

CHILD SAFEGUARDING POLICY

VELA – HUMANITARIAN
ORGANIZATION FOR PROTECTION
AND EDUCATION

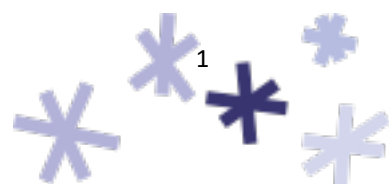
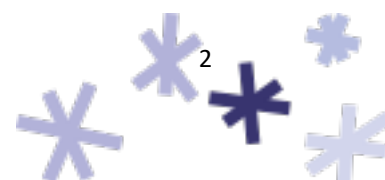


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INTRODUCTION

This policy applies to all staff, volunteers, management and anyone working with VELA. The purpose of this policy is:

- To demonstrate the commitment of VELA to keeping children safe, regardless of gender, ethnicity, disability, sexuality or religion.
- To demonstrate VELA duty to act appropriately when there are any allegations, reports or suspicions of abuse and to work in partnership with statutory agencies who have a legal duty to investigate
- To provide anyone working for or on behalf of VELA or other actors operating within the shelters with clear guidance and procedures for reporting and recording concerns
- To ensure that any allegations and suspicions are fully investigated internally and the findings are communicated through appropriate inter-agency channels

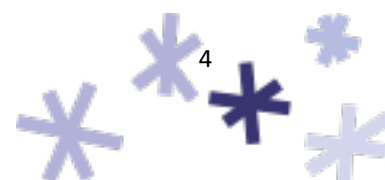
This policy is part of VELA Internal Operating Procedures which responds to misconduct within and outside of the workplace in a comprehensive approach.

VELA ensures that anyone working for or on behalf of VELA as well as third parties are informed about the policy and procedures about how to report abuse and will monitor they understand and agree to abide by the policies and procedures in induction, team meetings and supervision. For the purpose of this policy, a child is a person aged below 18.

The policy is based on the following principles:

- The rights of the child to safeguarding from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child (UNCRC).
- The welfare of the child should be safeguarded and promoted.
- When there is a conflict of interest the needs of the child are always paramount.
- Recognition of the importance of parents, families and staff in children's lives.
- Recognition of the importance of working in partnership with other partner agencies in the safeguarding of children.
- Recognition of the rights of staff and volunteers to learning events and support.

DEFINITIONS OF ABUSE



It is difficult to define “harm” to children because children can be abused in so many ways depending on the context. They may be abused in a family, an institution, community or faith setting, or via social media/internet. They may be harmed by an adult or adults or another child or children¹:

Physical abuse: actual or potential physical harm perpetrated by another person, adult or child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Sexual abuse: forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has little choice in consenting to. This may include, but is not limited to, rape, oral sex, penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching. It may also include involving children in looking at, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation: a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim's options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual.

Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods. It may also involve opportunistic or organized networks of perpetrators who profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

Neglect and negligent treatment: allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It also involves maternal neglect during pregnancy and after birth as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

Emotional abuse: persistent emotional maltreatment that impacts on a child's emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyber bullying), and threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate

¹ The definitions of abuse were based on the “Child Safeguarding Standards and how to implement them” by Keeping Children Safe, https://www.keepingchildrensafe.org.uk/sites/default/files/resource-uploads/KCS_STANDARDS_2014.pdf

expectations being imposed. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

Commercial exploitation: exploiting a child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

Bullying: Bullying is often considered to be a fifth type of abuse but when it does occur it usually has elements of one or more of the four categories identified. The bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying can take place in the virtual world of social networking sites, emails or text messages.

Bullying should not be ignored, and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim.

Bullying takes many forms but ultimately it is the perception of the victim that determines whether or not they are being bullied rather than the intention of the bully.

Poor Practice: Incidents of poor practice arise when the needs of children are not afforded the necessary priority, compromising their wellbeing. Poor practice can easily turn into abuse if it is not dealt with as soon as concerns are raised or reported. Examples of poor practice may be shouting, creation of intra-classroom 'elites', ridicule of other's errors, ignoring health and safety guidelines and failing to adhere to the code of conduct.

Lastly, awareness or suspicion by caregivers and legal guardians of any sort of abuse by others as defined herein.

COMPLAINTS POLICY

POLICY

VELA maintains a child grievance procedure to ensure that children's complaints are dealt with promptly and in an unbiased manner.

Children are provided with a written description of the grievance procedure and the Child Grievance Form (see Annex) upon admission to the center/shelter. Staff are responsible for advising children of their rights and of the grievance procedure, including that a staff member will assist them to complete the form and file the grievance.

PROCEDURE

If a child expresses a concern or makes a complaint concerning their admission to or stay at the center/shelter, s/he can take the following steps:

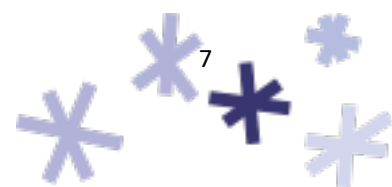
- The child will discuss the matter fully with the social worker, who will decide on any corrective action required within the boundaries of his/her authority. The social worker will notify the Scientific/Field Team Coordinator of the child's concerns and the action taken.
- If the child is still unsatisfied with the outcome, the child may submit a request for intervention to the field/location highest ranking official, who will acknowledge receipt within 5 days. He/she in turn will take any required corrective action within 7 days and inform the child, in writing, of the resolution.
- Children have the right to ask assistance of another person to speak on their behalf or help fill out the grievance form.
- Child grievances are reported to the location highest ranking official. He/she submits the reports to the VELA management which in turn reviews all grievances quarterly and annually, providing a level of review that does not involve the child or person about whom the complaint was made or the person who reached the decision.
- Copies of all documents are placed in the child file.

ROLE AND RESPONSIBILITIES OF STAFF AND MANAGEMENT

CHILD SAFEGUARDING LEAD

The designated child safeguarding lead (CSL) is the Director of Programmes and Development of VELA and monitors and implements PSS and case management for the organization's beneficiaries. The purpose of the role of the child safeguarding lead is to take the lead role in ensuring that appropriate arrangements are made for VELA to keep children safe. The duties and responsibilities of the CSL are to:

- Ensure all safeguarding policies and procedures are up to date and implemented correctly
- Ensure all staff, volunteers and other parties operating in the shelter are aware of the policies and procedures and what to do if they have any concerns
- Receive and record confidentially information from anyone who has safeguarding concerns or wishes to report incidents
- Implement group and individual sessions with children and mothers in relation to rehabilitation of harm, first level investigation of reported, suspected or witnessed harm
- Take the lead in dealing with any allegation against a member of staff or volunteer and forward the allegation to management for investigation
- Consult with, pass on to and receive information from statutory agencies and other actors, including making a formal referral where necessary following the existing referral pathways in the country
- Be familiar with and keeping up to date with safeguarding issues relating to beneficiaries
- Attend training from time to time in issues relevant to safeguarding and share knowledge with workers and management
- Attend team meeting, supervision and management meetings as required
- Address staff concerns around child safeguarding



- Provide advice on safeguarding to colleagues
- Carry out risk assessments for an activity /event involving children

SHELTER/ CENTER/ FACILITY COORDINATOR

The Shelter/ Center/ Facility Coordinator is the central reference point for child safeguarding and protection operations at each center/shelter/facility. The role is not confined in strict definitions, but rather cover a broad spectrum of responsibilities as follows:

- Overall coordination of safeguarding developments
- Ensuring all new staff have police/background checks done
- Checking that images and any media material of children do not breach the child safeguarding policy
- Implements child safeguarding policy on the ground
- Ensures all staff are on board and following child safeguarding procedures
- Coordinates and liaises with other agencies and actors to facilitate access to education whenever possible, recreation, health and other required services, and should liaise with social work/community outreach/ child protection staff in case management activities
- Ensures that safety procedures and protocols are followed.
- Is the Contact Person for emergencies.

FIELD OPERATION SCIENTIFIC COORDINATOR

The Field Operation Scientific Coordinator leads the implementation and follow up of the child safeguarding policy at all levels within the shelter and makes the final decisions on child safeguarding cases, namely incidents reported, allegations or suspicions. Specifically, the Scientific Coordinator is responsible for the following:

- Ensure child safeguarding policy is implemented
- Enforce Code of Conduct and monitor adherence to it
- Oversee the implementation of the child safeguarding policy and regularly monitor implementation
- Managing all aspects of reporting and responding to incidents
- Assessing prospective partners to determine whether or not they have contact with, or impact upon, children
- Building assessment of child safeguarding risks into project development
- IT systems are monitored to ensure usage does not breach the child safeguarding policy
- Providing of necessary information on child safeguarding concerns and incidents to VELA management

CHILD EDUCATORS/ANIMATORS/ CAREGIVERS

- Become familiar with the child safeguarding policy
- Be aware of abuse and risks to children
- Abide by the code of conduct
- Prevent abuse and protect children
- Report concerns as per the designated procedures
- Promote good practice & challenge poor practice
- Children and their mothers are informed of complaints procedures and how to report any concerns/misconduct
- be able to give reassurance and to calm the children
- be ready and able to respond to children's needs of varying ages
- have some knowledge of basic child health and development
- be trained on child safeguarding and should have signed a code of conduct
- Create a friendly and inviting atmosphere by providing consistent attention, care and support to children, and by creating routines
- Play with the children and enhance their creative qualities

ALL STAFF

There is a collective responsibility by all staff at the shelters or community centers or other facilities serving children to follow, promote and adhere to the child safeguarding policy in order minimize any risk of harm to children in and out of the facilities. The staff are the primary contact points with children and should be vigilant on any suspected, witnessed, or reported cases. Their obligations therefore cover a broad spectrum of responsibilities:

MESSAGES TO PASS ACROSS TO CHILDREN

- Their views and expectations on what they have seen and lived are important as well as their perception of harm
- It is possible to give space to telling and sharing of emotions on any traumatic or harmful event they have gone through.
- Each child brings with him/her a heritage of rights, values, culture, skills, affection, ideals and desires that must be protected and enhanced

INFORMATION TO BE PROVIDED TO CHILDREN

- Rules and regulations of the shelter/ center/ facility
- Information about the roles of different staff and especially CSL, and Field Operation Scientific Coordinator

- Geographical information about where they are
- Explanation of harm and harmful incidents
- Risks which child could incur at the shelter
- Access to psychosocial support
- Right to education
- Complaint procedure
- Informing the children about the risks they face at the camp
- Who to go to if they experience or witness harm in or outside of the shelter

OBSERVATION OF CHILDREN

Observation takes place in all areas of the facility, both indoors and outdoors as well as outside of the facility, i.e. during excursions etc.

A. Behavior profile

- A1. Participation /adaptation to the daily schedule
- A2. Level of personal and social autonomy

B. Affective/relational profile

- B1. Relationship with peers
- B2. Relationship with adults, including mothers and staff

C. Basic literacy

D. Pre-existing vulnerability

E. Cultural dimension

RECEPTION, REASSURANCE AND GUIDANCE

Welcoming children, explaining who VELA is and what it does (analysis of individual needs, issues to be focused on and identification of vulnerable cases). The first encounter is crucial for building a close relationship. This semi-structured action sends a clear message about the procedures used to benefit from the services that are provided to the children. This process should include the following:

- Welcome and presentation of the staff, of the CSL and the other staff and services available to them
- Delivery of any materials and guides. Welcoming at the shelter/ center/ facility
- Explanation of the “security” and the protection intended at the shelter/ center/ facility

REPORTING

All staff have the responsibility to share any suspicions, report allegations and incidents with the CSL as well as with the Facility Coordinator immediately after they take notice.

For incidents that take place in their presence, they isolate the perpetrator, either that would be another adult or another child, and remind them of the rules of the shelter/ center/ facility. Then they forward them to the Facility Coordinator Coordinator.

At the same time, they ensure that the child is not in physical danger and then forward them to the CSL. If the child needs medical care, then immediate arrangements are made to escort them to medical services, i.e. the hospital. If the child is unescorted, the parent/ legal guardian is notified.

COOPERATION WITH THIRD PARTIES

COLLABORATION WITH THIRD PARTIES

Collaboration with third party organisations including NGOs, public agencies and independent organisations, will prequalify their information on the child safeguarding policy and their staff to abide by the child safeguarding policy.

COLLABORATION WITH OTHER AGENCIES ON CHILD PROTECTION

The situation of unaccompanied children involves many actors, including asylum authorities, carers, police, potentially medical staff etc.

- Cooperation will be based on formal procedures of cooperation.
- Collecting all information and keeping it safe.

VELA will not share any information or personal data of any child to any third parties that are not authorized by the child's legal guardian or parties responsible for the situation of children with due regard for confidentiality of certain information and data protection.

COLLABORATION WITH VOLUNTEER ORGANISATIONS OPERATING AT THE FACILITIES

Collaboration with volunteers takes multiple forms as VELA works together with organizations recruiting volunteers as well as with individual volunteers. Vetting procedures are in place both for organizations and individual volunteers.

With volunteer organizations operating at the shelters for long periods of time, VELA partners sign a memorandum of understanding for roles, obligations and liabilities of each party once they have passed the vetting process and a decision is made for cooperation with the organization.

In cases where organizations have their own vetting procedures, partners are informed whether these meet the relevant standards and approve the vetting process of partner organizations to select individual volunteers.

COLLABORATION WITH INDIVIDUAL VOLUNTEERS OPERATING AT THE FACILITIES

For individual volunteers, the code of conduct and the confidentiality agreement are signed once an agreement is made. Additionally, the accident Waiver and Release of Liability Form are signed by the volunteer upon recruitment which in effect is a waiver of any liability due to the shelters' operation and therefore releases any child at the shelter of any liability.

The Volunteer Recruitment Policy and Procedures requires that previous humanitarian experience and/ or relevant degree in the field of operation is necessary. The policy includes also a vetting procedure including a letter of recommendation and the provision of criminal record, or certificate of criminal clearance depending on the country of origin. The procedure also includes an interview and teaching or other relevant certificates to their experience.

For interns, a letter from the university or academic institution is necessary stating the internship's requirements and obligations of the parties.

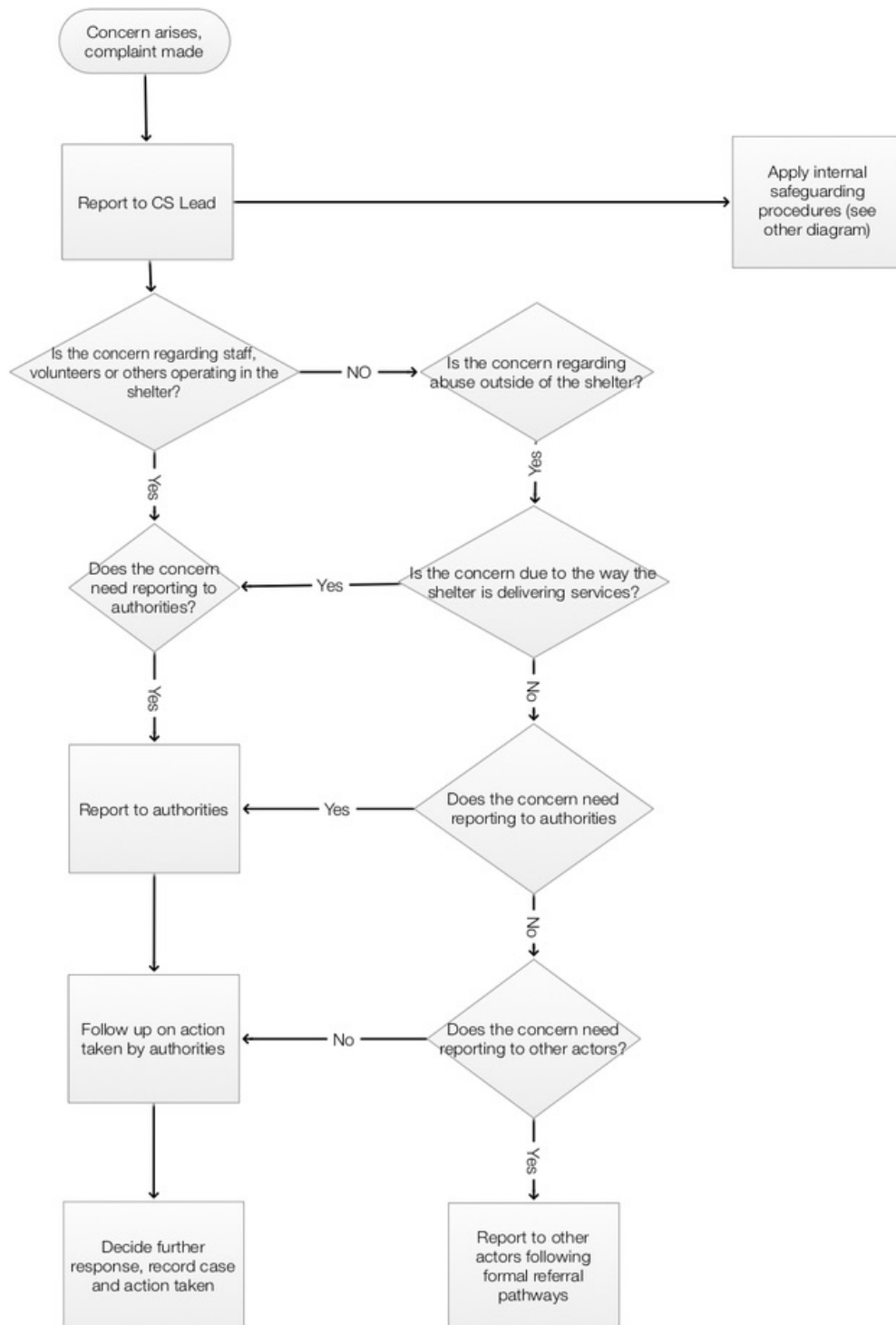
All volunteers undergo an induction process prior to engaging with the daily operations, beneficiaries and staff. This includes their introduction to the team, dynamics of the project, supervisor or pair, and training and information provision on code of conduct and policies.

During the first week of their deployment, volunteers shadow more experienced volunteers or staff and are supervised and supported by daily debriefs. This enables the knowledge transfer for child safety and security, identification of incidents or suspected cases etc.

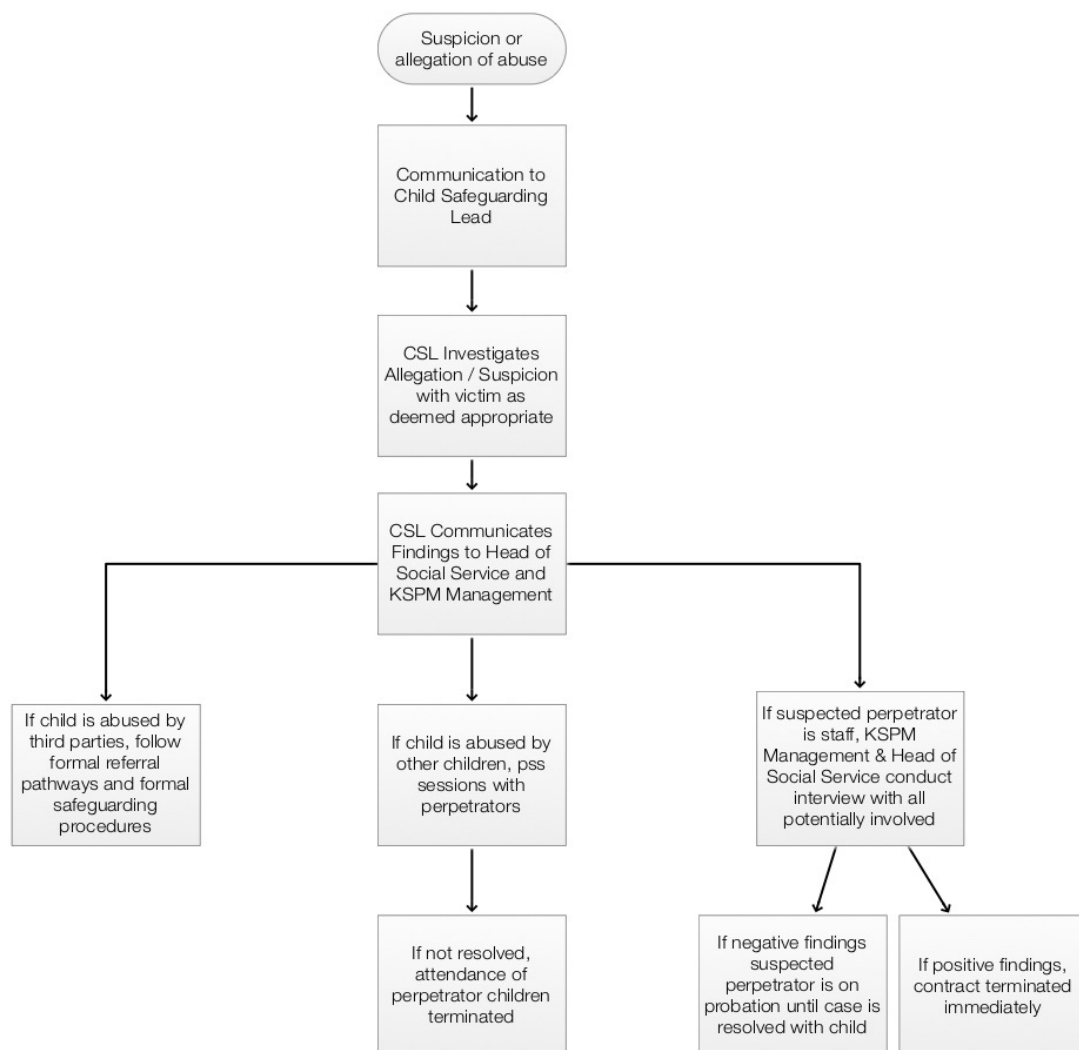
CHILD SAFEGUARDING REPORTING PROCEDURE

The child safeguarding reporting procedure has two legs. One is the internal procedure for reporting and managing cases at the shelters includes communication with third parties when necessary.

FORMAL CHILD SAFEGUARDING PROCEDURE DIAGRAM



INTERNAL CHILD SAFEGUARDING PROCEDURE DIAGRAM



CHILD SAFEGUARDING CONCERN REPORTING FORM

VELA has put in place a Child Safeguarding Concern Reporting Form which enables any party to report incidents or concerns of abuse to the organisation. The child safeguarding Concern Form is completed and submitted to the CSL. The CSL then conducts the first-level investigation as a first step to the resolution process. If the CSL is suspected then the form and communication takes place through management for investigation.

SELF-AUDIT TOOL

This self-audit tool is an ideal way to measure how far VELA is from meeting the standards on making children safe, and where we need to improve. The self – audit is sourced from the Keeping Children Safe Standards ².

² The self – audit tool was copied from “Developing Child Safeguarding Policy and Procedures – a facilitator’s guide”² of Keeping Children Safe, www.keepingchildrensafe.org.uk

ANNEXES

COMPLAINTS FORM

DATE | TIME [date | time] | SHELTER [Name]

NAME (NON COMPULSORY)

A. ABUSE/ VIOLATION OF RULES

By beneficiary / By Staff

Rule that has been violated:

By whom:

Date and Time:

Other people present:

Comments:

B. INTERPERSONAL RELATIONSHIPS

Between beneficiaries/ Between beneficiaries and staff:

Description:

Date of complaint submission:

Received by:

SELF-AUDIT TOOL

The self-audit tool should be completed as follows: Tick the A, B or C box as appropriate where: A. in place, B. working towards, C. not in place.

Standard 1: Policy A B C
The organisation has a written child safeguarding policy, approved by the relevant management body, to which all staff and associates (including partners) are required to adhere. ☐ ☐ ☐
The UN Convention on the Rights of the Child and other Conventions and Guidelines pertaining to children informs the policy of the organisation. ☐ ☐ ☐
The policy is written in a way that is clear and easily understandable and is publicised, promoted and distributed widely to all relevant stakeholders, including children. ☐ ☐ ☐
The policy is clear that all children have equal rights to protection and that some children face particular risks and difficulties in getting help, because of their ethnicity, gender, age, religion or disability, sexual orientation. ☐ ☐ ☐
The policy addresses safeguarding children from harm through misconduct by staff, associates and others, from poor practice, and from its operational activities where these may harm children or put them at risk due to poor design and/or delivery, for example. ☐ ☐ ☐
The organisation makes clear that ultimate responsibility for ensuring the safety of children rests with senior executives (CEO and Directors) and managers. ☐ ☐ ☐

Standard 2: People A B C

There are written guidelines for behavior (Code of Conduct) that provide guidance on appropriate/expected standards of behavior towards children and of children towards other children.

☐ ☐ ☐

All members of staff, volunteers and associates have training on child safeguarding which includes an introduction to the organisation's child safeguarding policy and procedures and learning on how to recognise and respond to concerns about child abuse.

☐ ☐ ☐

The organisation is open and aware when it comes to child safeguarding matters so that issues can be easily identified, raised and discussed. Staff, partners and associates need to have access to advice and support where concerns or incidents arise. These staff will also need to be able to identify sources of support for children and their families.

☐ ☐ ☐

Children are made aware of their right to be safe from abuse and provided with advice and support on keeping themselves safe including information for children, parents/carers about where to go for help.

☐ ☐ ☐

The organisation designates key people at different levels (including Director level) as "focal points" with clear defined responsibilities, to champion, support and communicate on child safeguarding and for effective operation of the child safeguarding policy.

☐ ☐ ☐

Partner organisations are required and supported to develop minimum child safeguarding measures appropriate to their organization.

☐ ☐ ☐

Standard 3: Procedures A B C

The organisation requires local mapping exercises to be carried out that analyse the legal, social welfare and child protection arrangements in the context in which it works.

☐ ☐ ☐

There is an appropriate process for reporting and responding to child protection incidents and concerns that fits with the local systems for dealing with incidents of child abuse (as identified in the mapping exercise).

☐ ☐ ☐

The identification and mitigation of child safeguarding risk is incorporated into risk assessment processes at all levels, i.e. from identification of corporate risks through to planning an activity involving or impacting on children.

☐ ☐ ☐

Adequate human and financial resources are made available to support development and implementation of child safeguarding measures.

☐ ☐ ☐

There are clear procedures in place that provide step-by-step guidance on how to report safely which are linked to the organisations disciplinary policy and procedures.

☐ ☐ ☐

Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations.

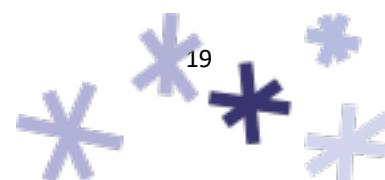
☐ ☐ ☐

Standard 4: Accountability A B C

Arrangements are in place to monitor compliance with and implementation of child safeguarding policies and procedures through specific measures and/or integration into existing systems for quality assurance, risk management, audit, monitoring and review.

☐ ☐ ☐

There is a system of regular reporting to key management forums, including Director level, to track progress and performance on child safeguarding, including information on safeguarding issues and child protection cases.

☐ ☐ ☐


External or independent bodies such as Board of Trustees, oversight committees are used to monitor performance in this area and hold senior executives to account in relation to child safeguarding.

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Opportunities exist for learning from practical case experience to be fed back into organisational development.

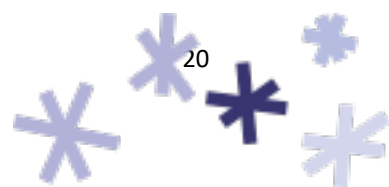
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Policies and practices are reviewed at regular intervals and formally evaluated every three years.

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Progress, performance and lessons learnt are reported to key stakeholders (management forums and external or independent bodies where relevant) and included in organisations' annual reports.

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CHILD SAFEGUARDING CONCERN REPORTING FORM

This form should be completed when there is cause for concern and given to your Child Safeguarding Lead as soon as possible. One form should be completed for one child.

ADVICE SHEET

This advice sheet is brief guidance for safeguarding procedures at the shelters.

All staff and volunteers operating at the VELA shelters have a responsibility to create and maintain a safe learning and recreational environment for all children. We have a responsibility to identify where there are child welfare concerns and take action to address them in partnership with other organisations. Once you have completed this form, please send it to the CSL by email.

- As a member of staff/ volunteers you have a legal responsibility to report any concerns you have regarding safeguarding or any disclosures made by a child or young person.
- You are also responsible for ensuring that action has been taken as a result of your concerns.
- Recording of all concerns/incidents must be followed up in writing.
- All confidential files are held by the CSL.
- Staff may have access to the confidential files on request to the CSL and VELA management.
- Parents and guardians do not automatically have access to the confidential files.

Protocol for Reporting Safeguarding Concerns

- Complete the safeguarding incident form (written recording is essential) and hand over to the designated staff with a brief explanation – do not leave form lying around as it is confidential.
- The CSL and Head of Social Service will then decide on a course of action and file the safeguarding incident form in the child's confidential file, and on VELA management's central record file, and CSL will keep you informed.
- If no follow up is given or concerns grow, then it is your responsibility to reiterate your concerns and check progress.

Protocol for Reporting Disclosures or Serious Concerns of Abuse

- Report any concerns to CSL immediately and then follow this up in writing within 24 hours.
- Disclosures from a young person are confidential but if any of the content has a safeguarding concern you should inform the child that you will need to tell someone else.
- Reassure them that you will only tell who needs to be told.

Disclosure- What to do:

- Stay calm, tell the child they have done the right thing
- Be honest, do not make promises you cannot keep – YOU HAVE A DUTY TO REFER
- Explain what you have to do next and to whom you have to talk to

- Acknowledge how hard it must have been for the child to tell you what happened.

Disclosure- What not to do:

- Do not ask leading questions
- Do not promise not to tell anyone
- Do not put words into a child's mouth or assume how the child feels.
- Do not attempt to interview the child.

Record Keeping

- All incidents should be recorded in writing and dated and signed (see Safeguarding Incident Form)
- Remember why you are making this record and state any intended action

Records Should:

- Be within 24 hours
- Be accurate and descriptive. Do NOT make any assumptions.
- Be clear and concise

REMEMBER:

ALL STAFF MEMBERS AND VOLUNTEERS HAVE A DUTY TO REFER AND SAFEGUARD THE CHILDREN IN OUR CARE.

ALL STAFF MUST ENSURE THEY HAVE READ AND UNDERSTAND THIS SAFEGUARDING POLICY.

CHILD SAFEGUARDING CONCERN REPORTING FORM

1. **Date of Report**
2. **Details of child – victim**

Full Name:

Estimated Age:

Policy Registration Number:

3. **Details of the person reporting concerns**

Full Name

Job position (if VELA Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

Email address:

4. Details of other persons where a join report is being made

Full Name

Job position (if VELA Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

Email address:

Full Name

Job position (if VELA Staff)

Organization (if staff of partner organization or volunteer partner organization)

Mobile Phone number:

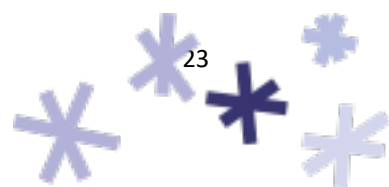
Email address:

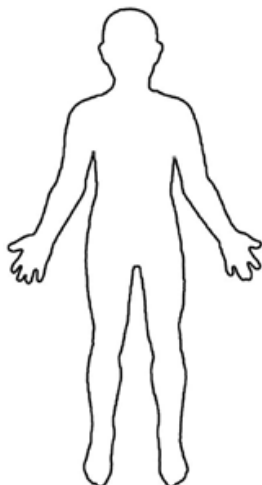
5. Details of Concern(s)

Please complete the following section with as much detail about the specific child protection or welfare concern or allegation as possible. Include dates, times, incident details and names of anyone who observed any incident. Please include the parent's and child's views if known. Please attach additional documentation if available, i.e. photo. Please provide a description of any injuries (use body diagram to indicate area of injury).

Front ☐

Back ☐





If the injury or harm was witnessed to be self-made and by accident please describe how it happened and the severity of the harm to the child/ children.

6. Type of concern

Child Welfare Concern ☐

Emotional Abuse ☐

Physical Abuse ☐

Sexual Abuse ☐

Neglect ☐

7. Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

7.1. Section A:

Date and time of incident/disclosure:

Location of incident/disclosure:

Date this form was completed:

Other persons present:

7.2. Section B:

Details of Concern/ disclosure/ incident:

(what was said, observed, reported)

8. Action taken:

(what did you do following the incident/ disclosure/ concern?)

9. Parents aware of report

Are the child's parents/ guardians aware that this concern is being reported?

Yes / No

If the parent/ guardian does not know, please indicate reasons:

10. Relationships

10.1. Details of Mother

Full Name

Mobile No/ other contact details

Police Registration Number

10.2. Details of Father

Full Name

Mobile No/ other contact details

Police Registration Number

11. Details of person(s) allegedly Causing Harm

Full Name

Male/ Female

Estimated Age



Police Registration Number

Occupation

Position Held

Organization

Relationship to child

Address/ location at time of alleged incident

If name unknown please indicate reason

Full Name

Male/ Female

Estimated Age

Police Registration Number

Occupation

Position Held

Organization

Relationship to child

Address/ location at time of alleged incident

If name unknown please indicate reason

12. Name and address of other organizations, personnel or agencies known to be involved currently or previously with the child and/ or family

<u>Profession</u>	<u>Full Name</u>	<u>Organization</u>	<u>Address</u>	<u>Contact details</u>	<u>Recent Contact (i.e. 3/6/9 months ago)</u>
<u>Social Worker</u>					

<u>Public Health Nurse</u>					
<u>GP/ other doctor (please indicate specialization)</u>					
<u>Psychologist</u>					
<u>Police Officer</u>					
<u>Guardian</u>					
<u>Public Prosecutor</u>					

13. Any other relevant information, including any previous contact with the child or family

Signature

Date

Full Name

14. For completion by the Child Safeguarding Lead (DSL):

CSL Response

Action taken by CSL

Rationale for decision making/ actions taken:

Outcome of action taken by CSL:

Follow up action by CSL:

Feedback given to person reporting concerns:

Signature of CSL

Date

Full name of CSL

15. Checklist for CSL:

- ✓Concern described in sufficient detail?
- ✓Distinguished between fact, opinion and hearsay?
- ✓Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓Jargon free?
- ✓Free from discrimination/stereotyping or assumptions?
- ✓Concern recorded and passed to DSL in a timely manner?



