....  
(Place and Date)

**8. Model of term of partnership to adhere the Child Protection Policy of the church.**

\_\_\_\_\_, in the quality of partner of the church \_\_\_\_\_ commit with the well-being and protection of the child and the teenager. For that, we recommend, his/her team, the practices and procedures that are according to the Convention of Child Rights of the United Nations of 1989. With the purpose of having safe environments to all the children and teenagers that are directly or indirectly involved in his/her activities. Vehemently opposing, to any type of violence, negligence or exploitation.

Therefore:

I, \_\_\_\_\_ ID \_\_\_\_\_, representing \_\_\_\_\_, declare to know the “Child and Teenager Protection Policy” of this church, and formally agree with the commitment of accomplish it faithfully.

.....  
(Signature)

..... of ....., of .....  
(Place and Date)

# **Appendix VIII – Child and teenager protection policy of the World Missions Board of the Brazilian Baptist Convention**

**WORLD MISSIONS BOARD OF BBC  
CHILD AND TEENAGER PROTECTION POLICY**

## **Approved by:**

**Executive Director of WMB**

João Marcos Soares Barreto

**Mission Manager of WMB**

Alexandre Peixoto

**Elaborated by the work group:**

Terezinha Candieiro – Referendary

Doris Nieto

Ruy Oliveira

**JANUARY OF 2015**



## 1. INTRODUCTION

The World Missions Board (WMB) is an organization of the executive Brazilian Baptist Convention, created in 1907, for the expansion of the missionary work beyond the Brazilian borders, in the awareness and preparation of vocationed for missions among many other actions that contribute for the Gospel proclamation.

Our view is a referential of the excellence at the Gospel expansion to all the peoples. Our mission is to serve and mobilize the churches of BBC enabling the global missionary vision. Therefore, our function is to welcome able people holistically (physically, psychologically, emotionally and spiritually) to exercise their ministry, enabling this work in a transcultural context.

Actually, we act in different countries of America, Africa, Europe and Asia through the evangelization, church planting, development of programs and social humanitarian projects with people of several age ranges in vulnerability and social risk situations. The WMB interacts with children and teenagers through the churches, programs and projects, as well through the marketing and campaigns which use the images, testimonies and stories to promote its work and vocation awakens.

The WMB recognizes, through many studies of national and international organizations, that there are risks of violence and exploitation of vulnerable children, teenagers and adults in all contexts.

The violence against children and teenagers has become a sad world phenomenon, which has causes several damages to the well being and human development. We believe that everyone involved with the work with children and teenagers has the essential duty to take care of them, with the purpose of protecting them against any type of violence or exploitation. Therefore, it is demanded from the members of the team of WMB that have a conduct of extremely professionalism and integrity for the good testimony of the Gospel and the children and teenagers protection.

## CHILD AND TEENAGER PROTECTION POLICY

This policy is the expression of how the leadership deals with the issue in several contexts. It is based on the biblical principles, at the Convention of the Children Rights (adopted by the General Assembly of the United Nations), at the Child and Teenager Constitution (as possible) and on international recognized practices, including the protective laws of each country. The objective is to offer guidance to all cooperators, missionaries, volunteers and partners of WMB in Brazil and in the acting countries about the recommended conducts for the prevention and how to proceed in situations of violence and exploitation of children and teenagers.

The Child and Teenager Protection Policy will be written in this document through the initials CTPP.

## 2. DEFINITION OF TERMS

### CHILD AND TEENAGER

In general terms, the definition of child is any person under 18 years old.

In Brazil, the Child and Teenager Constitution defines the child as a person who is 12 years incomplete and the teenager who is between 12 to eighteen years old.

## **VIOLENCES**

The four main categories of violence are:

**a) Physical:** “It is an act of physical assault to the child or teenager, committed by an adult or older child, which causes injury, even not having the intention.”

This type of assault includes: beat, shake, pull, push, throw a child or teenager in the air, burn, suffocate or other physical damage. It also includes giving dangerous substances like alcohol and drugs. The impact of this category of violence directly draws to pain, neurological damages, to disability or death. This category can also draw to low self-esteem and to aggressive behavior;

**b) Emotional:** It is the maltreatment of the child emotions. It “involves behavior that interfere in the mental health of the child or teenager or its social development”. Includes: verbal violence (intimidate, offend, make negative comparison, say that she has no value, usually blame) , not give affection (ignore), extremely punish (making the child to feel trembling or that is in danger), exploit, practice what is actually called of bullying. All types of violence cause emotional damage to the child. The impact of this category of violence can draw to lasting effects in the process of development, promoting low level of activity and high level of criticism;

**c) Sexual:** It is “any sexual act between an adult and a child or teenager” or between a bigger child and a smaller. It involves forcing the child to take part in sexual or libidinous activities, like: physical contact, including penetration or acts non penetrative, touches, privacy violation (undress, spy a child), expose the child to the adult sexuality or to pornography materials, encouraging the child to sexually behave inadequately. The result of this type of violence includes self damage, inadequate sexual behavior, sadness, low self-esteem;

**d) Negligence:** It is “the low standard or failure in providing the basic needs of a child, in a such way that her physical or psychological well-being is damaged or put into danger”. In this category of violence, the parents or responsible simply chose to fail and not accomplish with their obligations. Negligence of a child includes:

- 1) physical** – Failure in providing adequate food, clothes or necessary hygiene conditions to the health care, abandon the child, expel a child from the house;
- 2) educational** – failure in registering a child at school or allow/cause her to miss many days of class;
- 3) emotional** – Comfort and affection inadequate, failure in interfering when a child shows antisocial behavior, refuses or takes long to provide necessary psychological care. The result of this category of violence is associated to damages in the growth and intellectual development of the child.

## **RELIGIOUS ABUSE**

It happens when somebody by power, guard, leadership or influence, in a religious situation, uses the authority to control, coerce, manipulate or dominate people in order to satisfy their selfish desires.

## **DAMAGING TRADITIONAL PRACTICES**

Are cultural and traditional practices of a people of ethnic group that are damaging to the well development of the child and teenager, putting them in social risk situation. They are examples of these practices: female genital mutilation child weddings, among others.

## **EXPLOITATION**

It is about using the child in labor or activities for the benefit of others. It includes the work and the child sex abuse, without limiting them. These activities are damaging to the physical and mental health, to the education and holistic development of a child.

**COOPERATOR**

Cooperator is the employee of the headquarter of WMB, according to the current Brazilian labor law.

**MISSIONARY**

Missionary is the one commissioned by the Brazilian Baptist churches through the BBC to the transcultural missionary field. He/she can be a missionary of long term, associate or local worker. The complete description of the missionary categories is written at the Missionary Manual of WMB.

**VOLUNTEER**

Volunteer is the one that is available to make a religious and humanitarian activity through WMB, supporting one or more projects, being able to follow to the field alone or in group, funding their own expenses to make these activities. He/she has no employment bond to WMB, in the form of law.

**PARTNER**

It is called Partner the institution or physical person which WMB establishes any agreement to make activities or projects inside or outside Brazil.

**3. COMMITMENT DECLARATION**

The WMB, through all its cooperators, missionaries, volunteers and partners, is committed with the well-being and protection of the child and teenager in the world. The WMB recommends better practices and procedures of its team and partners through work development and support to the acting fields, to promote safe environments to all the children and teenagers that are direct or indirect involved with their activities. The WMB opposes to all types of violence, negligence and exploitation according to the biblical principles and the Convention of Child Rights of the United Nations of 1989.

**4. INTERNAL AND EXTERNAL COMMUNICATION OF THE POLICY**

The WMB has the commitment to deal biblically, ethically and legally the issue of child and teenager protection, providing information and formation to its cooperators of the headquarter, missionaries, local workers, volunteers, institutions and partners.

The executive director board of WMB and its managers has the responsibility of promoting opportunities to present and discuss the issue of child and teenager protection with all its led and partners inside the organizational structure.

The WMB commits to establish a communication process inside its working structure which includes since its executive director board to people directly or indirectly involved in the activities with children and teenagers.

The CTPP of WMB must be shared in its communication channels. It must be present in the cooperators selection process for the headquarter and candidates to the missionary carrier, being long term or determined, in order to the candidates to know and commit themselves with its guidelines.

In the process of sending individual volunteers, small groups or caravan, the CTPP of WMB must be presented of the candidates and the candidates must completely agree with its guidelines and practices, through an agreement term between the candidate and WMB.

The CTPP of WMB must be part of the curriculum of its Formation Program. It must be mentioned in the current version of the Missionary Manual. It must also be available for research at any moment of the exercise of missionary activities through physical or electronic means.

The WMB commits to promote the information update of the CTPP through communication and formation of its cooperators and missionaries in all the categories.

All programs and projects of WMB must have, in its planning, an evaluation of its activities and impacts from the perspective of the CTPP of WMB and must be in agreement, in its procedures and practices, with the same.

## **5. CONDUCT NORMS FOR THE WHOLE FUNCTIONAL STRUCTURE**

The norms bellow established must be followed by all the people that have any bond with WMB and that interact direct or indirectly with children and teenagers.

Children are gifts of God; they need and must be treated with love, respect, attention and dignity. Therefore, the executive director, managers, coordinators, cooperators, missionaries, local workers and volunteers of WMB must:

- a. Have a behavior that represents an excellent example for the children and teenagers;
- b. Treat all children and teenagers in a way that reflects the love of God for them;
- c. Be careful, protecting yourself from any possibility of claiming of violence done by them;
- d. Always put the well-being of the child and the teenager in first place;
- e. Treat all children and teenagers with dignity and respect, with no discrimination or prejudice about social class, race, culture, age, sex, disability (special need) or sexuality;
- f. Do not show favoritism for any child or teenager in particular and do not avoid the ones that present a difficult behavior.
- g. Avoid work alone with children and teenagers. Always develop the work in pairs or in teams.
- h. As an adult, never be alone with a child or teenager. Even that the adult be in a private talking with one of them, the other adult must be in visual contact. Any visiting to a child or teenager that is alone at home, do it followed by another person;
- i. As an adult, be always responsible for your own behavior, even when a child or teenager is behaving in a sensual and provocative way;
- j. If you feel uncomfortable with the behavior of a child or teenager, explain him/her that his/her behavior is unacceptable but do that in a way that he/she will not feel rejected. This situation must be communicated to your superior immediately;
- k. Always talk to your coordinator or leader of the program about any problem related to child and teenager protection;
- l. Build balanced relationship with children and teenagers, basing on mutual trust;
- m. Never use physical punishment, without exception;
- n. Never exaggerate or banalize issues of violence; never allow that any complaint done by child or teenager happen without being recorded and sent to the responsible for the issue of Protection of the region, of WMB;
- o. Always follow people that are not part of the team in the visitings to the projects, programs and/or activities with children and teenagers that are done;
- p. Think about the physical contact with children and teenager, which can only happen with their consent. Sometimes the physical contact is unavoidable, like when a child cries or needs help in games or plays. Be attentive to excessive affection with him/her;

- q. Request written permission of parents or guardians if people from the team need to transport children and teenagers in their cars;
- r. Have a written permission of the parents in case of needing to apply the first aids and/or medical treatment for children and teenagers. The first aids given must be written, recorded and the parents or guardians must be informed;
- s. Request written permission to take pictures and use the image of children and teenagers. The parents must know when, where and how the images can be used so that they can give their permission;
- t. Individual pictures must not be posted on social network with their personal data. The pictures must be preferably in groups. Their names must be changed in newsletters and any reference of specific geographical localization suppressed. The communication about children and teenagers must reflect images that preserve their dignity, that are decent and respectful and that do not exploit in any circumstance. Clarify to children and teenagers about their rights, what is acceptable or not and what they can do in case there is a problem or violence situation.

## 6. PROCEDURES NORMS WITH PARTNERS

The WMB, as much in Brazil as abroad, relate with institutions that share the same view and availability in the expansion of the missionary work in the world. In some cases, are developed missionary partnerships that contemplate activities with children and teenagers.

The WMB require from its partners to have the commitment of following the laws of its respective country about child and teenager protection, as well as observe and adhere to practices and procedures of the CTPP of WMB, and yet to others policies and practices that provides a safe environment.

The partners institutions must have clearly its declaration of commitment against child and teenager violence or adhere to the CTPP of WMB. This way, the WMB commits to develop partnership with institutions that have this commitment with the safety and integrity of the children, as much in the prevention, through contribution for a safe environment, as in the treaty of violence occurrences.

## 7. RECRUITMENT PROCEDURES

General guidelines to recruit cooperators, missionaries, local workers and volunteers that will work with WMB:

The people that work or develop projects with children and teenagers directly and regularly by WMB are recruited and their background are verified, according to the legal instances in their cultural context.

All the team of WMB (executive board directors, managers, coordinators, missionaries, local workers and volunteers) shall fill a form that will request information about their criminal background and/or a clearance declaration for the exercise of the function, depending on the context;

To them will be requested a letter from their respective religious communities, including refence about their previous experience at the work or ministry with children;

It shall be done a thorough interview with the interested ones in developing works with children and teenagers in the projects and programs of WMB, seeking information about the family history, professional, relationships, church, ministry and etc.

It will be also requested, a document of identity or passport (in case of foreigners) for our records.

All the people recruited must be clarified about their responsibilities, including explanations about the CTPP of WMB, from the beginning of their activities. This document shall be signed before the exercise of the functions of the selected ones.

## **8. ANSWER TO SUSPICIOUS AND COMPLAINTS**

### **GENERAL PROCEDURES**

WMB will assure of some basic procedures answering to suspicious, complaints and revelations about violence against the children and teenagers.

All the cooperators and missionaries have the responsibility to be attentive to the violence signs (physical, emotional, sexual, negligence and others) and take any worries, suspicious or complaints to the person designated by WMB and the legal authorities.

Every complaint of suspicious or proved case of violence against the child or teenager must be properly recorded in a proper document. The documents or forms for this record must be known by all the cooperators and missionaries of all categories, being available and of easy access.

All the suspicious or complaints of parents/guardians and beneficiaries of the programs or social projects about unacceptable or abusive behaviors toward the children and teenagers must be heard, recorded, reported and communicated to competent authorities.

The parents or guardians of a child or teenager victim of violence, inside the ministries of WMB, must be firstly informed, with the exception of cases where they are the suspects or indicated, by the child or third ones as authors.

We will believe in the child and teenager until it is proved the opposite. Every and any reported complaint will be verified inside the current legal procedures.

The WMB will follow the guidelines of the Child and Teenager Constitution to referral of occurrences in Brazil. For the acting fields of WMB, this will be followed the guidelines of the local laws and international guidance.

The WMB will make every effort to provide adequate care for the people involved, be the victim, be the offender, in order to have treatment, restoration and healing.

## **9. RIGHTS DEFENSE**

Each cooperator or missionary of WMB is committed to work with other groups that express, through this policy or declaration, the same interests in child and teenager protection. These groups must show, through practices and procedures, the worries in contributing for a safe environment.

The WMB commits to provide information and formation about protection, prevention and treaty of violence situations against the child and teenager. Materials in hard and/or electronic copies will be available for research by any person or institution that has signed partnership with WMB.

The WMB has one or more designated people, that will ease the application of its CTPP, as much in communication plans and formation as in the solving of problems related to this topic under its projects.

For each acting region of WMB and its headquarters in Brazil might have one or more people designated as responsible for the issue of child and teenagers protection. Therefore, the WMB has a responsible person that can be accessed for any structural level of this organization.

The WMB is available, inside its CTPP, to work with other groups and institutions that want to join forces in the fight against violence and exploitation to the child and teenager, through the promotion of information and formation.

## 10. CONFIDENTIALITY

The WMB commits to keep the confidentiality of the information about complaints of suspicious and confirmed cases related to child and teenager violence. The WMBA commits to keep accessible to any person who would like to make a complaint, be by personal contact, by telephone, by physical correspondence or electronic means. All the information received are treated with the same confidentiality and importance, independent of the person which has been sent.

The WMB commits to give total priority in keeping the integrity and image of the child, as well as her physical and emotional well-being during the whole process of complaints referral received or situations observed by its representants.

## 11. PROCEDURES FOR THE POLICY IMPLEMENTATION

For the CTPP to be implemented, the WMB will make the following procedures:

- a. Designate one responsible person for the issue/area of child and teenager protection generally and one responsible in each acting region of WMB in the field, that will receive proper formation and support for this role. All the cooperators and missionaries' staff of WMB, in each field, will have the knowledge of the names of the designated person.
- b. Promote the incorporation of measures of child and teenager protection in all internal processes, thus, in the strategic plan and action plan all the activities of missions' managers, financial and of communication and marketing;
- c. Assure that the CTPP be included in the welcome package of new cooperators, missionaries, local workers and volunteers.
- d. Promote initial and continuous formation of cooperators and missionaries of different segments for the responsibility of all in the application and implementation of this policy;
- e. Certificate that all the cooperators, missionaries, volunteers and partners have the understanding and sign the Commitment Declaration of WMB about Children and Teenagers Protection;
- f. Assure that in the activities, programs and social projects, the parents or guardians can understand the responsibility of WMB related to the children and teenagers protection, making known their obligations through CTPP;
- g. Develop effective connections with agencies and cooperators that have similar objectives, in which is related to the worry about child and teenager protection, including the participation in events and conferences;
- h. Review this policy each three years or when it is necessary a new practice in urgent character.

## 12. MONITORING

The responsible group for the issue of Child and Teenager Protection of WMB will make the monitoring of the implementation of the CTPP through the collection and record of occurrences information in proper forms, as well as through reports of data referral in violence situations under the organization.

The responsible group shall present periodic report of the progress of the implementation to the Executive Board of Directors of World Missions Board.

## **BIBLIOGRAPHY:**

**www.jmm.org.br**

KIT “**A safe place for children**” – International Coalition.

LEITCH, Christine; CANDIEIRO, Terezinha: **Child Protection Orientation and Guidelines Manual.**

Osasco, SP, Pepe Nework, 2013.

Missionary Manual of WMB.

**Child Protection policy consulted: of PEPE Network, Tearfund, World Vision, BMS World Mission.**



## WORLD MISSIONS BOARD OF BBC

### COMMITMENT DECLARATION

The WMB through its cooperators, missionaries, volunteers and partners is committed with the well-being and protection of the children and teenagers in the world. The WMB recommends better practices and procedures to its team and partners through standards of work development and support to the acting fields, in order to promote safe environments to the children and teenagers that are directly or indirectly involved with their activities. The WMB opposes to all types of violence, negligence and exploitation, according to the biblical principles and the Convention of Children Rights of the United Nations of 1989.

Therefore:

I .....,  
ID number. ...., in the function of .....  
.....

Read the commitment declaration of WMB, understood that it is my duty to protect the children and teenagers with whom I have contact, loving them and respecting them and not omitting before any violence or exploitation situation.

I agree with the terms of CTPP of WMB and I commit to accomplish them.

Date: .....

Signature: .....

## BIBLIOGRAPHIC REFERENCE

- ARIÈS, Philippe. **“História social da criança e da família”** - 2 ed. Tradução: Dora Flaksman. Rio de Janeiro: Afiliada, 1981.
- CAMPOS, Carla Regina Borges; e VILLALVA, Maria, Inês. **“Construindo Espaços Seguros”** - Guia de Implantação da Política de Proteção da Criança e do Adolescente em Espaços Institucionais da FEASA- .ed. PAULUS, 2014.
- CANDIEIRO, Terezinha. – **“A proteção e o desenvolvimento integral da criança”**, 2012.
- CARDOSO, Sônia; VELLOSO, Márcia Regina Pereira Uhlmann; ARAÚJO, Ruth Souza Neves; e LIMA, Thaís Regina. **Política de Proteção da Primeira Igreja Batista de Curitiba** (coordenadora – sonia.cardoso@pibcuritiba.org.br, 30914354).
- DREZETT, Jefferson. **“Estupro de vulnerável: caracterização sociodemográfica e desfecho de gestações entre adolescentes menores de 14 anos”**, publicado no XI Congresso Brasileiro de Psicologia Hospitalar, DOI: 10.13140/RG.2.2.32187.72484, em Setembro de 2017.
- GONÇALVES, Alexandre. **“O que acontece quando a igreja passa a ver a criança com outros olhos?”**, Claves e Visão Mundial, 2019.
- GUERREIRO, Tânia. Subtenente Especialista em Pedofilia - **“Cartilha de Segurança Contra a Pedofilia”** Orientações aos Pais/Orientações as Crianças do Governo do Estado do Paraná e Polícia Militar. (://www.redemaosdadas.org/seguranca-contra-pedofilia-orientacao/)
- KIT LUGAR SEGURO - **“Padrões de Proteção à Criança”** Guia 1 - Rede Mãos Dadas, edição em português pela ed. Esperança, setembro de 2012. Produzido por Keeping Children Safe Coalition.
- KOHAN, Omar Walter. **“Pesquisa em educação”**. São Paulo, v.29, n.1, p.11-26, jan./jun.2003.
- LEITCH, Christine. **“Proteção à criança: Manual de Orientações e Práticas para a Proteção das Crianças nas Igrejas”**/ Christine Leitch, Terezinha Aparecida de Lima Candieiro. Osasco, SP: Pepe-Network, 2013.
- MACLEOD, Heather. Child Protection. In MILES, Glen and WRIGHT, Josephine-Joy (Ed). **Celebrating Children**. Cumbria: paternoster Press, 2003.
- Modelos de Política de Proteção à Criança e ao Adolescente** (PEPE, Tearfund, BMS, Lifeworlds, AMAS, PIB Curitiba, Diaconia, Visão Mundial, JMM etc)
- MORI, Letícia. **“Como falar sobre abuso sexual com as crianças”** - por BBC NEWS BRASIL em 06/10/2017. (<https://g1.globo.com/educacao/noticia/como-falar-sobre-abuso-sexual-com-as-criancas>).
- PLATÃO. **As leis, ou da legislação e Epinomis**. Tradução: Edson Bibi. 2a. ed. Bauru - SP: Edipro, 2010.
- POSTMAN, Neil. **O desaparecimento da Infância**. Rio de Janeiro: Graphia, 2011.
- QUEIRÓS, Carlos. **“Pastorear as crianças: nosso compromisso”**, publicado pela Revista Mãos Dadas número 21, de setembro de 2008.
- SENA, Ligia Moreiras Mortensen; Andreia C. K. e - **“Educar sem violência: criando filhos sem palmadas”**, ed. Papiro 7 mares, 2014.
- UNICEF – **“Um rosto familiar: A violência na vida de crianças e adolescentes”**: Por <https://www.unicef.org> em 01/11/2017.
- UNICEF. **Declaração Universal dos Direitos da Criança**: Por <https://www.unicef.org/brazil/os-direitos-das-criancas-e-dos-adolescentes>, em 12/05/2020.